EDUCATION IN EMERGENCIES
A Resource Tool Kit

A Publication of

Regional Office for South Asia
in Conjunction with New York Headquarters

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

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Contents

ACKNOWLEDGEMENTS

Education in Emergencies: A Resource Tool Kit is drawn from materials in a 'back to school" guide developed by UNICEF Headquaters New York as well as materials from the Emergency Field Handbook, the Technical Notes, and the experiences of officers in the field.

The thoughtful comments and suggestions from UNICEF Education Programme Officers from Pakistan, China, and India are greatly appreciated. In addition, we would like to acknowledge the special assistance of the UNICEF East Asia and Pacific Regional Office in providing input into the structure and content of the Tool Kit and training materials.

For assistance in piloting the Tool Kit and accompanying workshop materials, our appreciation goes to the UNICEF Sri Lanka Country Office.

FOREWORD

In South Asia, almost all of the eight countries in the region are prone to natural disasters, some on an annual basis, including floods and droughts, while others are subject to phenomena such as earthquakes. The Indian Ocean tsunami and the Pakistan earthquake had devastating effects on children, destroying families, communities, livelihoods, and education systems.

Countries in South Asia, as well as in many other regions, are also experiencing various types of complex political conflict. The scale and sudden onset of the recent natural disasters and the ongoing impacts of armed conflicts have highlighted the need to enhance emergency preparedness to meet immediate needs of affected people and to reconstruct essential services and livelihoods.

Re-establishing education after an emergency not only meets a fundamental right of children to education regardless of the circumstances, but also plays a critical role in normalizing the environment for children and contributes significantly to helping children overcome the psychological impact of disasters. Equally important, education provides a protective environment for children, who are more vulnerable to exploitation and abuse in the wake of emergencies or armed conflict.

The planning for rebuilding the education system provides all opportunity to 'build back better'. This means not only for planning school construction with girl-friendly sanitation to increase girls' enrolment, but also for developing new strategies to meet the needs of all children to complete at least the basic cycle of education. These might include building full-grade schools close to home, or supplementing face-to-face education with forms of distance learning to ensure that children in remote areas have an equal opportunity to complete their education. In addition, investment is needed ahead of emergencies in order to create robust systems that respond better to the shocks of emergencies. If building codes are adhered to, damage, trauma and loss of life will be greatly reduced. Development is therefore part of the continuum before, during and after emergencies.

UNICEF Regional Office for South Asia, in collaboration with New York Headquarters, has undertaken the development of an education in emergency capacity building package for UNICEF education programme officers and partners in order to better fulfil UNICEF's Core Commitments to Children in the education sector. This manual, entitled *Education in Emergencies: A Resource Tool Kit* provides step by step recommendations and tools for preparing for and responding to emergencies. Coupled with the accompanying CD and workshop materials, it will assist country offices in their ongoing efforts to improve their preparedness planning in collaboration with partners in the education sector.

ROSA is deeply grateful for the ongoing support of colleagues at Headquarters and the East Asia and Pacific Regional Office during the development of these materials. We hope that the Tool Kit will result in improved educational services and outcomes for children in South Asia and beyond.

Cecilia Lotse
Regional Director
UNICEF Regional Office for South Asia

GUIDE TO USING THE TOOL KIT

The Tool Kit has been developed for UNICEF officers, and presents information and tools to enable them to prepare for and respond to emergencies to comply with UNICEF's Core Commitments for Emergencies in the education sector. The Tool Kit is based on the premise that in order to respond effectively to the delivery of education in emergencies, UNICEF offices must take the requisite preparedness actions. These materials can be used in three main ways: 1) as a resource in conjunction with education in emergencies training, 2) as a guide for emergency preparedness, and in particular, for preparing Emergency Preparedness and Response Plans, and 3) as a reference in the face of an emergency.

Emergency Preparedness and Response Checklists

At the beginning of the guide, there is an Emergency Preparedness Checklist to assist education programme officers in identifying areas that may require action. This may be helpful in preparing the education sector's portion of the annual Emergency Preparedness and Response Plan.

Following the Preparedness Checklist is an Emergency Response Checklist. This can serve as a summary of actions to be taken in the event of an emergency.

Modules

The Tool Kit is divided into three modules. Module 1 presents sections on each component of emergency response during the acute phase of an emergency and concludes with a section on emergency preparedness. Module 2 provides sections on components of emergency response during the transition to recovery and reconstruction of education systems. Module 3 consists of sections on cross cutting components of emergency response. Each of the sections not only provides information and tools for

emergency response, but also provides links to preparedness.

Annexes and CD Documents

Most sections contain annexes, which are tools to assist in preparing and responding to emergencies. The Table of Tool Kit Annexes and CD Documents at the front of the Took Kit provides a complete list of tools and documents in the modules and sections where they are located. Among the tools are sample emergency workplans, rapid assessment formats, an emergency supply planning matrix, monitoring tools, and emergency education training agendas. The annexes for each section are shown directly under the section title page. Most sections also indicate other materials relevant to the section, which are also indicated on the section title page and which are contained on the accompanying CD. For example, the section on Supplementary Kits and Emergency Curriculum Themes contains a number of teaching and learning materials that UNICEF country offices can translate and localize to use for emergency education.

In order to make copies of both the annexes and CD documents, simply put the CD in a computer and find the sections and their corresponding annexes and documents. The tools and documents can be translated, localized, and adapted for the particular needs of the countries and emergencies they face.

Resources

There is a wealth of resources that can be accessed on education in emergencies, including documents, web sites, and organizations listed in the Resources section of the Tool Kit. In addition, there is an Annotated Bibliography of Resource Materials for Education in Emergencies on the accompanying CD. For each entry there is a web site where the document can be found and information about procurement if the document is not available electronically.

TABLE OF TOOL KIT ANNEXES AND CD DOCUMENTS

The Tool Kit annexes are also provided on the accompanying CD so that copies can be duplicated as needed.

SECTION	ANNEX	CD DOCUMENTS
MODULE 1		
1.1 UNICEF Emergency Policy and Rationale for Education in Emergencies	■ Annex 1.1.1 Excerpts from Human Rights and UNICEF Policy Documents ■ Annex 1.1.2 Excerpts from Medium Term Strategic Plan 2006-09	✇ Core Commitments for Children in Emergencies ✇ Rewrite the Future
1.2 Framework for Rapid Education Response	■ 1.2.1 Sample Emergency Management Plan ■ 1.2.2 Emergency Curriculum and Training Planning Tool	✇ Rapid Educational Response in Complex Emergencies
1.3 Rapid Education Assessment	■ Annex 1.3.1 Integrated Rapid Assessment Field Data Checklist – Education (Draft EMOPS 2006) ■ Annex 1.3.2 Rapid Education Assessment from Emergency Field Handbook	✇ Rapid Education Assessment (Pakistan) ✇ Multi-sectoral Rapid Assessment - the First 72 Hours after Rapid Onset Emergency: An Integrated Tool Kit (Draft, EMOPS) ✇ Integrated Rapid Assessment Field Data Checklist (Draft) ✇ Information Gathering and Needs Assessment (Technical Notes)
1.4 Temporary Learning Spaces	■ Annex 1.4.1 Specifications for School Tents (Pakistan)	✇ Temporary School Project, Aceh, Indonesia
1.5 Pre-packaged Kits	■ Annex 1.5.1 Recreation Kit Contents ■ Annex 1.5.2 Recreation Kit: Guidelines for Use ■ Annex 1.5.3 School-in-a-Box Kit Contents ■ Annex 1.5.4 School-in-a-Box Guidelines for Use ■ Annex 1.5.5 Early Childhood Education Kit ■ Annex 1.5.6 ECD Kit Guidelines for Use	✇ Maldives Early Childhood Development Kit (Teaching Activities) ✇ Early Childhood Development Kit, Guideline for Caregivers (Teaching Activities), EDC Unit, UNICEF HQ ✇ Recreation Kit Guidelines ✇ Recreation Kit Learning Activities Parts 1-7 (in French) ✇ Rapid Education Response Teachers Guide (Generic from Liberia to be adapted with SIB) ✇ Teacher Emergency Package: Basic Literacy, Numeracy and Themes for Everyday Life, NRC/UNESCO

SECTION		CD DOCUMENTS
1.6 Supplementary Packages and Emergency Themes		**Psychosocial Teacher Training/ Curricula** ⊘ Teacher Training, Psychosocial Support, Norwegian Refugee Council ⊘ IRC's Psychosocial Teacher Training Guide ⊘ Children and Disaster: Teaching Recovery Techniques ⊘ Psychosocial Care for Children, Manual for Teachers (post earthquake) ⊘ Psychosocial Play and Activity Book for Children and Youth Exposed to Difficult Circumstances, UNICEF-MENA ⊘ Life Has Changed: Teacher's Guide, Meena Series, UNICEF ROSA ⊘ Life Has Changed, Booklet, Meena Series, UNICEF ROSA **Health/Sanitation/HIV AIDS Curricula** ⊘ Health Education Curriculum for Kindergarten, International Rescue Committee ⊘ UNICEF HIV/AIDS Prevention Education Teacher's Guide **Mine Risk Education** ⊘ Child to Child Mine Risk Education ⊘ Mine Risk Education Guidebook ⊘ Riskland Game Board ⊘ Riskland Rules of the Game ⊘ Riskland Question Spaces ⊘ Riskland Surprise Spaces **Peace, Reconciliation and Rights Education** ⊘ Peace Education Curriculum - UNICEF Liberia ⊘ INEE Peace Education Teacher Training Manual ⊘ UNESCO Peace Education Module ⊘ Peace Education Curriculum - UNICEF Solomon Islands **Environmental Education** ⊘ Environmental Education Training of Trainers Manual, UNESCO

SECTION	ANNEX	CD DOCUMENTS
1.7 Teacher Mobilization, Identification and Training	■ Annex 1.7.1 Approaches to Teacher Training ■ Annex 1.7.2 Sample Training of Trainers Agenda in Non-formal Education	◈ Teacher Training, Psychosocial Support, Norwegian Refugee Council ◈ IRC's Psychosocial Teacher Training Guide ◈ Psychosocial Care for Children, Manual for Teachers (post earthquake) ◈ Psychosocial Play and Activity Book for Children and Youth Exposed to Difficult Circumstances, UNICEF-MENA ◈ Recreation Kit Learning Activities Parts 1-7 (in French) ◈ Rapid Education Response Teachers Guide Liberia (for SIB) ◈ Teacher Emergency Package: Basic Literacy, Numeracy and Themes for Everyday Life, NRC (for SIB) ◈ Gender Teacher Training, Norwegian Refugee Council ◈ Gender and Development, CEDPA Training Manual Series
1.8 Supplies and Operations	**Supplies and Logistics** ■ Annex 1.8.1 Supply Plan ■ Annex 1.8.2 Air Freight Estimate Calculator ■ Annex 1.8.3 Goods Receipt Form ■ Annex 1.8.4 Supply End Use Monitoring Report **Human Resources** ■ Annex 1.8.5 Staff Identification and Mobilization Planning Tool ■ Annex 1.8.6 Sample Terms of Reference for Education Emergency Officer **Resource Mobilisation** ■ Annex 1.8.7 Resource Mobilization (from EPRP) ■ Annex 1.8.8 Format for Fundraising Proposal by Sector	◈ Writing TORs (EFH) ◈ Sample Pitch Document (Haiti) ◈ Sample Flash Appeal (Bam, Iran) ◈ Sample CAP (Nepal)
1.9 Framework for Education Emergency Preparedness	■ Annex 1.9.1 Emergency Profile (EPRP) ■ Annex 1.9.2 Scenarios and Minimum Levels of Readiness (EPRP) ■ Annex 1.9.3 Pre-crisis Secondary Data for Emergency Preparedness (EMOPS, Draft) ■ Annex 1.9.4 Rapid Assessment Planning (EPRP)	◈ UNICEF Emergency Preparedness and Response Plans (EPRP) ◈ Let's Learn to Prevent Disasters, Risk Reduction Curriculum, UNICEF ◈ Zandi's Song (Avian Flu Preparedness Story) and Fact Sheet, UNISDR ◈ Risk Land Game (Preparedness Board Game for Children), UNISDR

SECTION	ANNEX	CD DOCUMENTS
	■ Annex 1.9.5 Emergency Curriculum and Training Planning Tool ■ Annex 1.9.6 HR Identification and Mobilisation Planning Tool ■ Annex 1.9.7 Partnership Analysis for Education (EPRP) ■ Annex 1.9.8 Consolidated Supply List and Distribution for Education (EPRP) ■ Annex 1.9.9 Consolidated Preparedness Activities for Education (EPRP) ■ Annex 1.9.10 Humanitarian Preparedness and Response – Education by CCCs (EPRP) ■ Annex 1.9.11 Preparedness Plan Monitoring Tool ■ Annex 1.9.12 Human Influenza Pandemic Contingency Plan for Education	
MODULE 2		
2.1 Re-establishing Formal Education		
2.2 Reintegrating Students		◕ Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments, UNESCO ◕ Children and Adolescents Living with Armed Conflict ◕ Training in the Community for People with Disabilities - Guide for School Teachers, WHO ◕ Accelerated Learning Programme Syllabus, New Sudan ◕ Activities for Alternative Schools (Summer Schools), UNICEF ◕ Helping Children Outgrow War ◕ Youth Pack, Literacy II, NRC
2.3 Rehabilitation and Construction of Schools	■ Annex 2.3.1 Child Friendly Schools: Lessons and Emerging Issues	◕ Child Friendly Hygiene and Sanitation Facilities in Schools, UNICEF/IRC ◕ Strategic Framework for Successful Community Based Construction Programmes in Education (Maldives)
2.4 Curriculum Development		◕ Guidelines for Curriculum and Textbook Development in International Education, UNESCO ◕ Accelerated Learning Programme Syllabus, Secretariat Education, New Sudan

SECTION	ANNEX	CD DOCUMENTS
2.5 Teacher Reintegration and Training		◉ Tips on How to Manage a Large Class
MODULE 3		
3.1 Monitoring and Evaluation	■ Annex 3.1.1 Monitoring Indicators for CCCs Education ■ Annex 3.1.2 CCC indicators with Targets and Methods ■ Annex 3.1.3 Sample Education Activity Monitoring Tool	◉ Monitoring and Evaluation Data Collection Methods
3.2 Coordination, Partnerships, and Leadership	■ Annex 3.2.1 Partnership Analysis for Education (EPRP)	◉ MOU between UNHCR and UNICEF ◉ UNICEF/World Food Programme MOU in Emergency and Rehabilitation Interventions ◉ IASC Guidance for Clusters
3.3 Gender in Education in Emergencies	■ Annex 3.3.1 IASC Guidelines, Education Sector Activities: Minimum Prevention and Response Interventions	◉ Gender Teacher Training, Norwegian Refugee Council ◉ Gender and Development, CEDPA Training Manual Series ◉ Ensuring Gender Perspectives in Education in Emergencies (IASC) ◉ Gender Based Violence TOT UNICEF
3.4 Minimum Standards for Education in Emergencies		◉ Minimum Standards for Education in Emergencies Handbook
Resources		◉ Annotated Bibliography of Materials for Education in Emergencies

LIST OF ACRONYMS

BTS	Back-to-School (Campaign)
CAP	Consolidated Appeal Process
CCC	Core Commitments for Children in Emergencies
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CFS	Child Friendly Spaces (Schools)
CO	Country Office
DHR	Division of Human Resources
DFAM	UN Division of Finance and Administration
DSS	UN Department of Safety and Security
EMIS	Education Management and Information System
EMOPS	Office of Emergency Programmes
EPF	Emergency Programme Fund
EPRP	Emergency Preparedness and Response Plan
HC	Humanitarian Coordinator
HQ	Headquarters (New York)
HRU	Humanitarian Response Unit
IASC	Inter-Agency Standing Committee
ICRC	International Committee for the Red Cross
IDP	Internally Displaced Person (People)
IOM	International Organization for Migration
INEE	Inter-Agency Network on Education in Emergencies
MSEE	Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction
MOSS	Minimum Operating Security Standards
OPSCEN	Operations Centre
OCHA	Office for the Coordination of Humanitarian Affairs
PBA	Programme Budget Allocation
PBR	Programme Budget Request
PGM	Supply requisition in ProMS
PO	Purchase Order
PFO	Programme Funding Office
ProMS	Programme Management System
PFO	Programme Funding Office
RA	Rapid Assessment
RALS	Rapid Assessment of Learning Spaces
RO	Regional Office
SIB	School-in-a-Box (Pre-packaged Kit)
TEP	Teacher Emergency Package
TOR	Terms of Reference
UNCT	UN Country Team
UNDP	UN Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UXO	Unexploded Ordinance
WES	Water and Environmental Sanitation
WFP	World Food Programme
WHO	World Health Organization

EMERGENCY PREPAREDNESS CHECKLIST

AREA	PREPAREDNESS	DATE COMPLETED
Framework for Rapid Education Response	■ Complete the annual education sector Emergency Preparedness and Response Plan with all of the elements identified in this checklist. ■ Make an emergency curriculum and training plan with counterparts and partners based on likely emergency scenario.	
Rapid Education Assessment	■ Ensure that pre-crisis data has been gathered, including disaggregated data for gender and socially excluded groups. ■ Decide which data sets are to be used in the UN Country Team and with government. ■ Identify appropriate Rapid Assessment of Learning Spaces tools in advance with MoE and partners. ■ Make agreements in advance with counterparts and partners about assessment roles and responsibilities in preparation prior to an emergency.	
Temporary Learning Spaces	■ With government and partners, ensure that pre-crisis baseline data is collected on number and location of schools and number of teachers and students in vulnerable areas. ■ Determine essential supplies needed for temporary learning spaces, including weather appropriate tents, tarpaulins, etc., and determine options for procurement. ■ Identify relevant standby agreements with local suppliers and consider warehousing essential supplies as the situation warrants.	
Pre-packaged Kits	■ With MoE and partners, use Annex 1.9.5 Emergency Curriculum and Training Planning Tool to determine the essential education supplies based on likely emergency scenario. ■ Determine options for local, regional and Copenhagen procurement of supplies. ■ Identify stand-by agreements with local suppliers. ■ With MoE and partners, localize, adapt and translate guidelines, teacher training and curriculum materials to be used in conjunction with each pre-packaged kit. ■ Safeguard copies of school and teacher training curricula. ■ Develop an inventory of available stocks of educational materials, supplies and human resources.	
Supplementary Packages and Emergency	■ With MoE and partners, use Annex 1.9.5 Emergency Curriculum and Training Planning Tool to determine the types of supplementary packages and materials appropriate for likely emergency scenario. ■ With MoE and partners, identify, localize, adapt and translate guidelines, teacher training and curriculum materials for likely emergency themes. ■ Prepare or adapt appropriate emergency preparedness curricula and implement in schools.	

AREA	PREPAREDNESS	DATE COMPLETED
Teacher Mobilization, Identification and Training	■ With MoE and partners, use Annex 1.9.5 Emergency Curriculum and Training Planning Tool to outline teacher training and mobilization plans appropriate for likely emergency scenario, including roles and responsibilities of all partners. ■ With MoE and partners, identify, localize, adapt and translate teacher training materials for pre-packaged kits, psychosocial support materials, and other training materials for emergency themes and ensure that copies	
Supplies and Operations	■ With MoE and partners, and with UNICEF supply officer, determine essential education and school shelter supplies for emergency scenario, including costs. ■ Determine options for local, regional and Copenhagen procurement. ■ Identify relevant stand-by agreements with local suppliers if appropriate. ■ Consider procuring and warehousing education supplies if the situation warrants.	
Human Resources	■ With Human Resources officer, identify human resource needs for minimum level of readiness in each area of the CCCs. ■ With Human Resources officer, identify needs for contingency planning for likely emergency scenario according to CCCs. ■ Determine how staff will be deployed, either through internal or external recruitment, or standby agreements, using Annex 1.9.6. ■ Have TORs ready to adapt, as in Annex 1.8.6. ■ Suggest candidates to be included in regional UNICEF emergency roster.	
Resource Mobilization	■ In coordination with Programme Funding Officer, determine likely funding needs for potential emergency scenario, including materials supplies, and human resources. ■ Become familiar with funding mechanisms, including Emergency Revolving Fund, Emergency Programme Fund, and the Consolidated Appeals Process. ■ Maintain and strengthen relations with donors at the country level. ■ Become familiar with format for fundraising proposals for education sector, as shown in Annex 1.8.8 and in sample proposals on CD.	
Reintegrating Students	■ Become familiar with curriculum materials and strategies appropriate for reintegrating students, including accelerated education programmes, curricula for social inclusion and special needs, and child soldiers, with examples found on the CD. ■ Work with MoE and partners to address needs of socially excluded students in a development context, which will provide a foundation for reintegration of students in emergency contexts.	
Rehabilitation and Construction of Schools	■ Encourage the MoE to develop construction standards that reduce the risk of damage to schools and children in the event of an emergency. ■ Work with MoE and partners to develop child friendly approaches to education to ensure that quality education is implemented prior to emergencies. ■ Encourage the improvement of girl friendly water and sanitation facilities prior to emergencies to ensure that these standards are a priority in emergency situations.	

AREA	PREPAREDNESS	DATE COMPLETED
Curriculum Development	■ Work with MoE to improve existing curriculum, addressing gender issues, child friendly spaces and strategies, and politically or culturally sensitive areas if appropriate, to address divisive or discriminatory content that may contribute to existing conflicts. ■ Work with MoE and partners to ensure that disaster preparedness is included in the ongoing curriculum.	
Teacher Reintegration and Training	■ As part of regular programming, work with MoE and partners to increase recruitment, training and certification of female teachers. ■ Work with partners to train teachers in multi-grade teaching, accelerated learning, and life skills to expand the base of experienced teachers in these areas.	
Monitoring and Evaluation	■ With government and partners, ensure that pre-crisis baseline data is collected on number and location of schools and number of teachers and students in vulnerable areas. ■ Identify local education authorities and partners in zonal areas that are able to be part of a data collection and monitoring team. ■ With partners, pre-position monitoring tools based on CCCs and have them ready at the onset of an emergency.	
Coordination, Partnerships and Leadership	■ Meet with the MoE and make agreements about roles and responsibilities in emergencies assessment, temporary learning spaces, supplies, emergency curriculum planning, teacher training, monitoring and reintegration of students in emergencies. ■ Determine other key partners, including CBOs and (I)NGOs to meet the CCCs for Education and make agreements on roles and responsibilities for all elements of education emergency response. ■ Liaise and coordinate roles and responsibilities with other agencies, especially UN partners and NGOs. ■ Use Annex 3.2.1 to analyse and plan partnerships. ■ Review existing bilateral agreements with agencies such as WFP and UNHCR and clarify roles and responsibilities.	
Gender and Social Exclusion in Education in Emergencies	■ Address barriers to girls' education and other excluded groups prior to emergencies to ensure that strategies to improve access to education are being implemented. ■ Advocate with MoE for policy changes to increase girls' enrolment, gender sensitive curricula and teacher training, access to girl friendly water and sanitation facilities, flexibility in school calendars, and fee policies. ■ Increase community and child participation in education policy and promotion of girls' and others' education prior to emergencies.	
Minimum Standards for Education in Emergencies	■ Review Minimum Standards prior to emergencies and determine how standards align with UNICEF's CCCs for Education. ■ Ensure that agreements with partners about roles and responsibilities prior to emergencies address the standards established for Community Participation and Analysis. ■ Conduct workshops with partners on UNICEF's CCCs and Minimum Standards and make agreements on roles and responsibilities in order to meet appropriate standards in emergencies.	

EMERGENCY RESPONSE CHECKLIST

AREA	RESPONSE	DATE COMPLETED
Coordination, Partnerships and Leadership	■ Meet with the MoE, INGOs, NGOs, CBOs and other key education sector partners to confirm roles and responsibilities in the emergency response in the areas of assessment, temporary learning spaces, supplies, emergency curriculum planning, teacher training and monitoring. ■ Clarify sector leadership roles and determine if UNICEF is to undertake education sector leadership. ■ If the emergency is in multiple locations, develop a method for coordination and communication with the various zones and UNICEF offices. ■ Establish a schedule of meetings, communication and data sharing. ■ Liaise and coordinate roles and responsibilities with other sectors within UNICEF. ■ Review existing bilateral agreements with other UN agencies such as WFP and UNHCR and clarify roles and responsibilities.	
Rapid Education Assessment	■ With MoE and partners, confirm agreements about roles and responsibilities for assessment data collection, integration and dissemination of information. ■ Agree on assessment objectives, breakdown of schools in each province or district, summary of existing information and details of information to be collected, methodologies to be used, rationale for the sample, information analysis and application. ■ Develop the rapid assessment tool adapted from tools identified from generic tools available. ■ Identify who will participate on the rapid assessment education sector team ■ Determine when the RA is to occur. ■ Define what logistics will be required, and who will contribute to staff and resources. ■ Decide if assessment training is needed and how assessment team will be trained. ■ Create a comprehensive database for the information. ■ Train people to do data entry if necessary. ■ Feed assessment findings into the database for analysis. ■ Compare with baseline data that has been collected during the preparedness phase. ■ Disseminate the results to decision makers. ■ Continue to conduct ongoing assessments at regular intervals as the context requires and modify emergency responses and activities to conform to new data. ■ Continue information sharing and integrate monitoring and evaluation in funding appeals.	

AREA	RESPONSE	DATE COMPLETED
Rapid Education Response Plan	■ Based on the rapid assessment data, make an initial emergency response plan in a time frame appropriate for emergency and data adapted from the EPRP, that includes activities to fulfil the CCCs, along with monitoring indicators, supplies, HR and resource needs, and a budget. ■ In coordination with the MoE, and based on the rapid assessment, determine if conditions exist to implement the formal curriculum. ■ If conditions do not exist, create a plan for emergency education, including emergency education curriculum materials and training plan.	
Temporary Learning Spaces	■ With government and partners, determine where temporary learning spaces should be established, ensuring safety and security. Sites should have shade and protection against wind, rain, cold and dust, and be located away from stagnant water, very loud areas, main roads and distribution points. ■ Plan sites with community as partner, preserving previous social arrangements to the extent possible. ■ Consider alternative shelters, besides formal school buildings, such as markets, churches, mosques, temples, etc. ■ Plan sites according to child friendly criteria, with services to include primary education, recreation, psychosocial support, early childhood care and development, youth activities, WASH facilities, and mother support. ■ Determine essential supplies needed for temporary learning spaces, including furniture, weather appropriate tents, tarpaulins, etc., and determine options for procurement. ■ Deploy stockpiled supplies and order additional supplies required based on previous standby agreements with suppliers to meet the demands of temporary learning spaces. Order offshore if local supplies are not available. ■ Collaborate with child protection and WASH to ensure that temporary learning spaces have water and sanitation facilities and are designed to protect children against abuse.	
Pre-packaged Kits	■ If formal curriculum materials are not available work with MoE officials and partners to identify numbers and types of pre-packaged kits needed for affected locations. ■ If not already completed during the emergency education preparedness phase, with MoE and partners, localize, adapt and translate into appropriate local languages emergency education teacher's guides and curriculum materials to be used in conjunction with each pre-packaged kit. ■ Develop a localized version of the Early Childhood Education Kit if it was not done during preparedness phase.	

AREA	RESPONSE	DATE COMPLETED
	■ Deploy stockpiled School-in-a-Box, Early Childhood Education and Recreation Kits if available along with translated teacher's guides and instructions for reception, distribution and safeguarding of materials. ■ Activate supply agreements with local suppliers, or order kits offshore from UNICEF Supply Division in Copenhagen if necessary. ■ Move from imported or pre-assembled kits to local production or acquisition of learning materials and training guides wherever possible ■ Centre teaching and learning activities using pre-packaged materials around a curriculum designed for psychosocial healing, emphasizing basic literacy and numeracy, sports and recreation, music and art activities.	
Supplementary Packages and Emergency Themes	■ With MoE and partners, determine the types of supplementary packages and materials appropriate for emergency. ■ If not already completed during the emergency education preparedness phase, with MoE and partners, localize, adapt and translate into appropriate local languages teacher's guides and curriculum materials in appropriate emergency themes such as health and hygiene, mine risk awareness, peace education, water borne disease awareness, environmental awareness, and gender equity/social inclusion. ■ Determine costs, quantity and logistics of printing or photocopying supplementary materials and produce materials. ■ Deploy supplementary materials to affected emergency locations.	
Teacher Mobilization, Identification and Training	■ Estimate the number of teaching staff required based on rapid assessment data. ■ Provide funding where appropriate to government counterparts, NGOs or other implementing partners for the training of experienced teachers as well as paraprofessionals. ■ With MoE, local education authorities and other partners, mobilize trained teachers as leaders of clusters of paraprofessional teachers. ■ Identify and mobilize paraprofessionals and older children or adolescents with leadership and teaching skills to assist in teaching younger children. ■ Ensure the recruitment of female teachers and those from socially excluded groups. ■ With MoE and local education authorities, design a teacher training strategy in collaboration with other partners and with qualified teachers. Design a 'cascade' training approach if there is an urgent need to train many teachers in a relatively short period of time. ■ Train teachers and paraprofessionals in emergency non-formal education incorporating literacy, numeracy, life skills, and psychosocial support based on culture- and community-specific ways of dealing with stress and trauma. ■ Train teachers in the use of materials on emergency themes appropriate for the emergency context.	

AREA	RESPONSE	DATE COMPLETED
	■ Offer monetary or in-kind support incentives to attract teachers to work in adverse conditions and to help recruits meet their own or their families' emergency needs so they can focus on the needs of the children. ■ Work with local education authorities, NGOs and other agencies to establish clear policies to ensure standardized remuneration rates for teachers and parateachers.	
Supplies and Operations	■ Based on the information gained from the RALS, and in collaboration with MoE counterparts and partners, identify the key supplies needed to restart educational activities. ■ With Supply Officer, identify the sources of potential supplies. Consider pre-positioned supplies and existing stocks of supplies from the regular country programme that can be diverted to meet emergency needs. ■ Decide whether to order supplies locally or offshore, based on availability, quality, cost and delivery time. ■ Get cost estimates from the Supply Officer, including freight, warehousing, and delivery costs. ■ Identify funding sources and ensure there is sufficient funding available for the supply requirements. ■ Complete supply requisition/PGM in ProMS. Include information on the target arrival date at the final destination or port of entry ■ Follow up to ensure timely delivery and distribution of supplies. ■ If there are obstacles to delivery due to the emergency, work with NGOs and CBOs and other partners to find alternative ways to deliver supplies. ■ Monitor delivery of supplies to ensure arrival, quality and proper use.	
Human Resources	■ With Human Resources officer, identify human resource needs in each area of the CCCs for Education. ■ Prepare Terms of Reference for required additional staff. ■ Identify funding source of additional needs, including CRQ number, PBA number, and programme and project codes. ■ Coordinate with human resource officer, who will process the recruitment with emergency focal point in DHR at NYHQ. ■ If appropriate, get assistance from regional office to identify candidates from Regional Office emergency roster. ■ If needed, activate procedures for using standby partners through the focal point of the Office of Emergency Programmes (EMOPS) in Geneva.	
Resource Mobilization	■ Based on the emergency education plan and in coordination with Programme Funding Officer, determine funds needed for supplies, materials, and human resources. ■ Re-programme regular resources or other resources. The country office must contact the government to obtain approval for diversion of funds from existing programmes. Diversions should be reported to the regional office and EMOPS and Programme Division. ■ Apply for additional emergency funds from the UNICEF Emergency Programme Fund or the UN Central Emergency Revolving Fund if necessary.	

AREA	RESPONSE	DATE COMPLETED
	■ Identify key messages on the educational problems and needs of children affected by the emergency. ■ Write the Education sector portion of the flash appeal, including the following sections: issue statement, future activities, expected impact, funding requirements. ■ Prepare the Education sector portion of UNICEF's contribution to any inter-agency appeal. ■ Consider funding sources such as the UN Consolidated Appeals Process (CAP), Central Emergency Revolving Fund (CERF), Emergency Programme Fund (EPF), individual donor appeals and Flash Alerts.	
Reintegrating Students	■ Work with MoE and partners to determine appropriate curriculum materials and strategies for reintegrating students, including accelerated education programmes, curricula for social inclusion and special needs, and child soldiers. ■ Work with MoE and partners to address needs of socially excluded students in a development context, which will provide a foundation for reintegration of students in emergency contexts. ■ Increase the capacity at the school level to have integrated classes that can provide vulnerable children equal opportunity to access education. ■ Promoting local and community based rehabilitation initiatives, particularly for children victims of war.	
Rehabilitation and Construction of Schools	■ Identify the main implementing partners and agencies involved in the construction or reconstruction of learning spaces, classrooms, and schools, and establish UNICEF's relationship with these partners, including World Bank or regional banks. ■ Assess the extent of damage to learning spaces and the needs for reconstruction or rehabilitation. ■ Ensure participation of local communities in the planning of rehabilitation and construction. ■ Provide technical support to ensure the schools being rehabilitated or reconstructed are 'child friendly' schools and offer appropriate grade levels ■ Advocate for construction standards that reduce the risk of damage in future emergencies. ■ Provide funding as needed for repair and rehabilitation of schools. ■ Consider the possibility of adding temporary classrooms onto existing schools to accommodate refugee children where possible. ■ Establish indicators to assess the safety and security of schools and ensure that they are gender-sensitive environments ■ In cooperation with the WES programme, estimate how many latrines will be needed for schools to meet minimum standards. ■ Provide a safe water supply and sanitation and hand-washing facilities at schools and health posts.	

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AREA	RESPONSE	DATE COMPLETED
Curriculum Development	■ With local education authorities, MoE and other partners, check whether textbooks and curricular materials are available and appropriate for the post-crisis and transition situation. ■ If teaching and learning materials are not available or appropriate, assist partners in developing new teaching and learning materials. ■ If necessary revise the content of textbooks and teacher's guides, leaving out politically sensitive contents or possibly illustrations (such as maps) that may no longer be appropriate. ■ Involve the refugee or local community members, teachers, and local educational authorities in the identification and development of new learning materials and guides. ■ For refugee or IDP populations, determine whether it is more appropriate to offer them the curriculum of the home or host communities. ■ If appropriate, introduce other relevant topics into the curriculum. In some cases, the changed circumstances and the impact of the emergency may create or highlight critical learning needs that are not covered in the existing (or previous) curricula. Child centred and gender inclusive teaching methodology can be introduced. ■ Support the translation of materials as necessary into the relevant language. ■ Support the local production, acquisition and deployment of textbooks, teacher's guides and supplementary materials whenever possible.	
Teacher Reintegration and Training	■ Collaborate with relevant educational authorities and other implementing partners, including teacher training institutes, to establish (or refine) a teacher training and support strategy. This should incorporate the emergency strategies used into the recovery/development phase. ■ Try to negotiate with the relevant educational authorities for recognition or acknowledgement of previous teacher training conducted during the early response phase of the emergency. ■ Work with implementing partners to set up a teacher training unit or programme for community teachers. ■ Establish a core team of national trainers to implement the teacher training or orientation. ■ Make sure that female teachers form part of the core team. ■ Implement the teacher training programme. ■ In cases where the original teacher training materials cannot be found, new materials should be developed. ■ Incorporate in the training such issues as child centred teaching methodology, alternative classroom organization strategies (such as children working in groups, sitting in a circle rather than in rows, peer support activities, etc.), and problem-solving approaches to learning. ■ Ensure the recruitment of female teachers. ■ Ensure an adequate ethnic balance of teachers in schools where appropriate, with teachers who speak the local language.	

AREA	RESPONSE	DATE COMPLETED
	■ Ensure that previous experience during early phases of the emergency is properly recognized. Negotiate with the relevant educational authorities to ensure proper certification or accreditation of previous teacher training or orientation, as well as educational activities undertaken by students. ■ Ensure that this 'emergency certification' allows such teachers or paraprofessionals to access the re-established (or newly developed) teacher training system.	
Monitoring and Evaluation	■ Identify roles and responsibilities of MoE and partners in monitoring. (Monitoring should be done under the direction of the MoE or relevant educational authorities to assess the situation and map it, in order to update or develop the Education Management Information System. However, UNICEF staff should be responsible for ensuring the quality and reliability of the data.) ■ With partners identify monitoring indicators based on emergency education plan. ■ Develop a monitoring tool. ■ Identify who will serve as monitors. ■ Define the frequency of monitoring, and data collection logistics and reporting. ■ If needed, provide funds for monitoring process. ■ Decide if monitoring training is needed and how monitoring team will be trained.	
Gender and Social Exclusion in Education in Emergencies	■ Advocate with MoE for policy changes to increase girls' enrolment, gender sensitive curricula and teacher training, access to girl friendly water and sanitation facilities, flexibility in school calendars, and fee policies. ■ Increase community and child participation in education policy and promotion of girls' education. ■ Actively recruit female teachers and those from appropriate ethnic and language groups. ■ Sensitize the community as to the benefits of girls' education in terms of employment, child care and economic development. ■ Empower PTAs to facilitate and monitor girls' other socially excluded students' access to education. ■ Include girls' education issues in teacher training, e.g. teacher behaviour that encourages equity in the classroom. ■ Include girls' education and equity issues in teacher training.	
Minimum Standards for Education in Emergencies	■ Review Minimum Standards and determine how standards align with UNICEF's CCCs for Education. ■ Ensure that agreements with partners about roles and responsibilities address applicable standards.	

MODULE ONE

Emergency Education Preparedness and Response

MODULE ONE

EMERGENCY EDUCATION PREPAREDNESS AND RESPONSE

UNICEF EMERGENCY POLICY AND RATIONALE FOR EDUCATION IN EMERGENCIES

- Annex 1.1.1 Excerpts from Human Rights and UNICEF Policy Documents
- Annex 1.1.2 Medium Term Strategic Plan 2006-09
- Core Commitments for Children in Emergencies
- Rewrite the Future

Introduction

Numerous experiences over the last two decades reveal that educational systems are severely damaged or disrupted by armed conflicts, natural disasters or pandemics. During emergencies communities often become mobile and/or are displaced, suffer economic hardships and destruction of property. The social networks and support systems that normally protect children can erode and cause girls and boys to become heads of households, seek unsafe employment to support their families, and adopt other adult roles and responsibilities that remove them from a protective environment. These circumstances affect children physically, psychologically, socially and intellectually. Even if a school is operating, these adverse impacts can be long lasting.

UNICEF has adopted a rapid education response to the initial phase of emergencies that focuses on getting schools or learning environments reopened, getting children back to school, and revitalizing the collapsing infrastructure of the educational system. This is an immediate effort to restore normalcy to the lives of children and fulfil their right to education. Education has been a key focus since the 1994 genocide in Rwanda. Somalia, Rwanda, DRC,

Turkey, Albania, East Timor, Kosovo, North Caucasus, El Salvador, Afghanistan, Liberia, Angola, Côte d'Ivoire and Indonesia, among others, are examples of countries where this type of educational response has been implemented. Despite the harsh circumstances existing in the affected nations and an acute lack of resources, in most cases ministry/local educational counterparts have demonstrated a strong political will to reconstitute the educational system by immediately resuming educational activities. In this sense, Back-to-School Campaigns (BTS) have been at the core of UNICEF's commitment to education, which is particularly well positioned to accompany government counterparts throughout the transition to longer-term development.

Providing education in emergencies has been a powerful first response in terms of facilitating access to education for children affected by armed conflict and natural disasters. Advocacy and communication help to mobilize donors, governments, partners and affected populations to quickly restore educational activities and prevent the further collapse of the social fabric. Since Rwanda, UNICEF has contributed in providing access to education to approximately 4 million

children, and each education emergency response has built upon the experiences of the previous ones.

Although much has been achieved, there are still challenges that need to be addressed to improve our response, in terms of maintaining sustainability, providing capacity building, ensuring a smooth transition, and monitoring and evaluation of our impact in bringing children back to school. Field educators and practitioners need guidance and skills to carry out education responses effectively during and after emergencies.

When emergencies strike, they do more harm where systems and people are not robust enough to take the shock. Therefore, good development policies and practices are essential not only on their own merits but also to lessen the shock of emergencies and to promote quick recovery. UNICEF has the advantage of presence in development and has a unique opportunity to link development to emergency contexts, before and after emergencies. While many of the suggestions in the Tool Kit are focused on emergencies, they are good practices for development.

The Tool Kit is practical and easy to use at the three interconnected levels of institutional policy-making, programming and operations. The Tool Kit has been prepared to complement UNICEF's Technical Notes and the Emergency Field Handbook.

Information from the Tool Kit is taken from UNICEF Technical Notes, Rapid Educational Response to Emergencies (Aguilar/Retamal), UNICEF Emergency Field Handbook, and interviews with educational field officers and information from officers in other sectors/sections.

Natural Disasters
Current situation analyses and global early-warning indicators suggest an alarming increase in the number, scale,

complexity and duration of emergencies in many regions of the world today. An increase in emergencies has implications for preparedness, increased focus on partnerships and collaborative ventures, better donor coordination and a more rational approach to emergency education responses:
- Floods are most frequent in Africa, Asia and Europe.
- Windstorms are most common in the Americas and Oceania.
- Windstorms are the second most frequent cause of disasters in Asia and Europe and floods in the Americas and Oceania.
- Half of all earthquakes and tsunami disasters occur in Asia.
- Two-fifths of droughts and famines occur in Africa.

There are rapid-onset disasters such as storm surges, earthquakes, floods and tsunamis. In such natural disasters children may witness or directly experience mass destruction of life and property, be displaced from their homes, have immense fear of repeated disasters, suffer psychosocial distress, and have no structured activities because of the temporary closures of schools. Slow-onset natural disasters such as droughts may lead to the displacement of populations and can erupt in conflicts between host communities because of competition for scarce resources. In both situations, the education system may be burdened by large classes, teacher shortages, language instruction issues, inadequate school supplies, and damaged infrastructure.

Epidemics, Pandemics and HIV/AIDS
Health emergencies can have a devastating impact on education systems. In Africa, for example, HIV/AIDS has had a terrible impact, leading to increased teacher attrition and absenteeism for teachers and students alike. Children drop out of school due to changes in family circumstances when they are forced to

become heads of households. Because of the stigma of HIV/AIDS, orphans are often excluded from school. All these effects need special planning and programmes to address them. The impact of a potential Human Influenza Pandemic would require that educational systems be shut down for months, making preparations for home and distance learning essential.

Armed Conflict

Armed conflict traumatizes children, leaving deep and lasting scars that can remain far longer than the violence. Even when children do not experience the direct consequences of the violence, they may become orphans, experience sexual abuse or exploitation, suffer landmine injuries or death, or be forced to join in the fighting. Once the conflict ebbs, they may have to battle disease, inadequate shelter, or limited or no access to basic essential services. Conflict has a notable impact on children's schooling as students often have interrupted attendance because of insecurity, lack of teachers, or attacks directed at schools and teachers.cts are now the leading cause of world hunger.

Impact of Armed Conflict on Children in the l990s[1]

- More than two million children have died as a direct result of armed conflict.
- More than three times that number have been permanently disabled or seriously injured.

- An estimated 20 million children have been forced to flee their homes, and more than one million have been orphaned or separated from their families.
- Some 300,000 child soldiers – boys and girls under the age of 18 – are involved in more than 30 conflicts worldwide.
- Armed conflicts are now the leading cause of world hunger.

Internally Displaced People (IDPs)

- The total IDP population is 25 million (December 2004) in at least 49 countries.
- Women and children represent between 70 and 80 per cent of conflict-induced IDPs.
- The worst affected continent is Africa with 13.2 million IDPs in 19 countries.
- There are 14 countries without UN involvement in IDP assistance (nearly one third of all countries affected).

UNICEF's Principles and Frameworks for Action[2]

Education in emergencies is not only important as a fundamental right of children, but as a means for both psychological recovery and social integration. Children are empowered through education. Access to education in emergencies is important because:[3]

- Education is a **fundamental right** of all children in all countries and in all situations. It is essential to the **normal development** of children in all circumstances. The psychosocial

FIGURE 1: **Total Number of Disasters: by Year and World Regions 1994-2003**

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	Total
OECD: High income countries	91	90	77	90	102	97	132	116	128	113	**1036**
CEE and CIS	43	39	31	38	43	45	81	54	55	39	**468**
Sub-Saharan Africa	47	54	62	65	89	150	216	205	190	147	**1225**
Arab States	21	17	21	23	20	53	59	40	71	57	**382**
East Asia & Pacific	96	86	93	91	96	122	166	169	163	135	**1217**
South Asia	66	66	74	93	101	110	109	100	128	100	**947**
Latin America & Caribbean	48	81	65	60	80	96	107	85	117	80	**819**
Countries not classified	3	8	11	10	6	11	11	12	9	10	**91**
Total	**415**	**441**	**434**	**470**	**537**	**684**	**881**	**781**	**861**	**681**	**6185**

aspects of education and schooling are particularly important to a child's overall development.

- Regular schooling is one of the most important means of restoring a sense of normality to the lives of children in disrupted communities, and it contributes significantly to overcoming the psychological and other forms of distress that many will have experienced.

- Children in emergencies have the same rights as any other children to education of good quality that meets their basic learning needs. Modes of delivery, approaches and content may have to reflect the contextual realities, but the goal is to strive for the highest possible quality of learning experience for children.

