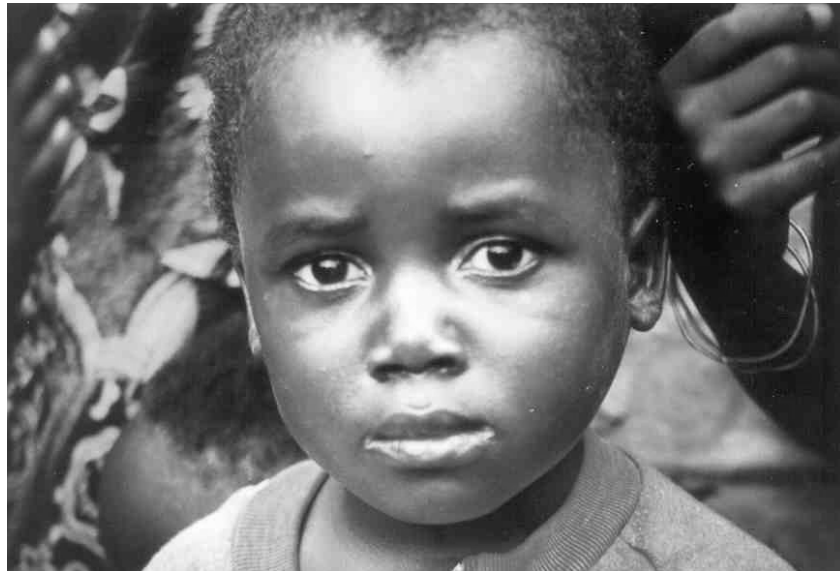


EDUCATION IN EMERGENCIES FACILITATOR'S GUIDE



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ACRONYMS

CRC	Convention on the Rights of the Child
EU	European Union
IDP	Internally Displaced Person
IRC	International Rescue Committee
NGO	Nongovernmental organization
SMC	School Management Committee
TEP	Teacher Emergency Package
TOT	Training of Trainer
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UXO	Unexploded Ordnance

INTRODUCTION

“Education in emergencies” is an umbrella term used to cover the variety of formal and non-formal educational activities taking place during an emergency.”

Observers of humanitarian crises often note that in the aftermath of a disaster it is the affected-populations themselves who take the initiative to re-establish their education systems. These communities understand that education in such a situation is a valuable force for normalcy in the community and a forward-looking investment in their children and the future. Education also offers a valuable protective element; schooling conducted in safe spaces keeps children from harm and learner-centered lessons promote psychosocial healing. For these reasons, education has long been a vital component of humanitarian responses to disaster.

In spite of education's multiple benefits, educationists have had to work hard over the past decade to have children's needs recognized as a first-priority response in an emergency. Resistance from some sectors has focused on the contention that education is a “development” activity without place in the “relief” context of a humanitarian intervention in a complex emergency. The United Nations Convention on the Rights of the Child and Graca Machel's study on the plight of children caught in armed conflict have given powerful backing to the case for broadened child-focused emergency programming by highlighting children's rights and needs beyond shelter, food, and water. Today almost all major international humanitarian relief and development agencies provide some degree of educational response in an emergency, and although there are those who remain skeptical of the value of education in emergencies, or question its place as a first-priority response, a definite momentum has been established in favor of education.

The increased recognition of education's importance has also brought heightened attention to the principles and methodology upon which education programs are based. As a field, education in emergencies draws from a number of disciplines, including pedagogy, social work, child development theory, psychology, and others. The last decade has seen a concerted effort to draw best practices and lessons learned from these fields and to interpret them in the emergency context. As a result, an increasing professionalization of the field is taking place as materials and methodologies specific to education in emergencies have been developed.

This training manual and the accompanying field guide have been designed as a reference for education program officers and humanitarian staff working in conflict/post-conflict settings. It provides a comprehensive introduction to education programming in emergencies, including programmatic goals and educational activities to support these goals. It also presents general principles for programming - guidelines flexible enough to support the development and implementation of community-based education programs in a wide variety of circumstances. While no single training can adequately cover the vast array of issues and variations present across all emergencies, this training provides an introduction and framework for establishing a sound education program that will provide children with quality instruction and encourage their psychosocial recovery from the trauma of conflict.