FIGURE 2: Children Out of School in Countries Affected by Conflict[4]

Conflict-affected fragile state	Primary aged children out of school
Afghanistan	1,139,000
Angola	553,000
Burundi	536,000
Cambodia	301,000
Central African Republic	354,000
Chad	577,000
Colombia	497,000
Cote d'Ivoire	955,000
Democratic Republic of Congo	5,290,000
Eritrea	312,000
Ethiopia	5,994,000
Guinea	493,000
Haiti	572,000
Iraq	818,000
Liberia	142,000
Myanmar (Burma)	968,000
Nepal	1,049,000
Nigeria	7,662,000
Pakistan	7,813,000
Papua New Guinea	231,000
Republic of Congo	292,000
Rwanda	206,000
Sierra Leone	431,000
Somalia	1,580,000
Sri Lanka	22,000
Sudan	2,405,000
Timor Leste	75,000
Uganda	1,068,000
Uzbekistan	491,000
Zimbabwe	498,000
Total	43,304,000

- Emergencies often create additional urgent learning needs that must be incorporated into the learning activities, including messages about safety and protection, health, hygiene and sanitation, HIV/AIDS and mine awareness.

- Equal access for girls is a necessary but not sufficient condition for gender equality in education. The entire education system, not just the curriculum, must be gender-sensitive and attentive to equity and diversity issues.

- Education programmes in situations of crisis or chronic instability should include provision for the needs of children at risk, such as children with disabilities, unaccompanied minors, street children, children affected by HIV/AIDS, child soldiers, and child labourers.

- An emergency education programme should have a long-term development perspective and not merely be a series of stop-gap measures. Simple initial steps should be designed to contribute to the ultimate rebuilding of the education system.

- Emergency situations often present opportunities to 'build back better' by introducing innovations and change to the system, curriculum and teaching/learning practices, and building construction codes.

- This does not mean building a new system from scratch, but rather starting with what is familiar while identifying the issues and practices that need to be transformed.

- Parents and community should be respected key initiators in the re-establishment of learning, and key partners in its subsequent development. Community resources should be included as part of the 'package' of learning materials.

- Emergency education responses must, wherever possible, be conducted in partnership with whatever local authorities exist - be they local education committees, camp

committees, the local government education authorities, or the government of the host country in the case of refugees. Planning should provide for reintegration of emergency educational activities into the normal national education system, and should establish links, in the case of refugees, with the educational authorities in the country of origin, wherever practical and possible.

- The right of adolescents to basic education, which may have been disrupted by conflict or emergency, must be accommodated. Non-formal and formal approaches may be used to meet the basic learning needs of youth.

CORE COMMITMENTS FOR CHILDREN IN EMERGENCIES – EDUCATION

To promote access to quality early learning and education for all children in affected communities, with a specific focus on girls, in collaboration with partners, UNICEF will:

First six to eight weeks
1. Set up temporary learning spaces with minimal infrastructure.
2. Resume schooling by reopening schools and starting the reintegration of teachers and children by providing teaching and learning materials and organizing semi-structured recreational activities.

Beyond initial response
3. Re-establish and/or sustain primary education. Provide education and recreation kits and basic learning materials and teacher training.
4. Promote the resumption of quality educational activities in literacy, numeracy and life skills issues such as HIV/AIDS, prevention of sexual exploitation and abuse, conflict resolution and hygiene.
5. Establish community services around schools (such as water supply and sanitation), where appropriate.

The Core Commitments for Children in Emergencies

UNICEF's Core Commitments for Children in Emergencies outline the organization's role in providing protection and assistance to children and women in natural disasters and armed conflict. The Core Commitments enhance the timeliness and effectiveness of UNICEF's response and help prioritize and clarify its partnerships with national counterparts, other UN agencies, and the broader community of non-governmental agencies. In keeping with those commitments, the goal of emergency education is to promote access to quality learning and education for all children in affected communities, with a specific focus on girls and other marginalized groups.

Medium Term Strategic Plan[5]

UNICEF's Medium Term Strategic plan for 2006–09 identifies accountabilities for education in emergencies. In Focus Area 2, Basic Education and Gender Equality, Key Result Area 4 'aims to ensure that education is restored in emergency and post-conflict situations, and to help to safeguard education systems against threats such as HIV/AIDS. This will be achieved through implementation of the CCCs in relation to education during declared emergencies.' See Annex 1.1.2 for the full text.

International Law and Policy Instruments

A number of international legal instruments (see Annex 1.1.1) endorse child protection and advocate for the rights of children to education in general and especially in emergency or conflict situations:

- **The Universal Declaration of Human Rights in 1948** specifies the right to free and compulsory primary education for all children.
- **The Fourth Geneva Convention of 1949** describes the responsibilities of an occupying power to provide

education to children in situations of military occupation.

- **The 1951 Convention and 1967 Protocol Relating to the Status of Refugees** state that refugee children should be guaranteed the same opportunities to primary education as nationals of their host country.
- **The 1979 Convention on the Elimination of All Forms of Discrimination against Women** states that both girls and boys should be given equal rights to education.
- **The Convention on the Rights of the Child of 1989** declares education as a right and calls for all States to make primary education free and compulsory.[6]
- **The Millennium Development Goals 2 and 3** address the need to achieve universal primary education and to promote gender equality by 2015.[7]
- A number of international conferences have addressed the issue of children's right to education in emergency situations as well, including the **World Conference on Education for All (EFA)** in 1990 and the **Dakar Framework for Action** in 2000.[8]
- The 1996 UN study on the impact of armed conflict on children (the Graca Machel report) places a particular emphasis on the importance of maintaining education systems during conflicts.[9]

Additional Resources

UNESCO: www.unesco.org.

Convention on the Rights of the Child: www.unicef.org/crc/.

Millennium Development Goals: www.un.org/millenniumgoals/.

Convention on the Elimination of All Forms of Discrimination:

www.un.org/womenwatch/daw/cedaw/.

Planning for education in the context of HIV/AIDS, M.J. Kelly, 2000. IIEP/UNESCO: www.unesco.org/iiep.

ANNEX 1.1.1

EXCERPTS FROM HUMAN RIGHTS AND UNICEF POLICY DOCUMENTS

Human Rights Based Approach to Programming[10]

UNICEF-supported activities are rooted in the realization of the human rights of children and women, as afforded in the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Embodied in these legal instruments are the principles of universality, non-discrimination, the best interests of the child, the right to survival and development, the indivisibility and interdependence of human rights, accountability and respect for the voice of the child. These basic assumptions guide activities in all areas of programme commitments, at each phase of the programme cycle.

The guiding principles for UNICEF's humanitarian response are that:[11]
- Children in the midst of armed conflict and natural disasters such as drought, floods and earthquakes have the same needs and rights as children in stable countries.
- Our response will recognize the priority of humanitarian action while assuring safe access to affected populations and safety and security of staff and assets.
- The emergency response will build on existing activities and partnerships developed through the country programme of cooperation.

1948 Universal Declaration of Human Rights

Article 26 states that, 'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.'

1989 Conventions on the Rights of the Child

It may be necessary for UNICEF to advocate with States and non-state entities for the education of all affected children based on the following three articles:

- **Article 2**
  Requires that 'States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kinds, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.'
- **Article 28**
  Requires States Parties to make primary education compulsory and free to all, on the basis of equal opportunity, and to take measures to ensure regular attendance at schools and reduction of drop-out rates. Education is not only a right in itself, it also enables children to access other rights.

- **Article 29**
Implies that children are entitled to education of good quality. While conditions in an emergency may make delivery of education of good quality even more challenging, it is no longer acceptable to say, 'access first, quality later'. Rather than seek to determine 'minimum standards' for education, the focus should be on ongoing efforts to ensure the best quality possible in the circumstances.

Millennium Development Goals (MDGs)

- Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
- Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.

World Declaration on Education for All

World governments committed to basic education for all at a 1990 meeting in Jomtien, Thailand. A decade later the Dakar World Education Forum took place, at which governments and agencies agreed that emergencies presented a major challenge to achieving the Education for All (EFA) goals. At this forum, the Dakar Framework of Action was conceived. This framework was a concerted call to governments to rid disparities in access to education for children - particularly girls, working children, refugees, those displaced by war and disaster, and children with disabilities.

1949 Fourth Geneva Convention Relative to the Protection of Civilian Persons during Times of War[12]

Article 24 states that, 'The Parties to the conflict shall take the necessary measures to ensure that children under fifteen, who are orphaned or are separated from their families as a result of the war, are not left to their own resources, and that … their education [is] facilitated in all circumstances.' Article 50 states that, 'The Occupying Power shall, with the cooperation of the national and local authorities, facilitate the proper working of all institutions devoted to the care and education of children.' The conventions guarantee schools and other infrastructures used for civil purposes protection from military attacks.

1951 Convention Relating to the Status of Refugees and the 1967 Protocol Relating to the Status of Refugees

Article 22 states that refugees shall be accorded 'the same treatment as … nationals with respect to elementary education' and 'treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education.'

ANNEX 1.1.2
EXCERPTS FROM MEDIUM TERM STRATEGIC PLAN 2006-09

UNICEF MEDIUM TERM STRATEGIC PLAN 2006-09

B. Focus area 2: Basic education and gender equality

61. Key result area 4 aims to ensure that education is restored in emergency and post-conflict situations, and to help to safeguard education systems against threats such as HIV/AIDS. This will be achieved through implementation of the CCCs in relation to education during declared emergencies, as well as implementation of the International Labour Organization (ILO) Code of Practice on HIV/AIDS in the World of Work in the education systems of 54 countries with generalized HIV/AIDS epidemics.

62. UNICEF will continue to promote a human rights-based approach to education, placing high priority on support in situations when children's right to education is endangered by disparities or discrimination, or by natural disasters, conflict or epidemics. Through its leadership of the UNGEI, UNICEF will continue to pursue targets related to gender parity and equality. The UNGEI will be carried out in conjunction with two other global initiatives to strengthen partnerships for Goals 2 and 3: Education for All (EFA), coordinated by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and Fast Track Initiative (FTI), led by the World Bank. The UNGEI will intensify efforts to influence decision-making and budgets in favour of gender equity and equality in national education policies, SWAps and

programmes. UNICEF will work with UNESCO through key mechanisms of the EFA movement, the FTI and UNGEI, within the United Nations reform process to provide strengthened support to countries.

63. The UNICEF life cycle approach to education leads it to focus on the primary school age-group as the core concern, but also to address the early years (3-to-6) as the stage at which gender and other disparities begin and future learning takes root. Basic education in many countries encompasses the early years of secondary education as well. Reaching adolescents is also important, as this is the age when life skills-based education is critical and gender parity in education starts to be transformed into gender equality. UNICEF will begin to acquire experience in secondary education, especially for girls, with a view to extending such cooperation in future plans periods.

64. As is the case in all focus areas, area 2 will use an inter-sectoral approach, so that interventions in other sectors facilitate and strengthen quality basic education, while work in education helps to meet key results in other areas, particularly, water and sanitation, HIV/AIDS, health, nutrition and child protection.

65. UNICEF will promote quality education through use of 'child-friendly' school models that encompass multiple dimensions of quality, including safe, healthy learning environments that are inclusive, gender-sensitive and effective and provide school-based health and nutrition services, safe

water and sanitation, and foster equality, respect for human rights and participation of all children, instructional programmes that promote relevant life skills (such as HIV prevention and good health and nutrition practices); and a child-centred style of teaching and learning. This approach will link with initiatives by the World Food Programme (WFP) to support school meal programmes, especially in areas with high levels of family food insecurity.

66. Partnerships with governments, NGOs and community-based organizations will help UNICEF to support appropriate delivery mechanisms for both formal schooling and alternative learning opportunities, in cases where children lack ready access to formal schooling, while at the same time

advocating strongly for links between the two systems within basic education.

67. During emergencies and post-conflict situations, UNICEF will act quickly to restore learning and safeguard education systems by establishing initial, temporary safe learning spaces for the resumption of quality learning activities, linked closely to the restoration of other community services such as water supply and sanitation. To this end, UNICEF will strengthen collaboration with key humanitarian assistance partners (e.g. the Office for Coordination of Humanitarian Affairs (OCHA), the Office of the United Nations High Commissioner for Human Rights (UNHCHR), WFP and UNESCO), and technical networks such as the Inter-Agency Network for Education in Emergencies.

Key Phases of a Rapid Educational Response

Regarding the provision of education in emergencies, three main phases of educational response have been identified by UNICEF, UNHCR and UNESCO.[13] While these phases are presented separately for analytical purposes, from a programming perspective they may be implemented at the same time or be combined depending on the situation on the ground:
Phase 1: Recreational and preparatory
Phase 2: Non-formal education
Phase 3: Return to formal education.

From an implementation standpoint, and in terms of procurement, stockpiling and distribution of educational materials, the first and second phases are often combined. During this time, preparations should be made for the resumption of formal schooling at the earliest possible opportunity. In certain cases, formal education may be restarted fairly quickly, while in more unstable situations it may be necessary to maintain a more temporary arrangement for a protracted period. Once the needs assessment is completed, it is necessary to determine which phase of education is appropriate for implementation.

Phase 1: Recreational and Preparatory

Emphasis is first put on establishing structured activities for children, involving establishment of 'safe areas'. Routines are established through recreation in the form of sport, music and art activities, which can bring about some normalcy and prepare children to return to a classroom setting. Displaced and refugee teachers, community members, including older children or adolescents with leadership qualities and basic teaching capabilities, should lead activities.[14]

Phase 2: Non-formal Education

This initial emergency response emphasizes non-formal approaches, permitting a more flexible deployment of space, time and materials, which takes into consideration the unstable situation at the onset of an emergency.

Objectives for Non-formal Education

The objective of non-formal education in a humanitarian setting is to teach children basic skills through the study of core subjects such as literacy, numeracy and life skills, pending the restoration of normal schooling. This phase also involves group activities such as recreation, to relieve or reduce children's psychosocial stress. Specifically, non-formal education aims to:

- supply children with basic reading and writing materials in their language of instruction
- promote recreational and play activities
- provide teachers with basic teaching instruments and training
- strengthen community-based schooling initiatives

- promote the rehabilitation of the educational system, schools and classrooms.

The details of implementing non-formal education will be addressed in the following sections. Figure 3 depicts a flow chart indicating the activities to be conducted during the non-formal education phase.[15]

Phase 3: Return to Formal Education

Once the data based on the needs/risk assessment is gathered, determine whether the conditions necessary (including materials, infrastructure, equipment and stability/security) to implement the formal curriculum are in place. Some areas may be less affected than others and children may be able to return to schools without much delay.

Objectives for Formal Education

This phase involves activities geared towards the stabilization of the education and the introduction of formal schooling. The goal is to move towards a normalized classroom situation, which includes some of the following features:

- Schools try to operate based on a normal timetable.
- Schools have an organized system of teaching and learning.
- Schools incorporate most normal school subjects.

FIGURE 3 Non-formal Education Implementation Procedures
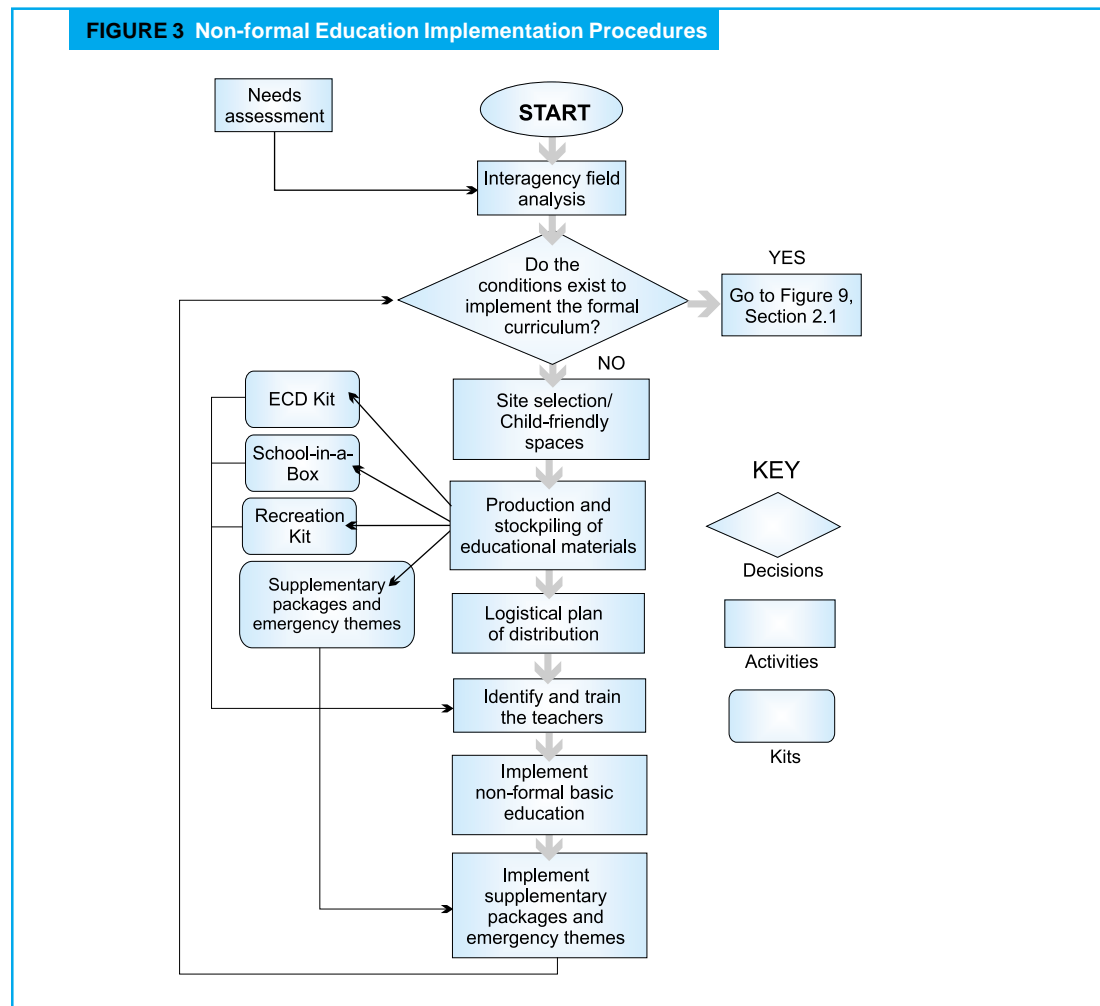
NOTE: 'Schooling' refers to education taking place in both formal structures as well as non-formal learning spaces such as tents. In protracted emergencies, formal schooling activities may be able to be implemented, but not conducted in a stable, formal school.

- Schools have the capacity to hold examinations.
- Textbooks are produced and updated as necessary.
- Teachers are trained to cope with the new situation.

Things to consider
- See Figure 9 in Section 2.1, Re-establishing Formal Education.
- If the conditions to start moving to the formal education system do not exist, then review the list of decisions and activities to be undertaken during the process of non-formal education in Figure 3.

Education Activities under Core Commitments for Children

The Core Commitments for Children mandate Core Corporate Commitments that UNICEF promote access to quality early learning and education for all children in affected communities, with a specific focus on girls. Below are the CCCs for Education and recommended corresponding actions to move from non-formal to formal education. These recommended actions will be described in detail in subsequent sections of the Tool Kit. It is assumed that UNICEF will work with government and partners in all activities to the extent possible.

FIRST SIX TO EIGHT WEEKS	WHAT TO DO (EMERGENCY FIELD HANDBOOK)
1 Set up temporary learning spaces with minimal infrastructure.	- Select safe, secure sites for the establishment of temporary classes. A site should have shade and protection against wind, rain and dust, and be located away from stagnant water, very loud areas, main roads and distribution points. - Use prefabricated tents, poles and plastic sheeting if necessary. Tents should be available in stockpiles and will provide adequate temporary shelter against the weather when the improvisation of other shelters is not feasible. - Promote alternative classroom models where classrooms are without desks and students sit in a circle.
2 Resume schooling by reopening schools and starting the reintegration of teachers and children by providing teaching and learning materials and organizing semi-structured recreational activities.	**Reintegration of Teachers** - Estimate the number of teaching staff required. - In coordination with the ministry of education, determine whether the curriculum, syllabus and teacher's guides are available and appropriate for use. - Mobilize trained teachers as leaders of clusters of paraprofessional teachers, giving special attention to the selection and training of trainers. - Identify and mobilize community members with previous teaching experience who can play a leading role in teacher preparation. - If there are large numbers of paraprofessionals, begin with a simple literacy test to help place the right person in the right kind of job.

FIRST SIX TO EIGHT WEEKS	WHAT TO DO (EMERGENCY FIELD HANDBOOK)
	■ Identify and mobilize older children or adolescents with leadership qualities and basic teaching capabilities to assist in teaching younger children. ■ Offer monetary or in-kind support incentives to attract teachers to work in adverse conditions and to help recruits meet their own or their families' emergency needs so they can focus on the needs of the children. ■ Establish clear policies with other agencies and NGOs to ensure standardized remuneration rates for workers.
	Providing Teaching and Learning Materials ■ With the community, identify the key supplies essential to restart primary education. ■ If supplies are not available locally, provide an initial supply of School-in-a-Box and recreational kits, appropriate to the number of children who need them. ■ Move from imported or pre-assembled kits to local production or acquisition of learning materials and training guides wherever possible. **Organizing Semi-structured Recreational Activities** ■ Encourage and provide recreational facilities. Musical groups, dance ensembles, art festivals, sports competitions, football games and group outings are immensely popular and can be organized by teachers and community workers. ■ Encourage involvement of humanitarian agencies and other implementing partners in non-formal education, i.e. basic literacy, numeracy and life skills based education not necessarily recognized by diplomas and certificates.

BEYOND INITIAL RESPONSE	WHAT TO DO
3 Re-establish and/or sustain primary education. Provide education and recreation kits and basic learning materials and teacher training	■ How to use School-in-a-Box and other rapid education response kits will be discussed in more detail in Section 1.5, Pre-packaged Kits. Procurement is discussed in Section 1.8, Supplies and Operations. **Teacher Training** Below are some tips on how to jump-start a successful teacher training programme: ■ Provide funding where appropriate to government counterparts, NGOs or other implementing partners for the training of experienced teachers as well as paraprofessionals and for the production of training materials and refresher training for existing education workers. ■ Reactivate or design an in-service training programme to support teachers in their work. ■ Train community members to act as teachers or facilitators. ■ Train teachers and paraprofessionals in psychosocial support based on culture- and community-specific ways of dealing with stress and trauma.

BEYOND INITIAL RESPONSE	WHAT TO DO
4 Promote the resumption of quality educational activities in literacy, numeracy and life skills issues such as HIV/AIDS, prevention of sexual exploitation and abuse, conflict resolution and hygiene.	■ Centre activities around a protected space and a curriculum designed for psychosocial healing, emphasizing basic literacy and numeracy, sports and recreation, music and art activities. ■ Match the content of activities to local needs and conditions. For example, health promotion should consider the relevant health issues in a community such as the leading causes of morbidity and mortality in children. ■ Do not limit life skills based education to schoolchildren. Adolescents who are not in school – and who are often already married, facing recruitment and working – are also prime candidates. ■ Use local languages in education activities. This enables full participation by learners. ■ Arrange in-school feeding (MoU with WFP). Beyond its nutritional benefits, it is useful in enabling children to remain in the learning environment.
5 Establish community services around schools (such as water supply and sanitation), where appropriate.	■ In cooperation with the WES programme, estimate how many latrines will be needed for schools to meet minimum standards. ■ Provide a safe water supply and sanitation and hand-washing facilities at schools and health posts. ■ Establish child-friendly spaces and schools.

Preparing an Emergency Plan

The emergency response planning process should involve MoE counterparts, NGOs and local community. The plan should identify the target population to be served based on assessment data, activities to be implemented to fulfil the CCCs, indicators to monitor progress of the activities, timeframe, human resources and supplies needed, estimated costs, and funding. Use Annex 1.2.1 as a sample planning format.

Planning Curriculum and Training Activities

In collaboration with partners, it is essential to develop a holistic plan for curriculum and teacher mobilization and training for all phases of education emergency response. An Emergency Curriculum and Training Planning Tool is included as Annex 1.2.2 in this section and again in Section 1.9, Framework for Education Emergency Preparedness. It is necessary to develop this plan as a tool in contingency planning with counterparts, and adapt it during the emergency response activities. This will be a component of the emergency preparedness section of the Tool Kit. It will relate to Section 1.5, Pre-packaged Kits, Section 1.6, Supplementary Packages and Emergency Curriculum Themes, and Section 1.7, Teacher Mobilization, Identification and Training.

Curriculum in Complex Emergencies[16]

When planning a curricular response in emergencies, it is critical to keep in mind three factors:

■ the psychosocial impact of emergencies on children
■ the purpose of education in emergencies
■ the achievement of quality education in complex emergencies.

Due to the sense of urgency, internal organizational demands and the logistical process that needs to be put in place, the adaptation or development of emergency curricula is often not considered, or prioritized. However, this element of an educational response to an emergency or post-conflict situation is essential for the healing and well-being of children – both to their immediate and future lives.

Psychosocial Impact of Armed Conflict and Natural Disasters

The social, psychological, moral and emotional deprivations children suffer, uprooting, the persistent fear of persecution, the actual loss of parents and carers, are as damaging as being deprived of food, water and health care.

In the aftermath of armed conflict and crisis, children cannot resume 'normal' educational activities without having the chance to heal their wounds. The learning space needs to become a protected healing environment where pupils and teachers are given the opportunity for building resilience, reflection, healing and self-expression. Reconciliation with their own environment/society is an essential process in which resilience through self-expression, play, sports, story telling, dancing and so forth are critical elements.[17]

Expression and play can be fundamental in building resilience for the lives of children who have been the victims of armed conflict. Resilient children have the capacity to make sense of stressful and traumatic events confronting them. Helping children to understand their traumatic experiences and express them is a fundamental operating principle of successful programmes for children living in especially difficult circumstances.[18]

Contrary to what one might believe, creativity under these special circumstances becomes not only a healing mechanism, but also a learning mechanism for adaptation to the new and extreme circumstances of flight or displacement.

The challenge, then, is to ensure that the range of experiences is broad enough to reveal each child's voice and that those experiences spring from events that all of the children have shared in common.[19]

The Purpose of Education in Complex Emergencies

It will take some time for the standard school curriculum to be provided to children who are or have been victims of armed conflict. This process may take a few months and in some cases even years.

However, education is a fundamental right of *all* children in *all* situations. In emergencies, children are frequently denied this right. As a result, they are also denied the opportunity to develop and acquire the skills, knowledge and competencies to better cope with the prevailing difficult circumstances and to contribute to the recovery of their families and communities.

Education gives shape and structure to children's lives and can instil community values, promote justice and respect for human rights and enhance peace, stability and interdependence. Schooling is also widely recognized as a 'symbol of normalcy' as it also provides the kind of everyday routines around which a wider social stability can be rebuilt.

Therefore, timely educational interventions are critical and urgently required on the grounds that delay would not only have long-term adverse consequences but would leave certain pressing problems unaddressed. Some of those consequences and problems may be specifically educational in character while others have wider social or community significance.

A rapid educational response is justified in terms of the need to ensure the right of children to education, to minimize the disruption of that education in the interests of the children's long-term development, to provide timely psychosocial support to teachers[20] and their pupils, and to at least begin the process of instilling new values and attitudes into young minds at risk of becoming brutalized by feelings of fear, hatred or vengeance.

Education and psychosocial support along with health, nutrition, water and environmental sanitation, have been given high priority in the last decade. UNICEF has sought to establish and develop this integrated approach through a child friendly spaces/schools model.

Child Friendly Spaces aim to 're-centre' education strategies around child protection activities that transition families and communities from the emergency situation into the process of reconstruction.

Quality Education in Complex Emergencies

The quality of learning in the classroom is conditioned by the 'classroom climate'. The variables constituting this indicator measure levels of violent or positive environment amongst students and the quality of teacher–student relations in the learning processes. This variable has been demonstrated to be far more relevant than other aspects such as physical conditions of the school, multi-classrooms or 'normal' classrooms, systematic use of evaluation, or distribution of children by ability or quality of teacher training.[21]

In developing a positive classroom climate, the following aspects need consideration:
- re-creation of habits
- re-establishment of relational behaviours
- access to creative expression
- play and humour.

Experience demonstrates that all forms of creative expression in children, whether through body expression, dancing, singing, drawing, painting, storytelling or poetry, become necessary instruments for reconstructing the self and re-enacting bad memories in a healing process. The emphasis on recreation and play and the development of related creative activities is as important as the support and provision of reading, writing, numeracy and life skills education activities.

In other words, breaking the cycle of abuse of children who have been victims of war and trauma constitutes quality education, able to improve not only cognitive skills, but most importantly to prevent the cycle of anger and human destructiveness at social and generational levels.[22]

Having an appropriate curriculum is vital to the process. 'Business as usual' is no longer a viable option. A curriculum that does not take into account the psychosocial needs of the generation of child victims of organized violence and natural disasters is a recipe for exclusion and future social conflict. The humanitarian dimension and content of education does not end with the formal end of war and crisis.

In most cases, in the initial stages of turmoil, it is necessary to develop a minimum core curriculum, with a view to building up a more formal education system in the longer run. Integration of local educators with the support of international organizations can develop appropriate educational responses to situations of emergencies, particularly in regard to the design and delivery of suitably adapted teaching and learning materials for children and young people affected by armed conflict and/or natural disaster in the form of a minimum core curriculum. This includes literacy, numeracy and life skills – landmine awareness education, cholera awareness, HIV/AIDS awareness, environmental

education, psychosocial support, recreation and play, human rights, education for conflict resolution and so forth.[23]

It is essential that pre-packaged and supplementary materials be selected and used according to a set of objectives and activities. Annex 1.2.2, Emergency Curriculum and Training Planning Tool, provides the planning framework for decisions to be made in an emergency curriculum. Materials should never be ordered without a planning process with counterparts and partners.

The cognitive aspects of the school environment will not be an adequate parameter for measuring quality education when dealing with situations of children in crises. Concurrent to the application of the minimum curriculum, a review or rethinking process encompassing a critical analysis and consultative process of a revised standard curriculum could also be taking place.

LINK TO EMERGENCY PREPAREDNESS – RAPID EDUCATION RESPONSE
- Make an emergency curriculum and training plan with counterparts and partners, as shown in Annex 1.2.1.

ANNEX 1.2.1
SAMPLE EMERGENCY EDUCATION PLAN

Results and Activities According to CCCs	Indicators	Target Population	Locations	Implementing Partners	Time frame	# Resources Required	Unit Price	Freight Costs	Funds Available
Assessment and Monitoring 1. 2. 3.									
Temporary Learning Spaces 1. 2. 3.									
Resume schooling activities 1. 2. 3. 4. 5.									
Re-establish/sustain primary education 1. 2. 3. 4.									
Promote resumption of quality education 1. 2. 3.									
Establish community services/WASH 1. 2.									

ANNEX 1.2.2

EMERGENCY CURRICULUM AND TRAINING PLANNING TOOL

General Objective	Counter-parts/ Partners	Instruments and Curriculum Materials	Teacher Training and Supervision	Implementation Time Schedule	CCC Indicators
1. Develop basic core programme for literacy and numeracy					
Lower Primary					
Upper Primary					
Overage students					
Out of school students					
2. Develop a programme for psychosocial healing					
Ages 0-5					
Ages 6-12					
Ages 13+					
3. Develop a programme for recreation, sports and expression activities					
Ages 0-5					
Ages 6-12					
Ages 13+					
4. Develop a programme for early childhood development					
5. Emergency themes					
Ages 0-5					
Ages 6-12					
Ages 13+					

Rapid Assessment

Rapid assessment is a process of gathering accurate and detailed information on the educational situation on the ground and evaluating the physical and human resources available. When planning an educational response in situations of emergency, crisis and transition, it is essential to conduct a careful assessment of the situation of children and women in such conditions of crisis and instability. Through this analysis, determine the most strategic and urgent actions to be taken.

Rapid assessment at the onset of an emergency is one of the key elements of the UNICEF Core Commitments for Children in Emergencies.

CORE COMMITMENTS FOR CHILDREN – RAPID ASSESSMENT

In consultation and collaboration with partners, UNICEF will carry out a rapid assessment of the situation of children and women. Drawing upon data compiled in the preparedness phase, this situation analysis will determine the exact nature of the crisis, including potential developments, implications for the rights of children and women, and the required programmatic response, operational modality and security.

In order to be able to respond quickly and efficiently, it is necessary to be aware of the conditions of the situation in a relatively short period of time. Figure 4 shows a timeline for cross-sectoral assessment over a period of one year. During the first 48 to 72 hours, a cross-sectoral assessment must be undertaken by UNICEF and its partners. The Integrated Rapid Assessment Field Data Checklist for the Education Sector (Draft EMOPS) included in Annex 1.3.1 provides a list of information that needs to be gathered from the education sector within the first 72 hours of an emergency. This information includes

- attendance
- education priorities
- education infrastructure
- education system capacity
- education materials.

After the initial cross-sectoral rapid assessment, the education sector must assess in greater detail and accuracy the condition of learning spaces during the period between weeks one and six after a disaster. This data will inform critical decisions about the setting up of temporary learning spaces and ordering of education supplies.

Rapid Education Assessment of Learning Spaces

It is necessary to assess the state of the education sector from zonal officers on the

ground at the site of the emergency – education officers, NGOs, community members and other contacts. This information needs to be compared with baseline data that has been collected during the preparedness phase.

At the area or sub-regional level, basic data regarding demand and existing facilities and capacity is required. At the local and community level, greater and more accurate detail is needed for planning purposes. Assessment of the education situation should go beyond just physical capacity (damage done to school buildings, etc.) and should also include information on numbers, ages and gender of affected children, location, gender and qualifications of teachers, and the extent to which existing institutions are still functioning (whether they have the necessary amenities such as materials, furniture, as well as sanitation, water facilities).[24] The rapid assessment of learning spaces should be done between one and six weeks after the onset of the emergency.

Identify Existing Information

Data sources of information on the educational statistics in the region should have been previously compiled and should already exist (see Section 1.9, Framework for Education Emergency Preparedness, Annex 1.9.3 for more details). Much of the information on the situation prior to the emergency should be available, and may be obtainable from the relevant ministries' databases or through a recent census. It is possible that the government/MoE or local education authorities have an Education Management and Information System (EMIS) set up with updated information. In that case, the required information may be available from this system.[25]

Identify Key Information Gaps

Collect information on the current situation in order to compare it with the situation prior to the emergency, assess needs, and determine what actions must be taken. One good method of collecting the essential information is by conducting a Rapid Assessment of Learning Spaces (RALS).

FIGURE 4 Assessment and Monitoring in Emergencies[26]
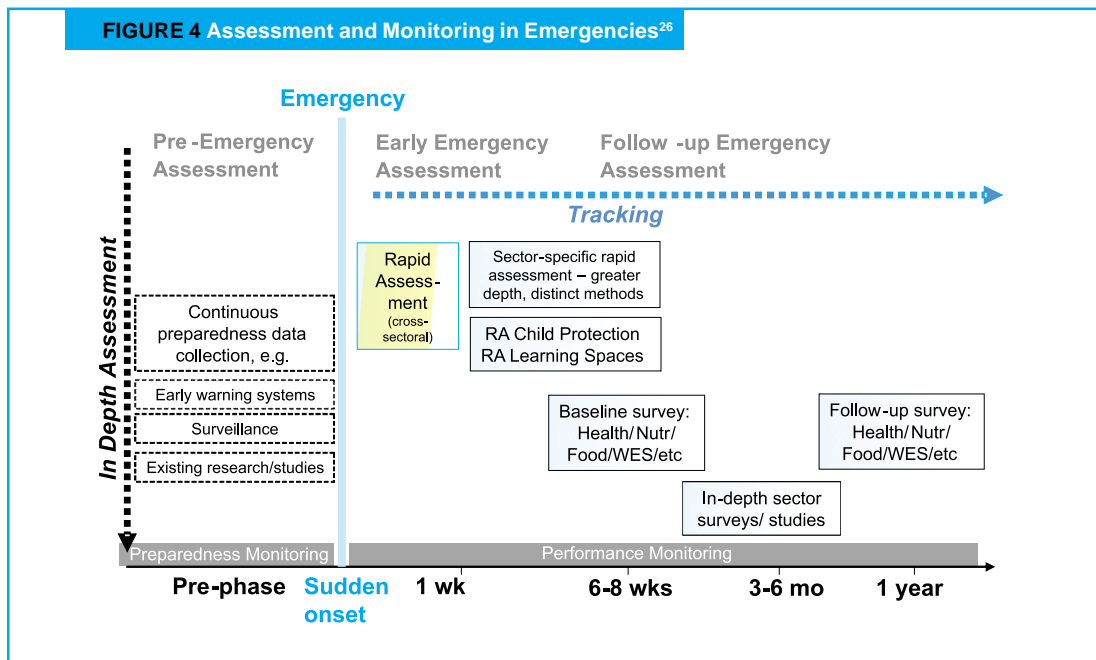
Planning for the Assessment[27]

It is essential to coordinate with partners on the ground and decide the key information that is needed. The first priority should be to determine the sites of assessment and assess areas in greatest need. When overall needs are urgent, focus on accessible areas first. Also prioritize assessment needs and set up an assessment team.

What to do

Write up an assessment plan. This should contain:
■ Assessment objectives.
■ Breakdown of schools in each province or district.
■ Summary of existing information and details of information to be collected.
■ Methodologies to be used.
■ Rationale for the sample.
■ Timetable.
■ Logistical support needed.
■ Information analysis and application.

Consider the logistics:
■ Transportation needs to the sites.
■ Lodging (if not a day trip), food and water needs.
■ Potential impact of crisis on the ability to collect data. In the event that no direct data collection can take place, can indirect methods be used?
■ Capacity to function in the field, in terms of access and mobility, presence of national telecommunications and infrastructure, transportation, warehousing and human resources.

Set up an assessment team:
■ Have a varied team (in terms of gender, skills, experience and viewpoints).
■ Hire local personnel if possible, as they will have good knowledge of the local language as well as of the area, which is invaluable when planning a RALS.
■ Train the team on methodology, security and communication issues. Training should include discussions of survey procedures, mock interviews, and a familiarization of all the duties to be performed by the interviewers.

■ Make arrangements for translators and orient them as necessary.

Compile the **tools** needed for assessment:
■ Compile an assessment form to enter information. Adapt the RALS forms used in previous emergencies. RALS templates from complex emergencies and from natural disasters can be found in:
  ● Annex 1.3.2: RALS from Emergency Field Handbook.
More generic templates can be found in:
  ● http://www.intranet.unicef.org/technotes/ (UNICEF Technical Notes: Special Considerations for Programming in Unstable Situations. New York: UNICEF, 2003, pp.281–286).
  ● http://www.ineesite.org/standards/MSEE_report.pdf (INEE Minimum Standards for Education in emergencies, Chronic Crises and Early Reconstruction, pp.30–38).
■ These assessment templates can also be used to input the information on the situation prior to the emergency, in order to compare the two situations more easily.
■ Translate the assessment forms into the local language(s) and adapt them to suit the local situation.
■ Consider needs for stationery, computers, measuring tools.

Encourage community participation and build local capacity:
■ Inform the community members about the intent and aims of the data collection process and involve them in the process – community leaders, parents and adolescents, university students (ask the students about how they perceive their needs).
■ Involve local NGOs, faith-based organizations, or other civil society organizations who might be interested in assisting with the process.
■ Find out if there is a functioning PTA in the area, as they may be able to assist in data collection and other aspects of carrying out the Back-to-School initiative.

MODULE ONE: EDUCATION IN EMERGENCY PREPAREDNESS AND RESPONSE

Involve the government or relevant educational authorities:

- Form a good working relationship with the government, if possible and appropriate.
- Keep them informed of actions and progress at all levels.
- Involve them at all levels of activities and encourage them to take responsibility for the various parts of the process. For example, find out if government counterparts such as staff from the Ministry of Education, Statistics department, the Ministry of Planning, or local educational authorities would be willing to assist in conducting the RALS. This process helps to build the local capacity from the beginning. By allowing them to become actively involved from the start and take ownership of the process, it will be easier to hand over the programme to them later on.
- Bring up the opportunities for long-term development inherent within conducting a RALS. Explain to government officials that RALS information can be a starting point from which they can subsequently develop an EMIS and create a comprehensive database of education information for the region.

In case of war or civil conflict:

- In collaboration with other agencies, develop a memorandum of understanding or similar arrangement detailing roles and responsibilities of parties engaged in the process of delivering humanitarian assistance.
- In collaboration with other agencies, make and formalize agreements on security assurances in areas of humanitarian operation.
- Additional criteria in situations of complex emergency are outlined in 'Guidelines on the use of military and civil defense assets to support United Nations humanitarian activities in complex emergencies': http:// ochaonline.un.org/ GetBin.asp?DocID=426.

Conducting a RALS[28,29]

At the community level, rapid preliminary assessment should be undertaken to identify urgent education priorities. This should be followed up by a more comprehensive assessment of children's educational needs.

What to do

In the first 1–6 weeks, gather information on the following factors for before the conflict and at present:

School information

- Breakdown of schools in each province or district.
- Educational programmes in place prior to the emergency – formal or non-formal?
- Extent of disruption caused by the situation.
- Distance students must travel to attend school.

Student information

- Number of students in each grade: primary, secondary and higher, disaggregated by gender.
- Number of vulnerable children (IDPs, refugees, returnees, separated, unaccompanied children, etc.).
- Ethnic breakdown of students.
- Language of instruction / mother tongue of the target group.

Teacher information

- Number of teachers or paraprofessionals in each grade: primary and secondary, disaggregated by gender.
- Level of education of the teachers.
- Level of training of teachers (training in the last year, no training at all).

School infrastructure and status of education facilities

- Types of learning spaces: government building, mosque, private house, tent, open space, other.
- Number and condition of classrooms.
- Availability and condition of learning materials in the school: instructional material, supplies, furniture, recreation equipment.

**ACEH, INDONESIA CASE STUDY:
RAPID EDUCATION ASSESSMENT**

Aceh pioneers RALS in post-natural disasterEven before the 26 December 2004 tsunami that ravaged eleven Indian Ocean countries, the data and statistics on education were incomplete in Aceh, Indonesia. Much of the existing data was inaccessible or swept away. As a result, it as very difficult to understand the scope of the damage, creating serious challenges in formulating responses. The Aceh UNICEF office with MoE counterparts decided to conduct a joint a rapid assessment of all primary schools. In addition, they established a database centre for education in the Provincial Departments of Education and Religious Affairs which could be used to produce accurate, detailed and timely data and information related to education in the post-tsunami context.All primary schools were visited, and the most senior teachers and school principals were interviewed using the assessment form. GPS coordinates were taken (an interactive map was later prepared) and school facilities and grounds were inspected. A RALS room was set up with the Provincial Department of Education. The RALS resulted in reliable data on school conditions and water and sanitation status, functioning schools, school attendance, and numbers of students served and not served. As a result of accurate assessment data, UNICEF was able to respond with follow-up actions including provision of classroom materials, structural assessment of existing schools, construction of temporary classrooms, and provision of child-friendly water and sanitation facilities at existing schools. In addition, the RALS was replicated in all tsunami-affected districts in Indonesia.

- Renovation status of building: renovated, ongoing, needs renovation, N/A.
- Sanitation in the structure: existing, planned, needed (# of latrines for students/teachers, condition and distance from toilets to water source, mechanism in place for solid waste collection).
- Sources of drinking and hand-washing water: well with a hand pump, piping system, shallow well, stream water, planned, no water.
- Status of power supply: existing, planned, no power.
- Presence of landmines or UXOs.
- Ongoing repairs, renovations by other agencies.
- Existence of school feeding.

Resources in the community (human resources and organizations)

- Individuals able to take on leadership or technical roles in providing educational services.
- Number of potential teachers, paraprofessionals/parateachers.
- Condition of families and neighbourhoods and their ability to participate in educational activities.
- Institutions and organizations (including NGOs) that have the potential to contribute.
- Existing facilities that could be used for schooling.
- Facilities available to support training of staff, curriculum and materials development.
- Availability of mass media, including radio and press, for use in social mobilization and raising awareness about the BTS campaign.

Following the Assessment

- Cross-check and analyse the information. Analysis of the data should be done by the whole team as it will facilitate cross-checking and cross-sectoral thinking. Analysis should include identification of further information collection or monitoring needs.
- Create a comprehensive database for the information.

- Train people to do data entry – show them how to use the computers if necessary.
- Feed assessment findings into the database for analysis.
- Disseminate the results to decision makers.

What to remember

- If working with the cooperation of the government, hand over the information collected to the appropriate government department. This should include the assessment forms, the database containing the information and a demonstration of how the rapid assessment system works. This is important in order to ensure that the government or local authorities can take ownership of this process and be able to use the information in the future.
- Data collected from the initial assessment may not always be completely accurate and reliable. Given the rapidly changing conditions that characterize most emergencies, the assessment of the conditions should not be limited to the initial planning period but should be an integral ongoing component of the programme. It is important to be flexible and prepared to adapt the response to changing situations. If possible, return and re-assess the situation, in order to obtain more accurate statistics.
- It is essential to conduct follow-up assessments. For instance, at the time of initial assessment, not all children may have returned to school. In such a case, determine the reasons for non-attendance so they can be addressed (some reasons may include trauma, sickness, displaced family, home far from school, no uniform, child needed at home, child missing). After the re-assessment, compile a set of actions recommended to address the problems identified. See Section 3.1, Monitoring and Evaluation, for more detail.

Ongoing Assessment and Data Collection

Ongoing data collection and analysis is essential in providing information that will help formulate plans that will probably cover the next 100 days. This will again focus specifically on information needed for decisions vis-à-vis programme response to fulfil CCCs. This will still include analysis of secondary data from other organizations, but is likely also to rely on synthesis of data from the above field data collection activities.