Supplies needed for workshop

- Chart stand
- Flipchart paper
- Colored markers (red, blue, black, green)
- Masking tape
- Pens (one per participant)
- Handouts (one per participant)
- Overhead projector (optional - flipchart may be used)
- Transparencies/prepared overheads of handouts (optional - flipchart and handouts may be used instead)

Training Format

The format for this workshop includes guidelines and timeframes for a three day workshop, but the actual timeframe depends on the amount of audience participation and discussion.

Starters

- Introduce yourself, explain the purpose of the workshop, and describe its format.
- Emphasize to the participants that the workshop is a dialogue between the facilitator and the participants and that you expect everyone to participate and contribute to the workshop with comments, questions or examples.
- State the estimated timeframe for the workshop and introduce the workshop's agenda.
- Time is always an issue, so ask participants to respect the workshop's schedule, particularly after breaks and lunch.

Icebreaker

- Ask participants to introduce themselves to the group and to give their names, where they are from, and their position.
- Have participants state two things they hope to learn from this workshop.
- Once they have shared their expectations, state the objectives of the workshop that are in this manual.

Discussion

The discussion portion presents the key learning points to be covered in the workshop.

✓ The checkmark indicates that you should lead the discussion.

? Indicates you should ask specific questions.

The outline for the Education in Emergencies workshop is as follows:

- Topic One: Introduction to Education in Emergencies
- Topic Two: Getting Started
- Topic Three: Administration
- Topic Four: Curriculum
- Topic Five: Structures and Supplies
- Topic Six: Personnel
- Topic Seven: Access and Protection

Questions and Answers

After presenting the topic, respond to questions and pursue any issues that require further elaboration. Address as many questions as possible.

Case Studies

Case studies provide the participants an opportunity to analyze situations by responding to statements or questions about the case study.

Group Exercises

These activities are an integral part of communicating the message to the audience and increasing participation. Group exercises allow the participants to combine their understanding of the subject matter.

Three Day Training Schedule

Timeframe	Topics	Methods
DAY 1		
Topic 1: Introductions to Education in Emergencies		
40 Minutes	Session 1: Warm-Up	Introductory exercise in pairs, group presentations and discussion
45 Minutes	Session 2: What is Education in Emergencies	Brainstorming, group presentations and discussion, facilitator presentation
15 Minutes	Session 3: Why is Education Important in an Emergency?	Short facilitator presentation
60 Minutes	Session 4: Principles of Education in Emergencies	Participant exercise, group presentations and discussion, facilitator review
LUNCH		
Topic 2: Getting Started		
75 Minutes	Session 1: Framework for Education in Emergencies Programs	Participant exercise, group presentations, facilitator presentation
50 Minutes	Session 2: First Steps	Facilitator presentation, participant exercise, group presentation and discussion
50 Minutes	Session 3: Conduction a Resource and Needs Assessment	Brainstorming, participant exercise, group presentations and discussion
DAY 2		
Topic 3: Administration		
	Session 1: Establishing an Education Management Structure	Brainstorming, facilitator presentation
50 Minutes	Session 2: Operations Manuals and Procedures	Group discussion, facilitator presentation
45 Minutes	Session 3: Advocating for Education	Facilitator presentation, participant exercise, group presentation and discussion
60 Minutes	LUNCH	
Topic 4: Curriculum		
30 Minutes	Session 1: What curriculum to use?	Facilitator presentation, brainstorming, group discussion
40 Minutes	Session 3: Advocation for Education	Facilitator presentation, brainstorming activity, group discussion
60 Minutes	Session 3: life Skills curricula	Facilitator presentation, participant exercise, group presentation and discussion
30 Minutes	Session 4: Preparing for the Post-Conflict Phase	Facilitator presentaion, brainstorming and group discussion

Timeframe	Topics	Methods
DAY 1		
Topic 5: Structures and Supplies		
15 Minutes	Session 1: Structures and School Supplies	Facilitator presentation, brainstorming, group activity and discussion
15 Minutes	Session 2: Education kit Case Study	Case study and group discussion
Topic 6: Personnel and Training		
60 Minutes	Session 1: Personnel and Training	Facilitator presentaion, brainstorming, case study, group discussion
	LUNCH	
Topic 7: Access and Protection		
75 Minutes	Session 1: Access and Protection	Facilitator presentaion, brainstorming, participant exercise, group presentaions and discussion
30 Minutes	Session 2: Non-formal Education	Facilitator presentation, brainstorming, group discussion
70 Minutes	Session 3: Monitoring and Data Gathering	Participant exercise, group presentation and discussion
10 Minutes	Session 4: Evaluating the Training	Fill out survey

KEY LEARNING OBJECTIVES

By the end of the training, participants will be able to:

- Articulate why education is important in emergencies and understand the principles upon which education in emergencies is based.
- Understand the major programming components (learning activities, curriculum, administration, personnel and training, and resources and materials) and methods and best practices regarding each.
- Understand the role of monitoring and assessment as a basis for program development.