What to do: the first month (Emergency Field Handbook)[30]

1. Identify a few key performance monitoring indicators, corresponding to the programme Core Commitments for Children in Emergencies, and sources of information. Indicators should focus on critical UNICEF inputs; key outputs with partners (e.g. number of schools functioning and the estimated coverage); and, where feasible, outcome indicators.
2. Identify and prioritize gaps in data on the situation of children and women and potential sources.
3. Determine timing of any evaluations or reviews.
4. Determine what role the country office will have in building up capacity of national partners to coordinate data collection and in contributing to standardizing data-collection systems among agencies. Identify any corresponding capacity-building activities and the best timing for them.
5. Plot the events using data and the data-collection activities identified on the three-month calendar. Merge data-collection activities where possible (e.g. same location, same expertise required, similar methods). Adjust timing of activities to feed into major events using data.
6. As with the initial integrated monitoring and evaluation plan, check with key partners on their data-collection plans to eliminate overlap, identify common information needs and join efforts where possible.

7. Continue information sharing and integrate monitoring and evaluation in funding appeals.
8. Identify the timing of any known events or documents that will require the input of monitoring data, such as the Consolidated Appeal Process or donor conferences.

Government Led Damage Assessments

In addition to integrated rapid assessments, the government together with the World Bank or regional development banks often undertake a damage/needs assessment, which, unlike the rapid assessments, is largely for reconstruction rather than relief. However, the exercise often shapes government's view on the scale of the reconstruction exercise, including costs and strategy decisions. Partly because Banks typically fund through government, they exert a powerful influence on governments' perceptions, willingness and politics of an emergency. Education programme officers should be aware of these assessments and the role they might play in them. After the Pakistan earthquake, for example, the UNICEF education section was involved in such an exercise that covered a human needs assessment as well as a structural damage assessment. It included teacher training and child-focused needs of reconstruction, as well as special needs such as physical disability resulting from the earthquake.

UNICEF's Role in Damage Assessments

UNICEF in general, and the education section in particular, can play a role in these assessments in the following ways:
■ Damage assessments can be an opportunity for advocacy at the highest level. For example, the needs of the disabled or child friendly schools' design can be identified, especially when they have cost implications.
■ UNICEF can contribute an institutional view on what constitutes exclusion/ inclusion in the country and have ready

documentation, as the assessment is an opportunity to tackle exclusion issues.
■ The rights of children need to find a place in damage assessments, e.g. reconstructing not just pre-existing facilities, but facilities for children who may have been denied access prior to the disaster.
■ Different agencies have different strengths. The Banks are good at costing and can quickly mobilize structural engineers and other experts. UN agencies can/should be able to predict social impact and strategies. The education section in UNICEF can identify costs such as mobilizing and training a new teaching force.
■ Since UNICEF is on the ground, it can contribute its field experience, knowledge, logistics and personnel, its wider perspective from all of its sectors, and good institutional support and networks.
■ In the event of government not being fully funded through the Banks or elsewhere, UNICEF often receives high levels of funding, and needs to be a player in the assessment.

Preparedness for Damage Assessments

Education programme officers should take the same preparedness measures to pre-position involvement in a damage assessment as they would for the other assessments, including the following:
■ Assess whether there is an education staff person able to participate in a damage assessment or whether assistance from the RO or an external consultant is needed.
■ Have available education baseline data, electronically as well as hard copy. Have data on children likely to be out of school, disabled, marginalized, girls, etc., as well as any material relating to cultural aspects of school-going behaviour, and non-formal programmes and vulnerability.
■ Information on teachers and other educational personnel will also be needed. Also have available any

development plans for the sector which predict numbers of teachers/schools needed, as well as any project documents which give costs (e.g. of training needed teachers, of child-friendly school design). The Banks will have their own formulae for costing, but existing information will provide a check, which may well be requested by them.

- Agree in the UNCT and with I/NGOs and government which data sets would be used in the event of an emergency (and where the gaps/disagreement lie). This saves precious time afterwards when time is better used for response.
- Have available past Bank-supported/led assessments from the tsunami, earthquakes and others, including the most recent.
- Have a good contact/relationship within each development bank in the country, or if not present, find out who the task manager for the education sector is and nurture a good relationship when they conduct in-country missions. Offer information and data from time to time, and meet them physically.
- Be an active member of an existing sector development group. Experience shows that where this is in place, clusters and coordination are easier to organize in an emergency.
- Agree in the office and UNCT which agency will lead in which part of the response and how all

will work together. In the damage assessment missions ensure that UNICEF is there even if UNESCO is present, as UNICEF has complementary perspectives and expertise.

When the Emergency Occurs

- Be proactive. Delegate someone in the UNICEF team to be the contact point. (If the team is small, urgently request RO/HQ.)
- Check with the Banks in the region (World Bank, Asian/African Development Bank) if there is an assessment proposed. Ask to be on the email list and to be included in any education group.
- Decide who can/will participate both full-time for about three weeks, and support from the office if different. Request RO for assistance if an exercise is imminent. Back the person up with occasional attendance by a person in-country, and provide both with baseline data.
- Take the 'rights'/inclusion role. While the Banks will do costing, they need additional perspectives on what to cost. UNICEF needs continually to supply the gender and disparity lens.

Additional Resources

UNICEF Emergency Preparedness and Response Training Programme Module 2 – UNICEF internal website at: http://www.intranet.unicef.org/DHR/Learning.NSF/Site%20Pages/Page0501xx58.

LINK TO EMERGENCY PREPAREDNESS – RAPID EDUCATION RESPONSE

- Ensure that pre-crisis data has been gathered, as shown in Annex 1.9.3, Pre-crisis Secondary Data for Emergency Preparedness.
- Decide which data sets are to be used in the UN Country Team and with government.
- Identify appropriate Rapid Assessment of Learning Spaces tools in advance with MoE and partners.
- Make agreements in advance with counterparts and partners about assessment roles and responsibilities in preparation prior to an emergency.

INTEGRATED RAPID ASSESSMENT FIELD DATA CHECKLIST - EDUCATION (DRAFT EMOPS 2006)

EDUCATION SERVICES

Attendance:

Since the Disaster, what are the main effects on primary school attendance? (choose from list) |__| and |__| and |__|

1. No-one attending school now
2. Some still attending
3. Initially all attendance stopped but is now partially resuming
4. Initially all attendance stopped but now fully resumed
5. No effect on primary school attendance
6. Other, specify_____

What are the biggest constraints to school attendance in your community now?

	1= yes; 2= no		1= yes; 2= no
Schools destroyed/damaged		Primary school available but no secondary school	
Educational materials destroyed/looted		IDPs or refugees cannot attend local schools	
No teachers		Insecurity, is unsafe for children and teachers	
No resources for teachers, supplies		Children needed at home to help family	
No money to pay for school fees		Children enrolled in army or labour	
Not enough places/schools		Children or teachers traumatized	
No instruction in our language		School too far to walk	
Local schools have a different religion/culture		Other, specify_____	
School is only for boys, none for girls		Other, specify_____	

Education Priorities:

What are the most urgent educational needs right now in your community?

	1= yes; 2= no		1= yes; 2= no
Identify locations for classes		Primary teaching/schools	
Repair to damaged buildings		Secondary teaching schools	
Water and sanitation at school sites		Ensuring safety and security of children and teachers	
Resources to pay for teachers		Counselling for trauma	
Getting teachers		Demobilization of conscripted children	
Getting teachers with local language, religion		Working with the community to get children back in school	
Getting teaching supplies/kits		Other, specify	
Share or integrate affected children into local schools		Other, specify_____	
Early Childhood Development programme			

What are the risks to safe and protective learning spaces (including early learning spaces) |__| and |__| and |__| (use codes below)?

Risks for establishing safe and protective learning spaces:
- Basic sanitary/water conditions
- Conditions of buildings are unsafe (i.e. after earthquake, etc.)
- No caregivers or teachers available
- Place subject to incursions from warring factions (e.g. where children are likely to be in danger of abduction from school or cross-fire)

How can learning spaces be made protective for pupils and teachers?

Education Infrastructure:

What is the level of destruction of existing facilities and materials in your community?

School type	Number of each kind of school in the community	How many are: 1= Government run 2= Private 3= Military 4= Other, specify___	Please code the schools according to the Damage Codes below
Pre-School			
Primary School			
Secondary School			
Higher Education			

Damage Codes:
1= Minor repairs required
2= Partially destroyed
3= Mostly destroyed
4= Completely destroyed
5= No damage

Where there is a large degree of destruction of education facilities (most schools coded 3 and above), what alternatives are currently being employed? _____
(Codes: 1= tented schools, 2= outdoor schools, 3= sending children to school in other districts/areas, 4= more children in remaining schools, 5=other, specify_____)

Education System Capacity:

Existing teaching human resources in the community (use indirect source from MoE and from local informants).

How have numbers of trained teachers been affected?

Type	How many available pre-crisis?	How many available now?	Paid by? (Govt, NGO, UN, etc.)	If reduced numbers, main reason: 1. Injury/ trauma 2. Death 3. Loss of family members 4. Sick family members 5. Loss of property 6. Not paid 7. Other, specify
Pre-primary teachers				
Primary teachers				
Headmaster				
Other, specify				

Assess local availability of youth (by gender) with complete or incomplete secondary education in the community. (They have proved to be an important trainable source for creation of child friendly schools and spaces in cases of Colombia, Gujarat, Turkey, Afghanistan, etc.) Number_____

Education Materials	Available: Yes/No	If not, why? (see below)
Writing materials		
Reading materials (textbooks, etc.)		
Basic classroom/teaching space materials (blackboards, chalk, etc.)		
Recreation/self-expression materials and conditions of space for sports and play/recreation		

Categories for solutions IF NOT:
- Existence of local printing capacity (copy printer, off-set, etc.)
- Availability of purchased materials at Central/Regional MoE, or private sector. In-country.
- Basic local warehousing and distribution capacity for printed and writing materials. (See Diagram 25. UNICEF Field Emergency Handbook. p.224.)
- Other, specify_____

ANNEX 1.3.2

RAPID EDUCATION ASSESSMENT FROM EMERGENCY FIELD HANDBOOK

MOE/UNICEF RAPID ASSESSMENT OF LEARNING SPACES

A. School Location

Code

[Q1]	Name of country		
[Q2]	Name of district		
[Q3]	Name of village/town/city		
[Q4]	Name of learning space/school		

B. School Details

[Q5]	In what year was the school established?				
[Q6]	Location of learning space	School building	1	Shelter/camp	2
		Outside	3	Tent	4
		Mosque	5	Private house	6
		Other	7		
[Q7]	Type of school	Private	1	Public	2
		Mission	3	Community	4
		Other	5		
[Q8]	Number of classrooms				
[Q9]	Level of school	Primary 1	Junior secondary 2	Senior secondary	3
[Q10]	Is there a functioning PTA?	Yes	1	No	2
[Q11]	Number of teachers available	All teachers	Female	Male	
[Q12]	Number of IDP teachers	All teachers	Female	Male	
[Q13]	Teachers who are working both on non-formal schools and formal schools (*for non-formal sector only*)	All teachers	Female	Male	
[Q14]	Qualification of teachers	Total	Female	Male	
	Below High school graduate				
	C certificate				
	B certificate				
	AA Degree				
	BSc. Education				
	Ordinary				
	Master				
	Other				
	Total	Primary	Junior secondary	Senior secondary	

[Q15]	No of teachers per level
[Q16A]	No of buildings per level
[Q16B]	No of classes per level
[Q17A]	Pupils/girls
[Q17B]	Pupils/boys
[Q18A]	No of IDP/girls
[Q18B]	No of IDP/boys
[Q19A]	No of girls attending both formal and non-formal school
[Q19B]	No of boys attending both formal and non-formal school
[Q20]	Number of sessions
[Q21]	Hours of instruction per session

C. School Condition

[Q22]	How far is the nearest health facility *(in minutes walking)*?			
[Q23]	Availability of water	Yes 1	No 2	
	If Yes, go to Q23A, otherwise go to Q24			
[Q23A]	What is the main source of water?	Public tap 1	Piped	2
		Borehole/well		3
		Pond, river, canal or stream		4
[Q24]	Level of damage of the school *(circle one answer only)*			
	Minor cosmetic repair only/incomplete building			1
	(Requires painting, glass for windows, plastering on walls)			
	Minor damage only			2
	(Leaking roof, requires painting, need of new doors & window repairs			
	Partially destroyed building			3
	(Missing doors & windows, missing roof tiles or iron)			
	Mostly destroyed building			4
	(No roof, no windows, no doors, walls still standing, structurally sound			
	Completely destroyed			5
[Q25]	Availability of functioning toilet facility	Yes 1	No 2	
	If Yes, then answer Q25A, otherwise go to Q26			
[Q25A	What is the type of toilet facility? Pit latrine 1	Flush toilet 2	Other 3	
[Q26]	Availability of separate toilets for faculty and staff	Yes 1	No 2	
[Q27]	Availability of separate toilets for girls and boys	Yes 1	No 2	
[Q28]	Availability of electricity	Yes 1	No 2	
[Q29A]	Availability of school furniture	Yes 1	No 2	
[Q29B]	Availability of functioning resource centre	Yes 1	No 2	
[Q29C]	Availability of science lab	Yes 1	No 2	
[Q29D]	Availability of recreation equipment	Yes 1	No 2	
[Q30]	Are there mines and UXOs in the school area?	Yes 1	No 2	
[Q31] Are there mines and UXOs on the travel routes to school?		Yes 1	No 2	

D. Supplies

[Q32]	Did you receive any student supplies (kits)	Yes 1	No 2 Quantity *(boxes)*
	Example of items (to help identify the specific kits): Notebooks, colour pencils		
	If Yes, state quantity		
[Q33]	Did you receive any class/teacher supply (kits)	Yes 1	No 2 Quantity (boxes)
[Q34]	Did you receive any school supply kits/School-in-a-Box? *Please circle the correct response, kit or box*	Yes 1	No 2 Quantity (boxes)
	If Yes, state quantity		
[Q35]	Did you receive any prescribed textbooks?	Yes 1	No 2 Quantity (boxes)
[Q35A]	*If yes, write the number against each subject and each level.*		
	Language Primary Junior Secondary Senior Secondary		
	Math		
	Social Studies		
	Science		
	Total		
[Q36]	Total of all levels		
[Q37]	Who did the distribution?	MoE 1	Donor 2
[Q38]	Do you have the waybill?	Yes 1	No 2

Thank you. This is the end of the questionnaire.

TEMPORARY LEARNING SPACES

- Annex 1.4.1 Specifications for School Tents (Pakistan)
- Temporary School Project, Aceh, Indonesia

Site Selection

In many cases, it will not be possible to return to the formal school system immediately and it will be necessary to conduct educational activities in non-formal settings. It is very important to consider the physical environment when establishing a learning space.

Things to remember[31]

Only the necessary minimum effort, time and resources should be committed to temporary emergency shelter:

- Be creative when designing temporary learning spaces – it is not necessary to have an actual classroom or school building to conduct educational activities. Rather, consider implementing activities under trees, tents or other temporary shelters.
- Make maximum use of materials that can be retrieved from damaged buildings in the area.
- Site planning should take on a community-based approach and should preserve previous social arrangements to the extent possible.
- Begin reconstruction or rehabilitation of permanent or semi-permanent learning spaces as quickly as possible. Note that UNICEF does not generally become directly involved in large-scale construction, but it can provide technical support in setting standards to ensure that construction is child-friendly. Also, when planning

reconstruction or rehabilitation, make sure to consider any relevant security issues or the physical location to decide whether it is appropriate to reconstruct at that time or on that location.

Planning a Safe, Secure Site

Although classes can sometimes be held in the open air, this may be harmful for new equipment or materials. Also, in certain climates, children will need protection against the elements, making some kind of shelter necessary.

What to do

- Select a safe, secure site to set up temporary classes.
- Make sure that the site is cleared of any objects that may be harmful to children, such as unexploded ordnance, sharp metal or broken glass.[32]
- Choose a space that has shade and is protected against wind, rain and dust, and is removed from stagnant water, main roads and distribution points. Remember that educational facilities are often perceived as a safe sanctuary by children where they will be protected from shooting or other kinds of violence.[33]
- Make sure that the site is well monitored and that children do not have to walk a long distance to reach the facility. This is particularly important for girls, as they tend to be more

vulnerable to assault or rape, especially in unstable situations.
- Make sure that the space has adequate storage capacity for basic supplies and especially in case a decision to implement a school feeding programme is made.

Tented Schools

If no previous structures and buildings are available, prefabricated tents, poles and plastic sheeting can be utilized to provide temporary shelter and create a safe space in which to conduct educational activities. A 55 square meter tent can accommodate 40-45 children.

The process of ordering tents is explained in Section 1.8, Supplies and Logistics. When putting up the tents, consider the following:
- Is assistance from Supply Division needed to erect the tents?
- Can local staff be hired to perform this duty?
- What is the cost analysis of ordering tents, tarpaulins, heaters and other supplies from Supply Division versus local procurement?

In cold weather conditions, the UNICEF tents may not provide sufficient protection. For example, Pakistan had a local supplier prepare a school tent that provided better durability and protection against the cold winter after the earthquake. See Annex 1.4.1 for the specifications.

Child Friendly Spaces (CFS)[34]

The onset of conflict or a humanitarian crisis has very negative psychosocial impacts on children and families. The social, psychological, moral and emotional deprivations they suffer as a result of being uprooted from their homes (in the case of refugees or IDPs), the fear of losing or the actual loss of their loved ones, are as damaging as being deprived of food, water and healthcare. In the aftermath of armed conflict, children cannot resume educational activities unless they have had a chance to heal their wounds. Thus, it is essential that temporary learning spaces are **child friendly**, and that children are provided with a protective environment and safe space where they can regain a sense of normalcy.

The use of Child Friendly Spaces is one of the main UNICEF strategies for ensuring the protection of children in emergency situations. This concept is an integrated, rights-based approach to programming in unstable conditions. Child Friendly Spaces are aimed at guaranteeing children's rights to survival, development, participation and protection, by providing basic social services in a safe environment. This family and community-based approach to children's well-being includes health and hygiene, recreation, childcare, psychosocial support and education. Since it was first implemented during the refugee crisis in Albania in 1999, the concept of Child Friendly Spaces has gained recognition as a successful model to promote the rights of refugee and internally displaced children.

Main Principles of Child Friendly Spaces

- Provision for a human rights-based approach: it is inclusive and integrates basic services to ensure rights to survival, development, participation and protection.
- Provision for an integrated set of mutually reinforcing basic package of services for children and mothers: infant health, support to mothers and babies, psychosocial support, education and recreation, counselling for parents.
- Commitment of all actors (government, bilateral donors, international organizations, NGOs) to place children at the centre of the planning and development of community services.
- The participation of children themselves in the evolution of the concept.
- The adaptability of the CFS initiative to all structures and settings for the

FIGURE 5 The Concept of Child Friendly Spaces

All-inclusive Integrated Basic Services

Child
Well
Being

Education

Health
& Hygiene

Psychological
Support

Recreation

Interdependent circle to ensure children's rights to
Survival, Development, Participation and Protection.
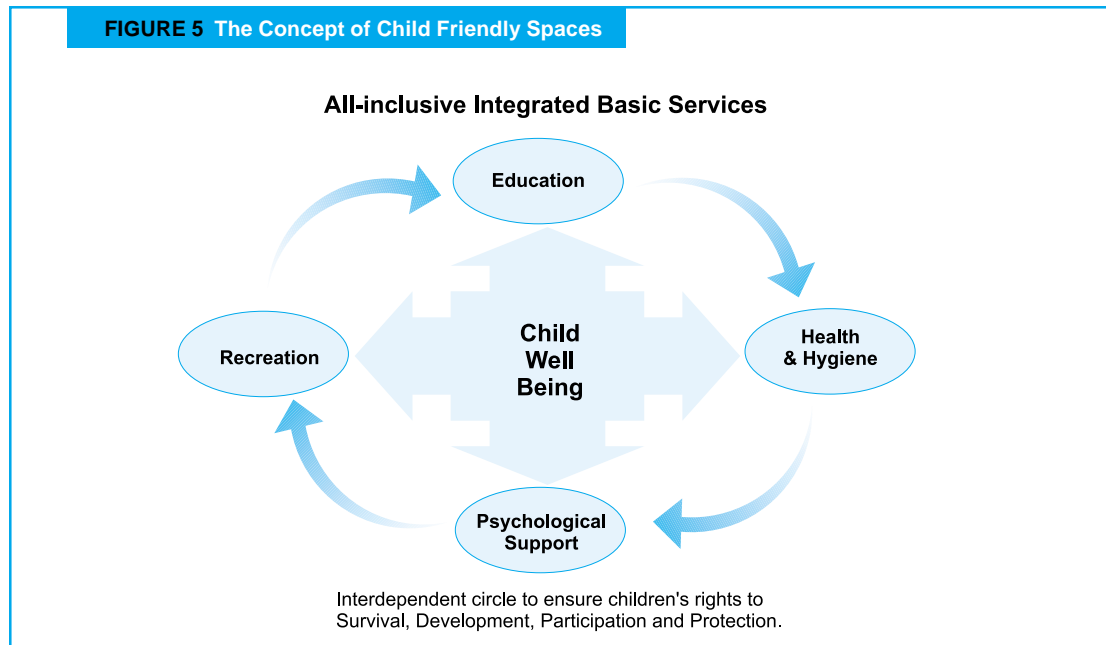
benefit of refugee, internally displaced and local children.

■ The contribution of each actor to the development of the initiative according to their capacity and in cooperation with other partners.

■ An opportunity to advocate for the protection of children's rights.

■ Establishment of minimum standards: needs to have sufficient space and equipment for each service, i.e. education, recreation, and so forth.

Operationalizing Child Friendly Spaces

Figure 5 captures the main points behind the concept of CFS.

The main educational activities that take place in CFS include literacy, numeracy and life skills, as well as play and other forms of socio-recreational activities. As school is often a place of convergence for children and families, this environment also allows for other services to be provided, such as psychosocial support and basic primary health and nutrition services. It is important to coordinate with colleagues from the other sectors to set up these activities. The centres should have targeted

programmes for pre-school children, primary school-aged children, youth and parents. The main activities that take place within a Child Friendly Space include:

■ basic health, nutrition and baby care
■ hygiene, water and sanitation services
■ early childhood care and development
■ primary school
■ recreation
■ psychosocial support
■ youth activities
■ mother support

All of these activities are linked to education activities. For instance, providing early childhood care and development is a key part of early learning, and can also promote girls' education. Girls are often responsible for sibling care. Also, provision of such services can free girls from these duties, allowing them to access their right to basic education.

Things to consider[35]

■ It may be necessary to provide education to peacekeeping forces concerning children's rights and, as peacekeepers, their obligation to protect and care for children.

■ When planning a CFS, keep relevant gender considerations in mind. For instance, make sure that there are separate latrines for men and women. Additionally, in cultures where it is not accepted for girls and boys to learn together, try to establish learning environments that are sex-segregated. Make sure all necessary measures are taken to create a safe, protective environment which promotes girls' education and encourages parents to send their daughters to school.

Example of a Child Friendly Space: The Turkey Experience (1999)[36]

In Turkey, a set of minimum standards was identified to serve the numerous emerging tent cities, based on an average tent camp population size of 1,500. Tented camps in the affected provinces ranged from the smaller 50 tent complexes housing some 11,300 people to the mega-conglomerates of up to 2,000 tents housing as many as 7,500 at any one time. The size of each CFS was modified according to the population served, maintaining the service space/population ratio identified in the minimum set of standards. Figure 6 shows a conceptual layout and an actual photograph of a CFS in Turkey. The conceptual layout shows the required tented and open air spaces needed for a tent camp population of 1,500.

Water and Sanitation in Temporary Learning Spaces

Education programme officers and others in the sector need to work with the UNICEF water and sanitation officer to ensure that water and sanitation needs are met in temporary learning spaces. The Sphere standards[37] (from the Sphere Project establishing minimum standards in disaster response) outline guidelines that are supportive of community spaces and should be considered in the design and establishment of TLS that are also child friendly and protect children. Key criteria for water and sanitation, which should also be used in school rehabilitation and construction, include:
■ access to safe drinking water
■ access to water to wash hands after defecation and before eating or preparing food
■ water point drainage well planned, built and maintained
■ separate toilets for girls and boys, sited to minimize threats to users and offer a degree of privacy
■ toilets no more than 50 metres from dwellings; where possible provision is made for one toilet per 20 people,

FIGURE 6 Diagram of a CFS/E and a Photograph of a CFS in Emirda Tent City, Adapazari in Turkey

Primary School 65m2

Mother support

Pre-school 55m2

Play Area

Water point

Primary Health Care 55m2

Psychosocial Support 55m2
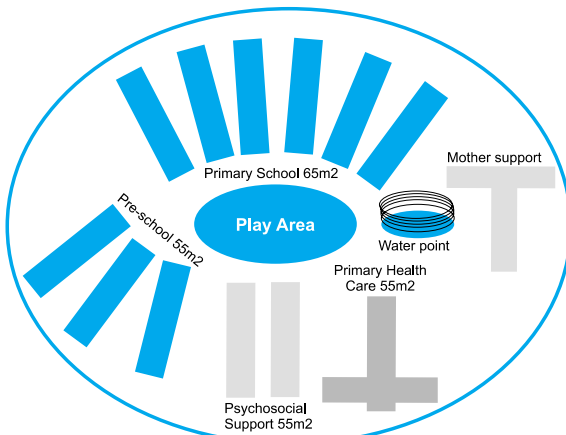
although in an emergency one toilet for 50 people can initially be used
- pit latrines at least 30 metres from any groundwater source that is used and built downhill from any water supply
- in malarial environments mosquito control undertaken, such as good drainage, covering pit latrines, covering open wells, etc.
- access to solid waste disposal, i.e. refuse containers or clearly marked and fenced refuse pits, etc.
- shelters, paths and water and sanitation facilities not flooded

Things to consider
- TLS that are also child friendly spaces involve coordination with education authorities, community, and other sectors such as WES, Child Protection and Health.
- Supporting TLS that are CFS are not necessarily prioritized within other sectors and therefore the education sector needs to continue to raise education as a priority and to advocate for an integrated approach.
- Girls and other marginalized groups need to be considered in terms of sanitation and hygiene (separate latrines), cultural diversity (separate classes) and other appropriate facilities.
- Involving parents, especially mothers, in activities included in TLS is essential for

support to women and community members in times of crisis.
- There are Sphere standards to guide the construction and implementation of WES, health and hygiene and education sector personnel need to be aware of these and how they relate to TLS that are child friendly.

Other Resources
UNICEF Child Friendly Spaces/ Environments (CFS/E): An Integrated Services Response for Emergencies and their Aftermath. Internal Unpublished Draft, not for circulation.

UNICEF Emergency Field Handbook (Child Protection chapter).

Inter-Agency Network on Education in Emergencies: INEE/Good Practice Guides for Emergency Education/ School environment and supplies/ Child Friendly Spaces. INEE website at: http://www.ineesite.org/school/friendly.asp.

'Child-friendly' Community Schools approach for Promoting Health, Psychosocial Development, and Resilience in Children and Youth Affected by AIDS. UNICEF website at: http://www.unicef.org/lifeskills/files/ cfs_caba.doc.

MODULE ONE: EDUCATION IN EMERGENCY PREPAREDNESS AND RESPONSE

LINK TO EMERGENCY PREPAREDNESS
- With government and partners, ensure that pre-crisis baseline data is collected on number and location of schools and number of teachers and students in vulnerable areas.
- Determine essential supplies needed for temporary learning spaces, including weather appropriate tents, tarpaulins, etc., and determine options for procurement.
- Identify relevant standby agreements with local suppliers and consider warehousing essential supplies as the situation warrants.

ANNEX 1.4.1
SPECIFICATIONS FOR SCHOOL TENTS

DIMENSIONS	40 SQM	REMARK
Length x width	8 x 5m	
Central height (Outer fly)	3.30m	Or close to
Central height (Inner fly)	3.00m	Or close to
Wall height	2.00m	Or close to
Frame	Steel pipes dia 45-50mm, or aluminium with corresponding measures. Frame joints should be made in a way to allow a side pole free outer fly or to minimize the amount of tent ropes in total.	Steel pipes should be treated/coated with anticorrosive measures.
Topfly/tarpaulin sheet	Separate sheet. 250g/m2 or above. Size is to be oversized with 25cm compared to outer tent. This is to provide more shade at sides as well to have a more distant water/snow relief due to rain/snow. Tarpaulin ropes should be avoided. A separation between the outer tent roof and the top fly tarpaulin is desired to allow ventilation between the two top sheets	High density polyethylene (HDPE). The sheet is to be transparent to allow maximum input of indirect daylight. Logo as to local assessment. The attachment should be facilitated by using the existing tent ropes - if any. The attachment to the existing tent ropes could be done with a detachable runner fixation or rope tightener or by using a special arrangement of eyelets. Yet it should be possible to detach the tarpaulin in a fairly uncomplicated way.
Outer tent	Single fold. Material consisting of ~454g/m2 or heavier. Preferably cotton/polyester blend 50/50% approx, yarn count 10/2 x 10/2 twisted in warp 46 x weft 24/26 threads per square inch, plain weave.	Water proofing/resistance to water penetration by paraffin emulsion & aluminium acetate to withstand minimum 25cm hydrostatic head. Stabilization against decomposition of the fabric/rot-proofing with copper or similar appropriate agents, minimum 0.35% of dry weight of proofed canvas. Slight discolouring due to the waterproof and rot-proofing agents that are used is allowed.

DIMENSIONS	40 SQM	REMARK
Inner tent	**Double fold:** ● Outer fold consisting of ~ 454g/m2 or heavier. ● Inner fold consisting of 170g/m2 or close to. **Windows:** ● To retain maximum light conditions following sizes serves as a guideline. ● Wall panels with a size of 2 x 1.80-2.00m (approx.) should have a window size not smaller than 100 x 70cm. ● Door panels with an equivalent size should have a window size not smaller than 70 x 70cm. ● The door panel is to be equipped with mosquito net that is fixed at the top, rolled up fastened by buttons or equivalent. The two sides should be closable with buttons or equivalent. ● The door panel is to be equipped with two door pieces that can be held up with cotton straps or equivalent (like side hooked curtains). ● The door panel doors should be made of the same double fold as tent wall; they should be closable from inside as well as outside. ● The door panel entrance roof, while not in use is to be closed and laced from outside. ● As a locking device there should be a locking rod made of steel that protrudes through the bottom eyelets in door panel and the bottom part of door panel wall, to be facilitated on both door panels. ● The tent walls should be easily detachable or opened in order to facilitate a thorough through ventilation of the tent. ● The wall panels should also be made with a double side flap lacing on one side to facilitate a wind- and peep-proof connection of the wall panels.	Outer fold, preferably cotton/polyester blend 50/50% approx., yarn count 10/2 x 10/2 twisted in warp 46 x weft 24/26 threads per square inch, plain weave. Water proofing / resistance to water penetration by paraffin emulsion & aluminium acetate to withstand minimum 25cm hydrostatic head. Stabilization against decomposition of the Fabric/rot-proofing with copper or similar appropriate agents, minimum 0.35% of dry weight of proofed canvas. Slight discolouring due to the waterproof and rot-proofing agents that are used is allowed. Inner fold, white fabric to be used as ceiling to enhance light conditions & yellow on walls. **Windows:** ● Should be equipped with an outer panel that is 10cm wider on each side related to size of window. ● Clear plastic panel should be fitted behind the outer panel. ● Mosquito net should be fitted behind the plastic window. ● Windows are to be rolled up and fastened by buttons or equivalent. ● Clear plastic panels should be attached by Velcro on sides and bottom, to be rolled up and fastened by buttons, below the outer panel roll.
Insulation layer	● 3 layers. Cotton/polyester, 50/50% (approx.), 120g/m2 lining on outer side, middle 130g/m2 90% polyester felt & inner fold of cotton/polyester, 50/50% (approx.), 120g/m2 lining. ● *The 3 piece insulation layer is to be stitched in a quilted style to provide durability, longevity and smooth handling.* ● Windows in insulation layer should be fitted so as to cohere with wall panel windows in size, position and quantity. ● The door panel insulation layer is to be made in one 5m section and with the same height as the wall panel 4m sections.	**Natural white.** ● The wall panel (long side) insulation layer is to be made in 4m sections with lacing single flap system. ● There is to be only one inner window panel, made of the same material as the layer. The panel will be fastened by Velcro on sides and bottom. ● To be rolled up and fastened by buttons. ● The door panel insulation door cover is to be made in one piece fixed at the top, possible to roll up and fasten by buttons or equivalent, as goes for the door cover sides.

DIMENSIONS	40 SQM	REMARK
Colour	• Natural white/green outer fly and outer fold of inner tent. Inner fold, white ceiling & yellow wall.	Colours should be seen as recommendations; may differ due to actual treatments of fabrics.
Ground sheet	• Separate sheet. 200g/m2 or above. • Size is to be oversized with 25cm compared to ground size of the tent itself.	Colour and logo as to local assessment. This is to prevent draught, insight, etc. Ground sheet should also be attached to the inner tent by loop holes and buttons/cotton band or equivalent simple durable measures.
Accessories pack	• Containing necessary tools, stakes, frame joints, spare parts as identified being as irreplaceable items. • Concerning stakes - should be made in a 'safe' way. Preferably in a horse shoe or U shape.	Assessment of actual tent construction and included parts as available as domestic or international procurement.
Packing	All included packing satchels, rolls, boxes or equivalent shall provide procurement information, measurements and weight in kg, details to be printed or in any other way easily obtainable information for logistic immediate use. Packs should be numbered sequentially and total. As well if fragile items are included.	
Weather requirement	4 season capabilities with a ~2 year or more sustainability.	
Misc./overall	The guideline in general should incorporate as good teaching/child friendly aspects as possible.	

PRE-PACKAGED KITS

- Annex 1.5.1 Recreation Kit Contents
- Annex 1.5.2 Recreation Kit: Guidelines for Use
- Annex 1.5.3 School-in-a-Box Kit Contents
- Annex 1.5.4 School-in-a-Box Guidelines for Use
- Annex 1.5.5 Early Childhood Education Kit
- Annex 1.5.6 ECD Kit Guidelines for Use
- Maldives Early Childhood Development Kit (Teaching Activities)
- Early Childhood Development Kit, Guidelines for Caregivers (Teaching Activities), EDC Unit, UNICEF HQ
- Recreation Kit Guidelines
- Recreation Kit Learning Activities Parts 1-7 (in French)
- Rapid Education Response Teacher's Guide (to be adapted with SIB)
- Teacher Emergency Package: Basic Literacy, Numeracy and Themes for Everyday Life, NRC/UNESCO

Rationale for Pre-packaged Kits

During emergencies, learning materials may be lost or destroyed. In conflict situations particularly, looting and burning of educational equipment and materials is common. In such situations, not only is the government unlikely to be able to invest in this area, but families themselves are not in a position to cover educational costs. Yet, the provision of basic equipment and materials, however minimal, can be a powerful catalyst to the re-establishment of educational activities.[38]

Based on the needs assessment, and in collaboration with the community, identify the key basic supplies necessary to restart primary education. Determine what educational materials already exist in the region, and what needs to be procured. Procurement should be done locally when possible. However, in order to facilitate the implementation of non-formal education, UNICEF has created certain semi-structured kits for emergency situations. The main packages are the Recreation Kit and the School-in-a-Box Kit. A kit on Early Childhood Development is currently in the process of being produced. These packages require minimal contribution by the teachers, and can empower children to set their own pace and become more independent. They provide basic educational and recreational material for the first phase of the emergency response, and help to make the transition to the initiation and planning of the second phase of education. Note that these kits provide the minimum package in emergency situations, and other materials should be added as necessary and relevant.

Recreation Kit

Importance of Recreation in Emergencies

The majority of children in emergency situations will have experienced trauma due to various factors, such as the outbreak of violence, the disruption of their family and community structures, or a lack of basic resources. This affects their psychosocial as well as their physical well-being. The first step in helping these children to recover part of their 'destroyed world' is to organize semi-structured recreational activities. Play and recreation

are an integral part of the healing process and can help children recover their sense of psychosocial well-being. Play allows children to relate to events around them in their own way and participation in recreational activities can help them to re-enter their development cycle. Socio-cultural and recreational activities such as musical groups, dance ensembles, art festivals, sports competitions, football games and group outings tend to be very popular. Such activities can be organized by the teachers and community workers.

UNICEF's Recreation Kit, developed in Rwanda, aims to provide children and young people with semi-structured recreational activities that encourage creative self-expression, assist them in the recovery of their psychosocial well-being, and encourage self-expression through various activities.

Contents

- The basic kit consists of a box of sports and other recreational training materials.
- It caters to about 80–160 children, with two to four instructors working with a group of forty children at once.
- A picture of the kit and a list of its contents can be found in Annex 1.5.1.

What to do

- Design, produce and stockpile modules and kits.
- Identify and train community workers or teachers as recreational instructors.
- Coordinate training and distribution of the kit.
- Adapt the kit to the local context and culture and include girl-friendly items (including songs, folklore, dances, musical instruments, art supplies and stories).
- Find out about existing recreational facilities and materials for children. The Recreation Kit should supplement local recreational items, rather than replace them.

What to remember

- The kit was developed to ensure quick delivery of basic recreational and learning materials in an emergency, and should be seen as a first response, to be used when local curricula are not available.
- Adapt a standard kit, including instructor's guide, to the local context in about four weeks.
- Although the kit contains materials that can be used for children from a variety of backgrounds, be creative and use whatever materials can be found locally.
- Encourage children to make their own toys and games.
- Since the site of recreational activities may be moved frequently in an emergency, it is important to keep all the materials safely in the box when they are not in use. Responsibility for the administration and safety of the kit should be placed on the head teacher and those implementing the activities, and strict accountability of all materials should be enforced.
- The kit was meant to last one year, but some items such as chalk need to be replenished. Review the items every three months to replenish consumables. Consider procuring items locally.

NOTE:

This kit is flexible and can be used even after the peak of the emergency has passed. It can be used in camps for the internally displaced, for street children, in centres for unaccompanied children or rehabilitation centres. It can also be used in regular school activities, such as games, school tournaments, sports competitions, or physical education. By working with NGOs, teachers and community workers, the promotion of recreational activities can be seen as a 'first building block' for advocating peace building activities.

Guidelines for Use

The guidelines (Annex 1.5.2) provide a brief explanation of the contents of the kit. There is also a teacher's guide with learning activities that has been prepared in French, and is included in the accompanying CD. However, there is no English translation or other materials created to date. Country Offices are encouraged to localize or create their own teacher's guide.

What to do

- Collaborate with teachers, education authorities, youth groups, the local community, and other partners on how best to adapt the guide to the needs of the population.
- Translate the teacher's guide from French into the agreed teaching language, or create a new guide appropriate to the local context. The translation and adaptation of the teacher's guide should be done in collaboration with local and international educational authorities, teachers and community members, as well as the children being taught.
- Start any necessary translation or adaptation of the guide quickly so that when the kits arrive, activities can begin immediately.
- Traditional games, sports, songs, dances should be compiled by a group of teachers or community workers, to reflect the local context.

School-in-a-Box Kit

First developed by UNICEF and UNESCO in Somalia in 1993, the School-in-a-Box (SIB) Kit aims to allow for a more rapid response to children's educational needs in emergencies. It covers the skills that are usually developed between the first and fourth grades and is meant to last about six months. The materials are standardized so that they can be used in most contexts where the local curricula are not available. A picture of the kit and a list of its contents can be found in Annex 1.5.3. Guidelines for use are given in Annex 1.5.4.

Contents

- The SIB Kit consists of essential learning and teaching materials and a methodology for teaching basic literacy and numeracy in the mother tongue of the children. It is accompanied by a set of basic guidelines.
- The SIB Kit contains school supplies and materials for 80 students (in split-shift classes of 40) and supplies for the teacher and a teacher's guide.
- The box is available in metal so that it can survive rough journeys and cater to the often mobile lives of children in emergencies.
- The Replenishment Kit, which contains the 18 consumable items in the School-in-a-Box Kit, is also available from Supply Division.

What to do

- Design, produce and stockpile modules and kits.
- Identify and train community workers or teachers as instructors.
- Coordinate training and distribution of the kit.
- Adapt the kit to the local context by supplementing it with textbooks or curricula that would be relevant to that context.

What to remember

- The SIB kit is flexible and allows children and teachers to set up a 'classroom' anywhere.
- The kit is not meant to replace the formal curriculum but rather to provide temporary educational services to children until they are able to phase into formal schooling. The kit should be seen as a first response, to be used when local curricula are not available.
- The kit should be supplemented with relevant local materials and be adapted to suit the local curriculum as soon as possible.
- In longer-term situations of instability, locally developed kits often replace the rapid-response School-in-a-Box Kits. Such kits should avoid items that

MODULE ONE: EDUCATION IN EMERGENCY PREPAREDNESS AND RESPONSE

cannot be replaced with locally obtainable materials.

- Since the estimated span of use of the contents of the kit is about six months, budget for time to obtain replacements if the kit will be needed for a protracted period of time. Based on the available options, decide whether to order replacements locally or to order the pre-packaged Replenishment Kit from Supply Division.
- While the kit is meant to last for about six months, this period is not fixed. If the formal curriculum cannot be reintroduced at the end of this time period, the materials and curriculum from the School-in-a-Box Kit can be extended for as long as necessary.
- Since the site of educational activities may be moved frequently in an emergency, it is important to keep all the materials safely in the box when they are not in use. Responsibility for the administration and safety of the kit should be placed on the head teacher and those implementing the activities, and strict accountability of all materials should be enforced.

Teacher's Guides for Learning Activities

While there is not a teacher's guide specifically created for the School-in-a-Box supplies and materials, there is a curriculum created for use in Liberia by UNICEF and the Ministry of Education, called **Rapid Education Response Teacher's Guide.** This guide, which identifies the use of some materials available in the kit, has lessons in literacy, numeracy, trauma healing, physical education, creative practical arts, music and drama, and peace education and has been used in a number of countries. The guide is included in the CD that accompanies this Resource Tool Kit. During the emergency preparedness planning, it is critical to review existing guides and prepare local versions that are translated into the appropriate language and are made culturally relevant.

Another similar teacher's guide, with an accompanying kit of supplies and materials, is the **Teacher Emergency Package: Basic Literacy, Numeracy and Themes for Everyday Life**, created by the Norwegian Refugee Council in cooperation with UNESCO for use in Angola. The guide includes lessons in English language, numeracy, moral and civic education, health and hygiene, as well as songs, stories and games. The guide is included in the CD. Contact the Norwegian Refugee Council for ordering and training information.

What to do

- Translate the guides into the agreed teaching language. The translation and adaptation of teacher's guides should be done in collaboration with local and international educational authorities, teachers and community members, as well as the children being taught.
- Undertake any necessary translation or adaptation of the guide as a preparedness activity so that when the kits arrive the activities can begin immediately.

What to remember

- Do not use the guide as a textbook to be followed line by line, but rather see it as a reference guide or a starting-point to conduct educational activities.
- Adapt and change the information in the guide in each context and supplement it with local materials to meet the needs of the children being taught. This should be done as a preparedness activity.
- When Arabic numerals and Latin script are not applicable, local versions should be purchased or created.

The School-in-a-Box Kit is available from Supply Division in Copenhagen. The ordering information for both the SIB Kit and the Replenishment Kit is provided in Section 8, Supplies and Logistics.

Early Childhood Education Kit[39]

Very young children are particularly vulnerable during situations of crisis, instability and violence. The kit comes together with a Guideline for Caregivers, available on the CD. It contains basic information about the psychosocial needs of the children in unstable conditions, suggests play activities with the content of the kit, and gives ideas for making toys from locally available materials. The kit includes 27 components for the caregivers, children 0–3 years and children 4–6 years and costs about US$360. The kit is not currently stocked by Copenhagen because it is still being field tested, and needs to be locally procured.

What to do

- Develop a localized version of the Early Childhood Development Kit, based on the appropriateness of the materials provided in Annex 1.5.5 and the guidelines for use given in Annex 1.5.6.
- Design, produce and stockpile modules and kits.
- Identify and train community workers or teachers as instructors.
- Coordinate training and distribution of the kit.
- Adapt the kit to the local context by supplementing it with textbooks or curricula that would be relevant to that context.

Analysis of Pre-packaged Kits

Since there has been considerable discussion about the use of pre-packaged kits, the following analysis is based on interviews from the field, especially from the education sector in tsunami-affected countries.

Advantages of Kits[40]

- They help to initiate the educational response to emergencies in a systematic way.
- They increase the capacity for preparedness and unit costing. (By stockpiling these kits, they are easier to deploy, making it easier to provide a rapid, comprehensive response.)

- They save time by not having to design, contract, manufacture or assemble the items.
- Pre-packed items are often better protected against rain and transport damage, as well as being suited for storage within the classroom itself.
- When kits are deployed along with shelter, food and other key items during an emergency, attention and support for children can be generated.

Constraints of Pre-packaged Kits

- Some items in kits may not be replaceable in the local context.
- Items may not be culturally relevant.
- Kits often rely on assumptions of class size and therefore may not reflect reality.
- Kits may be heavy and difficult to transport. This may also impact on the willingness or ability of partners to assist in transportation.
- The cost for kits may be higher than local assembly costs.
- Some items may be difficult to match with actual curriculum needs.
- Pre-packaged kits do not support the local economy.
- They may create a dependency on the kits as teachers and education systems become accustomed to receiving packaged materials even after they become available locally.
- One further point that has been noted concerning the UNICEF pre-packaged kits is the lack of training or teacher's guides. Brief guidelines do exist but they are not actual teaching or training guidelines. UNICEF has noted that where a training curriculum has been included in pre-packaged emergency education kits, this has often been criticized as irrelevant (either in terms of overlooking national/local teaching curricula and/or in assuming teachers' capacities to deliver in an emergency context). To this end, UNICEF has sought to separate the 'provision of materials' and more 'extensive teacher training' following emergencies.