BACKGROUND

Education in emergencies comprises a wide variety of activities intended to meet not only the normal social and developmental needs of children, adolescents, and adults, but those emergency-specific needs as well.

It draws from a wide variety of theoretical constructs and legal frameworks, including:

- Universal Declaration of Human Rights - Article 26: Everyone has the right to education and it is the responsibility of governments to provide that education.
- 1951 Convention Relating to the Status of Refugees: mandates that host countries provide primary school education to refugees on the same scale as their own citizens. (Note: A country must be a signatory to the convention for this to apply.)
- 1989 Convention on the Rights of the Child: Reconfirms the fundamental importance of education for children and emphasizes gender equity, inclusion of the disabled, and the linguistic and cultural rights of minority children. (Signed by all countries except Somalia and the United States.)

Other efforts to address issues presented during education in emergencies include:

- Child development theories which describe the needs and stages of human development and inform the pedagogical approaches best suited to them.
- Theories on the effects of trauma and stress on children, which describe the particular manifestations and avenues for the dissipation of the effects of trauma on children.
- Principles of anthropology, which recognize the importance and power of culture - especially as it pertains to education - and are essential to developing programmatic activities that are relevant and meaningful to the affected population.
- Community development principles, which provide a framework for developing community-based programs that promote local ownership and sustainability.
- A holistic approach, which considers the totality of children's needs and the influences acting upon them in order to design programs that successfully meet those needs.

TOPIC ONE: INTRODUCTION TO EDUCATION IN EMERGENCIES

Key Learning Points:

- Education is a right for every child, even in an emergency.
- Education in an emergency has important psychosocial benefits and can play an important role in protecting children's welfare.
- No one solution fits all situations. Education in emergencies programs should respond to the specific needs and situation of the affected population

Session 1: Introduction and Warm-Up

(40 Minutes)

- ✓ Welcome the participants and introduce education in emergencies as part of the training series on children in emergencies.
- ✓ Go around the room and ask each participant to name one thing that they want to learn from this part of the training.
- ✓ Record answers on an overhead or flipchart paper. Together, craft goals for the training in the following format and include the following main points:

By the end of the training, participants will be able to:

- Articulate why education is important in emergencies and understand the principles upon which education in emergencies is based
- Understand the major programming components (learning activities, curriculum, administration, personnel and training, and resources and materials) and methods and best practices regarding each
- Understand the role of monitoring and assessment as a basis for program development

Exercise 1.1: Warm-up - An Important Teacher

This exercise is designed to encourage participants to think about the importance of teachers and education.

- ✓ Encourage participants to think broadly about the concept of education and learning. Stress that it is much more than a teacher in a classroom in front of rows of students.

Objective:

- To begin thinking about the importance of teachers, learning and education.

Timeframe: 20 Minutes

Supplies:

- None

METHOD

Ask the participants to turn to the person next to them and work in pairs.

Each person should first think of an influential “teacher” (emphasize that this could be a school teacher, an older relative, an employer, or a friend) they had at any time in their life. Participants then take turns telling their partner about that teacher.

? *Questions to prompt discussion:*

- *What did you learn from the teacher?*
- *What characteristics made him/her a good teacher?*
- *How did that learning experience influence your life?*

After ten minutes, call the group together and ask for three or four volunteers to describe their partner's teacher, focusing on the information gained from the questions above.

Conclude the warm-up by discussing the importance of teachers, learning and education in every person's life, drawing on the particular examples presented.

Session 2: What Is Education in Emergencies?

(45 Minutes)

Exercise 1.2: What Is Education in Emergencies?

Objective:

- To begin to think about the different aspects of education in emergencies.

Timeframe: 40 Minutes

Supplies:

- Flipchart
- Overhead projector
- Pens
- Overhead/Handout 1.1: What Is Education in Emergencies?

METHOD

Divide participants into groups of four or five.

Read the following guiding questions aloud:

- *In what circumstances might education in emergencies take place?*
- *Who should be responsible for education in emergencies?*
- *What are some examples of education in emergencies activities?*
- *What are the challenges of providing education in an emergency?*
- *What are the special opportunities for educational or social change in an emergency?*

Ask them to think about the answers and compose a definition of education in emergencies that is not more than two or three sentences.

Ask each small group to present their definitions to the large group and discuss answers to the guiding questions compared to the notes in Handout 1: What is Education in Emergencies?

Session 3: Why is Education Important in an Emergency?

(15 Minutes)

This discussion builds on the previous session and addresses why education is important in an emergency.

?

Ask the group

- What are the benefits of education to a child in peacetime?

Record participants' responses on the flipchart.

?

Ask the group to consider education in an emergency.

- What are the additional roles that education can serve in an emergency situation?
- Are there any roles from the peacetime list that they would remove in an emergency situation?

List responses on the flipchart and lead a discussion comparing their answers to those on the prepared overhead/Handout 1.2 *Benefits of Education in Emergencies*.

Take final comments and questions.

Introduce this session with Exercise 1.3.

- ✓ This exercise prepares participants to think about education in emergencies as more than just a logistical or material endeavor. Lead the discussion so that participants begin to think about education as a powerful social institution.
- ✓ Note that Handout 1.4, Mary Joy Pigozzi's essay, *Education in Emergencies, A Developmental Approach*, challenges education program managers to understand this role as well as the need and opportunity for an education in emergencies program to move beyond the simple reestablishment of the pre-conflict education system.

Exercise 1.3: A Developmental Approach to Education

Objective:

- To begin to think about the organizing principles of education in emergencies.

Timeframe: 60 Minutes

Supplies:

- Flipchart
- Pens
- Overhead projector
- Overhead/Handout 1.3: *Principles of Education in Emergencies*
- Handout 1.4: *Excerpt from Education in Emergencies and for Reconstruction: A Developmental Approach* by Mary Joy Pigozzi

METHOD

Ask the participants to divide into groups of three and four and distribute Handout 1.4: Excerpt from Education in Emergencies and for Reconstruction: A Developmental Approach by Mary Joy Pigozzi.

Ask participants to read it to themselves, and then discuss the piece in groups answering the following questions:

- What is the perspective of the author toward education in emergencies?
- What are the main points the author makes?
- What general principles about implementing an education in emergencies program can be drawn from this piece?



After 15 minutes solicit discussion around the first two questions. Then address the third question, asking participants to propose guiding principles for education in emergencies.

List the guiding principles on a flipchart or overhead in the following format:

“Education in emergencies is...”

or

“Education in emergencies should ...”

When a list of guiding principles has been assembled, present the *Principles of Education in Emergencies* (Handout 1.3) and compare the group's answers to those given by practitioners.

As a final activity, ask each group to write a mission statement for an education in emergencies program based on their current knowledge from what they have learned so far. It should be short (no more than 100-200 words) and embody the principles and justifications they think are most important for guiding a program.

Participants should write these statements on flipchart paper or overheads and present them in the large group.

If there is extra time, engage participants in the following debate:



What is the extent to which a program should attempt to transform the existing education system according to what may be considered “western” educational practices?



How much should the program try to transform an education system to meet international standards and how much should it allow local traditions to prevail? When?

TOPIC TWO: GETTING STARTED

Key Learning Points:

- In the aftermath of a crisis, programming should focus on promoting a sense of normalcy and psychosocial well-being among children.
- A quick, yet thorough, resource and needs assessment will serve as the foundation for programming activities.
- A community-based approach from the outset is essential to long-term program success.

Session 1: Framework for Education in Emergencies Programs

(75 Minutes)

Exercise 2.1: First Steps

This exercise helps participants think about the practical implementation of education in emergencies. In recording the groups' answers, you should not focus on the appropriateness or practicability of individual answers as later sessions will address these issues. The main goal of this exercise is to help participants understand the development of a program over time.

Note that a community's education needs in an emergency change with time. The long-term goal in most situations is the restoration of formal education based on a standard curriculum, and the establishment of complementary non-formal activities. Each community will be different and some activities may take place concurrently or not at all, depending on the community's needs.