Lessons Learned

A review of the use of emergency education and recreation kits in Aceh, Indonesia[4] in the aftermath of the tsunami has noted some lessons learned:

Deployment and delivery

- Prompt deployment of kits (within 6–8 weeks) allows a rapid resumption of structured educational and recreational activities.
- It is recommended that a two-phase approach be taken whereby initial and essential learning kits or items are deployed within the first 6–8 weeks, and a second distribution of materials (most likely not through pre-packaged kits) be made after an expanded education assessment (approx. 4–6 months after the emergency onset).
- There is a need for programmes to set clear deadlines by which they plan to end the distribution of pre-packaged kits and shift to more sustainable support. These dates are important to communicate with education authorities as they may have different expectations on how long such support will continue.
- As part of the delivery and monitoring of the kits, staff should be ensuring that (a) schools/teachers sign for the receipt of kits (and thereby reduce over- or under-supply) and (b) they consciously aim to understand that some groups of children may be excluded from temporary schools/centres (and why), and what support is needed to rectify this.

Teacher training and guidelines for use

- Where training on the kit materials is provided, it leads to an improved efficiency of kit usage.
- Pre-existing teacher's guidebooks and a set of textbooks are considered more useful than a teaching guide with new approaches (especially if training is not provided). Also, teachers often fall back on more traditional teaching styles as a form of security in a time of crisis and including items in kits that require

different teaching approaches needs to be considered carefully prior to their inclusion. Having noted this, it is essential for any education or recreation kit to include a brief set of 'teacher friendly' kit guidelines, explaining the purpose and content of the kit as well as ideas on how to use the individual items. This set of kit guidelines would need to be available in the local language.

Kit items

- Some items in the kits are consumed more rapidly than others (e.g. exercise books) and instead of sending out more pre-packaged kits, specific items should be calculated and sent accordingly, to avoid oversupply and a pile of unused items.
- Items were sometimes not included in the kits (from Copenhagen), but this was not communicated to the field; therefore kits were incomplete and/or items that may have been procured locally were not included.
- The appropriateness of the kit 'containers' needs to be assessed – teachers receiving school-in-a-carton noted that the cardboard boxes (and subsequently some of the items) were damaged during transport and storage. On the other hand, teachers receiving the locally assembled SIB items in a metal box noted that the boxes began rusting extremely quickly and also damaged some items contained within them.
- Initial dispatch of kits (in general) should include:
  - health and hygiene items, especially first aid and soap
  - plastic coated flashcards
  - story books with messages on healing, health, water and related issues.
- Other items more suited to indoor play and games need to be included in the Recreation Kit as, in some locations, it was not safe for children to have a large enough outdoor space to play with

some of the items. Suggestions for such items include puppets, puzzles, crayons, etc.

■ There were many children with disabilities after the tsunami (and/or prior to it), but very few (if any) children with disabilities participated in the activities offered in the Recreation Kit. It was noted that this was because (a) the inclusion of children with disabilities in schools had not been actively promoted, and (b) the items within the kit were not sufficiently reflective of the needs of children with disabilities (i.e. most games require significant mobility). Both areas need to be addressed – in terms of items and activities that are inclusive of children with different needs, and in monitoring groups that are not taking part in activities.

Kit/student ratio

■ The SIB Kit is designed for 80 students on a double shift basis; however, if a double-shift strategy is not used, the kit is effective for only 40 students. There were too few kits distributed and this caused teachers to redistribute the kits to different classes, thus reducing the effectiveness of the kit materials.

■ The Recreation Kit ratio should be one kit for 80–100 students to avoid insufficient materials and therefore limit their effectiveness.

LINK TO EMERGENCY PREPAREDNESS

■ With MoE and partners, use Annex 1.9.5 Emergency Curriculum and Training Planning Tool to determine the essential education supplies based on likely emergency scenario.

■ Determine options for local, regional and Copenhagen procurement of supplies.

■ Identify stand-by agreements with local suppliers.

■ With MoE and partners, localize, adapt and translate guidelines, teacher training and curriculum materials to be used in conjunction with each pre-packaged kit.

■ Safeguard copies of school and teacher training curricula.

■ Develop an inventory of available stocks of educational materials, supplies and human resources.

ANNEX 1.5.1
RECREATION KIT CONTENTS

RECREATION KIT: Supply catalogue number 9935025

STUDENTS' MATERIALS	
QUANTITY	ITEM DESCRIPTION
20	Tabards, red nylon mesh
2	Skittle, wooden, 9, with 2 balls/SET
2	Volleyball, professional model
1	Volleyball net, 9.5 x 1m, without posts
2	Football, round, junior, synthetic leather
5	Ball, sponge rubber, 60-80 mm diameter
1	Picket with flag/SET-6
6	Skipping rope, polyester, 3m
4	Frisbee, polyethylene, 20 cm diameter
4	Hopscotch game

TEACHER'S MATERIALS	
QUANTITY	ITEM DESCRIPTION
3	Book, exercise, A4, ruled-8mm, 96 pages
12	Pen, ball-point, black
1	Chalk, powdered, 3kg box
2	Handball, senior, synthetic leather
3	Handball, junior, synthetic leather
2	Whistle, referee's, non-metallic
2	Inflating-kit for balls
1	Tape, measure, 5 metre length
2	Slate, student's, A4 (210 x 297mm)
1	Chalk, white/BOX-100
1	Bag, UNICEF, blue nylon
1	T-shirt, UNICEF, cyan blue, cotton, L
1	Cap, UNICEF, baseball, white, cotton
2	Decal, UNICEF, round, diameter 205mm
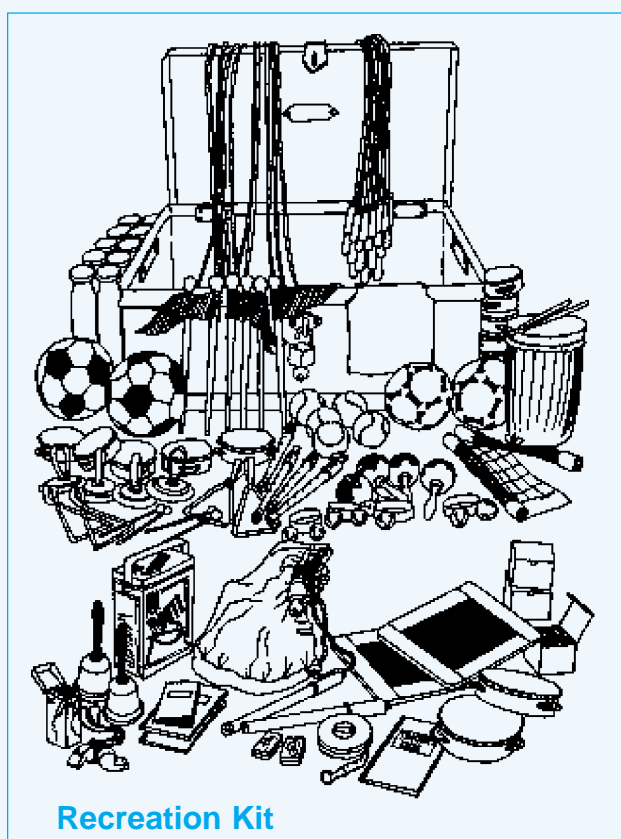
Recreation Kit

ANNEX 1.5.2
RECREATION KIT: GUIDELINES FOR USE

Purpose

The overall objective of the Recreation Kit is to help alleviate the psychosocial traumas that children experience in unstable or especially difficult circumstances.

Note: The Recreation Kit contains generic materials that are needed in all circumstances. We recognize that these materials may not meet the full requirements of all country programmes, which include indigenous games and playing. It is for this reason that musical instruments are not included in the kit, because instruments which are widely used in one culture may not be appropriate to other cultures. Indigenous materials, if required, must be supplied locally. The kit will not be effective unless supported with teacher training and guides developed with local partners and authorities. The materials must give equal consideration to girls' and boys' sports, games and play.

Reception and Administration of the Kit

Together with a teacher's guide in the local language, the kit should be distributed to teachers at a teacher-training workshop. Each country office should develop its own teacher's guide, in consultation with local/national education authorities, and be responsible for translating the guide into the appropriate local languages. The teacher is the custodian of the Recreation Kit and is responsible for its safekeeping. The items contained in the kit will last longer if cared for properly. The teacher will distribute to the children the items they need and reclaim the materials at the end of each session.

Contents and Use of the Kit

The kit is designed for approximately 40 children. The components are shown in the table below. The kit is divided into two sections with materials for the teacher and the pupils.

Metal Box with Padlock

To ensure the safe storage of all items, the kit is stored in a metal box with two coded padlocks. At each session, the teacher distributes the materials needed for that session and later reclaims them from the pupils, puts them back into the box and locks it.

Tabards, set of 20

The tabards are coloured tunics which are used to distinguish between two teams during team sports.

Pickets with Flag

The pickets are also used to delineate a field. When playing it is, however, difficult for the team players to see whether a ball has landed inside or outside the field. The pickets will provide the team players with the overview. Six pickets are provided, i.e. one for each corner and one each to be placed in the middle of each of the two long sides.

Slate

The slate is intended for keeping team scores.

Additional Supplies (Optional)

Some materials, including musical instruments and other indigenous materials mentioned above, are not included in the kit. Large items like posts for volleyball nets are also not included.

Volleyball posts can either be supplied through the Copenhagen Warehouse or purchased locally. If ordering them from the Copenhagen Warehouse, the WH material number 2795805 should be added to the Supply Requisition.

How to Replenish Items for the Kit

The Recreation Kit consists of both consumable and durable items. The Recreation Kit will last for at least one year, especially when teachers take good care of the material, but items like chalk must be replenished. Whenever the items are available, they should be procured locally for maximum sustainability. Only when the items are not available locally should they be ordered from Supply Division, through the local UNICEF office.

No later than three months after receiving the kits, the UNICEF office should determine which items are available locally and if not, immediately order them from Supply Division, Copenhagen. Given the time needed for order processing and

shipping, it is imperative that items not available locally be ordered no later than six months after receiving the original kits.

Although the durable items have a lifespan of one year, we recommend reviewing the need for replenishment after 3–6 months, in case of breakage. Here again, whenever items are available, they should be procured locally for maximum sustainability. Items not available locally can be ordered through Supply Division using the material numbers in the table below.

For UNICEF Offices: Ordering from Supply Division through ProMS

The material numbers appear in the ProMS catalogue with the prefix 'WH'. The material number for the Recreation Kit is 9935025.

The material numbers of the individual components are listed in the table and should be used only when ordering replenishment items. Please select each item individually and specify the quantity required for each item in your Supply Requisition.

Recreation Kit – Material Number 9935025

Teacher's Materials

MATERIAL NUMBER	QUANTITY	ITEM DESCRIPTION
5001010	1	Box, metal, lockable, for storage
4410006	3	Book, exercise, A4, ruled-8mm, 96 pages
4460002	12	Pen, ball-point, black
2737000	2	Handball, senior, synthetic leather
2737010	3	Handball, junior, synthetic leather
2797300	2	Whistle, referee's, non-metallic
2741600	2	Inflating-kit for balls
2797600	1	Tape, measure, 5m length
4416501	2	Slate, student's, A4 (210x297mm)
4416403	3	Chalk, white/BOX-100
5001000	1	Bag, UNICEF, hand, blue nylon,360 x 230 x 610mm
8794200	1	T-shirt, UNICEF, cotton, large
8794101	1	Cap, UNICEF, baseball, white, cotton
8760025	2	Decal, UNICEF, round diameter 205mm

Students' Materials

MATERIAL NUMBER	QUANTITY	ITEM DESCRIPTION
2797700	20	Tabards, coloured (to distinguish teams)
2795700	2	Volleyball, professional model
2795800	1	Volleyball net, 9.5 x 1m, w/o posts
2731210	2	Football, round, junior, synthetic leather
2703300	1	Basketball, professional size
2702800	5	Ball, sponge rubber, 60–80 mm diameter
2797401	6	Pickets with flags
2760001	10	Skipping rope 3m,
2760005	4	Frisbee 20 cm diameter

Feedback and Comments

The present guidelines have been developed for your benefit. There may be sections that you would like to have amended or deleted, or new ones added. The guidelines will only improve if you advise us of the changes you would like to see. We would therefore welcome any and all feedback. This will facilitate a continuous improvement. Your feedback may be sent to:

Email: supply@unicef.dk
Attn: Education Technical Assistant

Education Technical Assistant
UNICEF Supply Division
UNICEF Plads
DK-2100 Copenhagen Freeport
Denmark

ANNEX 1.5.3
SCHOOL-IN-A-BOX KIT CONTENTS

SCHOOL-IN-A-BOX INITIAL KIT
Supply catalogue number 9935020

STUDENTS' MATERIALS	
QUANTITY	ITEM DESCRIPTION
48	Crayon, wax/BOX-8
120	Eraser, soft, for pencil
100	Book, exercise, squared
100	Book, exercise, ruled
100	Pencil sharpener
144	Pencil for slate
144	Pencil, HB grade, black
80	Bag, carrier
10	Ruler, 30 cm/SET-10
40	Scissors, safety, B/B
40	Slate, student's

TEACHER'S MATERIALS	
QUANTITY	ITEM DESCRIPTION
1	Bag, hand, blue nylon
2	Pen, black
2	Pen, red
	Pen, blue
1	Triangle, 30-60-90 deg
1	Triangle, 90-45 deg
3	Chalk, colours/BOX-100
3	Chalk, white/BOX-100
4	Book, exercise, A4, ruled
1	Clock, teaching, wood
2	Pens, felt-tip/SET-6
2	Marker, flipchart, colours/PAC-4
1	Scissors, sharp, 180 mm
1	Tape, measure, 5 m
2	Paint, chalkboard, black
1	Brush, paint
1	Box, for storage
1	Posters/SET-3
1	Compass, 40 cm
1	Ruler, 100 cm
1	Cubes, coloured/SET-100
2	Register, A4, squared
1	Duster/Wiper
2	Decal, UNICEF, round, diameter 205mm
1	Guidelines for School-in-a-box kit
1	Tape, adhesive, transp 1.5 cm x 10 m/BOX-20

SCHOOL-IN-A-BOX REPLENISHMENT KIT
Supply catalogue number 9935021

STUDENTS' MATERIALS	
QUANTITY	ITEM DESCRIPTION
40	Crayon, wax/box-8
120	Eraser, soft, for pencil
100	Book, exercise, A5, 5mm-square, 48 pages
100	Book, exercise, A5, ruled-8mm, 48 pages
96	Pencil sharpener, plastic
144	Pencil for slates
144	Pencil, HB grade, black

TEACHER'S MATERIALS	
QUANTITY	ITEM DESCRIPTION
2	Pen, ball-point, black
2	Pen, ball-point, red
2	Pen, ball-point, blue
3	Chalk, assorted colours/BOX-100
3	Chalk, white/BOX-100
2	Book, exercise, A4, ruled-8mm, 96 pages
1	Pens, felt-tip, ass.colours, 0.8-1mm/PAC-6
2	Marker, flipchart, colours, tip-4.5 mm/PAC-4
2	Paint, chalkboard, black
2	Register, A4, squared, 40 sheets
1	Brush, paint, for chalkboard, 60-65mm
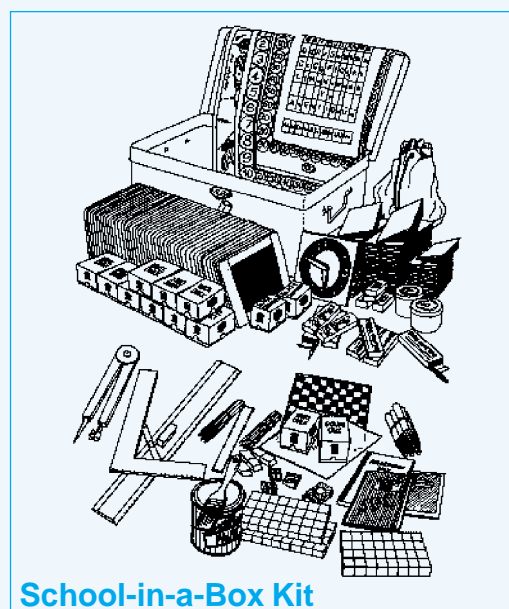
School-in-a-Box Kit

ANNEX 1.5.4
SCHOOL-IN-A-BOX GUIDELINES FOR USE

The School-in-a-Box Kit contains supplies and materials for a teacher and up to 80 students, if taught in double-shift classes of 40. The contents of the kit are not culturally specific so that they can be used anywhere in the world. The components of the kit are described below.

Purpose
The primary objective of the School-in-a-Box is to help re-establish learning as the first step towards the restoration of normal schooling following an emergency. However, it can also be used in development situations where a country suddenly faces an influx of students (e.g. if school fees are abolished at once).

Important Remark: The School-in-a-Box contains the basic materials needed in all situations. They must be complemented by teacher training and support, a teacher's guide and books and other didactic material based on a curriculum relevant to the child's future education (in refugee situations this might be the curriculum of the country of origin). Each country office is responsible for developing its own teacher's guide, in consultation with national/local education authorities, and for translating the guide into the appropriate local languages.

Reception and Administration of the School-in-a-Box
The kit, together with the guidelines for teachers in the local language, should normally be distributed to teachers at a teacher-training workshop. Each teacher is the custodian of the School-in-a-Box and is responsible for its safekeeping. This is because the items contained in the kit will last longer if cared for properly. The teacher will distribute to the students the items they need to complete their assignments, i.e. slates, slate pencils, pencils, exercise books, etc., as well as additional items as needed.

The teacher's guide should be preferably distributed together with the kit at the teacher training venue.

Contents and Use of the School-in-a-Box
The School-in-a-Box contains two types of materials: those for the teacher and those for the students. The students may take some of the materials home to do homework or work on projects assigned by the teacher. Other materials, although intended for student use, will be used only in the classroom and are thus distributed by the teacher as and when required.

• Metal Box with Padlock
To ensure the safe storage of all items, the kit is stored in a metal box with two coded padlocks. At the beginning of every day, the teacher unlocks the box and distributes the materials needed for the day's lessons and at the end of every day reclaims the materials from the students, puts them back into the box and locks it.

• Blackboard Paint
The inside lid of the metal box can be painted with blackboard paint, thus making the lid of the box into a blackboard. The blackboard paint can also be used on a smooth surface, e.g. wood or on a wall, as

a rough surface uses more chalk. The lid of the tin of blackboard paint must be closed firmly, to prevent the paint from drying out.

Brush for Painting Blackboard

The brush is intended for use with the blackboard paint. To extend its life, it must be carefully cleaned after use. The paint supplied with the kit is water-based and the brush can be cleaned in water after use. If oil-based paint is purchased locally, the brush must be cleaned with paraffin after use to prevent it from becoming brittle and being destroyed.

Posters, Plasticized Paper, Set of Three, Double-sided

The posters can be written on, using water-based marker pens provided in the kit, then wiped clean and re-used as appropriate. Adhesive tape is provided for attaching the posters to a flat surface.

Poster 1: Alphabet and Lines

Front: the letters of the Roman alphabet in upper and lower case, with space below in which the teacher can write the local alphabet.

Reverse: dark blue horizontal lines, height 6 cm, on which the teacher/pupils can write.

Poster 2: Numbers 0–100 and Squares

Front: the numbers from 0–100, with space below in which to write the numbers in the local script.

Reverse: a grid of 100 dark blue squares, in which the teacher/pupils can write/draw.

Poster 3: Multiplication Table and World Map, Physical

Front: the multiplication tables from 1 x 1 to 12 x 12, in squared format.

Reverse: the physical world map, showing continents, seas, rivers, mountains, but no political borders or place names. The teacher can write on the map in the local language.

Tape Measure

The tape-measure can be used to mark heights on a pole or a wall, so that pupils can measure their height in centimetres. The tape can also be used for teaching measurements and marking off an area.

Wooden Cubes

The cubes are painted in assorted colours and can be used for teaching arithmetic.

Clock, Teaching, Wood

The clock face fits in a wooden base so that the clock can stand up on a flat surface. It is of tough construction for classroom handling, with easy-see numerals, and large and small wooden hands that can be moved by the pupils. In countries which do not use Arabic numerals (1–12) it will be necessary to cover the numerals with a sticker, on which to write the local numeral system

Scissors, Safety, School (blunt end)

The scissors are fitted with a protective cover made of hard plastic, which cannot be removed accidentally. They should be stored in the box and distributed as and when required for the children's use, when engaged in paper craft projects and other related work. Children should be guided when doing craft activities that require cutting, as it is a good method for improving their coordination and promoting their creativity. The scissors are only to be used for cutting paper or cloth.

Slates and Slate Pencils

Slates have proven to be one of the most appropriate, practical and cost-effective writing materials for younger students. They can be used together with the slate pencils for daily classroom work and can be cleaned and re-used, saving the more expensive exercise books for the work that the teacher and the child really want to keep.

• Exercise books, cyan blue covers, branded with the UNICEF logo

Each student should receive one book. The teacher must instruct the students on how to maximize the use of all the pages and not waste paper. The ruled exercise books are printed without margins, so that they can be used by children whose language is written from left to right, or from right to left.

Additional Supplies (Optional)

Chalkboard**.** The kit does not include a chalkboard (blackboard). Instead, the inside of the metal box can be painted with the blackboard paint and thus function as a blackboard. If a regular blackboard is required, this should be specified on the Supply Requisition. At present, the following standard chalkboard is available from the Copenhagen warehouse: Material No. 4416503 – Chalkboard, double sided, 180 x 780 mm/EA.

Exercise Books**.** The use of slates versus exercise books varies. If the local custom is to use more exercise books, they should be specified separately on the Supply Requisition (preferably in multiples of 25, which is how they are packed), using the correct material number.

How to Replenish Items

The School-in-a-Box contains both consumable and durable items. The consumable materials will last approximately three months and must be replenished. Whenever possible, the items should be replenished locally for maximum sustainability.

Upon receipt of the kits, the local UNICEF office should determine to what extent items are available locally and if not, *immediately* order the items that cannot be replenished at the local level. As the

processing time of an offshore order takes some time due to the distance and logistics involved, it is imperative that the consumable items not available locally be ordered immediately upon receipt of the School-in-a-Box.

The durable items have an anticipated lifetime of one year, but we recommend a review of the need for replenishment after 3–6 months, in case of breakage. Here again, whenever items are available in the country, they should be procured locally for maximum sustainability.

For UNICEF Offices: Ordering from Supply Division through ProMS

The material numbers will appear in the ProMS catalogue with the prefix 'WH'. When placing an order for the entire School-in-a-Box, use number 9935020. The material numbers of the individual components should be used only when replenishing items. Please select each item individually and specify the quantity required for each item. It is also possible to order a Replenishment Kit (number 9935021), which contains all the consumable items.

For Procurement Services Partners: Ordering from UNICEF using the Web Catalogue

When placing an order for the entire School-in-a-Box, use number 9935020.

The material numbers of the individual components should be used only when replenishing items. Please select each item individually and specify the quantity required for each item. It is also possible to order a Replenishment Kit (number 9935021), which contains all the consumable items.

The web catalogue is accessible at: www.supply.unicef.dk/Catalogue/.

ANNEX 1.5.5
EARLY CHILDHOOD EDUCATION KIT

The contents of the pilot kit are as follows:

QUANTITY	ITEM DESCRIPTION
1	Box, metal, lockable, for storage, stackable
1	water cont, PVC/PE, collaps., 10l, 1.8m test
2	T-shirt, UNICEF, cyan blue, cotton, L
2	Book, exercise, A4, ruled-8mm, 96 pages
5	Soap, toilet, bar, approx.110g, wrapped
5	Blanket, cotton, baby, 90 x 130cm
5	Ball, sponge rubber, 60–80mm diameter
2	Cubes, wood or plastic, coloured, set of 100
2	Treasure-basket, plastic, 12 pieces
1	Beads, wood, 25mm diameter, with laces/BOX-100
5	Clay, modelling, assorted colour/BOX-6/8
1	Puppet, hand, children's size, set of 6
2	Skipping rope, polyester, 3m/PAC-10
5	Scissors, safety, school, B/B, 135mm
1	Tape, adhesive, transparent 1.5cm x 10m/BOX-20
1	Glue, classroom use, paste/BOT-170ml
2	Marker, flipchart, colours, tip-4.5mm/PAC-4
10	Paper pad, sketching, 50 sheet, 23 x 31cm
2	Paper pad, 50 sheets, plain, 45 x 60cm
20	Bag, carrier, A4, interlock seal
1	Pen, ball-point, blue/PCK 10
10	Crayon, wax, assorted colours/BOX-8
2	Plastic bucket, 2.7 litres
1	Wooden blocks,50/SET
1	Glove puppet,SET-6
1	Matching game
1	Transport board book

ECD KIT GUIDELINES FOR USE[42]

Purpose
The overall objective of the ECD Kit is to address the cognitive as well as the psychosocial and physical development of young children in unstable conditions.

Note: Responding to the special needs of younger children together with their caregivers leads to a faster recovery and rehabilitation. Helping young children in organized learning/ECD centres also helps mothers/caregivers to overcome their own depression and distress.

Contents and Use of the Kit
The kit is designed for caregivers who will organize activities with children using the ECD Kit in centres. Caregivers may be parents, teachers and other professionals who can provide opportunities for young children to play, learn and gain self-esteem. The kit contents include items for caregivers, items for children aged 0–3 years, and items for children aged 3–6 years. The kit contains items for making toys and for facilitating play – suggested play activities are included.

Draft guidelines outline essential aspects that caregivers should know in order to take care of children. These guidelines are divided into 3 parts:

- **Part 1** details what caregivers should take into account in dealing with children in emergency situations. It describes how play and art could help children in coping with psychological difficulties and how to assist such a process.
- **Part 2** summarizes some general points that caregivers should consider in organizing activities with children.
- **Part 3** provides some basic ideas of how to make toys with locally available materials. Since the items included in the kit may have limitations in terms of number and durability, caregivers are encouraged to create play materials locally as much as possible.

Reception and Administration of the Kit
The ECD Kit is currently being field tested. Guidelines for caregivers will need to be translated into the local language(s) depending on the country context.

Additional Points
- Training on how to use the kits is not meant to be exhaustive. Rather, it is meant to help teachers become familiar with the contents and the teacher's guides.
- Creativity and imagination are part of the training process.
- The kits should be kept together and not dispersed for personal benefit.
- The administration and safekeeping of the content of the kits should be assigned jointly to the head teacher and to those implementing the activities. Strict accountability of the materials should be enforced.

SUPPLEMENTARY PACKAGES AND EMERGENCY CURRICULUM THEMES

Psychosocial Teacher Training/Curricula

- Teacher Training, Psychosocial Support, Norwegian Refugee Council
- IRC's Psychosocial Teacher Training Guide
- Children and Disaster: Teaching Recovery Techniques
- Psychosocial Care for Children, Manual for Teachers (post earthquake)
- Psychosocial Play and Activity Book for Children and Youth Exposed to Difficult Circumstances, UNICEF-MENA
- Life Has Changed: Teacher's Guide, Meena Series UNICEF ROSA
- Life Has Changed, Booklet, Meena Series, UNICEF ROSA

Health/Sanitation/HIV AIDS Curricula

- Health Education Curriculum for Kindergarten, International Rescue Committee
- UNICEF HIV/AIDS Prevention Education Teacher's Guide

Mine Risk Education

- Child to Child Mine Risk Education
- Mine Risk Education Guidebook
- Riskland Game Board
- Riskland Rules of the Game
- Riskland Question Spaces
- Riskland Surprise Spaces

Peace, Reconciliation and Rights Education

- Peace Education Curriculum – UNICEF Liberia
- INEE Peace Education Teacher Training Manual
- UNESCO Peace Education Module
- Peace Education Curriculum – UNICEF Solomon Islands

Environmental Education

- Environmental Education Training of Trainers Manual, UNESCO

Supplementary Packages

Apart from the School-in-a-Box, Recreation and Early Childhood Education Kits, there are also supplementary materials that can be used, depending on their relevance to the situation at hand, as well as emergency themes that should be addressed.

What to do[43]

- Find out if materials already exist on relevant emergency themes.
- If materials do not exist, identify teachers and Ministry of Education partners to help develop curricula and syllabi on the themes.
- If materials are available, but not in the necessary language, identify and hire translators who have demonstrated their skills in accurate translation.
- Identify teachers and facilitators to educate about relevant emergency themes.

What to remember

- Don't limit education on emergency themes to the children in school. Adolescents who are not in school may be good candidates for this education.
- Education on emergency themes can be activity-based, so the learners do not need to be literate. Activities can be based around role play and games, as well as brainstorming and discussion.
- Facilitators for educating about the emergency themes do not have to be teachers. Criteria for the selection of facilitators should include: open-mindedness, gender and race sensitivity, ability to interact easily with others.
- Facilitators can be identified through local youth groups and organizations. Peer educators can be good facilitators.

Emergency Curriculum Themes[44]

When implementing non-formal education (or in some cases formal education), emergency themes relevant to the context should be discussed in order to develop a 'basic safety net of knowledge and understanding' for these populations. Education on these themes allows people to develop general competencies that can help them make crucial decisions on important issues. Possible emergency themes include:

- Psychosocial support
- Environmental awareness
- HIV/AIDS
- Peace and reconciliation
- Reintegration of child soldiers (see Section 2.2)
- Mine risk awareness
- Waterborne diseases (cholera, malaria, etc.)
- Health, hygiene, nutrition and sanitation
- Girls' education, gender equity and social inclusion (see Section 3.3).

FIGURE 7 Relevant Emergency Themes to Supplement the Core Educational Activities in Emergency Situations

Environmental Awareness

Psychosocial Support

Nutrition Awareness

HIV/AIDS Awareness

RECREATION

LITERACY AND NUMERACY

Hygiene and Sanitation Awareness

Other Programmes

Waterborne Diseases

Peace and Reconciliation Programme

Mine Risk Awareness

Psychosocial Support

Children are particularly vulnerable during emergencies. They are at greater risk of being separated from their families or being recruited into armed forces. In addition to being uprooted from their homes, or being deprived of food, water and health care, children can suffer serious social, psychological, and emotional trauma. They are likely to experience strong feelings of grief and loss, and it is important that these feelings are not ignored. It is essential to address their emotional and social needs through psychosocial support activities conducted within a safe, protective environment.

Environmental Awareness

Conflicts or natural disasters can cause great environmental damage to a region. Affected populations can endure threats to their health due to contamination of water,

soil and air, as well as overcrowding, dust and smoke. The four main targeted populations for environmental education are local host populations, refugees, IDPs and returnees. Environmental education should aim to help the population create a positive attitude towards the environment, and to acquire the knowledge and skills to protect and improve it.

HIV/AIDS

People's vulnerability to HIV/AIDS is greatly exacerbated in emergency situations, particularly in cases of armed conflict. The increase in sexual and physical violence, combined with forced displacement, prolonged separation from family members, and the breakdown of law and order puts people at greater risk. Breakdown of infrastructure as well as social, educational and healthcare services decreases the capacity to treat

those with HIV/AIDS and educate about prevention. Education about HIV/AIDS is essential in the development context as well as part of the educational response to children in emergencies. It is particularly important to diffuse the stigma associated with this, as contracting the virus is the fault of no-one.

Education for Peace and Reconciliation

It is essential to teach about peace education and conflict resolution in the aftermath of an emergency, particularly a conflict. Such periods can often offer a window of opportunity to address some of the root causes of the conflict. Education should help children to assimilate peace-related concepts and learn to practise them at home and in the neighbourhood.

Mine Risk Awareness

Landmines pose a serious threat in post-conflict situations, especially to children, who are often the most unprotected victims. Their curiosity and love of play in open areas makes them particularly vulnerable to mines. They are also less likely to survive a mine explosion as they

tend to be closer to the centre of the blast, and their small bodies cannot survive the loss of blood. Over 50 per cent of mine victims die from the blast, and the rest are significantly disabled. Apart from long-term de-mining, it is essential to have short- and medium-term strategies to increase awareness about landmines.

Waterborne Diseases and Cholera Awareness

In crisis situations, it is often not possible to provide clean, accessible water and ideal sanitation facilities. Waterborne diseases, particularly cholera, are the main killers in refugee and IDP situations. Education for awareness should include explaining the links between poor hygiene and disease, and helping people to improve their attitudes towards hygiene. This involves community participation in decision-making, especially the selection of sanitation technologies that are appropriate for their context and their daily realities.

Hygiene Education

In emergency situations, people are often uprooted and must live in temporary or makeshift shelters. In such conditions, there is a greater risk of illnesses and deaths caused by germs entering children's mouths through food, water or dirty hands. Many of these illnesses can be prevented through good hygiene practices, so it is essential to emphasize the importance of drinking only safe water, practising good personal hygiene, and ensuring that food is properly prepared.

Nutrition

Malnutrition is devastating to children, and is responsible for more than half of all child deaths worldwide. The likelihood of malnutrition is greatly increased in emergency situations, and children are often the most affected. Apart from addressing the nutritional needs of children and women, it is essential to educate about safe breastfeeding, food storage, preparation and feeding, and micronutrients.

ANGOLA CASE STUDY: MINE RISK EDUCATION[45]

A programme in Angola aims to reach children in schools with critical life-saving messages about landmines through a combination of cartoons, colouring-in exercises, lessons and an innovative board game similar to 'Snakes and Ladders' in which children navigate their way through a mine-infested area. They are called on to make decisions at critical points. Their decisions can determine whether they proceed on the path, or whether they have to go back several steps. While dealing with a subject of deadly seriousness, the programme helps children learn how to identify mines and danger areas, and how to act if they see something dangerous. The materials are presented in a colourful kit, with a teacher's guide, and with posters and materials for the games and activities.

COLOMBIA CASE STUDY: PSYCHOSOCIAL 'RETURN TO HAPPINESS'[46] PROGRAMME

In Colombia more than 1 million children were displaced during 15 years of war. Some 197 land mine victims were reported in 2001, of which 54 were children. A large number of combatants in illegal armed groups are under 18 years old. UNICEF introduced 'Return to Happiness' in 1996 to empower the community to better handle violence and stress. In addition, the children learn to deal with their fears and their past experiences, and also learn to face the future with a brighter outlook.

The programme is designed to provide urgent mass interventions to children affected by violence. Integral to this programme is the empowerment of the families and communities in facilitating the psychosocial recovery process of the children. Teachers and youth volunteers facilitate the psychosocial recovery of children. Adolescent volunteers, supervised by teacher volunteers, are key instruments in implementing this programme, as adolescents are considered to be the best intermediaries for the psychoso-cial recovery. This is partly because of the natural bond between brothers and sisters in a family environment. Programme activities include:

- Specialized support and self-help groups for adolescents, following a daily session with younger children.
- Recreational activities and games, including a 'knapsack of dreams' provided to volun-teers, with a doll family, puppets, wooden toys and books.
- Use of plays and songs, composed by local people, as therapy.
- Development of a culture of peace and tolerance by inventing stories with positive and hopeful endings.
- Numerous activities supervised by adoles-cents including: art exhibitions by children on subjects of peace and tolerance; the development of reconciliation skills through discussions on non-violence; attending community peace concerts; assisting the Red Cross in marking mined areas; the creation of fish breeding ponds; and collect-ing waste from banana plantations in Urabá for recycling and converting into slabs and roof tiles for huts of the displaced.
- Sharing by children participants of their psychosocial recovery in games and discussions with other children affected by disasters such as earthquakes and mudslides.

Additional Resources

Psychosocial Support

GINIE Guidelines on working with children affected by war. GINIE website: http://www.ginie.org/ginie-crises-links/trauma/index.htm.

INEE Good Practice Guides for Emergency Education: Educational content and methodology, 'Training teachers to meet psychosocial needs.' INEE website: http://www.ineesite.org/edcon/psy_soc.asp.

UNICEF Training of Trainers on Gender-Based Violence: Focusing on Sexual Exploitation and Abuse. UNICEF internal website: http://www.intranet.unicef.org/pd/pdc.nsf/0/25b3fb4a48d742c08525 6fa9005ee3eb? OpenDocument.

The Children of Kabul: Discussions with Afghan Families. Save the Children, UNICEF: June 2003. UNICEF internal website: http://www.intranet.unicef.org/imu/libweb/child_protection/august2003/ChildrenofKabul.pdf.

UNICEF Lessons learned in psychosocial programming worldwide. Dr. Nancy Baron, May 29, 2002. UNICEF internal website: http://www.intranet.unicef.org/IMU/libweb/child_protection/apr05/psychosocial_Lessons.doc.

Environmental Education

Environmental Education Programme. This is part of a pilot project in Kenya (REEPP-Kenya).[47] Three pupil's books, levels 1, 2 and 3, and a teacher's guide have been developed as part of the on-going Kenyan school curriculum in association with UNESCO-PEER.

Conservation of fuel wood: Pupil's book and teacher's guide in French: Consommation rationale du bois. Livret de l'eleve and guide de l'enseignant. Eco-Club.

Conservation of water: Pupil's book and teacher's guide in French: L'eau, source de vie. Livret de l'eleve and guide de l'enseignant. Eco-Club.

Cleaning the environment: Pupil's book and teacher's guide in French: Assainissement de l'environnement. Livret de l'eleve and guide de l'enseignant. Eco-Club.

Environmental Education: Teacher's guide in French: Education a l'environnement. Livre de reference pour enseignants.

Environmental Education, Training of Trainers Workshop. Trainer's Guide. UNHCR/UNESCO-PEER Refugee and returnee environmental education programme. See INEE website.

Mine Risk Awareness
UNICEF Technical Notes: Special Considerations for Programming in Unstable Situations, Chapter 6 'Anti-personnel landmines.' UNICEF internal website: http://www.intranet.unicef.org/technotes/.

INEE Good Practice Guides for Emergency Education: Educational content and methodology, 'Life Skills: Landmine and Unexploded Ordnance (UXO) Awareness.' INEE website: http://www.ineesite.org/edcon/mines.asp.

Land Mine Awareness Education. GINIE website: http://www.ginie.org/ginie-crises-links/lm/.

Mine Risk Education, Child-to-Child Trust. Child to Child website: http://www.child-to-child.org/minerisk/booklet.pdf.

Resource Manual on Landmines and Unexploded Ordnance (UXO) Awareness Education, UNICEF. Mine action website: http://www.mineaction.org/countries/_refdocs.cfm?doc_ID=1833&from=misc/dynamic_overview.cfm%3fdid%3D336&name=Mine%20Risk%20Education&catsearch=&country_id=.

International Guidelines for Landmine and Unexploded Ordnance Awareness Education, United Nations. Mine action website: http://www.mineaction.org/pdf%20file/mineawar.pdf.

Mine Risk Education. Mine action website: http://www.mineaction.org/misc/dynamic_overview.cfm?did=336.

HIV/AIDS Education
Guidelines for HIV/AIDS interventions in emergency settings. IASC website: http://www.humanitarianinfo.org/iasc/IASC%20products/FinalGuidelines17Nov2003.pdf.

UNICEF Life Skills Education. UNICEF website: http://www.unicef.org/lifeskills/index.html.

Life Skills Programme for Southern Sudan. HIV & AIDS information and activity book for mentors. UNICEF-OLS (Southern Sudan), 2003. UNICEF website: http://www.unicef.org/lifeskills/files/Sudan_Life_skills_AIDS.pdf.

HIV/AIDS prevention education. Teacher's Guide. UNICEF China, 2001. UNICEF website: http://www.unicef.org/lifeskills/files/HIVAIDSPreventionEducationTeachersGuide-China2001.doc.

Education and HIV/AIDS: A window of hope. The World Bank. UNICEF website: http://www.unicef.org/lifeskills/files/window_of_hope_wb.pdf.

International clearinghouse for curriculum on HIV/AIDS education. UNESCO website: http://portal.unesco.org/education/en/ev.php-URL_ID=21594&URL_DO=DO_TOPIC&URL_SECTION=201.html.

Planning for Education in the Context of HIV/AIDS, M.J. Kelly, Fundamentals of Education Planning – 66, UNESCO, 2000: http://www.unesco.org/iiep.

The role of education in the protection, care, and support of orphans and

vulnerable children living in a world with HIV/AIDS. UNESCO website: http://unesdoc.unesco.org/images/0013/001355/135531e.pdf.

UNAIDS. UNAIDS website: http://www.unaids.org/en/default.asp.

Health/Life Skills, and Nutrition Education
Life-skills based hygiene education. L. Postma, R. Getkate, C. Wijk, IRC, UNICEF 2004. IRC website: http://www.irc.nl/page/10453.

INEE Good Practice Guides for Emergency Education: Educational content and methodology, 'Life Skills: Health Education.' INEE website: http://www.ineesite.org/edcon/health.asp.

Towards better programming: A manual on hygiene promotion. UNICEF 1999. UNICEF website: http://www.unicef.org/wes/files/hman.pdf.

Nutrition security and emergencies. UNICEF website: http://www.unicef.org/nutrition/index_emergencies.html.

Infant and young child feeding in emergencies: Operational guidance for emergency relief staff and programme managers. Inter-Agency Working Group on Infant and Young Child Feeding in Emergencies ENN, November 2001. Emergency Nutrition Network website: http://www.ennonline.net/ife/ifeops.html.

FRESH (Focusing resources on effective school health). Information at:

http://www.freshschools.org/

http://www.schoolsandhealth.org/FRESH.htm.

Peace and Reconciliation Education
Education and democracy: A global policy dialogue on education and democracy.

GINIE website: http://www.ginie.org/ginie-crises-links/edemo/index.htm.

Education for peace and reconciliation: Peace and reconciliation projects in various countries. GINIE website: http://www.ginie.org/ginie-crises-links/pr/.

Life Skills: Violence prevention and peace building. UNICEF website: http://www.unicef.org/lifeskills/index_violence_peace.html.

Inter-Agency Peace Education Programme, Skills for Constructive Living, Overview of the Programme. Website: http://portal.unesco.org/education/en/ev.php-URL_ID=46135&URL_DO=DO_TOPIC &URL_SECTION=201.htm.

INEE Good Practice Guides for Emergency Education: Educational content and methodology, 'Life Skills: Peace Education.' INEE website: http://www.ineesite.org/edcon/peace.asp.

International practical guide on the implementation of the recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms. UNESCO, 1994. UNESCO website: http://www.unesco.org/education/pdf/34_64.pdf.

Peace Education in UNICEF. Working paper by Susan Fountain. UNICEF, 1999. UNICEF internal website: http://www.intranet.unicef.org/pd/pdc.nsf/0/A59F8E30D5FAE18A8525682600692070/$FILE/Peace%20Education%20in%20UNICEF.pdf.

Adolescent Programming and Participation
Adolescent programming in conflict and post-conflict situations. Case studies. UNICEF internal website: http://www.unicef.org/publications/files/Adolescents_conflict_lores.pdf.

Waterborne Diseases/Awareness Education

Water Alert game. UNICEF website: http://www.unicef.org/voy/explore/rights/explore_1818.html.

UNICEF Water, environment and sanitation. UNICEF website: http://www.unicef.org/wes/index_newsline.html.

Child Protection

Growing the sheltering tree: Protecting rights through humanitarian action. UNICEF internal website: http://www.intranet.unicef.org/imu/libweb/child_protection/Dec_Jan/sheltering_tree.pdf.

The role of education in protecting children in conflict. S. Nicolai and C. Triplehorn, March 2003, ODI. Overseas Development Institute website: http://www.odihpn.org/pdfbin/networkpaper042.pdf.

LINK TO EMERGENCY PREPAREDNESS
- With MoE and partners, use Annex 1.9.5 Emergency Curriculum and Training Planning Tool to determine the types of supplementary packages and materials appropriate for likely emergency scenario.
- With MoE and partners, identify, localize, adapt and translate guidelines, teacher training and curriculum materials for likely emergency themes.
- Prepare or adapt appropriate emergency preparedness curricula and implement in schools.

MODULE ONE: EDUCATION IN EMERGENCY PREPAREDNESS AND RESPONSE

SECTION 1.7

TEACHER MOBILIZATION, IDENTIFICATION AND TRAINING

- Annex 1.7.1 Approaches to Teacher Training
- Annex 1.7.2 Sample Training of Trainers Agenda in Non-formal Education
- Teacher Training, Psychosocial Support, Norwegian Refugee Council
- IRC's Psychosocial Teacher Training Guide
- Psychosocial Care for Children, Manual for Teachers (post earthquake)
- Psychosocial Play and Activity Book for Children and Youth Exposed to Difficult Circumstances, UNICEF-MENA
- Recreation Kit Learning Activities Parts 1-7 (in French)
- Rapid Education Response Teachers Guide Liberia (for SIB)
- Teacher Emergency Package: Basic Literacy, Numeracy and Themes for Everyday Life, NRC (for SIB)
- Gender Teacher Training, Norwegian Refugee Council
- Gender and Development, CEDPA Training Manual Series

Identifying and Mobilizing Teachers

In emergencies, qualified teachers are often unavailable, ill-prepared or are themselves suffering from the physical and psychological effects of the crisis. It may be necessary to rapidly recruit teachers from among the community members who are present at the emergency site. Teacher training activities must be organized to prepare both new paraprofessionals and existing professionals to face the demands of teaching in an emergency context. Adult leadership and support is very important, especially in the early stages of an emergency, and teachers and facilitators should be mobilized and prepared to play a broader community leadership and support role.[48]

What to do
- Use Annex 1.2.2, Emergency Curriculum and Training Planning Tool, to plan teacher training strategies with MoE and partners.
- Identify and mobilize any community members who are qualified or have experience in teaching.
- Identify and mobilize other appropriate community members to act as teachers/facilitators.
- Identify older children/adolescents, where necessary, who have leadership and basic teaching capabilities to assist in teaching younger children.
- Use trained teachers and mobilize them as 'leasers' of clusters or master trainers.