- **Phase I / Immediately** - Care for the psychosocial well-being of children. To promote healing, focus on structured recreation/play, arts, and self-expression activities conducted in a safe space. Implement these activities quickly and use this time to prepare for the development of the program. Monitor children for other protection needs and conduct a needs and resource assessment to set priorities.
- **Phase II/ Medium Term** - Introduce academic learning (reading, writing, mathematics) into the existing activities. Begin to develop curriculum and lessons, where needed, including programs for children's protection needs. Separate children by age into informal groups. Begin life skills and vocational education opportunities for out-of-school youth.
- **Phase III / Long Term** - Fully reestablish formal education based on a standardized curriculum. Develop programs to improve quality as well as non-formal programs (vocational, life skills, etc.) to provide universal access to quality educational opportunities. Monitoring of attendance rates and patterns helps to identify groups not attending school (and their reasons for non-attendance) and design programs to reach them.

Objectives:

- Participants understand the three-phase framework of education in emergencies.
- Participants learn the goals of each phase and the basic outline of program development.

Timeframe: 25 minutes

Supplies:

- Flipchart
- Overhead projector
- Pens
- Handout 2.1: *Framework for Education in Emergencies, Activities*

METHOD

Ask participants to read the following in their Participant's Guide

A civil war has erupted and 100,000 refugees have fled into a neighboring country to escape the fighting. UNHCR is there and has grouped them into camps that are continuously growing as new refugees arrive each day. There are a few trees in the camps, but little other vegetation. It is the end of the rainy season and a brief, but heavy shower occurs each afternoon. Twenty percent of the children in the camp lost a family member in the fighting and estimates are that 5 to 10 percent of them witnessed a family member being killed. Despite the relative safety of the camp, there are still a few landmines in the area left over from the recent border war between the two countries and there are rumors that local men have been sexually attacking girls who have gone to gather firewood alone. UNHCR has also recently reported that the incidence of cholera is on the rise due to contaminated local water supplies.

Present the following scenario:

“You have just arrived as the education in emergencies officer. A needs and resources survey reveals that some of the young men and women in the camp have started bringing the younger children together in the afternoons to play and hear stories.”



Ask participants to take 10 minutes to answer the following questions:

- What are some initial activities that children could be engaged in?
- What materials are needed?
- Who are important people (and their tasks) in getting these activities started?

After 10 minutes, solicit answers from the group, listing them on an overhead or three separate flipchart sheets. Save the answers for the next session.



Explain that the situation they have just been thinking about is what is commonly called the first, or immediate, phase of the education in emergencies program.

- Use an overhead or refer to Handout 2.1 to introduce the Framework for Education in Emergencies. Ask participants to comment on why this is, or is not, an appropriate framework for the situation in which they work.

- Note that thinking about education in emergencies in phases is simply a conceptualization to help participants think about the evolving nature of an education in emergencies program and understand the need early on to plan for the later stages.
- Explain that there are no clear lines between phases in most emergency situations. In some communities, where there is a long tradition of formal education and a high level of educational human capital (e.g., Bosnia and Chechnya), communities may move through the first two phases in a matter of weeks, or even skip one or both. In communities with weak formal education traditions (e.g., Somalia), months or years may lapse between phases as capacity and support for the program develops.
- ✓ Ask if there are any questions, and distribute the activities chart (Handout 2.2: Framework for Education in Emergencies, Activities) for participants' reference throughout the training.
- ✓ Briefly discuss the main programming areas listed down the left hand side, noting when these topics will be covered over the rest of the training.

Session 2: First Steps

(50 Minutes)

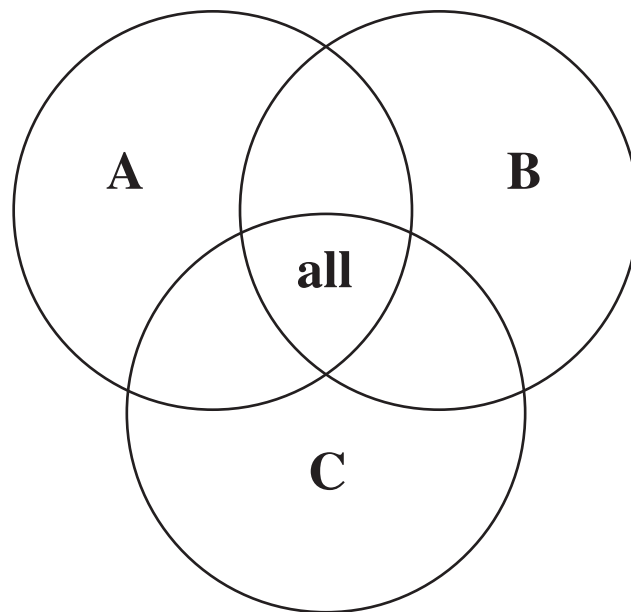
Begin this session by referring participants back to their answers from Topic One, Session 3: *Why Education in Emergencies Is Important*.

Explain that this session will address the Phase I/Immediate Programming and note that one of the goals of this phase is to provide psychosocial support and protection to children and adolescents.

Ask participants to brainstorm ways that structured activities, such as those brainstormed by participants in the previous session, to help children. Answers should stress that:

- Regular, structured activities help children regain a sense of security
- When children are gathered together, special activities can be designed (such as art and storytelling) that allow children to process their feelings.
- ✓ Revisit the activities flipchart page from Exercise 2.1 and ask participants if there is anything that they want to add or take off the list.

Work with participants to group the activities on the list into three types: recreation/play; arts/self-expression; and basic lessons/safety messages on a Venn diagram. A Venn diagram, which helps students see that sets A, B and C have some (but not all) elements in common, is made up of two or more overlapping circles to show overlaps between the three types.



Make sure that participants have identified activities in all three areas, especially safety messages, and emphasize that early programming activities should encompass all three.

Exercise 2.2: Designing Safe Spaces

This exercise is designed to help participants understand and apply the safe spaces concept for early educational programming.

Objectives:

- To understand the safe spaces concept.
- To understand the benefits of establishing early, psychosocial activities.

Timeframe: 30 Minutes

Supplies:

- Prepared safe spaces map on flipchart paper. A basic map that includes markings for dirt, stones, an area of suspected landmines, a few trees, a water point, and a scale to show size of space, should be roughly drawn in advance.
- A set of marker pens for each group.

METHOD

Ask participants to divide themselves into four groups and give each group flipchart-sized pieces of paper that have basic maps drawn on them.

Introduce the story of the safe spaces initiative and ask participants to read *Safe Spaces for Children* in their Participant's Guide.

Safe Spaces for Children

UNICEF, working in collaboration with international NGOs, has recently developed the concept of Child-Friendly Spaces or Safe Spaces for Children.

Used in Albania in 1999 and later in the aftermath of the earthquake in Turkey the same year, the safe spaces concept is designed to create a dedicated space for children in a refugee camp or area of conflict that is set aside as a secure area in which a variety of children's needs can be met.

Usually the space is sectioned off by a fence or some other form of marking and is set up with a play/recreation field as well as tented areas dedicated for classrooms, infant and child health care, and an “adult area” for parents and children together.

Although not always possible to implement due to space or other restrictions, safe spaces have a number of benefits, including: sending a strong signal that children are valued and need to be protected; the bringing together of services for children, making things easier for parents; and, dedicating space for children and schools from the start of an emergency that can be maintained throughout later programming. In Albania, the safe spaces measured approximately 1,700 square meters per 2,500 refugees.

Adapted from: Child-friendly Spaces Initiative (UNICEF: Tirana)

Have each group design their own safe space. Each group should:

1. Name their space
2. Make sure that it has space designated for recreation, classroom shelters, infant/childcare areas
3. Show how borders are demarcated, how the site will be monitored and where water, toilets and other aspects they deem necessary will be located.

Note the following principles to guide their work:

- Make safety the primary concern in choosing spaces
- Clear areas of dangerous objects and demarcate them as safe spaces for children
- Work with the local population to guard and maintain spaces

- Plan for the eventual inclusion of water points and latrines

Ask each group to present and describe their safe spaces.



Ask participants to discuss how the type of site chosen for learning activities will be determined in large part by the individual characteristics of the emergency. The safe spaces idea is just one possibility. For example, in refugee or IDP camps, the space will often be an area of undeveloped land and all structures will have to be constructed largely from scratch. Where an affected population is still in its home area, and in IDP and refugee situations where the affected population is dispersed among a host population, it may be possible to utilize existing school buildings and classrooms.

Summarize early activities and safe spaces concepts.

Structured activities help children in both form and content:

- Form: the structure helps children regain a sense of security; and
- Content: with children gathered together, special activities can be designed (such as art and storytelling) that allow children to process their feelings.