What to remember
- Begin the process of identifying and training teachers as soon as possible.
- Determine the number of teaching staff (professionals, paraprofessionals and facilitators) required. Although there is no specific procedure to calculate the number of teachers needed, a rough estimate of 40 students to a teacher is usually used.
- Encourage the recruitment of female teachers, especially in contexts where it is not appropriate for girls to be studying with or learning from members of the opposite sex.
- Try to ensure an adequate ethnic balance of teachers in each learning space.

- Establish early agreements with all other partners working with teachers and paraprofessionals on qualifications, incentives, gender parity and selection criteria.
- If recruiting older girls, ensure that this is not at the expense of their own educational needs.

Guidelines for Teacher Training[49]

The existing resources will very much determine the extent to which teacher training is necessary and the types of support that will be needed to plan for. These guidelines assume a very basic level of human and infrastructure resources. They can be adapted, or the initial steps completely ignored, in situations where the resource base is fairly strong.

Major Steps

- Determine if those who are willing to serve as teachers have other time-consuming responsibilities as well. If so, consider how to build flexible education schedules to enable them to meet those responsibilities as well as their teaching responsibilities.
- If the teachers are not well known, or if faced with using a large number of paraprofessionals, begin with a simple literacy test – this way the right people can be placed in the right kinds of jobs.
- Determine if the curriculum, syllabus and teacher's guides are available and appropriate for use.
  - **If they are available**, what adaptations will need to be made to meet the current circumstances? For example, should they be simplified because it is mostly paraprofessionals who are available or should there be information added on such topics as mine awareness?
  - **If they are not available**, identify teachers and individuals (for example from teacher training colleges, universities, Ministry of Education) who could do the

necessary professional work to develop a temporary curriculum, syllabus and teacher's guides. As input to this process, include examples from another country or situation.
  - **If they are available but not in the necessary language**, identify and engage translators who have demonstrated their skills in accurate translation.

If there are plenty of well-trained teachers available:

- Work with them to develop creative ways of providing learning opportunities in the new conditions. This may involve engaging some of them in developing materials, others in identifying sources of locally available educational supports, and still others in working with parents to ensure that children are allowed to participate, for example.
- Encourage them to begin searching for ways to involve parents, community members and interested paraprofessionals in the learning activities of the children.
- Attempt to discover the various strengths of teachers in a particular community. Some teachers are very good at maths, others at organizing, others at working with 'troubled' children, for example. The extent to which the skills of individuals can be used where they are most needed will make the overall job much easier.

Where there are not many trained teachers available:

- Use local and international specialists, including local teachers, to develop a teacher training programme and materials package for use with paraprofessionals.
- Work with trained teachers to:
  - encourage them to view paraprofessionals as colleagues who have needed skills and who can be helpful

- mentor paraprofessionals, including training them on a daily basis in preparation for the next day's classes.
- It may be useful to divide the paraprofessionals into different groups according to levels of expertise. For example, secondary school graduates may be better able to work with the content of curriculum designed for older children than those who only have a few years of primary education.

What to do for all teachers and paraprofessionals:

- Design a teacher training strategy in collaboration with education authorities, other partners and with qualified teachers.
- Involve educational authorities in the training sessions if possible. This can include district and local supervisors, headmasters, religious educational leaders, and local government authorities.
- Use a 'cascade approach', if appropriate. If there is an urgent need to train many teachers in a relatively short period of time, train teachers, and ask these teachers to, in turn, train their colleagues. See Annex 1.7.1 for an example of how the cascade approach would work.
- Provide a short-term introduction to the goals and objectives of the education programme.
- Train teachers on:
  - School-in-a-Box and Recreation Kits if they are to be used (details below). Remember that these kits should be used in the absence of existing curriculum (see Section 1.5, Pre-packaged Kits for more information)
  - psychosocial support (details below)
  - supplementary packages and emergency themes (see Section 1.6, Supplementary Packages and Emergency Themes for details)
  - gender sensitivity and gender equality in the learning environment (details below).

- Design an in-service (or support) strategy to support teachers in their work. It will probably be most expedient to develop a simple but regular set of meetings so that teachers can support each other in what will be difficult teaching conditions.
- Keep documentation of the details of the training (such as number of training sessions, subjects, methods used for evaluation) as well as the qualifications gained.[50]
- Advocate to have teacher trainings validated and certified by the relevant educational authorities. This will help to have teachers' training and skills recognized and ease their transition to teaching in the formal education system.
- Develop mechanisms for collecting and updating data on children who are in and out of school, as well as on teachers and other resources that can contribute to further developing the education system. Annex 1.7.2 shows a sample training of trainers agenda in non-formal education.

What to remember

- From the start, collaborate with teachers and education authorities to plan a longer-term training programme that can have certification attached to it, and start working towards the formal curriculum.
- If children and teachers have been subjected to conflict or other trauma, provide short-term training related to this. It is important to acknowledge that teachers will have to recognize and address their own trauma and stresses before they are able to be supportive of children.
- Soon after classes are up and running, begin to involve all participants in assessing how things are going and how they might be adapted to improve the situation for the children, teachers and communities. This assessment process is very important for both the quality of education and for building

community cohesion around the education process.

- Develop simple mechanisms for collecting and updating data on children in and out of school, teachers, and other resources that can contribute to the re-establishment and further development of primary education.
- Many older community members have cultural and traditional knowledge that is important to impart to younger generations.
- Those who are not literate may still have a lot to offer in terms of facilities maintenance and management, enrolment records (through simple community mapping techniques such as those developed in Uganda), or as teachers' aides, especially if there are likely to be large classes or classes with children of differing ages and abilities.

Training on the School-in-a-Box, Recreation and Supplementary Kits[51]

This is essential in order to ensure effective implementation of the activities. Distribution of the kits to children under the supervision of untrained teachers could result in wastage. Training can be conducted as follows:[52]

- Training should be carried out by a team of national trainers identified by the Ministry of Education or the relevant educational authorities.
- Training should include an orientation on the teacher's guide accompanying the kits as well as using the contents of the kit.
- Training should be at least two days long:
  - First day: basic teaching theory and a demonstration of the methodology related to using the School-in-a-Box.
  - Second day: practical teaching skills for literacy and numeracy using the didactic materials included in the School-in-a-Box Kit and the teacher's guide.

What to remember

- Training on how to use the kits is not meant to be exhaustive. Rather, it is meant to help teachers become familiar with the contents and the teacher's guides.
- Creativity and imagination are part of the training process.
- The kits should be kept together and not dispersed for personal benefit.
- The administration and safekeeping of the content of the kits should be assigned jointly to the head teacher and to those implementing the activities. Strict accountability of the materials should be enforced.

Training in Psychosocial Support[53]

Teachers are often very effective vehicles for helping distressed children, provided there is no conflict between the ethnic or political background of the teacher and the children. This training should be based around culturally-sensitive and community-specific mechanisms for dealing with psychosocial trauma and stress. Teacher training in psychosocial support should focus on:

- understanding the nature, causes and effects of traumatic stress and how this appears in the behaviour of children
- how to organize classroom and recreational activities to create a safe environment and avoid further stressful events in the classroom
- when and how to use other mediums such as writing, drawing, storytelling, dance or drama as a mode of self-expression which can assist children to integrate past events, build self-esteem and become more resilient
- how to identify and enlist the support and help of other adults who come into contact with children in need, such as parents, community workers, health workers, religious teachers or traditional healers
- how to prepare a plan of action for those children who are severely traumatized and will require special individualized or small group help.

NOTE: It is important to acknowledge that teachers also may be suffering from trauma. They should be encouraged to recognize and address their own stresses before working on supporting the children's needs.

See Chapter 14 of UNICEF's 'Technical Notes: Special Considerations for Programming in Unstable Situations' for more details on psychosocial support for children in emergencies: http://www.intranet.unicef.org/technotes/.

Training in Gender Sensitivity[54] and Social Inclusion

Girls, children with disabilities and those from ethnic minorities or other marginalized groups are often treated differently from other children in the classroom, or may be present in the community but 'hidden' or not allowed to attend school. Teachers and other education personnel must make an effort to promote inclusion, access and equity.

While gender equality should be mainstreamed into every part of the educational process, it is especially important to sensitize teachers on gender issues. Gender is also the extra dimension for some children already marginalized by caste or ethnicity. Training should emphasize some of the following points:

- Girls and boys and those from caste and ethnic groups have an equal right to education, even in emergency situations, and teachers should do their best to uphold their rights.

- Girls may be unable or unwilling to attend classes due to certain factors such as security, distance to the classrooms or domestic duties. They should not be punished for their absence. Rather, teachers should be aware of these factors and try to address them and facilitate greater participation.
- Teachers should be aware that girls and boys may respond differently to conflicts and crises, and should be trained to address their needs appropriately.
- Gender sensitivity training should include topics such as gender-based violence, sexual behaviour, sexual health and reproductive rights. Caste and ethnic-based violence should also be addressed.
- Teachers should ensure that they do not discriminate against girls or boys (either knowingly or unknowingly). For example, materials should be equitably distributed, and examples should equally depict girls and boys. Teachers should also monitor how they use the sex-specific ('he', 'she') pronouns.
- Female teachers should be treated with the same respect as male teachers and gender and other social stereotypes should not prevail.

What to remember
- In certain cultures, girls' education is not valued as highly as that of boys, and it may be necessary for teachers to overcome any biases they may themselves have about the value of education for girls. They must make an effort to treat boys and girls equally and give them the same attention and encourage them to achieve their potential.

PAKISTAN CASE STUDY: MOBILIZING FEMALE TEACHERS

Maira Camp was established in Shangla district following the 2005 earthquake, and at its height accommodated approximately 20,000 internally displaced people from neighbouring Battagram. Of the 6,000 school students, 50% were girls. UNICEF's objective in the earthquake affected zones was to provide access to quality primary school for all children, with a particular focus on girls. In this part of Pakistan, it is not culturally acceptable to the community for girls to attend schools unless their teacher is female, even at primary level, and co-education is also prohibited.

This caused a number of challenges for UNICEF as it attempted to enrol all girls in the camp, as there were no qualified local women who could be recruited. In Shangla and Battagram, female participation in school, and thus in employment, has traditionally been very minimal, and the literacy rates for women are consequently very low. There is a strong cultural bias against women participating in activities outside the home, and many girls are deprived of an education or professional training as a result. This discrimination is so deep rooted in the Shangla/Battagram area that no local women teachers could be found, nor any teachers from amongst the displaced people, who could be recruited to work in the schools.

One of the activities covered by the UNICEF funding was to support the Maira Camp School and finance the teachers' salaries. In consultation with UNICEF, the acting Executive District Officer, Wadjid Iqbal, who is a native of Mansehra District, recruited seven women teachers from Mansehra, three hours from Shangla, which has a far higher rate of female literacy, girls enrolled, and thus a better supply of women teachers. These teachers were recruited at the beginning of November 2005. In order to attract the women to Maira Camp, a number of incentives had to be offered. While a locally recruited male teacher was paid a salary of 4,000 Rs ($66) in the camp school, the women teachers from Mansehra were offered far higher salaries, between 7,000 and 9,000 Rs, depending on their individual qualifications and experience. Three of the teachers had graduated with Bachelor Degrees and the other four had completed their schooling and had several years of experience as teachers. They were also provided tents to live in.

Further, all seven women were related, either as sisters or cousins. One older man, the father and uncle of the women, accompanied them to the camp, acting as their chaperone. This man was also employed as a guard in the school and received a moderate salary of his own for this job. It would have been impossible and unacceptable for the community for the women to have taken up their jobs without their male family member. Furthermore, camp security was ensured by the presence of the Pakistan army, thus the safety of the women teachers was guaranteed.

The presence, motivation and professionalism of the seven women teachers played no small part in the success of the school in attracting and retaining thousands of girls living in the Maira camp. It was evident from visiting the schools and observing the classes that the primary school girls were learning to read and write and count, and to speak some words in Urdu and English, and all this in a very short space of time. Furthermore, it was clear that the young students were enjoying the classes. Most of these girls had never been to school before. The women teachers were also offering an example to the camp population of what was possible in terms of social participation for women, participation based on the acquisition of education, a concept that would have been hitherto alien to the displaced people.

LINK TO EMERGENCY PREPAREDNESS
- With MoE and partners, use Annex 1.9.5 Emergency Curriculum and Training Planning Tool to outline teacher training and mobilization plans appropriate for likely emergency scenario, including roles and responsibilities of all partners.
- With MoE and partners, identify, localize, adapt and translate teacher training materials for pre-packaged kits, psychosocial support materials, and other training materials for emergency themes to be ready in case of emergency.

ANNEX 1.7.1

APPROACHES TO TEACHER TRAINING

There are various training strategies and support mechanisms, including:

Pre-service
- Formal teacher training through institutes, training colleges, etc.
- Can be residential.
- Uses face-to-face lectures, activities.
- Usually over longer 'blocks' of time.
- Usually leads to certification of teachers.
- Dependent on existence of functioning institutes and systems.

In-service
- Teachers taught for a short period of days, or on weekends, after school and/ or in vacation time.
- Trainers follow up with teachers when they are teaching.
- Process repeated for a 'series' of workshops or face-to-face training.
- More effective if there are good trained teachers to be trainers who can support 'new' teachers in their schools.

Methods of teacher training include:

Face-to-face workshops
- Allows direct interaction between teacher and trainer.
- Can be used in a number of ways, including longer-term pre-service; shorter regular contact for in-service; occasional or irregular workshops.

Distance learning
- Often combined with face-to-face workshops, where 'new' teachers are given some training and then have modules or assignments to do when they are back in their schools teaching.
- Regular on-going training of existing or new teachers to upgrade their skills and/or give basic training over a period of time.

Cluster groups
- Schools or learning spaces divided into 'training clusters', where one trained or experienced teacher mentors the 'new' teachers in the cluster.
- Short training sessions can also be held by the trainer on weekends, after school, etc.

Mentoring
- Used in the cluster group.
- Can be used as a 1 to 1 approach in individual schools, whereby the trained teacher(s) in the school work directly with their untrained teachers in the same school.
- Usually on a daily or regular weekly basis.

Cascade model
- An example of a diagram showing a cascade approach is as follows:

MoE
UNICEF
Partners

10 National (Core) trainers train 40 trainers. Training course of 2 weeks' duration.

8 groups of 5 trainers (as teams), go to each village and train 160 primary school teachers in a series of 4 courses (already qualified teachers). These 160 teachers are representatives of 80 primary schools (from 8 villages). Training course of 1 week.

160 primary teachers return to their respective 80 'schools' and train/ mentor paraprofessionals recruited as teachers in the same school they teach at. Each school has approx. 10 teaching staff. Therefore approx. 1600 teachers/ paraprofessionals trained/mentored.

Cascade Approach

ANNEX 1.7.2

SAMPLE TRAINING OF TRAINERS AGENDA IN NON-FORMAL EDUCATION

TRAINING OF TRAINERS AGENDA FOR NON-FORMAL EDUCATION IN EMERGENCIES

Duration: Two days

Suggested Trainers:
MoE appointed trainer, INGO/NGO trainers, UNICEF education project officer, psychosocial trainer

Goals:
As a result of the TOT the participants will be able to train teachers in:
1. The contents and uses of the materials in School-in-a-Box and Recreation Kits and how they are used with the Rapid Education Response teacher's guide
2. The use of literacy, numeracy, recreation, and creative arts activities for non-formal education in emergencies for primary school students
3. The use of psychosocial teaching activities
4. How to develop weekly education plans in non-formal education integrating literacy, numeracy, recreation, creative arts and psychosocial activities

Outcomes:
Participants will create:
- a plan for 4 weeks of non-formal education using School-in-a-Box and Recreation Kit materials
- an agenda for teacher training for rolling out emergency education training

Materials:
Sample School-in-a-Box
Sample Recreation Kit
Rapid Education Response teacher's guide (translated and adapted for use in-country; see CD Section 1.5, Pre-packaged Kits for generic English version)

Suggested Methodology:
Small group work, brainstorm, demonstration teaching lessons, role play

DAY 1
9:00 – 9:30   Welcome and Introductions
9:30 – 10:30   Introduction to Non-Formal Education in Emergencies
- Education environment in emergencies – needs of children in emergencies and the challenges of conducting education in emergencies
- Review of child-centred/child-friendly teaching methodology
- Review of techniques for teaching multi-age and level children

10:30 – 11:00 Tea Break/Demonstration of Recreational or Creative Expression Activity

11:00 – 1:00	Overview of Teacher's Guide and Review of School-in-a-Box and Recreation Kits and their Use with the Teacher's Guide

Small group work to
- Review materials in School-in-a-Box and Recreation Kits
- Review the lessons in the TG for content, grade level appropriate lessons and use of SIB and Recreation Kit materials

1:00 – 2:00	Lunch Break/Recreational Activity
2:00 – 3:30	Overview of Literacy for Beginners and Non-Beginners

- Review of literacy lessons and preparation of sample lessons using child-centred methodology, materials from SIB and Recreation Kits, and techniques for multi-level and age students
- Preparation and demonstration lessons and discussion of lessons and their utility in emergencies

3:30 – 3:45	Tea Break
3:45 - 4:45	Overview of Physical Education and Creative Arts Lessons

- Discussion of methodology and benefits of recreation and creative expression activities to children in emergencies
- Preparation and demonstration of lessons in physical education and creative arts

4:45 – 5:00	Wrap Up

DAY 2

9:00 – 11:00	Overview of Psychosocial Interventions and Lessons

- Presentation and discussion of need, process and benefits of psychosocial interventions and classroom lessons for children in emergencies
- Preparation and demonstrations of lessons

11:00 – 11:30	Tea Break/Creative Expression Activity
11:30 – 1:00	Overview of Numeracy for Beginners and Non-Beginners

- Review of numeracy lessons and preparation of sample lessons using child-centred methodology, materials from SIB and Recreation Kits, and techniques for multi-level and age students
- Preparation and demonstration lessons and discussion of lessons and their utility in emergencies

1:00 – 2:00	Lunch Break/Recreation Activity
2:00 – 3:00	Planning for 4 Weeks of Non-Formal Education

- Development of a sample 4 week plan of non-formal education integrating literacy, numeracy, psychosocial, recreation and creative expression classroom activities
- Integrate materials from School-in-a-Box and Recreation Kits

3:00 – 3:30	Tea Break/Recreation Activity
3:30 – 4:45	Planning a Teacher Training Workshop

- Development of a 1–2 day teacher training for teachers and parateachers in non-formal education that specifies content, goals/learning outcomes, duration, tentative dates, venue, participants, learning activities, materials

4:45 – 5:00	Evaluation and Closing

Evaluation of Training of Trainers in Non-formal Education in Emergencies

On a scale of 1–5, with 5 meaning Strongly Agree, and 1 meaning Strongly Disagree, please rate the following statements.

As a result of the workshop:	1	2	3	4	5
1. I understand and can train others how the materials in School-in-a-Box should be used.					
2. I understand and can train others in how the materials in the Recreation Kit should be used.					
3. I understand and can train others in the use of the Rapid Education Response teacher's guide.					
4. I understand and can train others in the use of the teaching activities in the Psychosocial Intervention Programme					
5. I can train teachers to develop 4 weeks or more of plans to teach non-formal education during emergencies.					
6. I can train teachers to develop child-centred lessons based on the Education in Emergencies teacher's guide.					
7. The time allocation for each session was adequate.					

8. The most useful session of the TOT was

_____

9. The least useful session of the TOT was

_____

10. What would you add or change about the workshop?

_____

11. What suggestions do you have for improving the Rapid Education Response teacher's guide?

_____

12. Other comments

SECTION 1.8

SUPPLIES AND OPERATIONS

Supplies and Logistics
- Annex 1.8.1 Supply Plan
- Annex 1.8.2 Air Freight Estimate Calculator
- Annex 1.8.3 Sample Goods Receipt Form
- Annex 1.8.4 Supply End Use Monitoring Report

Human Resources
- Annex 1.8.5 Staff Identification and Mobilization Planning Tool
- Annex 1.8.6 Sample Terms of Reference for Education Emergency Officer

Resource Mobilisation
- Annex 1.8.7 Resource Mobilisation (from EPRP)
- Annex 1.8.8 Format for Fundraising Proposal by Sector
- Writing TORs (EFH)
- Sample Pitch Document (Haiti)
- Sample Flash Appeal (Bam, Iran)
- Sample CAP (Nepal)

Education officers should be aware of the key involvement of Supply and Logistics Officers in emergency education responses and work in tandem when planning responses. This will ensure the availability and distribution of supplies for effective and timely fulfilment of obligations under the CCCs. Because schools may be damaged or unsafe, and learning materials are often destroyed or lost, UNICEF's immediate response within the first 72 hours should be the mobilization and ordering of essential supplies to meet children's needs.

FIGURE 8 The supplies and logistics cycle

Programme Planning
Needs Assessment
Supply Inputs
Logistics Planning

Programme Project Implementation
Training
Monitoring
Evaluation

Monitoring Reporting & Control

Supplies Acquisition

Receiving & Distributing
Tracing/Clearing
Warehousing Distributing
Keeping track
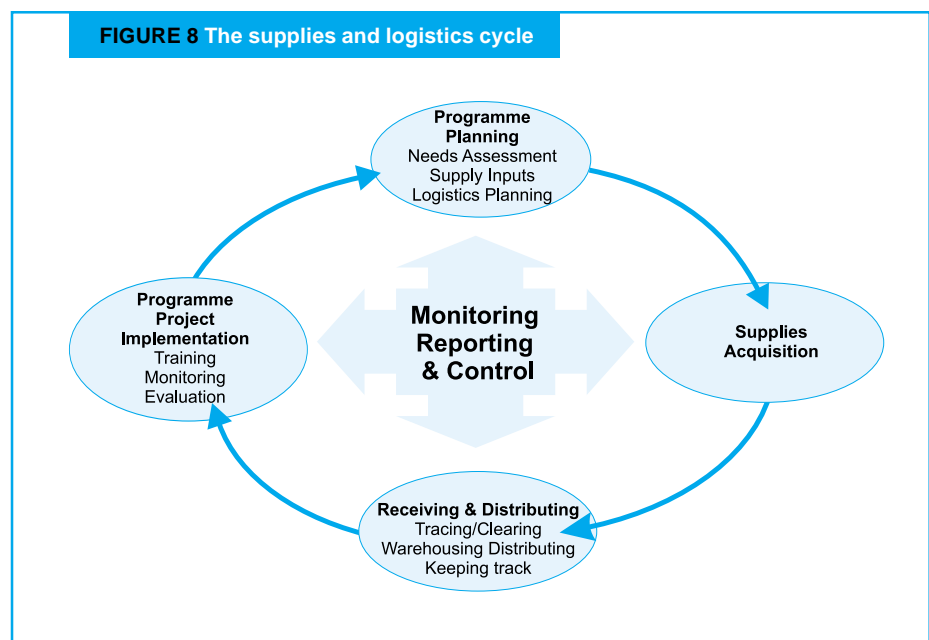
The main factors that go into the supply process are:[55]
1. Supply planning – identifying needs (what to order, how much to order).
2. Supply procurement (budgets, bidding, contracts, local, offshore procurement).
3. Ordering and shipment for offshore procurement (determining transportation choices, customs clearance and receipt).
4. In-country logistics (storage and handling/warehousing).
5. In-country distribution (network, transportation choices and monitoring delivery).

Figure 8 provides a good synopsis of the essence of the supplies and logistics cycle.[56]

Supply Planning

What to do
- Based on the information gained from the RALS, and through discussions with community members, identify the key supplies needed to restart educational activities.
- Identify the sources of potential supplies. Consider pre-positioned supplies as well as existing stocks of supplies from the regular country programme that can be diverted to meet emergency needs. Consider borrowing supplies from partner agencies or counterparts.
- Decide whether to order supplies locally (after checking on price and availability) or to order them from Supply Division. See *'Things to consider'* below for the respective advantages of locally bought supplies and pre-packaged supplies from Supply Division. Whenever possible, try to acquire materials locally.
- For items not available locally or regionally, contact Supply Division in Copenhagen. The main supplies to be considered include:

- Tents or tarpaulins
- School-in-a-Box Kits
- Recreation Kits
- Early Childhood Development Kits.*
- Based on the RALS, decide how many supplies to order. Remember that one School-in-a-Box Kit caters to about 80 children. Use Annex 1.8.1 to do supply planning.

Things to consider
- Advantages of locally bought materials:
  - If they do not need to be manufactured and assembled, they may arrive faster than pre-packaged items. So it may be possible to initiate activities sooner.
  - They may be cheaper than materials bought and shipped from Copenhagen.
  - The local economy will be boosted by buying supplies locally.
  - The materials are more likely to be relevant to the language and curricular needs of the community.
- Advantages of pre-packaged materials:
  - They help to initiate the educational response to emergencies in a systematic manner.
  - They increase the capacity for preparedness and unit costing. By stockpiling these kits, it is easier to provide a rapid, comprehensive response.
- During the initial stage of the emergency, only request pre-packaged supplies if ordering from Supply Division to ensure speedy delivery.

MODULE ONE: EDUCATION IN EMERGENCY PREPAREDNESS AND RESPONSE

NOTE: An Early Childhood Development Kit is being field-tested. As of June 2006 it was not available from the Supply Division in Copenhagen but can be locally procured based on specifications shown in Section 1.5, Pre-packaged Kits. For more information, contact the Early Childhood Development Unit of Programme Division in New York Headquarters.

Summary of Supply Chain in Emergencies

STEPS IN SUPPLY CHAIN	WHO IS RESPONSIBLE	ADMINISTRATIVE STEPS
1. Supply Planning. Determine supply needs based on rapid assessment data: ■ Type of supplies ■ How many required ■ Delivery destination(s) ■ When supplies need to be delivered ■ Cost estimate (based on catalogue prices). Add 30% for air delivery or 15% for sea delivery ■ Distribution plan	Education Project Officer	Meet with management team to determine how much funding is available from RR, OR or emergency funds. Obtain PBA number
2. Complete the Supply Plan as a planning document	Education Project Officer/ Supply Officer	
3. Supply Requisition. Complete supply requisition/PGM in ProMS. Include information on the target arrival date at the final destination or port of entry	Education Project Officer/ Supply Officer	Supply officer sends requisition to nearest CO or RO for assistance if ProMS is not operational and local markets are down
4. Supply Procurement. Procure bids and select supplier	Assisting Office - RO or nearest CO on behalf of beneficiary office	
5. Supply Ordering. Raise and issue purchase order in ProMS	Operations Officer/Supply Officer of Assisting office RO/CO	ProMS
6. Delivery and Distribution. Follow up for timely delivery of shipment	EPO/Supply Officer	Follow up with the Assisting Office
7. Delivery of supplies to primary destination	Store In-charge/ Counterpart Supply Officer and	Delivery receipt form completed by receiver
8. Delivery of supplies to secondary or tertiary destination	Education Project Officer	Delivery proof
9. Monitoring. Monitor delivery of supplies	Education Project Officer with possible assistance from Supply Officer	Supply end monitoring

Local Procurement

What to do
■ Choose a local supplier. Check on the following factors when choosing a supplier:
● How long has the supplier been in business?
● What are the supplier's credentials (have other humanitarian organizations used the supplier; is the supplier registered with the host government)?
● Location of the supplier (this may impact transportation costs).
● Pricing and quality of supplier's goods, compared with other suppliers.
■ Competitive bidding is preferred for purchases in general, but can be waived in emergencies by the Executive Director, or the representative.
■ Check on the budget and pricing of locally procured supplies. See *'Things to consider'* below for details.

PAKISTAN CASE STUDY: DELAYS IN DELIVERY OF SCHOOL-IN-A-BOX KITS[57,58]

On 8 October 2005 an earthquake measuring 7.6 on the Richter scale struck Pakistan, India and Afghanistan with the epicentre located near Muzaffarabad, capital of Pakistan-administered Kashmir. North-western Pakistan and the North West Frontier Province (NWFP) were the most affected areas. Over 32,000 children were killed, 17,000 of whom perished when schools collapsed, and an additional 42,000 were injured. 6,700 schools were destroyed in NWFP and 1,300 in Pakistan administered Kashmir.

As part of its rapid education response Islamabad ordered 1,740 School-in-a-Box Kits. Copenhagen had 740 in stock and was able to pack the other 1,000 quickly. UNICEF Islamabad subsequently ordered 2,000 more. It took about six and a half weeks from ordering to port of entry, including sea freight. The delays occurred in the manufacture of the aluminium boxes. The Islamabad office decided, therefore, to request 'School-in-a-Carton', which would have the same contents, fully packed, only in a strong carton (not as loose items). It also decided to procure lockable boxes locally. This speeds up delivery, especially if Copenhagen is out of stock.

UNICEF Islamabad recommends that country offices prepare a local stock list with detailed specifications (using the SIB list as a guide), identify local suppliers and be ready to order quickly or, if permitted/recommended as part of emergency planning, pre-position a stock of School-in-a-Box Kits.

Things to consider

- Each UNICEF country office has authorization to procure up to $50,000 of supplies locally (this limit does not apply to direct orders).
- Local procurement over $50,000 must be approved by Supply Division through a local procurement authorization. It is possible to apply for an increase in local procurement authorization by sending a written proposal to the chief, Contracting Centre, Supply Division, with copies to the director, Supply Division.
- If funding commitments are over $20,000 (country office) or $40,000 (regional office), make sure they are approved by a Contracts Review Committee at the local or regional level.
- After the supply requisition is made, make sure that written purchase orders are placed and signed for each local purchase. To procure items without a purchase order, written authorization from the head of office is necessary.
- Local procurement may be problematic due to long production time or quality control issues. Check these factors before deciding on local vs. offshore procurement.

Offshore Procurement from Supply Division

What to do

- Ensure there is sufficient funding available for the supply requirements, including freight, warehousing and delivery costs.
- Contact the Emergency Coordination Unit in Supply Division to discuss the ordering and delivery of the necessary supplies.
- To get accurate budget and shipping information, input the target arrival date at the final destination or port of entry into the ProMS. Get an estimate from Supply Division, or use the freight calculator, available at: http://www.intranet.unicef.org/Denmark/DanHomepage.nsf.

Things to consider

- Request that experienced supply/ logistics staff be on the ground if needed. Contact the Emergency Coordination Unit in Copenhagen or EMOPS about the deployment of emergency logistics officers. Find up-to-date contact information under 'Emergency supplies and contacts' in the Supply section of the UNICEF intranet.

Ordering and Shipment

What to do

- Liaise with Supply Division to determine the best method of transportation and delivery for off-shore procurement. Note that during emergencies, normal UNICEF procedures and documentation are applicable but special arrangements to speed up the delivery of supplies can be made. Use Annex 1.8.2 to calculate air freight costs.
- Transmit the supply requisition (PGM) to Supply Division. Choose the disaster relief field based on the urgency of needs (see 'Things to Consider', below). If the online version of the Supply Catalogue cannot be accessed, item numbers are available in the hard copy. If a hard copy is not available, provide detailed item descriptions.
- Note on the PGM whether partial shipments or shipments with adjusted quantities can be accepted. This allows for greater flexibility and speed in delivery.

- Goods ordered from Copenhagen can be shipped by air, water and road. The Warehouse and Logistics Centre will review the requisitions and decide on the best method of shipment.

Things to consider

- The School-in-a-Box and Recreation Kits as well as the tents and tarpaulins are on Supply Division's list of approved emergency items which Supply Division has committed to provide within 48 hours after ordering. The full list of standard emergency items can be found at: http://www.supply.unicef.dk/ catalogue/Emergency_Items.pdf.
- Tents and tarpaulins fall under the 'shelter/field equipment' category and the School-in-a-Box and Recreation Kits fall under the 'education' category.
- Depending on the urgency of the needs, place the order through the 'Rapid Response Emergency' mechanism (for orders to be received within 48 hours), through the 'Other Emergency' mechanism (for orders to be given priority over non-emergency items) or as a regular order.
- If ordering tents, consider the climate in the region where they will be used. Will there be need for mechanisms for heating or cooling? Will the tents require water-proofing, if it is the rainy season?

The School-in-a-Box and Recreation Kits and other supplies can be ordered under the following numbers from the Supply Division catalogue:

Item List

Item Description	Number Material	Estimated Cost	Weight	Volume
School-in-a-Box Kit	9935020	187.00	52 kg	0.286 cdm
School-in-a-Carton	9935022	118.00	49 kg	0.12 cdm
Replenishment Kit – SIB	9935021	57.00	28.5 kg	64 cdm
Recreation Kit	9935025	202.00	28 kg	0.12 M3
ECD Kit	9935060	N/A	N/A	N/A
Tent, rectangular, 24m2	5088012	719.00	400 kg	1.65 M3
Tent, rectangular, 72m2	5088005	1,543.00	790 kg	3.123 M3
Tarpaulin, 4x5m	5086011	8.50	4.4 kg	9.728 cdm
Tarpaulin, 4x50m	5086010	245.00	58 kg	153 cdm
Heater (wood burning with chimney), 1.96 m	5086025	106.50	20.9 kg	N/A
Heater (wood burning with chimney), 2.4 m	5086030	99.00	8.5 kg	N/A

Notes: All costs above in USD. Wood burning heaters can be used in tents. Tarpaulins are stabilized against ultra-violet rays and excess heat for long outdoor exposure. cdm = cubic decimetre. M3 = cubic metre. ECD Kit not yet available for order.

In-country Logistics

While governments would generally take responsibility for goods provided to them by UNICEF, in emergencies they may be unable or unwilling to do so. In such cases, UNICEF will need to be responsible for the in-country logistics. Contact the Emergency Coordination Unit to obtain any standard forms. They can also provide guidance or deploy experts to assist with supply/logistics problems.

What to do

- Assess delivery needs: determine through consultation with partners what materials are needed immediately and what can be delivered later.
- Stagger the flow of supplies when possible to reduce the space needed at one time.
- Contact a UN joint logistics cell for help with coordinating logistics issues. Joint logistics cells are activated by the IASC during emergencies, and are staffed by various agencies, including UNICEF.
- Complete all necessary logistics reporting forms. Make sure the following reports are filed as needed:
  - arrival report (state of goods upon arrival) – see Annex 1.8.3 for a sample goods receipt form
  - stock report (state of goods in stock)
  - dispatch report (status of goods leaving the warehouse)
  - distribution report (status of goods delivered to beneficiaries)
  - waybill (accompanies any transportation of goods, and is signed by the recipient)
  - dispatch authorization (instructs supply/logistics personnel to release supplies to a particular location, and is signed by the programme responsible for the supplies).
- Identify a suitable warehouse in an appropriate location. Choose the storage requirements based on the type of supplies and materials to be stored.
- In choosing a warehouse, consider:
  - length of time that supplies will be stored

- speed at which the supplies will move in and out
- existing transportation infrastructure
- foreseeable length of the emergency.
- Establish a basic management system for the space. Ensure that the system takes into account inventory control, monitoring, reporting and storage facilities.
- Take advantage of any opportunity to share premises with other UN agencies

Things to consider

- Take into account the weight and volume of supplies when planning the logistics and warehousing.
- Remember that during emergencies, supplies may need to be stored in buildings that are not ideal.
- Remember that storage requirements are linked to transportation and should be considered together. The storage space should be close to the programme area or to transportation.

In-country Distribution

In emergencies, inland transportation may not be reliable as roads may be affected, travel routes may be insecure and there may be a shortage of fuel or spare parts.

What to do

- When planning the delivery of educational supplies and kits, take into account:
  - transport options (air, land, maritime or river). Consider the potential benefits and disadvantages of each in terms of cost and speed and flexibility
  - estimated travel times and deadlines
  - terrain between the origin and destination of supplies
  - weather conditions
  - weight and volume, as well as the quantity and packaging of supplies
  - frequency of deliveries.
- Monitor the quality of supplies.
- Monitor the delivery and use of supplies, and, to the extent possible,

ensure that the supplies are reaching the beneficiaries by carrying out spot checks. See Annex 1.8.4 as a model for a supply end use monitoring report.

- Anticipate the possibility of theft or misuse of materials, to the extent possible, and take the necessary security precautions.

Additional Resources

The contact information for Copenhagen is as follows:

UNICEF Supply Division
UNICEF Plads, Freeport
2100 Copenhagen
Denmark

Telephone + (45) 35 27 35 27
Facsimile + (45) 35 26 94 21
Email: supply@unicef.org or customer@unicef.org
Internet: www.unicef.org/supply.
The link for the supply catalogue online is: http://www.supply.unicef.dk/catalogue/.

The link to the Emergency Supplies and Contact site of Supply Division is: http://www.intranet.unicef.org/denmark/danhomepage.nsf/0 CBCDEA5896028F0 5C1256E6 D00468938?open&expandlevel =MainLevel4 #Monitoring_0.

For more detailed information on supplies and logistics, consult UNICEF's Emergency Field Handbook, Supplies and Logistics Chapter.

LINK TO EMERGENCY PREPAREDNESS
- With MoE and partners, and with UNICEF supply officer, determine essential education and school shelter supplies for emergency scenario, including costs.
- Determine options for local, regional and Copenhagen procurement.
- Identify relevant stand-by agreements with local suppliers if appropriate.
- Consider procuring and warehousing education supplies if the situation warrants.

ANNEX 1.8.1
SUPPLY PLAN

Supply Plan for 2006

Section / Office:

Date:

S.N.	Item Description/ Specifications	Quantity	Unit Price (Approx.)	Total Price (Approx.)	Freight Charges	Distribution Plan/List	Expected Date of Receipt of Request (PGM)	Charge Code	Remarks

ANNEX 1.8.2

AIR FREIGHT ESTIMATE CALCULATOR

Rate Ex Europe
Air Freight Estimate Calculator
General Cargo Only

		RATES SHOWN IN USD					
DESTINATION AREA	MIN. CHARGE	0-44 KG	45-99 KG	100-299 KG	300-499 KG	500-999 KG	>1000 KG
1 AFRICA	150.00	4.00	3.75	2.50	2.50	2.25	2.25
2 AFRICA	150.00	4.75	4.50	3.00	3.00	2.75	2.75
3 AFRICA	150.00	5.50	5.00	4.00	4.00	3.75	3.75
4 AFRICA	150.00	7.00	6.75	4.25	4.00	4.00	3.75
5 AFRICA	150.00	8.00	6.50	5.75	5.75	5.50	5.50
6 AFRICA	150.00	8.00	7.50	6.25	6.25	6.00	6.00
7 MENA	150.00	4.00	3.75	2.50	2.50	2.25	2.25
8 MENA	150.00	4.25	4.25	2.75	2.75	2.50	2.50
9 MENA	150.00	6.00	6.00	3.50	3.50	3.50	3.50
10 CEE/CIS	150.00	4.75	4.50	3.25	3.25	3.00	3.00
11 CEE/CIS	150.00	7.25	6.75	4.75	4.50	4.25	4.00
12 ASIA	150.00	3.50	3.00	2.00	2.00	2.00	2.00
13 ASIA	150.00	3.75	3.25	2.25	2.25	2.00	2.00
14 ASIA	150.00	5.50	4.75	3.50	3.50	3.25	3.25
15 AMERICAS	150.00	5.25	5.25	3.75	3.75	3.50	3.50

PLEASE NOTE
Rates are for estimating ONLY
Rates cover general cargo ONLY
Rates do not cover vaccines, goods requiring refrigeration or dangerous goods
Minimum charge will always be the minimum freight that will be charged
Freight estimates are all incl. handling, security fees etc.

CHARGEABLE WEIGHT
Within airfreight the ratio between weight and volume is 166.66 kg for 1 M3.
The price based on chargeable weight is always fixed to the advantage of the carrier.

For chargeable weight calculation, please insert weight and volume of cargo:

Weight of Cargo   45   Kg
Volume of cargo   1.00   M3
Chargeable weight   167   kg

ANNEX 1.8.3

SAMPLE GOODS RECEIPT FORM

**GOODS
RECEIPT FORM**

PGM REFERENCE   **PO REFERENCE**

ITEM DESCRIPTIONS	QUANTITY	ITEM VALUE(NRS)

DELIVERED BY:
Supplier/Clearing Agent:

Address:

Date:

RECEIVED BY:
Received above mentioned goods/materials
as per specifications and in good condition.

Signature: Office Stamp:

Name: Date:

Title: Other Remarks:

ANNEX 1.8.4

SUPPLY END USE MONITORING REPORT

General Information

Programme/Zone: State/LGA visited:	Reference: Date of visit:
Team members Name: Name: Name:	Title: Title: Title:
Persons contacted Name: Name: Name: Name:	Title: Title: Title: Title:

Information from office records

PGM #	
Description	
PPA Qty.	
Ordered Qty.	
P.O. Qty.	
Shipped Qty.	
Warehouse Qty.	
GRN #	N/A
Delivered Qty.	
DWB #	
Date allocated	
Date Collected	
Photocopies of allocation letter and DWB carried? Yes/No	

Information from the field

Warehouse condition:	Good	Bad	Needs Improvement
Comments:			
Inventory records:	Yes	No	
Store Receipt Voucher (SRV):	Yes	No	
Store Issue Voucher (SIV):	Yes	No	
Inventory Ledger:	Yes	No	
Issues approved by authorized person:	Yes	No	
Comments:			

Information from the field contd …

Date items received in Govt. Store:			
Govt. Receipt (GR) returned?	Yes	No	
Comments:			

Items issued to end-users within (define target time for Madagascar)			
2 weeks?	Yes	No	
Comments:			

Are the items appropriate for the programme implementation?		
	Yes	No
Comments:		

Is the quality of items appropriate?		
	Yes	No
Comments:		

Any shortages/losses?			
	Yes	No	if yes state,
Item:			
Quantity:			
Type of shortage/loss:			

Was this reported to UNICEF?	Yes	No	if yes, When?
Comments:			

Any damage to the items?	Yes	No	if yes, Why?
Comments:			

Any other observation? Comments:

Information from the Project		
Were the project preparations adequate?	Yes	No
Comments:		

Were staff trained for effective use of equipment?	Yes	No
Comments:		

Was the item/equipment properly installed?	Yes	No
Comments:		

Was the item/equipment functional at the time of visit?	Yes	No
Comments:		

Are the quantities provided adequate for the intended activity(ies)?	***Yes***	***No***
Comments :		

Human Resources

Coping with an emergency requires an immediate and effective response and qualified staff to carry it out. Ensuring the timely deployment of experienced staff in an emergency is one of the Core Commitments for Children. The CCCs state that UNICEF will:

FIRST SIX TO EIGHT WEEKS
1. Identify and deploy experienced staff through internal deployment, external recruitment and standby arrangements with partners.
   ■ Country offices to identify staffing needs drawing from the preparedness plan and management plan; regional offices and headquarters to provide support as required.

Having a staff mobilization plan in place before the emergency occurs is an essential first step to identifying staff deployment needs in the event of an emergency. The plan is part of each office's annual emergency preparedness and response exercise.[59]

When there are not enough staff members to respond to an emergency, the following plan of action has been outlined in the Emergency Field Handbook. This function, however, is not left up to the Education Programme Officer alone to implement. Staff deployment has to be coordinated through the Regional Office and Headquarters with the Country Representative and Operations Officer.[60]

Staff Mobilization Plan[61]

The staff mobilization plan is the central planning tool and relates directly to the preparedness phase (Annex 1.8.5). A Country Office that is not prepared will have a difficult time getting staff on the ground. The staff mobilization plan aims to ease the burden of getting the right staff into place in an emergency based on three main criteria:
■ Current staff capacity in the office in each functional area and office staff structure.

■ Scope of potential emergencies (natural disasters as well as complex emergencies), including cross-border effects from or support to neighbouring countries.
■ Additional staff required to meet these projected challenges to the office.

Assessing Staffing Needs

Education officers have an extremely important role in assessing staff needs for their programme. Any wise Country Representative will listen to programme people, and often does when making requests to headquarters in New York. Also, the education section chief has an advisory role and will give feedback to the Country Representative regarding staffing needs. Section chiefs can advocate when they feel that they have information that is not digested at the country level. Once again, different regions respond to human resource needs in different ways. For example, in MENA, all of the regional advisors are on the ground within 72 hours of an emergency to help with staffing and assessments. It will be difficult for the education officer to do the assessment alone so the support of the Regional Office is key.

Preparing Terms of Reference

Terms of reference (TOR) must be prepared and submitted with a Programme Budget Request (PBR) for the country representative to grant a request to deploy surge capacity personnel. TORs should include objectives and strategy of the assignment, planned duration, number of personnel required (and for each, a description of duties, responsibilities, grade level and reporting line).[62] A sample TOR for an education in emergency officer is included in Annex 1.8.6, and instructions for writing a TOR from the Emergency Field Handbook are included on the CD.

Global Trigger[63]

If an emergency becomes a Corporate Priority, HQ has the option to redeploy staff from country offices to the emergency for a minimum of three months. Releasing country offices have to agree. Although the trigger mandates a 90-day minimum staff

deployment, past experience shows that time limits for less than that are often negotiated. This can add to human resource challenges of filling in the gaps when one temporary staff member leaves and the other is yet to arrive. High staff turnover rates can lead to a loss of institutional knowledge and familiarity with the context and scope of the emergency.

Steps for Deploying Surge Capacity Personnel[64]

- Consult the emergency preparedness and response plan and staff mobilization plan. Update as needed.
- Contact the Regional Office for assistance in the rapid assessment of emergency human resource needs.
- Depending on the scale of the emergency, the Country Representative may deploy existing in-country staff to the emergency location (this is the first response of a country office).
- Engage other options for quick staff deployment, including internal redeployment and external recruitment:
  - INTERNAL: Deployment from other UNICEF offices in the region or the Regional Office. The Regional Office can also pre-identify staff from other offices in the region for immediate redeployment to the country office facing emergency on a short-term mission or inter-office transfer. Missions from country offices could last from three months to one year.
  - EXTERNAL: Recruitment of staff from outside UNICEF on individual contracts.
- Activate procedures for using standby partners through the focal point of the Office of Emergency Programmes (EMOPS) in Geneva.

Estimated Deployment Times in Acute Situations

Regional office 48 hours
Standby arrangements* 72 hours
External recruitment 2–3 weeks

*It can be extremely important to act quickly when considering use of standby personnel. In large emergencies, many organizations make use of the same pool of talent.[65]

Standby Arrangements[66]

Standby arrangements with UNICEF partners allow for rapid deployment of non-UNICEF staff in an emergency. Standby partners maintain rosters of qualified and experienced professionals who are trained to support emergency humanitarian actions. External partners for emergency surge capacity currently include the Norwegian Refugee Council (NRC), the Danish Refugee Council (DRC), Registered Engineers (RedR) Australia, and the Swedish Rescue Services Agency (SRSA).[67]

External Recruitment[68]

External candidates can be recruited in an emergency and can be used to fill short-, medium- and long-term posts, including posts vacated by staff members who accept emergency assignments. The country office undertakes the contracting process related to consultants and independent contractors, including identification and sourcing. Country offices are also responsible for the practical arrangements involved in deploying staff to the emergency area. Regional offices should maintain consultant databases for emergency education officers.

What to do

- Prepare Terms of Reference for required additional staff.
- Prepare funding source of additional needs, including CRQ number, PBA number, and programme and project codes.
- Coordinate with human resource officer, who will process the recruitment with emergency focal point in DHR at NYHQ.

MODULE ONE: EDUCATION IN EMERGENCY PREPAREDNESS AND RESPONSE

LINK TO EMERGENCY PREPAREDNESS – HUMAN RESOURCES FOR EDUCATION
- With Human Resources officer, identify human resource needs for minimum level of readiness in each area of the CCCs.
- With Human Resources officer, identify needs for contingency planning for likely emergency scenario according to CCCs.
- Determine how staff will be deployed, either through internal or external recruitment, or standby agreements, using Annex 1.9.6.
- Have TORs ready to adapt, as in Annex 1.8.6.
- Suggest candidates to be included in regional UNICEF emergency roster.

ANNEX 1.8.5
STAFF IDENTIFICATION AND MOBILIZATION PLANNING TOOL

Position needed (incl. professional and support staff)	Key skills & area(s) of expertise to comply with CCCs	Deployment: Internal from Country/ Regional Office and HQ. External recruitment including standby, SSA, TFT, and local hire	Time of deployment + (expected) duration of assignment	Budget PBA
1.				
2.				
3.				
4.				
5.				

ANNEX 1.8.6
SAMPLE TERMS OF REFERENCE FOR EDUCATION EMERGENCY OFFICER

SAMPLE TERMS OF REFERENCE
UNICEF Education in Emergencies Project Officer

1. Organizational Setting
a) Reports to: Education Chief
b) Responsibility for work of others:
Title   Level   Number
c) Organizational Chart

2. Purpose of the Post
Responsible for ensuring education opportunities are available for children affected by emergencies, with particular focus on the Core Commitments for Children in Emergencies. Oversight of the identification, design, and implementation of appropriate education in emergency responses and coordination with other agencies active in education sector.

3. Major Duties and Responsibilities
1) With implementing partners, relevant education authorities, and local communities:
a) Undertakes rapid emergency assessments to assess impact of the emergency on the education system and prepares reports with findings and recommendations for implementation
b) Develops strategy for education response for immediate and longer term needs, in line with UNICEF policies, country office programme strategies, community needs, and official education policies
c) Determines educational supply needs and works with supply officer to procure and deploy supplies to appropriate destination
d) Works to establish temporary learning spaces and rehabilitate learning spaces, insuring child friendly environments

e) Works to identify, mobilize, and train teachers or paraprofessionals
f) Works to re-establish quality primary education
g) Develops a monitoring and evaluation system to track educational activities.
2) Participates in education cluster planning, implementation, and reporting.
3) Prepares reports as required to UNICEF and donors on educational activities.

4. Working Conditions
Office or field based.

5. Impact and Consequence of Error
a) Describe the type of decisions regularly made and the impact of those decisions.

Makes technical decisions on programme implementation and delivery, which would include financial and supply resource allocation and monitoring. This would affect overall efficiency and effectiveness of emergency response programme delivery.

b) Describe the type of recommendations regularly made and why they are important.

Makes recommendations on programme activities, feasibility and implementation; linkages with other sectors of UNICEF intervention; reprogramming and re-scheduling of activities, and resource requirements.

c) Describe the most damaging error(s) that could be made in the performance of the job and their consequences.

Incorrect programming strategies and approaches would lead to inappropriate activities, impeding the achievement of goals and objectives, the delivery of essential emergency education services to children, and misuse of financial resources.

Ineffective interaction with education authorities, other partners and community members will negatively affect the implementation and acceptability of UNICEF intervention.

6. Independence
The post requires working as a team member with other UNICEF sectors and agencies and with government and other partners as well as performing some tasks independently, and consulting with supervisor on recommendations and decisions.

7. Guidelines
a) Indicate which guidelines are required for performing the duties of the post (rules, regulations, policies, procedures, practices, precedents, manuals, instructions).
  - UNICEF programme manuals and policy guidelines

- Core Commitments for Children in Emergencies
- Emergency Field Handbook
- Technical Notes on Programming in Unstable Situations
- UNICEF Country Programme Plans
- UNICEF personnel, financial, supply and administrative rules, regulations and manuals
- Government development plans and policies
- Office work plan
- Technical literature or related programmes
- Cooperating agencies' guidelines and manuals
b) Describe the degree to which interpretation of, and deviation from, existing guidelines are permitted, and the authority to propose or establish new guidelines.

Incumbent adheres to emergency guidelines, interprets guidelines and is required to assess the most appropriate modes of action to accomplish the programme objectives.

8. Work Relationships
Indicate both the purpose and level of contacts within and outside UNICEF in order to perform the work effectively.

CONTACT	PURPOSE & FREQUENCY
Internal	
Regional education advisor	Policy direction and guidance
Representative	Policy direction, guidance and provision of technical advice
Chief education programme officer	Policy direction, guidance and provision of technical advice
Section chiefs	Exchange of ideas and intersectoral cooperation
Programme staff of sections	Coordination/consultation on programme/technical issues
Programme communication staff	Strategies for information and social mobilization
HQ officers	Overall coordination, consultation and exchange of information
External	
UN and other international and bilateral agencies, NGOs	Coordination of activities, advocacy and exchange of information
Government	Coordination of activities, advocacy and exchange of information
Community	Coordination of activities, advocacy and exchange of information

9. Qualifications and Competencies Required
to Perform the Duties of the Post
a) Education
Advanced university degree in international
education or a related technical field.

b) Work Experience
Five to ten years progressively responsible
professional work experience at the
national and international levels in
programme planning, management,
monitoring and evaluation, in education,
with proven experience in education
programming for emergency contexts,
including natural disasters and/or complex
conflict.

c) Languages
Fluency in English/French and another UN
language an advantage. Knowledge of the
local working language of the duty station
is an asset.

d) Competencies
- Understanding of quality basic
  education, with a focus on education in
  emergencies, with communication and
  knowledge of latest development and
  familiarity with current issues, trends
  and priorities in emergency education.

- Familiarity with UNICEF and other
  emergency education supplies,
  materials and curricula.
- Experience or knowledge of
  educational assessment and
  monitoring in emergency situations.
- Proven ability to conceptualize,
  develop, plan and manage
  programmes, as well as to impart
  knowledge and teach skills.
- Leadership, ability to manage
  resources, good judgment, ability to
  build trust and teamwork.
- Knowledge of UNICEF systems,
  especially procurement of supplies and
  financial management systems an
  asset.
- Experience in coordinating amongst
  other agencies, donors and with
  governments an advantage; or
  experience working within a multi-
  agency and donor environment.
- Good analytical, negotiating,
  communication and advocacy skills
- Demonstrated ability to work in a multi-
  cultural environment and establish
  harmonious and effective working
  relationships both within and outside
  the organization.

Resource Mobilization[69]

In line with UNICEF's Core Commitments for Children in Emergencies, country offices must, within one month, prepare an emergency appeal in coordination with PFO and other UN agencies, and be ready to provide proposals geared to specific donors. A resource mobilization form is shown in Annex 1.8.7.

Priority Action Checklist

- Re-programme regular resources or other resources. The country office must contact the government to obtain approval for diversion of funds from existing programmes. Diversions should be reported to the regional office and EMOPS and Programme Division.
- Apply for additional emergency funds from the UNICEF Emergency Programme Fund or the UN Central Emergency Revolving Fund if necessary.
- Identify the key message on the problems and needs of children affected by the emergency.
- Create a pitch document.
- Within 12 hours communicate the first message on the needs of children via the media, the UNICEF web site and other avenues.
- Begin preparing UNICEF's contribution to any inter-agency appeal.
- Consider funding sources such as the UN Consolidated Appeals Process (CAP), Central Emergency Revolving Fund (CERF), Emergency Programme Fund (EPF), individual donor appeals and Flash Alerts. See OCHA website for more details, at http://www.ochaonline.un.org.

Pitch Document

Within 24–72 hours of an emergency, UNICEF will prepare a 'pitch document'. The pitch document is designed to jump-start the fund-raising process and contains the issues, action and impact and is shared with government and the UNICEF National Committee donors. The country office is responsible for drafting this and the document needs to be endorsed by the

regional offices and cleared by the Humanitarian Response Unit, EMOPS. This document should be completed quickly and provide brief information on:

- Background
- UNICEF's emergency response in terms of issues, action and impact
- A map of the country and emergency area if possible
- A budget with realistic estimates based on anticipated implementation levels.

The pitch document is subsumed into a CAP or stand-alone appeal if launched.

Education Officer's Role in Pitch Document

- Make sure that the Education section of UNICEF's portion of the document reflects the Core Commitments for Children in Emergencies.
- Write the Education sector portion, following this format:
  - Issue
  - Statement
  - Future activities
  - Expected impact
  - Funding requirements.

Flash Appeal

The Flash Appeal is normally issued to respond to smaller emergencies, especially natural disasters, and is triggered by the UN humanitarian coordinator, in consultation with the IASC Country Team and following endorsement by the UN emergency relief coordinator and the IASC.

When Flash Appeal is Used

The Flash Appeal is issued between the second and fourth weeks of the onset of an emergency and covers needs for the first 3–6 months.

Education Officer's Role in Flash Appeal

- Make sure that the Education sector portion of UNICEF's contribution to the flash appeal reflects the Core Commitments for Children in Emergencies.

- Write the Education sector portion of the flash appeal, following this format:
  - Issue
  - Statement
  - Future activities
  - Expected impact
  - Funding requirements.

The Emergency Programme Fund (EPF)

Additional resources may be available from the Emergency Programme Fund, a reimbursable fund managed by EMOPS and Programme division. EPF provides support to:[70]

- interim emergency needs when no inter-agency appeal has been launched
- cash requirements for initiating actions in complex emergencies pending receipt of donor contributions
- UNICEF participation in inter-agency assessment missions when the field offices are unable to support the costs
- Emergency staff and administration.

EPF requests are cleared by RO, submitted to PD/HRU and EMOPS for review, approved by Deputy Executive Director upon EMOPS/PD/PFO recommendations and reported in the Annual report and consolidated emergency reports.

The EPF includes:

- a brief situation assessment, including the number of children and women affected, stating the clear relation to the emergency situation
- a brief description of the government response to the crisis as well as the coordination mechanism among UN agencies, donors and NGOs, and whether or not an inter-agency appeal is planned
- UNICEF action taken to date, including RR that has been reprogrammed
- an action plan based on UNICEF's CCCs indicating the objectives and the specific inputs for which funding is being sought
- likelihood of funding to replenish the EPF loan.

Stand-alone Appeals

UNICEF may feel that the needs of children and women necessitate an emergency response that cannot wait for the finalization of a Consolidated Appeal, or when no inter-agency response is contemplated. The organization may then launch a stand-alone appeal, informing OCHA. A stand-alone appeal might be incorporated into a Consolidated Appeal, and should cover activities that could form part of a Consolidated Appeal and refer to the fact that it is an 'interim' measure.

Consolidated Appeal Process (CAP)

The consolidated appeal process is the most important fund-raising tool for the UN in emergencies. The General Assembly created the consolidated appeal process as a way for all UN agencies and partners to identify common goals and priorities and to develop, implement and monitor strategic plans of action. It is launched annually, in agreement with the government. The consolidated appeal process is coordinated and governed by OCHA. It provides an opportunity for the humanitarian aid community to combine strategy, clarify the roles of all humanitarian actors and prioritize emergency activities. It ensures common analysis, strategic planning, resource mobilization, coordinated implementation and joint monitoring and evaluation.

When CAP Is Used

If an emergency continues beyond the time frame of a Flash Appeal (3–6 months), the UN emergency relief coordinator and IASC, in consultation with the UN humanitarian coordinator and the IASC Country Team, may determine that the emergency is either 'complex' or 'major', necessitating a Consolidated Appeal. The Consolidated Appeal is prepared according to specific technical guidelines. Where a Consolidated Appeal has already been issued, there should be no Flash Appeal. If new emergencies break out or circumstances deteriorate in countries that already have a Consolidated Appeal, a 'revision' of the Consolidated

Appeal will be put out. For an example of the CAP (Humanitarian Appeal 2005, OCHA, Geneva), refer to the Emergency Field Handbook CD-ROM, Operations Section 6.2.

Education Officer's Role in CAP

Usually the emergency project officer that deals with the CAP will ask for specific input. The education officer will need to write a few pages on supplies, human resources needs, the situation in education, and future activities.

What to consider

- Participate in the process with other UN agencies, including UNESCO, and other organizations: assess the crisis, identify participants and their needs, develop strategies and prioritize actions.
- Ensure that the CCCs are adequately reflected.

- Design sector-specific project proposals with clear objectives and indicators. A sample fundraising proposal can be found in Annex 1.8.8.
- Include realistic budget targets based on implementation levels and capacity. Project submissions should include line items for:
  - Programme costs
  - Programme support costs. These should be fully justified in the narrative, including emergency-derived costs for staff security, telecommunications, logistics, media, advocacy and monitoring and evaluation, and should explain the possibility of sharing such services and costs with other agencies.

LINK TO EMERGENCY PREPAREDNESS – RESOURCE MOBILIZATION

- In coordination with Programme Funding Officer, determine likely funding needs for potential emergency scenario, including materials supplies, and human resources.
- Become familiar with funding mechanisms, including Emergency Revolving Fund, Emergency Programme Fund, and the Consolidated Appeals Process.
- Maintain and strengthen relations with donors at the country level.
- Become familiar with format for fundraising proposals for education sector, as shown in Annex 1.8.8 and in sample proposals on CD.

ANNEX 1.8.7
RESOURCE MOBILIZATION (FROM EPRP)

Resource mobilization	
Available RR that can be reprogrammed	
Available OR that can be reprogrammed	
Additional OR required	
EPF/other funds required to enable immediate response	
Donors most likely to be supportive Actions/ Status of contacts	

ANNEX 1.8.8
FORMAT FOR FUNDRAISING PROPOSAL BY SECTOR

SECTOR-SPECIFIC INTERVENTIONS

ISSUE
Summarize the key issues by sector that are of concern to UNICEF. There should be 4–8 bullets (max. 3–4 lines) using bold and action oriented language.

ACTION
Summarize by sector the key action that UNICEF will undertake to address the issues raised above. There should be between 4–8 bullets (max. 3–4 lines) that relate to the issues highlighted above and focusing on specific action that will yield programme results. Description should be non-theoretical and give a sense of energy and focus.

IMPACT
Summarize the specific impact or results expected from the action described above. There should be 4–8 bullets (max. 3–4 lines) that relate to the action taken.

SECTOR-SPECIFIC BUDGET
It is suggested to use the budget structure for the proposal as arising from the Annual Work Plan in ProMS. This will facilitate the linkage between the original proposal budget and the commitment report or expenditure report that will be shared with the donor as part of the progress or final report.

Preparedness and Contingency Planning

The preceding and subsequent sections of the Tool Kit provide guidance and tools to respond effectively to education needs in emergencies in order to comply with the Core Commitments for Children. Effective response, however, is directly related to preparedness planning. This section addresses each of the components of education in emergency preparedness planning that should be done prior to an emergency, including

- Collection of baseline data
- Rapid assessment planning
- Supply planning
- Emergency education curriculum and training planning
- Planning coordination and partnerships
- HR planning
- Resource mobilization.

It also provides tools for improving the education sector's capacity to respond at a minimum level of readiness, and in the event of an imminent emergency scenario.

The Emergency Preparedness and Response Plan (EPRP) is the planning document that all Country Offices are expected to complete on an annual basis, with each sector preparing its parts. (See annexes in this section for all relevant EPRP forms and complete EPRP format on the CD.) It is a method of establishing what emergencies are likely to occur over the next twelve months in the country, based on an analysis of the country's vulnerability. All country offices should ensure that the EPRP is renewed every year and updated as often as necessary. Education programme officers should ensure that actions relating to education preparedness are taken.

The EPRP assumes that offices must maintain an ongoing **minimum** level of emergency response capacity so as to be

able to respond immediately when an emergency occurs suddenly. At the same time, it attempts to include in the planning framework a way that offices can build on this preparedness to develop even more specific **contingency** plans in the face of a perceived threatening situation. 'Preparedness planning' is thus used to refer to a general level of response capacity that is always to be maintained by an office; 'contingency planning' refers to more detailed plans for a specific emergency.[71]

Therefore, even for offices that are not presently confronted by an emergency, it is essential to be prepared for any sudden changes in the conditions of the country and region where they are located. In the pre-emergency stage, Country Offices are responsible for monitoring early warning signs, assessing the situation, developing new materials, safeguarding them at the inter-agency level, and generating planning strategies to address needs of emergency-affected groups.

Contingency planning is undertaken when a crisis appears imminent or highly likely, such as the case of armed conflict, earthquakes, flooding, or other natural disasters. Contingency planning updates the emergency preparedness plans to take into account the existing situation and the state of preparedness to manage an imminent threat.

Components of the Template for Emergency Preparedness and Response Planning for Education[72]

The annexes of this section include preparedness planning tools taken from the EPRP templates, as well as other planning tools. Education programme officers should take the information developed for each of these tools and summarize it for the education sector response in Annex 1.9.10, Humanitarian Preparedness and Response – Education by CCCs in the EPRP.

What to remember

- Planning is an ongoing process, not a one-time initiative, and it should be integrated into all ongoing programming processes.
- Individual accountability is an essential part of good preparedness planning, and all staff members must be aware of their responsibilities and be prepared to fulfil their emergency-related functions.

Emergency Profile (EPRP)

The Emergency Profile (Annex 1.9.1) from the EPRP provides a planning framework that requires the Country Office to identify the potential emergency situations that might occur and rate the likelihood on a scale from one to five. Based on the projected humanitarian consequences and the numbers of people likely to be affected, the Country Office can plan the scope and nature of the emergency response. Education programme officers should use the Emergency Profile to:

- project the numbers of children the education sector needs to prepare to serve based on the projected scale of the most likely emergency scenarios.
- identify the minimum levels of readiness (Annex 1.9.2) and the best and worst case scenarios and the minimum level of readiness in terms of the numbers of beneficiaries to the emergency education response.
- identify UNICEF planning assumptions regarding the extent to which UNICEF will need resources to respond to the emergency.

Scenarios and Minimum Levels of Readiness (EPRP)

The Scenarios and Minimum Levels of Readiness, EPRP (Annex 1.9.2) asks Country Offices to project the numbers of beneficiaries, and time and length of response for a minimum level of readiness, and to project the scope of response for worst case and most likely case scenarios for the purpose of contingency planning if an emergency is imminent. The numbers and beneficiaries

projected in the scenarios will serve as a guide for the education sector to plan the scope of the education response in terms of supplies, emergency curricula, training, and so forth.

Pre-Crisis Secondary Data for Emergency Preparedness

Pre-crisis data collection (Annex 1.9.3) is a critical preparedness activity for education programme officers in collaboration with the Ministry of Education prior to an emergency. This baseline data is essential in order to conduct a rapid education assessment and plan an education sector emergency response. Annex 1.9.3, a draft EMOPS document, provides a template for the information that needs to be collected.

What to do

Obtain baseline education data from the Ministry of Education or collaborate with the MoE to collect data at the national, sub-national, sub-sub-national level, and other relevant data (including IDPs, etc.).

Have all print and electronic copies of education-related databases for the entire region available in the form of both print and electronic versions. Following an emergency it makes it easy to then correlate the data on damage or destruction from the pre-existing situation and plan for the emergency interventions.[73]

Baseline data should include:
1. Literacy rate
   - % adult literacy rate (by gender).
2. School enrolment
   - Net primary school enrolment (by gender)
   - Net secondary school enrolment (by gender)
   - Percentage of students enrolled at primary and secondary levels.
3. Number of institutions
   - Pre-school
   - Primary schools
   - Secondary schools
   - Vocational.
4. Number of qualified teachers
   - Primary teachers (by gender)

- Number of qualified secondary teachers (by gender)
- Number of qualified non-formal teachers (by gender)
- Number of qualified paraprofessionals (by gender).
5. Education policy
   - Status of policy regarding emergency education curriculum
   - Status of policy on language instruction
   - Yearly requirements of primary materials and sourcing.
6. Trends in physical condition of schools.
1. Trends of presence/integration of teachers in the community.
2. Existing centres organizing adolescents and potential for mobilization in an emergency.
3. Specific protection concerns. That is, abuse by teachers, rebel attacks, exploitation, which compromises the ability to have equal access to education due to potential vulnerability factors (e.g. gender, age, disability, people living with HIV/AIDS, ethnicity, discrimination and/or special needs relating to legal status or displacement such as language barriers and religious freedom, etc.).

Rapid Assessment Planning (EPRP)

In order to participate in the multi-sectoral rapid assessment that occurs between 48–72 hours after the rapid onset of an emergency, as well as the Rapid Assessment of Learning Spaces that occurs after the RA, education programme officers should work with the MoE and partners identified below. The Rapid Assessment Planning tool, Annex 1.9.4, will assist in this process.

What to do

- Ensure that pre-crisis data has been collected and is accessible.
- With partners, review and pre-design the education RA tool to the country context.
- Identify what contact people will be key in gathering education data for the RA,

including local education officials, teachers, NGOs and other partner agencies.

- For the RALS, adapt existing generic tools to one that is appropriate to the country and the likely disaster scenario.
- Determine who will be part of the RALS team.
- Define what logistics will be required to collect data.
- Determine what priority data will be sought.
- With partners, provide orientation to conducting the RALS.

Emergency Curriculum and Training Planning Tool

As discussed in Section 1.2, it is critical to engage in planning for the delivery of emergency curriculum and the teacher training that will be required for it. While it is necessary to identify and pre-position educational kits and other supplies, it is also critical to engage in pre-crisis preparation of teaching curricula in literacy, numeracy, psychosocial support, and recreational activities that accompany the pre-packaged materials. The Emergency Curriculum and Training Planning Tool (Annex 1.9.5) will help education programme officers and counterparts make decisions about adapting and localizing existing emergency curricula, identifying pre-packaged kits or locally designed ones, and creating plans for teacher and parateacher mobilization and training. (See Section 1.5, Pre-packaged Kits, and Section 1.6, Supplementary Packages and Emergency Themes.)

What to do
- Safeguard copies of school and teacher training curricula, identify alternative sources of learning materials and keep a set of textbooks.
- Develop an inventory of available stocks of educational materials, supplies and human resources.
- With counterparts, make decisions about how to adapt, localize and translate emergency education curricula. Develop a set of teaching

activities for each kit with a teacher training guide or adapt materials from existing training guides.

- Adapt the content of the guides for the pre-packaged kits (including School-in-a-Box, Recreation and Early Childhood Education Kits) to the local context.
- Prepare a translation of the teacher's guides into the language used by the affected children, which can be reproduced and distributed should a crisis arise.
- Identify those with special expertise in devising simple, cheap, 'home-made' teaching materials. Incredible things can be made with local know-how.
- Integrate emergency preparedness into the curriculum.
- Pre-positioning yourself for an emergency also includes having modules available on conducting recreational activities with children, information on trauma among children, and ensuring that school curricula even in peace times have disaster preparedness in their curriculum.

Supply Planning

The rapid and immediate mobilization and shipment of essential supplies to meet children's and women's most urgent survival needs is crucial to UNICEF's humanitarian response. Based on the likely scenarios in the Emergency Profile, education programme officers will have to make plans that will enable them to pre-position essential educational supplies to meet the projected needs of children. Education programme officers should work closely with partners and the supply officer in supply preparedness planning. Supply requirements for education should be included in the Consolidated Supply Requirements form of the EPRP (Annex 1.9.8).

What to do
- In consultation with government counterparts and partners, determine the essential education supplies based on the likely emergency scenario.
- Identify the numbers of children,

teachers, schools and administrators who will need to be served in the emergency scenario.
- Determine what the options are for local, regional and Copenhagen procurement of supplies.
- Discuss list of potential suppliers, shipping, distribution, and transport options.
- Determine the supplier lead time.
- Estimate the costs of the supplies.
- Identify relevant standby agreements with local suppliers for basic educational materials that may be needed.
- Consider procuring and warehousing education supplies if the emergency situation warrants.

Planning Coordination and Partnerships

It is essential to form inter-sectoral linkages within UNICEF as well as to maintain inter-agency coordination in order to identify the roles and responsibilities of UNICEF, Ministry of Education, CBOs and NGOs in an emergency. Use Annex 1.9.7, Partnership Analysis for Education from the EPRP, to plan how UNICEF will work with counterparts and partners to make decisions and take actions in all education responses.

What to do
- Determine key partners to meet the CCCs for Education.
- Liaise and coordinate with other agencies involved in emergency response, especially UN partners and NGOs.
- Assess the preparedness and response capacity of partners.
- Include discussions with all the key stakeholders to clarify roles and responsibilities in the event of a crisis.
- Consider specific bilateral arrangements that UNICEF has with other agencies. For example, UNICEF has Memoranda of Understanding with agencies such as UNHCR (in cases of refugees and IDPs) and with WFP (for school feeding).

- Make agreements with other agencies about roles and coordination of areas of emergency response.
- See Section 3.2, Coordination, Partnerships and Leadership for more details on partnerships and coordination.

What to remember
- All field officers should be prepared to deal with an emergency, even if they are not emergency field officers.
- If it is not possible to have an education specialist on hand at the onset of an emergency, the responsibility for the educational response should be assigned to a field staff member working in another sector relating to social service provision. This staff member should not work alone, but will need to cooperate closely with others concerned with the education of children.

Staffing Needs

In the event of the occurrence of instability or sudden emergency, the Country Office may be required to deploy new or additional education staff in order to rapidly and effectively support emergency education programmes for children and women, in collaboration with all partners. Use Annex 1.9.6, HR Identification and Mobilization Planning Tool, to plan for staffing needs based on potential emergency scenarios.

What to do
In coordination with a Human Resources Officer:
- Based on both minimum levels of preparedness and contingency planning scenarios, assess needs for external staff recruitment and how they would be deployed.
- Explore possibilities of deployment of internal education staff for short term periods from other Country or Regional Offices, or
- Explore secondments of education staff from external partners, such as agencies with stand-by agreements. These partners can quickly deploy the

secondments and may even fund them. External partners for emergency surge capacity currently include the Norwegian Refugee Council (NRC), the Danish Refugee Council (DRC), Registered Engineers (RedR) Australia, and the Swedish Rescue Services Agency (SRSA).[74]

Resource Mobilization

Rapid response requires rapid and flexible funding mechanisms. Resources must be made available to fulfil UNICEF's commitments through various channels. Preparedness planning for fund mechanisms will save valuable time after the onset of an emergency.

What to do

In coordination with a Programme Funding Officer:

- Determine funding needs for materials and supplies, human resources, logistical issues, and implementation of activities and programmes for minimum levels of readiness and contingency scenarios, based on the EPRP.
- Become familiar with funding sources such as the UN Consolidated Appeals Process (CAP), Central Emergency Revolving Fund (CERF), Emergency Programme Fund (EPF), individual donor appeals and Flash Alerts. See OCHA website for more details, at: http://www.ochaonline.un.org.
- Maintain and strengthen relations with donors at the country level.
- Determine other funding resources for emergencies, and learn how to access them.
- Contact the Regional Office and find out the Country Office's autonomy and capacity to re-programme available resources in advance.

Education Sector Response by CCCs

After completing preparedness planning, consolidate the information in the EPRP form for the sector response, found in Annexes 1.9.9, Consolidated

Preparedness Activities for Education, and 1.9.10, Humanitarian Preparedness and Response – Education. Update the sector response annually, and whenever necessary depending on the latest contingency scenarios for possible disasters.

In order to improve the education sector planning process, use Annex 1.9.11, Preparedness Plan Monitoring Tool, to assess what additional actions need to be taken by education programme officers and partners to improve readiness for minimum levels of preparedness as well as contingency planning.

UNICEF Country Offices are now required to prepare annual contingency plans for a possible outbreak of Human Influenza Pandemic. The education sector must explore alternative and home based methods of delivering education in the event of a pandemic. Use Annex 1.9.12 to develop appropriate responses in the event of a pandemic.

Preparedness Training Opportunities

- **Emergency Preparedness and Response Training Programme (EPR):** This five-day training programme aims to strengthen the capacity of UNICEF staff to prepare for and respond to emergency situations. Focusing on the programmatic and operational aspects of UNICEF's work, it takes a human rights-based approach to programming and addresses all the main factors to be considered. To access the Emergency Preparedness and Response Training Programme, go to the Emergency portal of the Learning Web: http://www.intranet.unicef.org/DHR/Learning.NSF/Site%20Pages/Page0501.
- **A Principled Approach to Humanitarian Action Training Programme (PATH):** This training programme tries to reinforce the understanding and application of the international legal and ethical standards guiding UNICEF's humanitarian

activities. It explores the practical challenges facing UNICEF staff working in complex emergencies and covers the international legal framework applicable in such situations. To access the PATH training programme, go to: http://www.unicef.org/path/.

- **Education in Emergencies Training Package:** UNICEF ROSA and HQ are have prepared an emergency preparedness and response training for education programme officers, which will be made available globally.

GUJARAT, INDIA CASE STUDY: DISASTER PREPAREDNESS CURRICULUM

'After the Gujarat earthquake UNICEF felt there was a need to introduce disaster preparedness and management into the Education programme for the State. A high level body was set up in the state government – the Gujarat State Disaster Management Authority. This body initiated a curriculum review to include disaster preparedness, and information on disasters as part of elementary primary school curriculum. The Psychosocial Interventions Project supported by UNICEF led to inclusion of a unit on psychosocial needs, symptoms in children and how to address some of the issues in the pre-service teacher training curriculum of Gujarat State.' – Satya Umasree, Education Officer, UNICEF Gujarat

Disaster Preparedness Classroom Curricula

An important part of education in emergencies preparedness is the dissemination of classroom curricula to help teachers and students learn to prepare for emergencies. The potential for saving lives in the event of earthquakes or health emergencies is enhanced through the implementation of classroom exercises.

The following classroom materials are included in the accompanying CD:
- Let's Learn to Prevent Disasters: Risk Reduction Curriculum, UNICEF and UN International Strategy for Disaster Reduction (ISDR): www.isdr.org.
- Risk Land Game, a board game for children developed by USDR
- Zandi's Song (Avian Flu Preparedness story), Academy for Education Development: www.aed.org/avianflu; and Bird Flu Fact Sheet.

Additional Resources

Field Security Manual – UNICEF internal website at: http://www.intranet.unicef.org/Policies/DHR.nsf/Manual%20%5CEmergency?OpenView.

Core Commitments for Children in Emergencies – UNICEF website at: http://www.unicef.org/publications/files/CCC_EMERG_E_revised7.pdf.

Famine Early Warning System (FEWS) – USAID website at: http://www.info.usaid.gov/fews/.

International Crisis Group (ICG) conducts field research to prevent and contain conflicts – ICG website at: http://www.intl-crisis-group.org/.

ANNEX 1.9.1
EMERGENCY PROFILE (EPRP)

Situations potentially requiring extraordinary action by UNICEF	Likelihood (5-4-3-2-1)*	Early warning trigger point to start contingency plan	Potential humanitarian consequences	Potential scale 100s, 1000s, millions; show a range of potentially affected from low to high	UNICEF Planning assumptions - minimum level of readiness X - No UNICEF response A - CO resources sufficient to respond B - additional resources required C - Massive mobilization possibly required
Socio-political crisis					
Acute economic crisis					
Conflict/violence					
Natural disasters					
Environmental, technological hazards					
Epidemics					
Other					

*Rating scale:
5: Emergencies that exist or are certain
4: Likely
3: 50/50 chance
2: Possible but not likely
1: Very unlikely

ANNEX 1.9.2
SCENARIOS AND MINIMUM LEVELS OF READINESS (EPRP)

(To be put in place for response)

General description of emergency planned for	Potential humanitarian consequences	Potential scale (range of potentially affected people requiring support)	Minimum level of readiness (in consideration of scenario, consequences and range of scale)
Best case:			Number of beneficiaries (e.g. 10,000): Time for initial response (e.g. 48 hours):
Most likely:			Length of response (e.g. 1 month):
Worst case:			

ANNEX 1.9.3
PRE-CRISIS SECONDARY DATA FOR EMERGENCY PREPAREDNESS (EMOPS, DRAFT)

From Appendix A: Pre-crisis secondary data for emergency preparedness, from Multi-sectoral Rapid Assessment – the first 72 hours after rapid onset emergency, An Inter-Agency Toolkit, Draft, EMOPS, April 2006.

Education

(n.b. The following data is also relevant for response to population displacement in general as education facilities may be a natural gathering point for protection especially after natural disaster. Similarly, the education sector usually has the most important number of trained personnel in the community and can provide important support for health-nutrition-WES communications and child protection.)

	National average	Sub-national admin. areas affected (one column each)	Sub-sub-national areas affected (one column each)	Other disaggregation relevant, e.g. IDPs, refugees (one column each)
% adult literacy average/m/f				
Net primary school enrolment av./m/f				
Net secondary school enrolment av./m/f				
# primary schools				
# secondary schools				
# qualified primary teachers (total/m/f),				
# qualified secondary teachers (total/m/f)				
# qualified non-formal teachers (%m/f)				
# qualified paraprofessional teachers (%m/f)				

Other pre-crisis factors to consider in response strategy:
- Status of policy regarding emergency education curriculum
- Status of policy on language of instruction
- Yearly requirements of primary school materials/equipment and sourcing
- General trends in physical conditions of the schools – i.e. degree to which they will withstand emergency and potential as centres for integrated services
- General trends on presence/integration of teachers in the community – i.e. level of commitment and leadership potential
- Existing centres/services organizing adolescents and potential to mobilize these in immediate response.

See the following resources for data collection:
- **EdStats** (the World Bank's comprehensive database of education statistics) http://devdata.worldbank.org/edstats/
- **UNICEF DevInfo**

ANNEX 1.9.4
RAPID ASSESSMENT PLANNING (EPRP)

	Programme	Operations	Revisions in Contingency Planning
WHO?			
WHEN?			
HOW?			
WHAT?			

Contingency Planning Rapid Assessment Actions:

1. Availability of scenario specific information (maps and baseline data).
2. Review arrangements above.
3. Revise RA questionnaire (generic UNICEF checklist by CCCs to be tailored to country and scenario).

ANNEX 1.9.5
EMERGENCY CURRICULUM AND TRAINING PLANNING TOOL
(ALSO INCLUDED IN SECTION 1.2 AS ANNEX 1.2.2)

General Objective	Counter-parts/ Partners	Instruments and Curriculum Materials	Teacher Training and Supervision	Implementation Time Schedule	CCC Indicators
1. Develop basic core programme for literacy and numeracy					
Lower Primary					
Upper Primary					
Overage students					
Out of school students					
2. Develop a programme for psychosocial healing					
Ages 0-5					
Ages 6-12					
Ages 13+					
3. Develop a programme for recreation, sports and expression activities					
Ages 0-5					
Ages 6-12					
Ages 13+					
4. Develop a programme for early childhood development					
5. Emergency themes					
Ages 0-5					
Ages 6-12					
Ages 13+					

ANNEX 1.9.6
HR IDENTIFICATION AND MOBILISATION PLANNING TOOL

Position needed (incl. professional and support staff)	Key skills & area(s) of expertise to comply with CCCs	Deployment: Internal from Country/ Regional Office and HQ. External recruitment including standby and local hire	Time of deployment + (expected) duration of assignment
1.			
2.			
3.			
4.			
5.			

ANNEX 1.9.7
PARTNERSHIP ANALYSIS FOR EDUCATION (EPRP)

Area of interventions By CCC activity	Key partners to meet CCCs (Bold: potential lead agency)	Partnership agreement for emergency response in place?
Education		

ANNEX 1.9.8
CONSOLIDATED SUPPLY LIST AND DISTRIBUTION FOR EDUCATION (EPRP)

Consolidated Supply List and distribution: FOR EDUCATION

Consolidated Supplies Requirements			
Activity	Items	Cost	Total

ANNEX 1.9.9
CONSOLIDATED PREPAREDNESS ACTIVITIES FOR EDUCATION (EDRP)

Education			
Preparedness Activity	**Responsible**	**Time Frame**	**Progress**
1.			
2.			
3.			
4.			
5.			
6.			

ANNEX 1.9.10
HUMANITARIAN PREPAREDNESS AND RESPONSE - EDUCATION BY CCCS (EPRP)

Focal Point:	Humanitarian Preparedness and Response - Education	
Core Commitment for Children	All	
To promote access to quality early learning and education for all children in affected communities, with a specific focus on girls, in collaboration with partners.	Set up temporary learning spaces with minimal infrastructure.	Resume schooling by re-opening schools and starting the reintegration of teachers and children by providing teaching and learning materials and organizing semi-structured recreational activities.
Current situation relative to the contingency scenario - vulnerability analysis (per CCC)		
Sectoral response plan		
Scale of planned response (portion of total response, portion of expected needs)		
HR requirements (including coordination functions)		
Supply (including pre-positioning arrangements)		
Partnerships arrangements		
Coordination summary		
Funds (cash on hand requirements)		
Immediate preparedness activities indicating timeframes		

ANNEX 1.9.11
PREPAREDNESS PLAN MONITORING TOOL

Preparedness Activity	What's Missing from EPRP	Action Steps	Who is Responsible	Timeframe	Other Needs
Coordination & partnership preparedness					
Collection of pre-crisis data					
Multi-sectoral rapid assessment preparedness					
RALS preparedness					
Learning spaces ■ Tents and other supplies identified ■ Standby contracts for rapid procurement of temporary structures					
Pre-packaged kits ■ Kit guides translated ■ Supplies pre-positioned ■ Stockpile supplies					
Teaching curriculum for pre-packaged kits ■ Emergency curriculum identified, adapted, translated ■ Teacher mobilization and training strategy					
Supplementary packages and emergency themes ■ Curriculum identified, adapted, translated ■ Teacher training strategy					
Other supply & logistics preparedness					
HR preparedness					
Resource mobilization preparedness					
Education system development ■ Capacity gap analysis ■ Strategies to enhance or develop education system ■ EMIS					
Other					

ANNEX 1.9.12
HUMAN INFLUENZA PANDEMIC CONTINGENCY PLAN FOR EDUCATION SECTOR

Impact by Sector	Key Response Activities	Partnership and Coordination Arrangements	Supply & Logistic Requirements	Human Resource Requirements
Education	Suggested Approaches from EMOPS for Education Sector: 1. Explore and support alternatives to traditional schooling, once schools are closed. 2. Mapping local capacities for delivery of alternative educational service. 3. Advocacy with Ministry for policies that support children's right to education. 4. Adaptation of materials for distance learning, supervised home-schooling and others.			

MODULE TWO

TRANSITION TO RECOVERY AND RECONSTRUCTION OF EDUCATION SYSTEMS

TRANSITION TO RECOVERY AND RECONSTRUCTION OF EDUCATION SYSTEMS

RE-ESTABLISHING FORMAL EDUCATION

Field Level Strategies[75]

Once the early crisis period passes there remains the huge challenge of recovery and reconstruction, particularly of re-establishing formal education. It is important to start moving from basic, non-formal education to a more formal structure as soon as the conditions are in place.

Vital ingredients of this include students, schools, curriculum and teachers. After this introductory section on re-establishing formal education, the succeeding sections in this module address each of these in turn.

What to do

Ongoing Assessment (See Section 3.1, Monitoring and Evaluation)
- Assess the number of school-age children (6–18), disaggregated by gender, requiring to be enrolled in the educational system. If the capacity of the schools available will not meet the demand, consider how to best to select the children to be admitted first. Explore the possibility of double shifts.
- Assess the stability and safety of existing schools. Consider the needs for rehabilitation or reconstruction.
- Assess the availability of instructional materials, and determine if they are appropriate in the current situation. Produce or adapt curricula, textbooks and other materials as needed.
- Assess/identify the numbers of qualified and non-qualified teachers, disaggregated by gender.
- Monitor movements of children to and from camps and other places.

Coordination and Partnerships (See Section 3.2, Coordination, Partnerships and Leadership)
- Identify an implementing partner or partners before starting the assessment of the educational needs of the children. The implementing partner's role will be to facilitate communities in organizing and managing their own schools.
- Coordinate with implementing partners, including local or national authorities, UN partners (including school feeding with WFP) and NGOs.
- Monitor government and Bank-led actions as well as NGOs. (Be cautious of agencies that may use schools for their own ends.)

Curriculum Materials (See Section 2.4, Curriculum Development)
- Set up a distribution system for the allocation of textbooks, teacher's guides and other materials.

Teacher Reintegration and Training (See Section 2.5, Teacher Reintegration and Training)
- Negotiate with the relevant educational authorities for studies or teacher training undertaken during the emergency to be recognized, if possible.
- Implement a teacher-training programme, or train teachers to ensure they gain the competencies.
- Reintegrate teachers into the formal or new system.

Reintegrating Students (See Section 2.2, Reintegrating Students)
- Reintegrate students and teachers into the new system.

■ For refugees, the objectives and minimum standards for UNHCR-funded schools should be implemented.

What to remember

■ This checklist is just a suggested guide and by no means constitutes a definitive model. It is important to maintain a flexible continuum of strategies to ease through the transition from temporary, non-formal activities to a more stabilized curriculum or education system.

■ It is essential to consider the needs of populations with special needs, such as girls, ex-child combatants, war victims, mentally or physically disabled children, children affected by HIV/AIDS and others.

■ Remember that there may be certain children for whom formal education is not the best option, and who may benefit more from vocational training or other non-formal approaches.

■ It is important to consider other issues such as the literacy level of parents and examine the need for adult education.

The details of implementing the necessary strategies to move back to formal education will be addressed in the following sections.

Figure 9 depicts a flow chart indicating the activities to be conducted during the process of re-introducing the formal curriculum.[76]
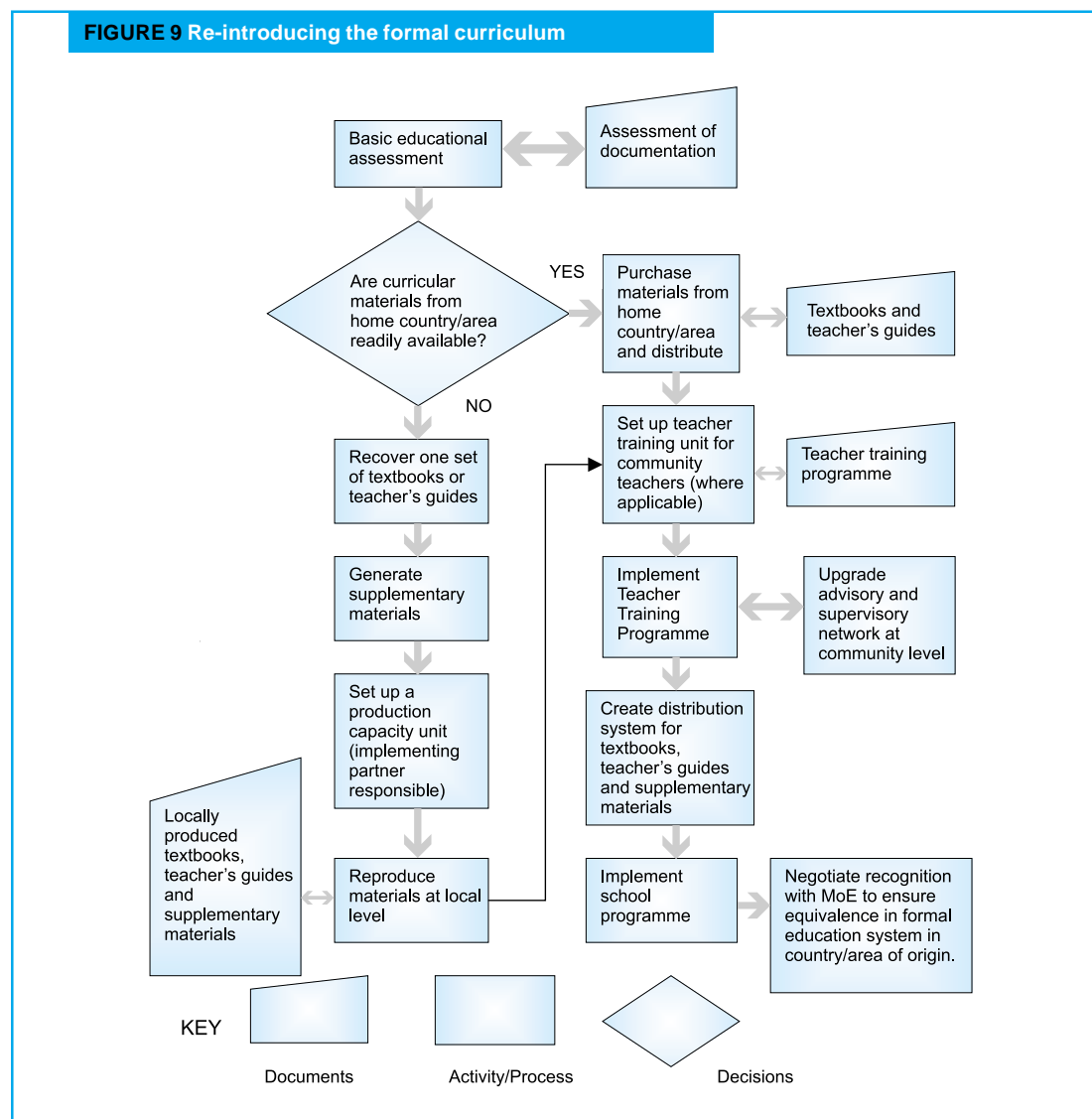
FIGURE 9 Re-introducing the formal curriculum

REINTEGRATING STUDENTS

- Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments, UNESCO
- Training in the Community for People with Disabilities - Guide for School Teachers, WHO
- Accelerated Learning Programme Syllabus, New Sudan
- Children and Adolescents Living with Armed Conflict
- Helping Children Outgrow War
- Youth Pack, Literacy II, NRC

Refugees and IDPs: A Special Case

- For refugees, recognition of studies undertaken in the country or area of asylum should be negotiated with the Ministry of Education of the country of ultimate settlement (country of origin in the case of repatriation or the host country in the case of resettlement).

- For refugees and IDPs, the objectives and minimum standards for UNHCR-funded schools should be implemented. See the INEE Minimum Standards for Education in Emergencies for details, in Section 3.4, Minimum Standards for Education in Emergencies, and at: http://www.ineesite.org/standards/MSEE_report.pdf. Information can also be found in the UNHCR Education Field Guidelines, at: http://www.unhcr.ch/cgi-bin/texis/vtx/home/+cwwBmeBUtiew Gwwwwh FqA72ZR0gRfZNtFqrp GdB nqBAFqA72Z R0gRfZNcFqznm1qwBod DDzmxwww1FqmRbZ/opendoc.pdf.

- Ideally, in refugee situations, the curriculum and language of instruction should be that of the refugees' country or area of origin. Sometimes this is not possible, however, and refugees will have to follow the curriculum of the host country. Remember that the language of instruction for refugees can be a very sensitive issue. The language used depends on the UNHCR agreement with the host country on whether to adopt a policy of education for repatriation or reintegration. So, any decisions on language of instruction should be made after consultation with UNHCR colleagues and MoE counterparts.

- Refugee themes can help children understand fundamental issues in history, geography or education for citizenship; and they can bring an unexpectedly poignant and imaginative approach to teaching of language, literature or art. UNHCR has developed learning units for three different age groups that will help teachers introduce refugee issues into the curriculum of these different subjects. Information can be found at the UNHCR web site: http://www.unhcr.org/cgi-bin/texis/utx/help?id/407f98c44.

Children with Special Needs[78]

What to do

- Increase the capacity at the school level to have integrated classes that can provide vulnerable children equal opportunity to access education.
- Populations to be considered include:
  - girls

> **Note:** Experience shows that in certain situations where refugee children were forced to follow the curriculum of the country of asylum, it resulted in negative consequences for their future integration back into regular schools and their educational development. For example, East Timorese refugee children who studied in Bahasa Indonesia during the crisis had to learn Portuguese in order to resume schooling in East Timor.[77]

- marginalized groups
- children victims of war
- ex-child combatants. More
  information can be found at the GINIE
  website on Child and Young Adult
  Soldiers: Accelerated Learning
  Programme Syllabus, New Sudan,
  Mentally or Physically Disabled
  Children
- children affected by HIV/AIDS.
- Efforts to promote educational
  opportunities for the rehabilitation of
  vulnerable children should include:
  - putting in place educational
    instruments for integrated special
    educational activities.
  - reinforcing the national capacity for
    training and management in areas
    related to special educational needs.
  - promoting local and community
    based rehabilitation initiatives,
    particularly for children victims of war.

Youth and Adolescents[79]

Work with the community and other
agencies, donors, and NGOs to identify
strategies for formal or non-formal
approaches to basic education for
adolescents and youth above normal
primary education age. Explore options for
accelerated learning to enable over-age
learners to complete basic education at a
rate more compatible with their capacities,
and in a way that builds on their
experience and knowledge. Encourage
other actors to support secondary and
vocational training opportunities. Involve
adolescents in peace education
programmes and peer education activities.

Girls and Other Excluded Groups

Because of well-established historical
gender bias and because normal social
norms and actions break down during
emergencies, girls are usually at particular
risk. Their already heavy workloads
increase at the same time as their physical
and emotional safety is further
compromised. Girls are often the first to be
deprived of their educational rights. In

addition, the disturbance of social space
can prevent marginalized children from
attending schools. Planned educational
activities must take this into account and
address related issues through such
things as adult education, the curricular
content and processes, and the provision
of a safe learning environment for girls.
(See Section 3.3, Gender and Education in
Emergencies for more information.)

Child Soldiers

Children are uniquely vulnerable to military
recruitment and manipulation into violence
because they are innocent and
impressionable. They can easily be forced
or enticed to join armed groups.
Regardless of how they are recruited, child
soldiers are victims, whose participation in
conflict bears serious implications for their
physical and emotional well-being.
Reintegration programmes are an integral
part of conflict and post-conflict
operations.[80] (See the Accelerated
Learning Programme Syllabus and
teaching materials on the CD and
materials on CD listed in Section 1.6,
Supplementary Packages and Emergency
Themes.) Educational programmes should
consider the following:

- Teaching a combination of life skills,
  vocational skills training, psychosocial
  skills and leisure (sport, music and art)
  as tools for reconstruction
- Basic education through an accelerated
  learning programme within a caring and
  nurturing environment
- Community and youth engagement in
  identifying problems through
  participatory approaches and local
  solutions

Disabled Children and Children with Special Learning Needs

Provision must be made in planning the
education response to ensure the
inclusion of disabled children and children
with special learning needs. (See
materials for inclusive education and
special needs children included in the CD.)

Additional Resources

GINIE Child and Young Adult Soldiers website: http://www.ginie.org/ginie-crises-links/childsoldiers/.

UNHCR Educational Kits for Refugees, Public Affairs Unit, UNHCR, 94 rue de Montbrillant, 1202. Geneva, Switzerland. Email: Public Affairs Unit, www.UNHCR.org.

INEE Technical Kit www.INEE.org

LINK TO EMERGENCY PREPAREDNESS – REINTEGRATING STUDENTS

- Become familiar with curriculum materials and strategies appropriate for reintegrating students, including accelerated education programmes, curricula for social inclusion and special needs, and child soldiers, with examples found on the Tool Kit CD.
- Work with MoE and partners to address needs of socially excluded students in a development context, which will provide a foundation for reintegration of students in emergency contexts.

SECTION 2.3

REHABILITATION AND CONSTRUCTION OF SCHOOLS

■ Annex 2.3.1 Child Friendly Schools: Lessons and Emerging Issues
✐ Child Friendly Hygiene and Sanitation Facilities in Schools, UNICEF/IRC
✐ Strategic Framework for Successful Community Based Construction Programmes in Education (Maldives)

It may not be possible to conduct educational activities in formal structures at the onset of an emergency, and temporary shelters can be constructed in order to resume non-formal educational activities. However, after immediate survival needs are met, the construction or rehabilitation of safe, semi-permanent or permanent learning spaces becomes a necessity. This should be done in close partnership with communities, where possible. UNICEF does not generally become directly involved in large-scale reconstruction activities. However, it does often facilitate discussions with agencies that undertake such efforts, and plays a part in rehabilitating existing schools. Supplying materials to support a community effort is a more cost-effective approach supported by UNICEF.[81] Additionally, UNICEF does have a role in providing technical assistance and in setting standards for construction to make sure that schools are child friendly.[82]

What to do[83]

■ Identify the main implementing partners and agencies involved in the construction or reconstruction of learning spaces, classrooms and schools, and establish UNICEF's relationship with these implementing partners.
■ Involve implementing partners, the relevant educational authorities, and the local community in the rehabilitation of learning spaces.
■ Remember to consider alternative shelters, besides formal school

buildings, such as markets, churches, mosques, temples, etc.
■ Try to ensure the schools being rehabilitated or reconstructed are 'child friendly' schools. See below for more details.
■ Establish indicators to assess the safety and security of schools and ensure that they are gender-sensitive environments. Consider the following questions:[84]
  ● What is the level of security in and out of the learning environment?
  ● Are learning environments free of UXOs or other dangers?
  ● Do children have access to a minimum amount of safe drinking water, especially during critical seasons?
  ● Do children have a safe and private place to relieve personal needs?
  ● Are sanitary needs of adolescent girls being taken care of?
  ● Is corporal punishment an issue in the learning space/environment?
  ● What is the level of involvement of parents and the community as partners in ensuring the safety and security of children?
  ● Do children and young people have a secure/protected place to express their views and be heard?
  ● Is Food for Work provided to teachers? Would this be appropriate?
  ● Is school feeding being organized for children?
■ Assess the extent of damage to learning spaces and the needs for

reconstruction or rehabilitation.

- Make the maximum use of materials that can be rescued from damaged buildings.
- Provide materials to begin the initial repairs and rehabilitation of schools. Remember that many necessary items are usually available locally, and local procurement should be encouraged whenever possible.
- Consider the possibility of adding temporary classrooms onto existing schools to accommodate refugee children where possible.

Child Friendly Schools[85]

A Child Friendly School is a place where children and adolescents can build, practise and develop knowledge, abilities and skills for life, in a healthy, safe and protective environment. Cultural differences are respected and the active involvement of children, adolescents, educators, parents and the community is strongly promoted. (See Annex 2.3.1 for lessons and emerging issues related to child friendly schools.)

Characteristics of Child Friendly Schools

- **Proactively inclusive**, seeking out and enabling participation of all children, especially those who are different ethnically, culturally, socio-economically, and in terms of ability. Actions to take:
  - Advocate and promote human rights through student governments, parent's councils, government institutions and civil society organizations.
  - Ensure that children have a birth certificate, that out-of-school children are enrolled, and that children with different capacities are also integrated into the school.
- **Academically effective**, and relevant to children's needs for life and livelihood, knowledge and skills. Actions to take:
  - Ensure a high quality of teaching, a friendly and successful learning environment, and sufficient teaching and learning materials.

- **Healthy and safe** for, and protective of, children's emotional, psychological and physical well-being. Actions to take:
  - Bring together school-based health and nutrition services, skills-based health education, provision of safe water and sanitation with health-related school policies.
  - Ensure that teachers are trained in life-skills and child-centred methodologies.
- **Gender-responsive** in creating environments and capacities fostering equality. Actions to take:
  - Ensure that girls' education is a top priority, in terms of access and quality, as well as enrolment and achievement.
  - Ensure that gender sensitivity and equality are addressed in all aspects of a Child Friendly School (such as toilets that are separated by sex).
  - Work to eliminate gender stereotypes.
  - Guarantee facilities, curricula, textbooks, and teaching and learning processes that are friendly to girls.
  - Ensure that girls and boys are socialized in a non-violent environment, and encourage respect for others' rights, dignity and equality.
  - Ensure the equal and active participation of both girls and boys in learning and other activities.
- **Actively engaged** with, and enabling of, student, family and community participation in all aspects of school policy, management and support to children. Actions to take:
  - Involve the whole community in recreational and cultural activities.

Note: A school is child friendly when all these elements are addressed, and the ability to be child friendly on each dimension is enhanced by action on others. Remember that this is not a comprehensive list of components in a Child Friendly School, and other components may be incorporated as appropriate.

MODULE 2: TRANSITION TO RECOVERY AND RECONSTRUCTION OF EDUCATION SYSTEMS

How to Build a Child Friendly School

The process of building a CFS should involve significant participation by children, teachers, head teachers, parents and community members.

SRI LANKA AND MALDIVES CASE STUDY: UNICEF SUPPORTS CHILD-FRIENDLY RECONSTRUCTION OF SCHOOLS IN SRI LANKA AND MALDIVES[86]

UNICEF supported the MoE in defining child-friendly standards for school construction taken on by agencies and partners responding to the tsunami. The criterion ensures provision of light, ventilation, adequate class room size, and special arrangements for children with disabilities. The concept of 'child friendly' toilets has also been incorporated as well as separate washrooms for girls. Schools built according to these principles are within a comfortable distance of communities, include multiple learning spaces, comprise a building layout that forms an internal courtyard or common space, provide low boundary walls and allow space for landscaping. Such schools are also a component of the 'Building Back Better' initiative.

What to do

- Commit to address each of the components listed earlier.
- Work in collaboration with implementing partners.
- Establish priorities among components (with prioritization based on the best interests of the child).
- Identify indicators to measure progress for all components.
- Institute a monitoring system to track progress.
- Analyse the data generated by the monitoring system to improve the school.
- Facilitate transition to other levels of education. Open the debate about issues, e.g. what levels of schooling are appropriate in which locations to enable girls and marginalized children to attend and complete. In Pakistan there was a debate over whether pre-existing four-grade schools stopped children from enrolling in higher grades and therefore should not be rebuilt, or whether to build schools with higher grades (which would enable girls in particular to continue). If this is not possible, consider distance education to allow girls to complete the education cycle.

Additional Resources

Child Friendly Hygiene and Sanitation Facilitation in Schools, UNICEF and IRC, International Water and Sanitation Centre, Delft, The Netherlands, 2005: http://www.irc.nl.

LINK TO EMERGENCY PREPAREDNESS – REHABILITATION AND CONSTRUCTION OF SCHOOLS

- Encourage the MoE to develop construction standards that reduce the risk of damage to schools in the event of an emergency.
- Work with MoE and partners to develop child friendly approaches to education to ensure that quality education is implemented prior to emergencies.
- Encourage the improvement of girl friendly water and sanitation facilities prior to emergencies to ensure that these standards are a priority in emergency situations.

CFS: LESSONS AND EMERGING ISSUES

Five key issues have been identified based on the CFS approach:[87]

■ Child friendly schools are necessarily teacher friendly schools

Teachers need to be involved in the development of CFS on their own terms. For example, recognizing teachers as professionals, availing relevant training opportunities, and according them respect. Training in child-centred methods is not enough – teachers' conditions of service, professional morale, security, personal health and safety, etc. need to be addressed. Policy and community support towards teacher friendly and learner friendly systems is required.

■ Dealing with the dilemma of the cascade model

The cascade model of delivering CFS training is providing challenges to quality, effectiveness and consistency. As training is delivered 'outwards', quality, effectiveness and consistency can often be compromised, yet at the same time, the cascade model is effective in terms of a delivery system that is efficient in terms of time, human resource and cost. Ways to enhance the training include supervisor support, user-friendly manuals and tool kits for teachers to take with them, support cluster groups, using experienced 'master trainers' and adult learning approaches to training, and emphasizing skills and concepts as well as content.

■ Measuring CFS progress

Tracking of actual outcomes based on the five elements has been difficult. Often there is only one assessment made and this is based on inputs, with limited information on baseline data, tangible impact on learning achievement and actual change in behaviour of teachers, students, etc. in a way that reflects the local context and qualitative improvement to children's lives. Ways to enhance monitoring include the development of checklists to assess CFS by students, teachers and/or community members.

■ Taking CFS to scale

CFS in some regions is gradually scaling up; however, this includes expanding the number of CFS and their geographic reach, consolidating CFS innovations so they can be sustained, and institutionalizing piloted activities within the education system. It also requires quality support from education administrations. It is essential that the full range of stakeholders involved in developing CFS participate, understand and are committed to the approach.

■ Moving child friendliness into secondary schools

Several countries are beginning to apply the CFS framework – originally designed for primary schools – into secondary education. Concern remains that those within a CFS system will find it difficult to adjust to the more traditional non-CFS secondary school system. A particular area of concern is that of inclusion of all children into secondary education, including girls, and the necessary adjustments needed, in terms of support, advocacy, resources, etc.

CURRICULUM DEVELOPMENT

⊘ Guidelines for Curriculum and Textbook Development in International Education, UNESCO
⊘ Accelerated Learning Programme Syllabus, Secretariat Education, New Sudan

While pre-packaged kits such as the School-in-a-Box and Recreation Kits can be used to fill the gap during the first phase of an emergency, it is important to move to more normal supply streams as soon as possible. Plan to identify curricular needs, create materials, and distribute them in a systematic manner.

In emergencies, especially in post-conflict situations, large sections of the existing curriculum may no longer be acceptable or relevant and new materials may need to be developed. Curriculum development can be highly political and therefore requires a consultative process, and may need to be negotiated at a high level where it is contentious. Thus, a starting point would be to build on materials that are available and familiar to teachers, students and communities, except where changes are unavoidable. In certain cases, the existing curriculum may have been particularly divisive or discriminated against certain groups, and may have contributed to the conflict to begin with. In such cases, it may need to be revised or completely renewed.[88]

Identifying Curricular Needs

What to do[89]
- Involve the refugee or local community members, teachers, and local educational authorities in the identification and development of learning materials and guides.
- Check on the availability of existing curricular materials – textbooks,

teacher's guides and supplementary materials.
- If the curricular materials are not readily available, recover textbooks and teacher's guides. Begin this search by requesting the help of the refugee or local community, teachers or parents.
- Check whether textbooks and curricular materials are appropriate for the post-crisis and transition situation.

What to remember
- It may be necessary to revise the content of textbooks and teacher's guides, leaving out politically sensitive contents or possibly illustrations that may no longer be appropriate. This applies particularly to refugee and IDP communities, and may even include materials such as maps.[90]
- Remember that curricula are often used by dominant groups to promote their own ideology, which can result in discriminatory or divisive beliefs being indoctrinated into the students. So, when transforming the curriculum, care must be taken to address both the explicit and hidden curricula; otherwise they may exacerbate existing tensions that could lead to conflict.[91]

Creating Materials

What to do[92]
- Try to base the curriculum on materials that are familiar to the students and teachers. For refugee and IDP populations in particular, find out if

materials from the area of origin are available. Determine whether it is more appropriate to offer them the curriculum of the home or host communities.
- Teaching and learning materials may sometimes need to be newly developed, but can be based on existing textbooks, or adapted from materials used in other regions, if appropriate.
- Take advantage of this 'window of opportunity' to introduce other relevant topics into the curriculum. In some cases, the changed circumstances and the impact of the emergency may create or highlight critical learning needs that are not covered in the existing (or previous) curricula. Supplement the curriculum with additional components as needed. Some of the topics may include the emergency themes mentioned in Section 1.6, Supplementary Packages and Emergency Themes, such as psychosocial stress, mine awareness, health and nutrition, HIV/AIDS, peace education and conflict resolution, or environmental awareness. Translate materials as necessary into the relevant language.
- Include materials for students with special needs, including:
  - girls
  - war victims
  - ex-child combatants
  - mentally or physically disabled children
  - children affected by HIV/AIDS.

Producing and Distributing Materials

What to do[93]
- Support the local production or acquisition of textbooks, teacher's guides and supplementary materials whenever possible.
- Involve the local community in organizing and establishing these efforts.
- Set up a low-cost production unit under the responsibility of an implementing partner. This is a vital component for the reproduction of educational materials,

such as textbooks, posters, brochures, leaflets, and teacher training materials. This unit can also be used to produce materials for other sectors, such as health campaigns, nutrition, water and sanitation, and hygiene. The experience in Ngara, Tanzania, revealed that the production unit becomes cost-effective when it serves other sectors.
- In order to make this production unit operational, infrastructure and personnel will be needed. Contact Supply Division for an orientation or guidance on setting up a production unit.
- In collaboration with a Supplies and Logistics officer, create a distribution system for the allotment of textbooks, teacher's guides and supplementary materials.
- Monitor the distribution of materials to ensure that they reach the end-users safely and that they are used properly. More information on monitoring supplies can be found in Section 3.1, Monitoring and Evaluation.

What to remember
- Standards for materials and equipment should, as far as possible, be comparable to the ability of the education system to acquire the materials and sustain the programmes, as the emergency support is phased out.

Non-Formal and Alternative Curricula and Programmes

Many non-formal, alternative or vocational training programmes will need to be country specific in terms of content and duration. Non-formal education can be employed when the formal curriculum is not available due to the emergency, when children need catch-up education in order to be mainstreamed, or when children are unable to access the formal system. The following represents some non-formal approaches that have been used:

Accelerated Learning (Primary Education)
- Condense the formal school curriculum from 6 years into 3 years (or 8 years into 4, etc.).

OCCUPIED PALESTINIAN TERRITORIES CASE STUDY: DISTANCE LEARNING AND CATCH-UP EDUCATION

A distance remedial education project has been developed in Hebron and Khan Younis by Palestinian teachers and members of the community, with UNICEF support. The project was conceived in response to the curfew restrictions imposed during the second intifada. The project curriculum provides self-learning worksheets that enable primary and some secondary students to continue their lessons during all-day curfews. In Hebron it has enabled 12,000 children, whose education was disrupted, to continue with their curriculum. The activities have involved more than 600 teachers, 30 schools, local television networks, and parents. Catch-up lessons are broadcast on local television stations so that students who are unable to reach school have access to education. In addition, remedial education is being provided to injured children who cannot reach school in Khan-Younis.

Another project to provide catch-up education as well as psychosocial support is the remedial summer camps/summer schools project in the West Bank and Gaza. In partnership with the MoE, UNICEF has enhanced its usual support to summer camps in order to ensure the promotion of the rights and participation of children and to increase their own capacity to develop even under very difficult circumstances. Summer camps have served three functions: 1) as a recreational outlet for children to get together in a non-formal setting and have fun, especially after living through psychological stress, violence and economic hardship as a result of the current Israeli–Palestinian crisis; 2) to provide psychosocial support to children; and 3) to provide compensatory education for students whose schooling suffered as a result of the crisis.

The total number of summer camps which UNICEF will financially and materially support is 124 (47 fully supported and 77 partially supported) with a total number of beneficiaries of 24,800 children between 6–12 years of age. The average duration of the summer camps will be 2 weeks.

- Cover the core curriculum subjects and then, where possible, additional subjects.
- Include life skills topics.
- Include supplementary themes if appropriate.
- Work with MoE in the development of such programmes.
- Develop multi-entry assessment tests so that a student can enter according to his/her level.
- Develop multi-exit strategies, so that a student can:
  - re-enter the formal system if he/she is of the appropriate age
  - access vocational training programmes that may be more appropriate
  - complete the accelerated learning course and be able to sit an equivalent and recognized examination that allows them to gain the formal primary school leaving certificate.

Vocational Training

- Develop specific curricula for vocational skill(s) training. Examples of some vocational training skills include wood-working, tailoring, motor mechanics, agriculture, and bricklaying.
- Include basic literacy and numeracy.
- Include life skills topics.
- Include basic business management (entrepreneurial skills).
- Work with the appropriate Ministry sector(s) to develop a leaving certificate.

Linking Non-formal to Formal Education

To work towards linking non-formal programmes to the formal system and thereby allowing students to receive recognized and standard certification for their courses, the following steps should be considered:

- Work with the MoE to ensure that:
  - entry and exit tests of non-formal programmes reflect those of the formal system
  - certification at agreed completion stages is standardized
  - if not all primary subjects can be included in an accelerated learning

programme, then successful completion of core subjects is recognized
- clear policy outlines are developed that link alternative programmes to the formal system and which (a) do not create parallel systems and (b) do not make alternative programmes to be viewed as inferior
- criteria for non-formal teacher or facilitator selection is defined and adhered to.
■ Support the Ministry of Education to advocate to non-formal education

implementers to use MoE approved alternative programmes, including the entry/exit tests and selection criteria of teachers/facilitators.

Additional Resources

Guidelines for curriculum and textbook development in international education. UNESCO, 1995. UNESCO website: http://www.unesco.org/education/pdf/34_71.pdf.

http://www.unisdr.org/eng/public_aware/world_camp/2004/booklet-eng/Booklet-english.pdf.

LINK TO EMERGENCY PREPAREDNESS – CURRICULUM DEVELOPMENT

■ Work with MoE to improve existing curriculum, addressing gender issues, child friendly spaces and strategies, and politically or culturally sensitive areas if appropriate, to address divisive or discriminatory content that may contribute to existing conflicts.
■ Work with MoE and partners to ensure that disaster preparedness is included in the ongoing curriculum.

TEACHER REINTEGRATION AND TRAINING

⊘ Tips on How to Manage a Large Class

Reintegrating Teachers

Many of the activities and methodologies for teacher reintegration and training referred to in Section 1.7, Teacher Mobilization, Identification and Training also apply when training teachers to move back to the formal curriculum or are newly recruited. In the non-normal phase, it may only be possible to have basic teacher orientations; however, during the move to formal education it is important to start establishing more structured, comprehensive teacher training.

What to do[94]

- Collaborate with relevant educational authorities and other implementing partners, including teacher training institutes, to establish (or refine) a teacher training and support strategy. This should incorporate the emergency strategies used into the recovery/development phase.
- Try to negotiate with the relevant educational authorities for recognition or acknowledgement of previous teacher training conducted.
- Work with implementing partners to set up a teacher training unit or programme for community teachers.
- Establish a core team of national trainers to implement the teacher training or orientation.
- Make sure that female teachers form part of the core team.

- Implement the teacher training programme. The programme should include training on the following topics:
  - Psychosocial support (see Section 1.7, Teacher Mobilization, Identification and Training for details)
  - Gender sensitivity (see Section 1.7, Teacher Mobilization, Identification and Training for details)
  - Emergency themes (see Section 1.6, Supplementary Packages and Emergency Curriculum Themes for details)
  - Working with over-age or out-of-school youth (i.e. multi-grade teaching and accelerated learning programmes).
- In cases where the original teacher training materials cannot be found, new materials should be developed. Within the training, address such issues as conflict resolution, alternative classroom organization strategies (such as children working in groups, sitting in a circle rather than in rows, peer support activities, etc.), and problem-solving approaches.
- Ensure the recruitment of female teachers (50% if possible), with a female head teacher or deputy head teacher in each school.
- Ensure an adequate ethnic balance of teachers in schools where appropriate, with teachers who speak the local language.

Ensuring a Smooth Transition to Formal Education

Key issues to address include:

Recognition of teacher training and certification

- A major part of ensuring sustainability of education programmes is to ensure that previous experience is properly recognized. Negotiate with the relevant educational authorities to ensure proper certification or accreditation of previous teacher training or orientation, as well as educational activities undertaken by students.
- Ensure that this 'emergency certification' allows such teachers or paraprofessionals to access the re-established (or newly developed) teacher training system.

Access for over-aged or out-of-school youth

- Many children may never have attended school or have lost opportunities to continue their schooling (IDPs, refugees, DCS, girls, etc.) and their educational needs should be addressed in terms of learning opportunities, as well as training of teachers to impart appropriate curricula to meet these needs.
- Training may need to include approaches for multi-grade teaching or accelerated learning programmes. Depending on the type of programme and age-groups, adult learning techniques and life-skill training may be appropriate.

Monitoring and evaluation

- Ensure proper monitoring and evaluation of education programmes (see Section 3.1, Monitoring and Evaluation for details).

LINK TO EMERGENCY PREPAREDNESS – TEACHER REINTEGRATION AND TRAINING

- As part of regular programming, work with MoE and partners to increase recruitment, training and certification of female teachers.
- Work with partners to train teachers in multi-grade teaching, accelerated learning, and life skills to expand the base of experienced teachers in these areas.

MODULE 2: TRANSITION TO RECOVERY AND RECONSTRUCTION OF EDUCATION SYSTEMS

CROSS-CUTTING COMPONENTS OF EMERGENCY EDUCATION PREPAREDNESS AND RESPONSE

CROSS-CUTTING COMPONENTS OF EMERGENCY EDUCATION PREPAREDNESS AND RESPONSE

MONITORING AND EVALUATION

- Annex 3.1.1 Monitoring Indicators for CCCs Education
- Annex 3.1.2 CCC Education Indicators with Targets and Methods
- Annex 3.1.3 Sample Education Activity Monitoring Tool
- Monitoring and Evaluation Data Collection Methods

There are three distinct but closely related phases to assessment and monitoring activities in emergencies: the initial rapid assessment, the expanded rapid assessment, and ongoing monitoring and evaluation. Rapid Assessment of Learning Spaces and ongoing assessment strategies are addressed in Section 1.3, Rapid Education Assessment. This section will focus on monitoring and evaluation.

In acute crises, monitoring and evaluation must provide a high frequency and broad coverage of information. Often, national (education) information systems deteriorate and previous baseline data is invalidated. A number of humanitarian agencies and workers descend upon the affected area, making coordination and standardization of data collection much more difficult. It is necessary to pull together varied information sources and data collection methods, compare and analyse data to build a complete and relevant picture of the education needs of the affected child population.[95]

Monitoring

Monitoring is a process of tracking or measuring what is happening in the programmes or activities being conducted. It includes measuring progress in relation to an implementation plan for an intervention, and measuring change in a condition or a set of conditions, or lack thereof. In this case, it would involve monitoring the impact of educational activities and programmes on children and communities.[96] To the extent possible, monitoring activities should be carried out by government with support from UNICEF and other agencies.

Monitoring education responses in emergencies involves:
1. monitoring the situation
2. monitoring the education response and its results.[97]

The purpose of monitoring is to:
- provide accountability in terms of implementation according to plan and targeted results
- provide information for decision-making to improve programme performance
- change the emergency intervention to meet the changing situation
- serve as an input to evaluation.[98]

What to do
- The main components to monitor in education in emergencies include:[99]
  - location of learning spaces and the physical settings and facilities
  - number and location of children out of school
  - reconstruction/rehabilitation of learning spaces
  - distribution, receipt and use of supplies, including the pre-packaged kits
  - satisfaction of students and teachers with services and resources.
- Indicators for monitoring the programmes include:
  - number of pupils enrolled/attending schools, disaggregated by gender and age

- percentage of participation of affected students, based on the proportion of participants to non-participants
- factors that may prevent or limit participation, such as gender, caste, ethnicity, religion, language, domestic chores, disabilities, etc.[100]
- ratio of children to teachers in each class
- number and characteristics of teachers and paraprofessionals, disaggregated by gender
- level of teacher training
- age and level-appropriateness of activities for participants
- existence of school feeding in learning spaces (if appropriate)
- availability of water and sanitation near learning spaces
- feedback from all stakeholders on material, content and conditions of the programmes. This can be measured through formal feedback forms or through less formal feedback sessions with students, teachers, and parents (e.g. interviews, focus groups discussions and other participatory methodologies).

What to remember
- Monitoring should be done under the direction of the MoE or relevant educational authorities to assess the situation and map it, in order to update or develop the EMIS (Education Management Information System). However, UNICEF staff should be responsible for ensuring the quality and reliability of the data.
- I/NGOs and other civil society organizations can carry out data collection, analysis and reporting in their respective locations.

Evaluation
Evaluation is a process that attempts to determine, as systematically and objectively as possible, the merit or value of an education in emergencies intervention. It is necessary to conduct a balanced analysis, recognizing possible biases and reconciling the perspectives of different stakeholders, through the use of different sources and different methods. The goal is to evaluate the progress of an intervention and plan future programmes.

The purpose of evaluation of education interventions in an emergency is to:[101]
- improve or reorient the decisions on the design and/or continuation of the intervention being evaluated
- provide inputs that can be used in the planning and implementation of subsequent phases of education emergency response
- generate knowledge and lessons learned both for wider application both within UNICEF and within the broader international community
- determine accountability for programme results.

What to do
- Analyse the value of an intervention based on the following evaluation criteria:[102]
  - **Relevance:** What is the value of the intervention in relation to other priority needs, issues and efforts?
  - **Effectiveness:** Is the activity achieving satisfactory progress regarding stated objectives?
  - **Efficiency:** Does the programme use the least costly resources to achieve its results in the given context?
  - **Impact:** What are the results of the intervention, including the social, economic and environmental effects on individuals, communities and institutions both in the short and in the long term?
  - **Coherence/coordination:** Are partners working together to collect, analyse and use data?
  - **Sustainability:** Will the activity and its impact be likely to continue when external support is withdrawn, and will it be replicated or adapted?
- Indicators to assess impact of programmes include:[103]
  - percentage of children who

demonstrate increased cognitive development and social reintegration (measured through surveys, tests and observation methods).
- percentage of children who demonstrate increased understanding of supplementary emergency themes (measured through surveys or tests).
- retention rates of children in classes or activities.
- ratio of classroom capacity in formal schools to the number of school-aged children in the affected communities.

- Conduct either a 'real-time/formative' exercise to evaluate the interventions as they are in progress, or a final evaluation at the end of implementation. With the Monitoring and Evaluation focal point, determine which type of evaluation will better suit the purposes. While the decision will depend on the duration of the emergency education interventions, it may be advisable to consider conducting a real-time evaluation if conditions permit.[104]
- Following the evaluation process, prepare a final report, which should include:
  - documentation and a full record of findings
  - conclusions corresponding to the synthesis and analysis of findings
  - recommendations for future projects, either in general or for specific situations.
- Compile a set of lessons learned, corresponding to conclusions that can be generalized beyond the specific case evaluated – including lessons that are of broader relevance within the country or globally, to UNICEF or to the broader international community. Lessons can include generalized causal conclusions (what happens) as well as generalized normative conclusions (how should an intervention be carried out). Note that lessons learned can also be generated through less formal evaluation activities.

Indicators[105]

An indicator is a measure that is used to demonstrate change in a situation, or the progress in, or results of, an activity, project or programme. There are many types of indicators that can be used to measure the emergency education intervention; however, the key indicators for implementation and output are what are needed to develop the minimal integrated monitoring system that is required beyond the initial response. The following are different categories of indicators:

Impact indicators/long-term results
measure the quantity and quality of long-term results generated by programme outputs (e.g. increase in girls' employment opportunities, skilled workforce, peaceful resolution to conflicts, etc.).

Outcome indicators/medium-term results
measure the intermediate results generated by programme outputs. They often correspond to any change in people's behaviour as a result of the programme (e.g. parents sending their children to school, particularly girls, use of child-centred teaching methods, teachers giving psychosocial support to students, etc.).

Output indicators/short-term results
measure the quantity, quality and timelines of the products, goods or services that are the results of an activity, project or programme (number of School-in-a-Box delivered, teachers mobilized and trained, etc.).

Input indicators measure the quantity, quality and timeliness of resources – human, financial and material, technological and information – provided for an intervention (education officers deployed, donor funding, tents, etc.).

Indicators for the CCCs
The priorities of monitoring and evaluation are based on the Core Commitments to

Children in Emergencies (CCCs). The relevance and appropriateness of interventions should be gauged with reference to the CCCs. M&E assessments should measure the extent to which the CCCs are being enforced and achieved.[106]

The indicators based on the CCCs are listed below (see Annex 3.1.1 for a full CCC monitoring matrix).

Education Indicators for CCCs

CORE COMMITMENTS FOR CHILDREN IN EMERGENCIES	INDICATORS
Promote access to quality learning and education for all children in affected communities, with a specific focus on girls.	■ % affected children 5-12 with access to learning environments/ spaces (M/F) ■ Net enrolment by gender ■ Net enrolment by age category ■ % of schools and or learning spaces with adequate learning materials (e.g. School-in-a-Box) ■ % of children affected, by age category, enrolled in primary school ■ % of schools and or learning spaces that have initiated reading, writing and or arithmetic (3Rs) activities
Set up temporary learning structures with minimal infrastructure.	■ % children 5-12 with access to learning environmental spaces ■ # of schools or learning environments/spaces established ■ # of learning spaces (in tents, plastic poles and sheeting, or any other alternative learning space) ■ Net enrolment ratio by gender - % of girls and boys enrolled ■ Net enrolment by age category - % of age categories enrolled ■ Teacher:pupil ratio
Reopen schools and start the integration of teachers and children by providing teaching and learning materials and organizing recreational activities.	■ % of schools reopened ■ % of schools and or learning spaces with adequate learning materials (e.g. School-in-a-Box) (Each School-in-a-Box caters for 80 children) (Each Recreation Kit caters for 80-100 Children) ■ % of schools in tents or other temporary learning shelters ■ % of teachers trained/oriented, by gender
Re-establish or sustain primary education or both. Provide education and recreation kits and basic learning materials and teacher training.	■ % of children affected, by age category, enrolled in primary school ■ % of teachers/paraprofessionals trained (by gender) ■ # of tents set up as temporary learning centre
Promote the resumption of quality educational activities in literacy, numeracy and life skills issues such as HIV/AIDS, prevention of sexual exploitation and abuse, conflict resolution and hygiene.	■ % of schools/learning spaces which have initiated reading, writing and arithmetic (3R) activities ■ % of schools which have initiated self-expression activities (recreation, sports, music, dancing, drawing, story telling, play among other activities) ■ % of cognitive and self-expression activities ■ % of children (8-18) exposed to high or medium levels of traumatic experiences ■ % of schools which have implemented supplementary packages (HIV/AIDS, mine risk, waterborne diseases, natural disaster preparedness, etc.)

Monitoring Tools

Ongoing monitoring of education sector activities with partners is essential in order to track results and identify activities to meet targets. Annex 3.1.2, Education Activity Monitoring Tool, provides an example of how UNICEF in Pakistan monitored its post-earthquake response in the areas of

- School location
- Total number of children served
- Number of children with disabilities
- Number of teachers
- Teacher training
- Tent erections
- School feeding
- Latrines
- SMC/PTA
- Materials provided.

Data Collection Methods[107]

Data collection methods are as important to monitoring and evaluation as the information itself. If reliable data is not gathered from a number of varied sources, there will be a risk of presenting biased information that does not give a true picture of the impact of the emergency education intervention, thus skewing indicators. Information is maximized if it is collected from different sources and triangulated.

Below are some common data collection methods, with special reference to use in emergencies:

- **Desk review.** Desk reviewA minimum checking of existing data is essential even in a rapid assessment, as this saves time in field data collection. Existing data may be limited. Consider how changes provoked by the crisis may have transformed the education situation described in existing sources.
- **Observations.** ObservationsGiven the limited amount of time, it is essential to gather as much information as possible from observation while employing other techniques. However, remember that marginalized children, and the weakest

people and groups, will be hidden and hard to access in a crisis.

- **Direct measurement.** Direct measurementIs registration of quantifiable or classifiable data possible by means of an analytical instrument (e.g. enrolment rates, dropout rates)? Information on basic facts, especially at the outset, is vital (consider, for example, the importance of counting people).
- **Key informant interviews.** Key informant/interviewsKey informant interviews, as well as group and community interviews (less structured than focus groups), are a key part of any assessment and should be part of performance and impact monitoring. Interviews with a sample of the affected population should be a mandatory part of any humanitarian assistance evaluation. Experience shows that interviews with the affected population can be one of the richest sources of information in evaluations of humanitarian assistance.
- **Information systems.** Information systemsThese are standardized regular data collection, most often linked to a service or process, ideally used for monitoring at the level at which data is collected, as well as more centralized levels (e.g. health information systems, early warning systems, administrative information systems, education systems, etc.). Remember, in natural disaster and complex emergency alike, information systems deteriorate or collapse.
- **Formal survey.** Formal surveyThe time required, logistical difficulties (e.g. access) and relative inflexibility often make formal surveys problematic for crisis phases of emergencies. They are feasible, however, as the situation becomes more stable and can be critical, e.g. nutrition status surveys.
- **Informal survey.** Informal surveyConsider suitability in connection with, for example, sentinel monitoring.

Lessons Learned[108,109]

Lessons learned from the tsunami experience include the following:

- Disaggregated information is needed to inform assessment, monitoring and evaluation and programme activities. In Sri Lanka, UNICEF (Northeast) staff are now checking lists in school to disaggregate information on the student population. Assessments are being carried out to separate tsunami children in the schools. The realization was that aggregates collected in the earlier days were based on the number of children attending school. But there was a need to have baseline information on the number of tsunami-affected children vis-à-vis children of conflict victims.
- Recovery strategies are marked by tracking and reporting mechanisms that require two sets of tracking indicators/criteria: one that reflects the emergency phase and the other that reflects the recovery phase. This is because neither is exclusive of the other. Often humanitarian measures are being implemented in one part of the affected region, while rebuilding is going on in another.
- One tracking system, which is led by the government, is the goal of all recovery programmes.
- In addition, UNICEF-assisted programmes still need their own programme monitoring and evaluation mechanisms for accountability purposes and for donor reporting. While output measurements can be attributed to UNICEF-supported interventions, some outcome measurements may suffer from attribution problems because of the large numbers of actors involved.
- Gender-specific monitoring indicators need to be included in Programme P&ME.
- Monitoring and evaluation tools with inclusion of participatory community monitoring methodologies need to be developed.

Additional Resources

Inter-Agency Network for Education in Emergencies: INEE/Good Practice Guides for Emergency Education/Assessment, Monitoring and Evaluation/ Monitoring systems for emergency education. INEE website at: http://www.ineesite.org/assess/monitor.asp.

UNICEF (2002). Programme Policy and Procedure Manual: Programme Operations. Available at the UNICEF internal website: http://www.intranet.unicef.org/POLICIES/DHR.NSF/cc58cfbb4d01337f852567
20005e2cd7?OpenView.

Gosling, L. and Edwards, M. *Toolkits: A practical guide to assessment, monitoring, review and evaluation.* SAVE, London, 1995.

Hallam, A. *Evaluating Humanitarian Assistance Programmes in Complex Emergencies.* Overseas Development Institute (ODI), London, 1998.

International Federation of Red Cross and Red Crescent Societies, 'Assessing vulnerabilities and capacities', *World Disasters Report 2002*: http://www.ifrc.org/publicat/wdr2002/chapter6.asp.

Johannessen, E.M., *Guidelines for Evaluation of Education Projects in Emergency Situations,* Norwegian Refugee Council, 2001, Oslo: http://www.ineesite.org/assess/guidelines.pdf.

Organization for Economic Co-operation and Development, Development Assistance Committee, *Guidance for Evaluating Humanitarian Assistance in Complex Emergencies*: http://www.oecd.org/dac/evaluation/pdf/human_en.pdf. DAC/OECD, 1999.

Slim, H., *The Application of RAP and RRA Techniques in Emergency Relief Programmes,* as cited in Scrimshaw N.

and Gleason G. (eds), 'Rapid Assessment Procedures – Qualitative Methodologies for Planning and Evaluation of Health Related Programmes', INFDC Boston: http://www.unu.edu/unupress/food2/UIN08E/uin08e0r.htm.

United Nations Children's Fund, *Rapid Emergency Assessment Modules*, UNICEF East and Southern Africa Regional Office: Nairobi, May 2002 (drafts).

UNICEF M&E Training Modules, 2005 (Evaluation portal of the Intranet): http://www.intranet.unicef.org./epp/METrainingModules.nsf/.

LINK TO EMERGENCY PREPAREDNESS – MONITORING AND EVALUATION

- With government and partners, ensure that pre-crisis baseline data is collected on number and location of schools and number of teachers and students in vulnerable areas.
- Identify local education authorities and partners in zonal areas that are able to be part of a data collection and monitoring team.
- With partners, pre-position monitoring tools based on CCCs and have them ready at the onset of an emergency.

MODULE 3: CROSS-CUTTING
COMPONENTS OF EMERGENCY
EDUCATION PREPAREDNESS
AND RESPONSE

ANNEX 3.1.1
MONITORING INDICATORS FOR CCCS EDUCATION

Education (modified from HQ inputs) based on CCCs rather than 'Minimum Standards for Education in Chronic Crises and Early Reconstruction'

	Planned	Actual	Wk beg: Target	Wk beg: Actual	Target	Actual
Location Name:						
Total Population:						
Total Affected Population:						
To promote access to quality learning and education for all children in affected communities, with a specific focus on girls, UNICEF in collaboration with partners, will:						
% affected children 5-12 with access to learning environments/spaces (M/F)						
Net enrolment by gender						
Net enrolment by age category						
% of schools and or learning spaces with adequate learning materials (e.g. School-in-a-Box)						
% of children affected, by age category, enrolled in primary school						
% of schools and or learning spaces which have initiated reading, writing and/or arithmetic (3Rs) activities						
Set up temporary learning structures with minimal infrastructure.						
% children 5-12 with access to learning environmental spaces						
# of schools or learning environments/spaces established						
# of learning spaces (in tents, plastic poles and sheeting, or any other alternative learning space)						
Net enrolment ratio by gender						
Net enrolment by age category						
Teacher:pupil ratio						

ANNEX 3.1.1
MONITORING INDICATORS FOR CCCS EDUCATION (CONTD...)

Education (modified from HQ inputs) based on CCCs rather than 'Minimum Standards for Education in Chronic Crises and Early Reconstruction'							
Reopen schools and start the integration of teachers and children by providing teaching and learning materials and organizing recreational activities.							
% of schools reopened							
% of schools and or learning spaces with adequate learning materials (e.g. School-in-a-Box)							
% of schools in tents or other temporary learning shelters							
% of teachers trained/oriented, by gender							
Each School-in-a-Box caters for 80 children							
Each Recreation Kit caters for 80-100 children							
Re-establish or sustain primary education or both. Provide education and recreation kits and basic learning materials and teacher training.							
% of children affected, by age category, enrolled in primary school							
% of teachers/paraprofessionals trained (by gender)							
# of tents set up as temporary learning centre							
Promote the resumption of quality educational activities in literacy, numeracy and life skills issues such as HIV/AIDS, prevention of sexual exploitation and abuse, conflict resolution and hygiene.							
% of schools/learning spaces which have initiated reading, writing and arithmetic (3R) activities							
% of schools which have initiated self-expression activities (recreation, sports, music, dancing, drawing, story telling, play among other activities)							
% of cognitive and self-expression activities							
% of children (8-18) exposed to high or medium levels of traumatic experiences							
% of schools which have implemented supplementary packages (HIV/AIDS, Mine Risk, water borne diseases, natural disaster preparedness, etc.)							

ANNEX 3.1.2
CCC EDUCATION INDICATORS WITH TARGETS AND METHODS

#	Indicators	Standard/Target	Method
1	Estimated # of children who benefited from UNICEF procured emergency educational supplies (SIB or other) in affected area	SIB estimated to benefit 40 children per shift	■ Multiply # of boxes distributed (not procured) by 40 and number of shifts. ■ From school registers collect # of children who are actually being covered by SIB. *Calculations must be done using both methods. The later may be larger than the former, in which case the standard is not being met. This is important to inform programming.*
2	Estimated # of children who benefited from temporary schools set up by UNICEF in the affected area	Classroom/pupil ratio (1:40) per shift or context specific targets developed at country level	■ Multiply # of classrooms set up by 40 and the number of shifts. ■ From school registers collect # of children who are actually being covered by the temporary learning spaces. *Calculations must be done using both methods. The latter may be larger than the former, in which case the standard is not being met. This is important to inform programming.*
3	Estimated # of children who received UNICEF procured textbooks in the affected area	Textbook/pupil ratio equals 1:1 or context specific targets developed at country level	■ Multiply # of textbooks distributed (not procured) by 1. ■ From school registers collect # of children who are actually being covered by the textbooks. *Calculations must be done using both methods. The latter may be larger than the former, in which case the standard is not being met. This is important to inform programming.*
4	# of teachers and para-professionals trained in teaching methods on literacy, numeracy with UNICEF support in the affected areas	Trained teacher/pupil ratio equals 1:40 or context specific targets developed at country level	■ From project records collect # of teachers trained. ■ Divide # of teachers trained with number of pupils in the schools supported by UNICEF.*Compare actual # of children who returned to school and the target set forth at the beginning of the project to determine if target is met.*
5	Estimated # of children who have returned to school with UNICEF assistance in the affected area	Programme targets. Targets should be set based on # of children who have dropped out of school after the emergency.	■ From school registers collect # of children who have dropped out of school after the emergency. ■ From project records trace the children who have returned to school.*Compare the actual # of children who returned to school and the target established at the beginning of the project to determine if target is met.*

#	Indicators	Standard/Target	Method
6	Estimated # of pupils benefiting from UNICEF assisted improved water source in schools in affected areas	Sphere standard is 2 liters/pupil/day	• Divide the # of liters provided per day by 3 to obtain # of pupils that should be benefiting from the Sphere water standard. *Calculations must be done using both methods. The latter may be larger than the former, in which case the standard is not being met. This is important to inform programming.*
7	Estimated # of pupils benefiting from UNICEF assisted adequate sanitation facilities in schools in affected areas	Sphere standard is 20 people per latrine/toilet.	• Multiply # of latrine/toilets by 20. • From school registers, collect actual # of pupils benefiting from sanitation facilities. *Calculations must be done using both methods. The latter may be larger than the former, in which case the standard is not being met. This is important to inform programming.*
8	Average hours per week allocated in curriculum for recreation in UNICEF assisted schools in affected areas	Target should be based on needs of pupils. Recreation should include sports, music, dance, theatre, and play	• Count # of hours allocated in the curriculum for recreation.

ANNEX 3.1.3
SAMPLE EDUCATION ACTIVITY MONITORING TOOL

Education Activity Monitoring Sheet (Pakistan)

School No.	Location	School Name School Type	School Name	EMIS Code	Total no. Children Boys	Girls	No. of Children With Disabilities Boys	Girls
1								
2								
3								
4								
5								

No. of Teachers Male	Female	No. of Teachers Trained Male	Female	Training Content Subject-related	Emergency theme, (e.g. psychosocial)	Other (e.g. gender)	Implementing Partner	Tent Erection Planned	In Progress	Completed	Implementing Partner

Teacher Training

School Feeding / Water Supply / Latrines

School Feeding					Water Supply				Latrines			
Yes	No	Primary (dates, biscuits)	Secondary (oil for girls)	Implementing Partner	Planned	In Progress	Completed	Implementing Partner	Planned	In Progress	Completed	Implementing Partner

School Management Committee/Parent Teacher Association

SMC/PTA Formed		Training Conducted		Training Content			
Yes	No	Yes	No	Tent Erection	School Improvement	PTA/SMC Responsibilities	Other

Materials Provided (Please indicate quantity)

School Tent	SIB	Recreation Kit	Fire Extinguisher	Blackboard	Plastic Mat	Meena Teacher's Guide	Meena Booklet	Textbook	Supplementary Reading Material	School Bag

Overview of Coordination and Leadership

Ensuring inter-agency coordination mechanisms is crucial in order to address emergencies that require a system-wide response to a humanitarian crisis. It is UNICEF's responsibility to take the lead in emergencies in terms of resuming educational activities. However, it is essential to emphasize that any response should be undertaken in collaboration with implementing partners. While time constraints and communication difficulties can make it challenging to coordinate actions, having proper inter-agency collaboration is even more important in emergencies than under normal programming conditions. Coordination refers to the capacity to assume a coordinating role for sectoral support in education and to initiate appropriate strategies for the initial educational response to children in emergencies in collaboration with United Nations and other partners.[110]

Collaboration with partners should be addressed in all aspects of an educational response, including policy frameworks and development, preparedness planning, resource mobilization, programme implementation, and monitoring and evaluation. Coordination is discussed in the various sections in terms of how it specifically relates to that section. However, this section contains some basic information on coordination mechanisms.

What to do

■ Maintain capacity to assume a coordinating role for education.
■ Initiate strategies for inter-agency coordination in the educational sector.
■ Identify appropriate implementing partners (IP) at the local, regional and international levels. The main partners to consider include:
  ● United Nations agencies
  ● NGOs and education networks, both international and local. Some of the international NGOs working in the field of education in emergencies include: Save the Children Alliance, CARE International, Norwegian Refugee Council, and Jesuit Refugee Services
  ● local communities and grass-roots organizations
  ● the Ministry of Education, the national government, or other relevant educational authorities, when possible and appropriate.
■ Form an inter-agency team under the leadership of either the designated lead agency or the local government, to facilitate a coordinated response and reach agreement on critical issues.
■ Focus on collaboration rather than coordination.
■ Emphasize local level coordination using existing structures.
■ Avoid debates over 'mandates' and 'resources'.
■ Involve a wider range of agencies including bilaterals and leading NGOs.
■ Focus on practical outcomes rather than additional structures.

Things to consider
- Is UNICEF prepared to take the lead in the education sector? When is it appropriate for UNICEF to take the lead?
- When and to what extent should UNICEF collaborate with other agencies?
- What is the capacity of the Country Office to provide leadership and support to the MoE?

Partnerships
No emergency education intervention can be successfully implemented alone. As such, UNICEF engages in partnerships with organizations that have complementary strengths and share common values and commitments to children in emergencies. Formal or informal agreements with partners may be made, or some combination of the two. Whatever route, make sure that there is a clear understanding of the objective, roles and responsibilities of each party.

Memorandum of Understanding (MOU)
This is an agreement in which the parties confirm that they share certain common commitments and agree to collaborate together on projects. MOUs are well suited to define strategic alliances between UNICEF and another UN agency or an NGO/CBO network, and allow them to delineate their areas of common interest, spheres of cooperation, and mutual operational engagements. They aim to build on the comparative advantages and capacities of each agency and to maximize on their capabilities through their collaboration.[111]

Stand-by Agreements
UNICEF maintains stand-by agreements with partners for the provision of stand-by personnel in cases of emergencies. These agencies assist UNICEF to increase its capacity to assist and protect children, women and families in humanitarian situations. These agencies maintain a stand-by capacity for the rapid mobilization and deployment of stand-by personnel. They keep a roster of candidates who can be made available on short notice to UNICEF for short-term contracts, often at no cost to UNICEF.[112] For more information on stand-by agreements, contact the Office of Emergency Operations (EMOPS).

Governments as Partners
UN reform requires that UNICEF strengthen national institutional capacity for delivery of services and programmes, and the fulfilment of rights. This has implications mainly for the emergency preparedness and transition phases. Education officers, with support of their senior project officers, should:
- build MoE's ability to provide quality education to its would-be affected child population
- advise them on best practices in teacher training
- negotiate for women teachers
- advocate for the construction of child friendly schools, built to standards and supervised by qualified personnel
- facilitate the removal of gender bias and content that promotes conflict in textbooks
- provide technical expertise on implementing the formal curriculum in transition and post-emergency situations
- build MoE's capacity for emergency preparedness, planning and delivery.

It is essential to coordinate with the national government or the relevant educational authorities whenever possible and appropriate. Since the ultimate aim is to move the educational response into the hands of the government, involve the relevant authorities on all aspects of programme planning and implementation. Some areas of involvement include the following:
- Work with the MoE and local education officials in conducting the initial Rapid Assessment and the Rapid Assessment of Learning Spaces (RALS).

- Keep the authorities up-to-date on all aspects of implementation of programmes.
- In the case of refugees or IDPs, establish links with the educational authorities in the area of origin as well as the host region, if possible. They should be consulted on issues such as the language of instruction of the refugees and IDPs.
- Negotiate with the authorities for recognition of educational activities or training undertaken by students and teachers prior to the return to the formal educational system. This will allow for a more successful reintegration of non-formal educational activities into the formal national education system.
- Work with the MoE in monitoring and evaluation assessments and work to help them take ownership of the programmes.

Communities as Partners

The human rights-based approach requires that programmes be planned, implemented, monitored and evaluated in tandem with the affected community – especially in emergencies when participation is proven to promote healing and cohesion. The myth that the affected community is too shocked and helpless to take responsibilities for their own survival is superseded by the reality that, on the contrary, many find new strength during an emergency.[113] Some ways to collaborate with communities include the promotion and facilitation of parent–teacher associations, using participatory monitoring and evaluation methods, and the support of community-based schools, which afford communities a sense of ownership and give access to children who are excluded because of conflict or distance.

General community participatory options include the following:[114]
- **Develop a community profile**
  Identify traditional methods for involving people, decision-making structures,

persons and groups likely to take action, those interested, and those who do not care. Establish working alliances accordingly.
- **Organize, with the community, training/sensitization workshops**
  These should promote the benefits of education for children and the community as a whole, and identify key concerns of parents and other community members (e.g. safety, continuity of the education programme).
- **Promote community participation**
  Communities should be involved throughout the initiation, planning and implementation of basic education services, and the rebuilding of the education system. Emphasis should be on priority concerns (i.e. teacher mobilization and training, basic equipment and/or materials, curricula availability and relevance, play and recreational opportunities, and educational facilities). Support the creation of parent and community associations to help organize efforts that can be ongoing and are locally sustainable.

Cluster Approach[115]

What is the Cluster Approach?

A cluster is a group comprising organizations and other stakeholders, with a designated lead, working in an area of humanitarian response in which gaps in response have been identified. Clusters are organized at both field and global level.

The cluster model, as part of UN reform, will increasingly be relied upon to build system coherence, strengthen delivery and provide national counterparts as well as donors with an integrated structure for planning, implementation and monitoring. This represents a shift from individual agency capacities, moving towards system-wide surge capacity and staffing to be deployed in emergency, early recovery and transition situations. Donor support is channelled through specific Trust Funds or

joint funding arrangements such as pooled funding.[116]

- Each cluster is comprised of those agencies whose mandates are complementary to the mission statement of the cluster. Additionally, there are partners of each cluster, such as government counterparts, donors and international and national non-governmental organizations.
- The cluster approach ensures an integrated thematic response, drawing upon the comparative advantages of each UN agency, fund and programme and leveraging resources through inter-agency partnerships.
- The cluster approach ensures coordination among UN agencies, joint programming, information sharing, knowledge sharing on technical and policy issues, joint formulation of sectoral/thematic strategies, and promotes implementation synergies by combining support and common services.
- The cluster also represents the ideal UN interface in any given thematic area for government counterparts, especially in the definition of broader policy strategies and project prioritization in response to the affected population's needs.
- The cluster is a forum where programmes can be articulated and coordinated regardless of the sources of funding.

As agreed by the IASC Principles in December 2005, the cluster approach will be applied to all new major disasters with a phased and flexible implementation. The ERC has stated that contingency plans for potential emergencies in 2006 should also be made according to the cluster approach. For ongoing emergencies (such as Sudan, Somalia, etc.), the IASC has agreed that if current arrangements are working well, then there is no need to change; however, the IASC Country Teams on the ground may choose to implement the cluster leadership approach where

they feel it will add value to the humanitarian response. In addition, where arrangements are not considered to be working well, and critical response gaps remain, country teams may also decide to phase-in the cluster approach. Eventually the approach should be rolled out across all existing emergencies.

Cluster Leadership
The cluster approach is being developed at two levels. At the **global level**, the aim is to strengthen system-wide preparedness and technical capacity to respond to humanitarian emergencies by designating Global Cluster Leads who are responsible for ensuring predictable and effective inter-agency responses within the particular sectors or areas of activity concerned. The added value of the approach at the global level includes:

- better surge capacity and standby rosters (e.g. PROCAP)
- consistent access to appropriately trained technical expertise
- enhanced material stockpiles
- increased engagement of all relevant humanitarian partners.

At the **country level**, the aim is to strengthen the coordination framework and response capacity by mobilizing clusters of agencies, non-UN organizations and NGOs to respond in particular sectors or areas of activity, each cluster having a clearly designated lead, as agreed by the Humanitarian Coordinator and the Country Team. It is also intended to ensure that the involvement of national and local institutions is strengthened, available resources are fully utilized, and humanitarian action is well coordinated and does no harm.

At the **global level**, cluster leads are responsible for:

- up-to-date assessments of the overall needs for human, financial, and institutional capacity
- reviews of currently available capacities and means for their utilization

- links with other clusters, including preparedness measures and long-term planning, standards, best practice, advocacy and resource mobilization
- taking action to ensure that required capacities and mechanisms exist, including rosters for surge capacity; and training and system development at the local, national, regional and international levels.

Cluster leads at the **country level** are responsible for:
- predictable action within the cluster for analysis of needs, addressing priorities, and identifying gaps in the cluster area
- securing and following-up on commitments from the cluster to contribute to responding to needs and filling the gaps
- ensuring that activities within a cluster are carried out and acting as the provider of last resort
- sustaining mechanisms through which the cluster as a whole assesses its performance.

In principle, the cluster leadership approach could be applied to all areas, but this will need to be tailored to specific country circumstances. Country level clusters may not necessarily replicate the global cluster arrangements. In all instances, the key principle is to ensure that country level clusters address all identified key gaps in humanitarian response and that critical gaps are not neglected simply because they are not part of any global cluster.

Cluster Lead Accountabilities
Cluster lead accountabilities can be summarized as follows:
- Globally, cluster leads are accountable to the ERC for ensuring predictable capacity is established and maintained.
- At the field level, cluster leads – in addition to normal agency responsibilities – are accountable to HCs for ensuring effective assessments and responses in their respective

SOME FINDINGS FROM INTER-AGENCY STANDING COMMITTEE REAL TIME EVALUATION OF CLUSTER APPROACH – PAKISTAN EARTHQUAKE[117]

- In the context of Pakistan, the government played a vital role in the cluster approach and readily adapted its relief structure to the framework. Those clusters that had designated government counterparts were considered to have performed well while the others struggled until a suitable government partner was identified. The overall success of the relief effort to the earthquake turned on the competence and adept performance of the Government of Pakistan and its military institutions.
- In general the clusters with a technical emphasis performed well and drew their competence from a wealth of institutionalized best practices. Other clusters, such as those covering the broad range of cross-cutting issues, have a formidable task of growth and evolution ahead of them. Cross-cutting issues of gender, human rights, environment, participation, and monitoring and evaluation have largely fallen between the cracks in the cluster application in Pakistan.
- Among the diverse community of institutions involved in the earthquake relief effort, participation by organizations in the cluster operation was inconsistent and ad hoc. It is clear that increased effort must be exerted to enlist NGOs, international financial institutions, other government offices, and donors to broaden the cluster approach beyond being merely a UN exercise.
- Planning, information management, and gap identification were considered to be weak. Inter-cluster coordination was deficient, as was the lack of a nexus between the field hubs and Islamabad. This fact diminished the potential of the cluster approach in this emergency.
- The cluster approach offers the possibility of greater coherence in planning and cost estimation leading to reliable funding appeals. In this emergency, however, resources often were not consistently allocated in accordance with agreed priorities. A potential conflict of interest was identified when the cluster lead was attracting resources on behalf of the cluster while simultaneously raising money for their own agency.

clusters, and for acting as providers of last resort.

- HCs – with the support of OCHA – are responsible for ensuring effectiveness of humanitarian response and are accountable to the ERC.

Activation of the Cluster Approach

There are three possible elements that could activate the cluster approach:

- In response to dramatic events or disasters
- To fill major gaps in humanitarian needs identified by the agencies and by the hosting government
- By initiative and guidance of the concerned Humanitarian Coordinators/ Resident Coordinators (HC/RCs) in consultation with the Country Team members

Strategies and Criteria for Exit from the Cluster Approach

The exit strategies in humanitarian response would generally apply, though this new approach calls for some detailed inter-cluster discussions and joint planning at the start of the emergency phase. At the end of the emergency phase, some clusters (e.g. emergency telecommunications) would need to be terminated. Other clusters (e.g. emergency shelter, nutrition, camp coordination, protection) would need to transit to the Early Recovery Phase, while others (e.g. health, education and WATSAN) would be phased into the recovery, reconstruction and longer-term development phases.

As a matter of policy, strategies and procedures for phasing out and terminating different activities should be included into the work of all clusters. In all instances, there should be benchmarks with measurable indicators.

Coordination

UNICEF in-House Coordination
Collaboration, coordination, information sharing and networking within the

organization are crucial elements in providing quality assistance for the populations in need. UNICEF's CCCs clarify accountability for preparedness and support at all levels of the organization – at Country Offices, Regional Offices and Headquarters. At headquarters, the main offices to coordinate with include the Office of Emergency Operations (EMOPS), the Division of Evaluation, Policy and Planning (EPP), and the Programme Funding Office (PFO). Apart from these, it is essential to maintain contact with the Supply Division in Copenhagen for any issues concerning supplies and logistics.

Coordination with United Nations Agencies

Office for the Coordination of Humanitarian Affairs (OCHA)
OCHA has a mandate to coordinate humanitarian assistance in crises that go beyond the capacity and mandate of any single humanitarian organization. It often provides an effective coordination mechanism during the acute states of an emergency. Its main functions are to:

- coordinate international humanitarian assistance
- provide the humanitarian community with support in policy development
- advocate on humanitarian issues.

For more information on OCHA, go to: http://ochaonline.un.org/.

Inter-Agency Standing Committee (IASC)
This is the primary body through which OCHA discharges its coordination functions. It ensures inter-agency decision-making with respect to complex emergencies by:

- developing and agreeing on system-wide humanitarian policies
- allocating responsibilities among agencies in humanitarian programmes
- advocating common humanitarian principles to parties outside the IASC
- identifying gaps in operational capacity
- building a consensus between humanitarian agencies on system-wide humanitarian issues.

For more information on IASC, go to:
http://www.humanitarianinfo.org/iasc/.

Consolidated Appeals Process (CAP)

This is an emergency response
programme cycle coordinated by the
United Nations and supported by donors,
which aims to ensure that emergency
appeals are consolidated (see Section 1.8,
Supplies and Operations). The main
objectives of the CAP are to:

- present a Common Humanitarian
  Action Plan (CHAP) based on an
  agreed strategy
- provide a reference point for the
  international community on
  humanitarian strategy, programming
  and funding requirements
- provide a framework for system-wide
  monitoring and reporting
- be a tool for fund-raising, advocacy and
  accountability.

For more information on the CAP, go to:
http://ochaonline.un.org/webpage.asp?
Site=cap.

UNHCR

UNICEF and UN High Commission on
Refugees share an MOU in refugee
situations. Upon request from the
Secretary General, the High
Commissioner may also extend
assistance and protection to internally
displaced persons, although this is on an
exceptional basis. In general, UNICEF has
a strategic role in the reintegration of
returning refugees in post-conflict
situations, particularly in relation to
community development and in the
management of IDP groups. Cross-border
dialogue with UNHCR is therefore of
strategic importance. In relation to
education, the MOU states that:

- In seeking to provide educational
  opportunities for refugee children,
  UNHCR shall draw on the expertise of
  UNICEF to help assess and analyse the
  educational status and needs of
  children. UNHCR and UNICEF will
  jointly determine how UNICEF may

contribute to adapting existing
educational material, including
resources for peace education and to
the development and provision of basic
supplies and equipment.
- UNICEF will seek to ensure that in its
  regular country programmes of
  cooperation core educational and
  teacher training materials are identified
  which can form the basis of an early
  education intervention during an
  emergency situation. UNICEF will
  collaborate with UNHCR to ensure
  continuity in approach, content and
  teacher training between refugee basic
  education and the basic education
  system in the country of origin. UNICEF,
  in its collaboration with national
  authorities to rehabilitate or develop the
  basic education system of the country
  of origin, will collaborate with UNHCR
  to facilitate access for returnee children
  to national schools.

UNESCO

If the UN Educational, Scientific and
Cultural Organization is present on the
ground in an emergency, it may assume
joint leadership with UNICEF during the
recovery and reconstruction phase.
UNICEF and UNESCO must coordinate
roles and responsibilities.

World Food Programme

UNICEF has an MOU with the World Food
Programme (WFP) that focuses on
accelerating primary education, reducing
malnutrition, and reducing the risk,
vulnerability and impact of HIV/AIDS.
UNICEF's priority activities are to ensure
care and protection of children, and their
access to education in emergencies, while
WFP will ensure that vulnerable families
have adequate nutritional support through
the provision of external assistance, as
required.[118] With regard to education, the
MOU states that:

- UNICEF supports the rapid re-
  establishment of basic education
  facilities as an essential emergency
  service for children.

- UNICEF supports emergency education services both to ensure that children do not miss essential educational opportunities and because of the critically important role educational activities have on the psychosocial well-being of children through the normalization of routines that it brings. In emergencies, UNICEF supports community and parental efforts to rapidly restart educational activities, to rebuild and refurnish essential school facilities, to develop education materials and to train education leaders and teachers.
- At the request of UNICEF, WFP will assist and augment such activities, through, for example, the provision of nourishing meals or snacks for children, and the provision of food as partial payment for the services of emergency teachers.

UNICEF–WFP MEMORANDUM OF UNDERSTANDING

5.1.4 Where appropriate, opportunities for the utilization of WFP food resources in support of UNICEF-assisted actions in training and rehabilitation activities and in the re-establishment of basic health services, water supply, sanitation, education and other social services will be identified by UNICEF. Similarly, opportunities for the utilization of UNICEF resources in support of WFP-assisted actions will be identified by WFP.5.8.3 At the request of UNICEF, WFP will assist and augment such (education) activities, through, for example, the provision of nourishing meals or snacks for children, and the provision of food as partial payment for the services of emergency teachers.

Coordination with Other Partners

NGOs and Civil Society Organizations
UNICEF has partnerships with international, national, local and religious NGOs, as well as other civil society organizations. These organizations may become intermediate UNICEF partners while governmental management, technical and absorption capacity is being re-established or rebuilt. They may become implementing partners, which UNICEF will assist in ensuring the technical, policy and possible resource requirements, based on Memoranda of Understanding. Some of the main international organizations that UNICEF partners with on education include Save the Children Alliance, CARE International, Norwegian Refugee Council, Jesuit Refugee Service, and the International Committee of the Red Cross.

Inter-agency Networks
UNICEF coordinates with other agencies through inter-agency networks such as the Inter-Agency Network for Education in Emergencies (INEE). INEE is an open network of UN agencies, non-governmental organizations, government partners, practitioners and researchers, all working together to ensure children's right to education in situations of emergency and crisis. It operates to promote effective collaboration at the global and regional level, and can be called on to assist with information and networks in a crisis. INEE has produced a Teacher Training Resource Kit, which consists of a CD with teacher training and curriculum materials; and a Technical Kit on Education in Emergencies and Early Recovery. For more information on INEE, go to http://www.ineesite.org/. (See also Section 3.4, Minimum Standards for Education in Emergencies.)

Monitoring of Progress
At the country level the Humanitarian Coordinator assisted by OCHA monitors progress in implementation of the overall humanitarian response ensuring

predictable, efficient, complementary and effective action by all clusters. Progress in implementing the work of individual clusters remains a responsibility of the cluster leads that are accountable to the Humanitarian Coordinator. The HCs are, in turn, accountable to the ERC.

At the global level, the IASC Working Group Chair monitors progress of the clusters and reports to the ERC, who has oversight responsibility for the broader humanitarian response, including the cluster approach.

UNICEF's Role

UNICEF as Coordinating Agency[119, 120]
The Core Commitments for Children requires that UNICEF's response is part of a coordinated UN response, designed in collaboration with local and other partners. (See Annex 3.2.1, Partnership Analysis for Education.) If it is appropriate and necessary for UNICEF to assume a sector coordinating role, the following applies:
1. In partnership with UN agencies, national authorities and others ensure capacity where needed to assume a coordinating role for [the programmatic core commitments, in this case education].
2. Support the UN resident coordinator/ humanitarian coordinator structure in ensuring a clear coordination mechanism is formed as quickly as possible, including possibilities for creating common systems.
3. Identify partners for interventions in the areas of [the programmatic core commitments, in this case education] with a clear division of labour.

At the country level, an inter-agency team should be formed as soon as possible, under the leadership of either the designated lead agency or the local government (if willing/able) to facilitate coordinated response, and to reach agreements on critical issues such as:

- Minimum qualifications for teachers and paraprofessionals
- Common policy for teacher 'incentives'
- Transparent processes for teacher selection
- Joint projects, where possible, requiring agencies to exploit their comparative advantages
- Involvement of civil society, local and international NGOs
- Sharing of resources for teacher and curriculum materials development.

Some activities for coordination include preparedness, joint needs assessments, planning, resource mobilization and division of labour.

UNICEF as Lead Agency
Over the past decade at least, education has been acknowledged as a key sector in dealing with situations of crisis, and UNICEF has acquired a de facto leadership for education in virtually all such situations. Apart from a few high profile cases in which leadership was contested, UNICEF has invariably had to take the lead in education either on request or by default, as the agency with meaningful presence, preparedness and experience. This has generated a growing track record of leadership that now needs to be better analysed, negotiated and regularized in terms of clear mandate, strong partnerships and agreed accountabilities in this area of work.[121, 122]

Some lessons learned about being lead agency include the following:
- UNICEF will need to be clear about when it is leading activities, supporting others, acting as facilitator, influencing action, helping to shape strategies, enforcing standards, coordinating activities, etc. It is a multi-faceted role for which the one clear dimension might be ultimate responsibility for the accountabilities.
- UNICEF needs to serve as the entry point through which countries can

access the full range of possible support and services that agencies can provide for education in crisis situations.

- The lead agency may need to work closely with partners to develop joint proposals and budgets with funding allocations to different agencies based on their agreed roles and responsibilities.
- No one agency can provide the support necessary for education in crisis situations, so partnership is critical. UNICEF needs the support and contributions of key partners. This requires negotiating the realities of agency 'turf' issues in a transparent manner.
- Taking the lead role does not mean doing it all or dominating other partners or getting all the funding available. It is as much about facilitating and supporting the work of other partners as it is about doing/coordinating activities within the country.

Lessons Learned

A number of lessons were learned about partnerships and sector leadership as a result of the tsunami experience, including the following:

- Roles and responsibilities for various aspects of education in crisis situations need to be clearly defined, properly understood and agreed between all the key partners, in line with their competencies and comparative advantages.
- Partnerships are key to advocacy. UNICEF was successful in its advocacy to reopen the schools post-tsunami as quickly as possible due to its previous partnerships with education officials in the three governments (India, Maldives and Sri Lanka). UNICEF was able to convince government authorities that opening the schools early on was a key factor in restoring a degree of normalcy in children's lives as they struggled to cope with psychosocial stress brought about by the tsunami.[123]
- The tsunami experience demonstrated that rapid assessment is a powerful opportunity to mobilize coordination with partners, especially the more complex household surveys. There is clear common interest among partners. There is also a need for commonly accepted credible data.[124]
- Capacity building of UNICEF staff, partners and community representatives is essential for managing the complex education programmes. Capacity has been a problem and urgency to respond to the tsunami made it much more of a priority.[125]

LINK TO EMERGENCY PREPAREDNESS – COORDINATION, PARTNERSHIPS, AND LEADERSHIP

- Meet with the MoE and make agreements about roles and responsibilities in emergencies assessment, temporary learning spaces, supplies, emergency curriculum planning, teacher training, monitoring and reintegration of students in emergencies.
- Determine other key partners, including CBOs and (I)NGOs to meet the CCCs for Education and make agreements on roles and responsibilities for all elements of education emergency response.
- Liaise and coordinate roles and responsibilities with other agencies, especially UN partners and NGOs.
- Use Annex 3.2.1 to analyse and plan partnerships.
- Review existing bilateral agreements with agencies such as WFP and UNHCR and clarify roles and responsibilities.

ANNEX 3.2.1
PARTNERSHIP ANALYSIS
FOR EDUCATION (EPRP)

Partnership Analysis

Area of interventions by CCC activity	Key partners to meet CCCs	Partnership agreement for emergency response in place / to be developed	Adjustments in partnership agreements (in planning for a specific emergency)

GENDER IN EDUCATION IN EMERGENCIES

- Annex 3.3.1 IASC Guidelines, Education Sector Activities: Minimum Prevention and Response Interventions
- Gender Teacher Training, Norwegian Refugee Council
- Gender and Development, CEDPA Training Manual Series
- Ensuring Gender Perspectives in Education in Emergencies (IASC)
- Gender Based Violence TOT UNICEF

Impact of Emergencies on Girls

According to UNESCO,[126] it is estimated that half of the 104 million children not attending primary school live in countries in, or recovering from, conflict. Two thirds of them are girls. Because of well-established historical gender bias and because normal social norms and actions break down during emergencies, girls are usually at particular risk. Their already heavy workloads increase at the same time as their physical and emotional safety is further compromised. Girls are often the first to be deprived of their educational rights. Gender stereotyping diminishes the importance of sending girls to school in destabilized situations.

Planned educational activities must take this into account and address related issues through such things as adult education, the curricular content and processes, and the provision of a safe learning environment for girls.[127] (See Annex 3.3.1, IASC Guidelines, Education Sector Activities, for minimum prevention and response interventions.)

Barriers to Girls' Education in Emergencies

While education is increasingly seen to have a role to play in mitigating conflict and protecting girls, the cultural and institutional barriers to girls' education that exist before an emergency are exacerbated as a result of emergencies. Among these barriers are:[128]
- Community beliefs and practices
  - limited roles for girls and women
  - differential treatment of girls (e.g. poor nutrition and health care)
  - female exclusion
  - men viewed as breadwinners
  - male dominated education system
  - gender-differentiated child rearing practices
  - low status of women
  - lack of knowledge of the social and personal benefits of education
  - gender and cultural stereotypes
  - threat of sexual violence.
- Economic barriers
  - school tuition fees, clothing, books, supplies
  - childcare and domestic duties
  - agricultural and market duties.
- Infrastructure barriers
  - distance from school
  - safety issues in travelling to school for girls
  - absence of roads and transport
  - inadequate basic services in communities, e.g. water, fuel, electricity
  - inadequate basic services in schools such as separate and sanitary latrines.
- Policy barriers
  - support for conventional role for women
  - insufficient national budget for primary and secondary education
  - education policy against married students
  - absence of policies to address dropout caused by pregnancy, exams, etc.
  - lack of enforcement of compulsory education policies when they exist
  - fees policy
  - free education policies weak or not implemented.

- Educational barriers
  - lack of gender-sensitive teachers, curricula and materials
  - lack of role models for girls
  - school calendar/schedule in conflict with girls' domestic or market responsibilities
  - curriculum and instructional strategies not relevant to girls' learning needs
  - threatening/non-supportive learning environment
  - expensive books, school costs
  - teacher quality
  - poor management

Strategies to Improve Girls' Access to Education during and after Emergencies

What to do
- Create safe schools through participatory policy development.
- Provide escort or transport to and from educational activities.

SRI LANKA AND MALDIVES CASE STUDY: GENDER ISSUES AFTER THE TSUNAMI

Both Sri Lanka and Maldives were able to address gender issues in their response to the tsunami.

Gender in curriculum: An examination of Sri Lanka textbooks revealed gender stereotyping. Prior to reprinting the textbooks post-tsunami, the MoE eliminated the gender stereotyping.[129]

Gender equity in emergency: In Sri Lanka, UNICEF highlighted the need to balance assistance within a country so as not to aggravate disparities. This was accomplished in part by equity in the distribution of school supplies to all children in affected areas.[130]

Safe environment for girls: In the Maldives, the emergency response created opportunities to push the child friendly spaces concept further, re-examining the school environment and linking schools to community and livelihood initiatives, providing a safe environment for girls to attend school.[131,132]

- Provide training in assertive behaviour and negotiation skills.
- Form girls and boys groups to discuss and act against sexual violence.
- Raise community awareness about how to prevent sexual violence.
- Improve access to firewood, water and childcare.
- Build equal numbers of latrines for male and female students and teachers.
- Distribute food through schools.
- Provide extracurricular activities for girls.
- Provide girls with opportunities and spaces for play.
- Hire and empower female teachers and school administrators.
- Sensitize the community as to the benefits of girls' education in terms of employment, childcare and economic development.
- Empower PTAs to facilitate and monitor girls' access to education.
- Construct separate facilities by gender in school.
- Include girls' education issues in teacher training, e.g. equal questioning of girls and boys, group work.
- Provide scholarships.
- Facilitate discussion and removal of gender-biased policies and practices.
- Provide childcare to free girls to attend school.
- Create economic programmes focusing on low-income households with the condition that those girls in the household attend school.
- Provide educational materials to all students to decrease burden on parents.
- Provide sanitary towels, soap and clothing to girls attending school.

Education for Girl Ex-combatants
Enrolment for ex-combatants is critical for their rehabilitation. The number of girl soldiers is routinely underestimated. Women and girls who enter or are abducted into armed forces are often not considered 'real soldiers'. Many of these girls are mistakenly classified as women because they are over 17 by the time of disarmament, demobilization and reintegration and they may even have children of their own. Unlike boys, girls are

often less able to reintegrate into the family structure because they can be perceived as 'spoiled' by the experience. It is essential that girls are not seen as only victims but as protagonists in rebuilding communities. Girls can become catalysts for positive social reconstruction and an important resource, especially as mentors of other war-affected youth.[133]

School-based Strategies for Preventing Sexual Violence against Girls[134]

What to do
- Inform teachers about sexual violence, prevention strategies, potential impacts for children, and how to access help and sexual violence services in the community.
- Actively recruit female teachers.
- Include discussion of sexual violence in life skills training for teachers, girls and boys in all educational settings.
- Ensure that all teachers sign codes of conduct which prohibit sex with children and young people.
- Establish prevention and monitoring systems to identify risks in schools and prevent opportunities for teachers to sexually exploit or abuse students.
- Provide materials that include information on gender-based violence.

Monitoring Gender Interventions[135]
Monitor achievements within the system through systematic baseline assessments, the development of appropriate indicators and solid M&E tools and processes to monitor and evaluate progress. Specific indicators might include:

- enrolment and attendance figures for girls
- extent of girls' participation in class
- the pass rate of girls/women within grades and matriculation from one grade to another
- number of women teachers and in which positions
- number of women head teachers/ administrators
- number of women involved in community education committees and in what roles
- number of girls and women in leadership roles within the school
- number of reports of harassment experienced by girls and women in school.

Additional Resources
Making Schools a Safe Horizon for Girls: A Training Manual on Preventing Sexual Violence Against Girls in Schools (2004) (pdf), by Ohiambo, M.A. and Maganya, J. The CRADLE – the Children's Foundation (Child's Rights Advisory, Documentation and Legal Centre).

The Millennium Development Goals and the United Nations Girls' Education Initiative, A Guidance Note to UN Teams (pdf). UNGEI, April 2002.

Multi-Sectoral Strategies for Advancing Girls' Education: Principles and Practices (pdf). Howard Williams, Academy for Education Development, June 2001.

Starting Now: strategies for helping girls complete primary, Andrea Rugh. SAGE Technical Report No.1 pgs 47–99. Available through Academy for Educational Development.

OXFAM Education and Gender Equality Series: http://www.oxfam.org.uk/what_we_do/issues/education/gender_education.htm.

LINK TO EMERGENCY PREPAREDNESS – GENDER IN EDUCATION IN EMERGENCIES
- Address barriers to girls' education prior to emergencies to ensure that strategies to improve girls' access to education area being implemented.
- Advocate with MoE for policy changes to increase girls' enrolment, gender sensitive curricula and teacher training, access to girl friendly water and sanitation facilities, flexibility in school calendars, and fee policies.
- Increase community and child participation in education policy and promotion of girls' education prior to emergencies.

ANNEX 3.3.1
IASC GUIDELINES, EDUCATION SECTOR ACTIVITIES

Minimum Prevention and Response Interventions

Background

Women and children, especially girls, in emergencies face the threat of sexual violence, including rape, sexual exploitation/abuse, prostitution, trafficking and forced pregnancy. Ensuring that girls can go to school in protective learning environments in emergency situations may help to protect them from sexual violence and other abuses. It is crucial to promote quality educational activities on life skills issues, with specific mention of the prevention of sexual violence. Schools can and should provide a protective environment for girls and boys. The normality and routine provided by daily schooling is a stabilizing and crucial factor for children's development. Children and young people who are in school are more likely to delay the age of first sex – particularly if they get support and learn skills to postpone starting sexual activity. Schools are places not only for the teaching of traditional academic subjects, but also for the dissemination of life-saving and life-sustaining messages. Schools are effective sites for education on such issues as HIV/AIDS, landmines, human rights, tolerance, and non-violent conflict resolution, as well as other issues. Children who go to school are also less likely to join the military and armed groups.

Key Actions

The following actions apply to the education sector. The education sector identifies a focal point who participates regularly in the GBV working group and reports on the sector's achievement of the key actions. The focal point participates in cross-cutting functions led by the GBV coordinating agencies and working groups, as described in Action Sheets for Coordination, Assessment and Monitoring, Human Resources, and Information Education Communication.

1. Plan education programmes using guidance from the **Minimum Standards for Education in Emergencies**.

2. **Keep children, particularly those at the primary school level, in school** or create new schooling venues when schools do not exist. Some effective strategies that may be appropriate, depending on the setting, include:
   - Link humanitarian services (such as special food packages for families tied to attendance) with schools.
   - Monitor drop-out through assistance lists to determine if and why children are leaving school.
   - If children are dropping out of school because of lack of food, provide school feeding.
   - Provide assistance with school fees, materials, and uniforms.
   - Offer flexible school hours to accommodate children who cannot attend school all day due to other responsibilities, such as a child caring for an ailing parent or a child who has been orphaned.

3. **Prevent sexual violence** and maximize child survivors'/victims' access to helping services by raising awareness among students and teachers about sexual violence and implementing prevention strategies in schools

- Inform teachers about sexual violence, prevention strategies, potential after-effects for children, and how to access help and sexual violence services in the community.
- Actively recruit female teachers.
- Include discussion of sexual violence in life skills training for teachers, girls and boys in all educational settings.
- Ensure all teachers sign codes of conduct which prohibit sex with children and young people.
- Establish prevention and monitoring systems to identify risks in schools and prevent opportunities for teachers to sexually exploit or abuse students.
- Provide materials to assist teachers (for example, School-in-a-Box and Recreation Kits that include information on gender-based violence and care for survivors).
- Provide psychosocial support to teachers who are coping with their own psychosocial issues as well as those of their students. Such support may help reduce negative or destructive coping behaviours.

Guidelines for Gender-based Violence Interventions in Humanitarian Settings

4. Establish community-based protection activities and mechanisms in places where children gather for education to prevent abuses such as sexual violence and/or recruitment by armed groups
- Provide facilities for recreation, games and sports at school and ensure access and use by both boys and girls. Be sensitive to the community's cultural practices and preferences related to gender.
- Gain community support for school-based sexual violence programming by communicating with parent groups and communities about sexual violence and the risks for girls in emergencies.
- Ensure parents and the community know about teachers' codes of conduct.

MINIMUM STANDARDS FOR EDUCATION IN EMERGENCIES

⊘ Minimum Standards for Education in Emergencies Handbook

Background to Minimum Standards for Education in Emergencies

The Minimum Standards for Education in Emergencies (MSEE) are built on the foundation of the Convention on the Rights of the Child (CRC), the Dakar 2000 Education for All (EFA) goals and the Sphere Project's Humanitarian Charter. The CRC and the EFA goals set forth the right to quality education for all, including those affected by emergencies.

When the Sphere Project was launched in 1997 to develop a Humanitarian Charter and a set of universal minimum standards, it identified standards for core areas of humanitarian assistance, including water supply and sanitation, nutrition, food aid, shelter and site planning, and health services. However, education was not considered as a basic need. As a result, the MSEE was developed as a response to this 'gap' and also uses the wording of 'minimum standards' to reflect the terminology used in the Sphere Project.

The MSEE have been developed by stakeholders from a variety of levels (households and communities, local authorities, ministry officials, funding agencies, implementers, etc.) and have evolved out of the emergency and early reconstruction environments. The standards provide guidance on how national governments, other authorities and national and international agencies may respond and establish education programmes in emergency settings. They are a tool to be used in efforts to achieve a minimum level of educational access and provision that help to meet this right.

The standards are designed to be used by communities, governments, other authorities and humanitarian workers to meet the education needs as defined by the immediate populace. (INEE Website: www.ineesite/org/standards/msee/asp.)

The minimum standards are presented in five categories with Community Participation and Analysis common to all categories. The standards are interdependent and offer a tool to enhance the effectiveness and quality of educational initiatives.

Each of the categories has a list of standards and indicators, plus guidance notes:

- The **standards** are the goals to be met.
- The **indicators** outline the criteria or signposts to help achieve the goals, and can be qualitative and/or quantitative in nature.
- The **guidance notes** provide background information in relation to the indicators, offer advice, as well as highlight some issues that may arise.

It is important to remember that all the categories are interconnected, and that frequently standards described in one category need to be addressed in conjunction with standards described in others.

Additional Resources

Inter-Agency Network on Education in Emergencies: http://www.ineesite.org/.

LINK TO EMERGENCY PREPAREDNESS – MINIMUM STANDARDS FOR EDUCATION IN EMERGENCIES
- Review Minimum Standards prior to emergencies and determine how standards align with UNICEF's CCCs for Education.
- Ensure that agreements with partners about roles and responsibilities prior to emergencies address the standards established for Community Participation and Analysis.
- Conduct workshops with partners on UNICEFs CCCs and Minimum Standards and make agreements on roles and responsibilities in order to meet appropriate standards in emergencies.

Minimum Standards for Education in Emergencies

Common Category: **Community Participation**	**Category:** **Teaching and Learning**
Standard 1: Participation. Emergency-affected community members actively participate in assessing, planning, implementing, monitoring and evaluating the education programme. Standard 2: Resources. Local community resources are identified, mobilized and used to implement education programmes and other learning activities.	**Standard 1:** Curricula. Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency situation. **Standard 2: Training.** Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances. **Standard 3: Instruction.** Instruction is learner-centred, participatory and inclusive. **Standard 4: Assessment.** Appropriate methods are used to evaluate and validate learning achievements.
Common Category: **Analysis**	**Category:** **Teachers and Other Education Personnel**
Standard 1: Initial assessment. A timely education assessment of the emergency situation is conducted in a holistic and participatory manner. **Standard 2: Response plan.** A framework for an education response is developed, including a clear description of the problem and a documented strategy for action. **Standard 3: Monitoring.** All relevant stakeholders regularly monitor the activities of the education response and the evolving education needs of the affected population. **Standard 4: Evaluation.** There is a systematic and impartial evaluation of the education response in order to improve practice and enhance accountability.	**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 that reflect diversity and equity. **Standard 2: Conditions of work.** Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated. **Standard 3: Supervision and support.** Supervision and support mechanisms are established for teachers and other education personnel, and are used on a regular basis.
Category: **Access and Learning Environment**	**Category:** **Education Policy and Coordination**
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 promote the protection and mental and emotional well-being of learners. **Standard 3: Facilities.** Education facilities are conducive to the physical well-being of learners.	**Standard 1: Policy formulation and enactment.** Education authorities prioritize free access to schooling for all, and enact flexible policies to promote inclusion and education quality, given the emergency context. **Standard 2: Planning and implementation.** Emergency education activities take into account national and international educational policies and standards and the learning needs of affected populations. **Standard 3: Coordination.** There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

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