Early learning activities for children should focus on reestablishing their sense of security and normalcy in the aftermath of disaster.

- Activities should meet regularly
- Activities should be conducted in safe spaces, cleared of dangerous objects
- Activities should be a combination of recreation/play, arts/self-expression, and basic lessons focused more on life skills/survival messages than on academics.

For safe spaces, use existing school buildings and grounds, if not, develop new spaces.

- Make safety the primary concern in choosing spaces.
- Clear areas of dangerous objects and demarcate them as safe spaces for children.
- Work with the local population to guard and maintain spaces.
- Plan for the eventual inclusion of a water point and latrines.

If there is extra time, engage participants in the following debate.

Should you wait?

Some practitioners advise program staff to be patient in the early stages of an emergency and not to get ahead of the population in pressing for learning activities to begin.

UNHCR cites the following preconditions.

- An expressed interest on the part of the population for children's education
- An existing, or emerging, organizational structure within the population

Encourage participants to discuss the pros and cons of waiting for the affected population to take the initiative and offer their opinions on best practice.

Have participants share any similar situations, which they are aware of, when it is better to wait before acting. Ask participants:

- ? What are the pros and cons of waiting for the affected population to take the initiative?
- ? Can you think of some examples of when it is better to wait before acting?
- ? What are some examples of when it is better to act without waiting?

As a counter example, present the case of girls education in Afghanistan where the humanitarian community has taken the initiative themselves, not waiting for the local population, which is often against girls' education, to take the initiative.

Session 3: Conducting a Resource and Needs Assessment (50 Minutes)

Explain that prior to the establishment of formal activities for children, a rapid resource and needs assessment should be undertaken. A resource and needs assessment is essential because it helps to determine the programs goals and activities.

- ✓ Ask participants to describe a resource and needs assessment and suggest reasons why one would be important at the start of the education program.

Note answers and explain the concept if participants are not familiar with it. Stress the importance of the resource/needs assessment in setting program priorities and developing a successful program strategy.

- ? Now ask participants to imagine they are newly arrived education program officers and ask the following question:
 - What types of information about education do they want to gather through a resource and needs assessment?

Note answers on an overhead or flipchart.

Exercise 2.3: Conducting a Resource and Needs Assessment

This exercise is designed to help participants understand the importance of conducting a rapid yet thorough resource/needs assessment early in the program.

Objective:

- To gain an understanding of the basic information to be gathered in an initial resource/needs assessment.

Timeframe: 40 Minutes

Supplies:

- Flipchart paper for each group
- Pens

METHOD:

Choose one of the information areas brainstormed earlier in the session and work with the participants to brainstorm all specific information that they would want to know about that information area. Information areas include:

- What was the education system like before the emergency?
- What educational (or other) activities are currently taking place with children?
- What does the community want for education?
- What human and material resources/needs exist?
- Who are the local and international actors? Their interests? Capacities?
- What are the political, economic or social factors in the community that affect access and success in the education system?

Ask participants to describe how they would collect the information.

Next, have the participants divide into five groups and assign each group one of the remaining information areas. Groups should take 10 minutes to identify 10 (or so) pieces of information they would want to know about that topic.

As each group presents its framework to the large group, compare and discuss the participants' recommendations.

TOPIC THREE: ADMINISTRATION

Key Learning Points:

- Education should be community-based. Successful programs are possible only when the affected population is integral to their planning and management. The program should reflect the community's needs and desires.
- Creating an operations manual will help standardize program guidelines and procedures.
- The education in emergencies program must work with affected-population leaders, home and host government officials and representatives of humanitarian organizations in order to gain consent and support for education in emergencies activities.

Session 1: Establishing an Education Management Structure

(50 Minutes)

After safe spaces have been established and activities for children begin, a management structure should be put into place.

✓ Ask participants to think about the education system where they grew up or worked - an education system not beset by the types of emergencies discussed here - and note responses to the following questions on a flipchart or overhead to create a chart similar to the one below.

? Lead the discussion with the following questions:

- What were the internal management/governance structures at your school? Who made up these structures?
- What were the management/governance structures beyond your school? Who made up these structures?
- What are the responsibilities of these two levels? (e.g., curriculum, discipline, budgeting, etc.)

Level	Structure	Responsibilities
School Level	Principal, Vice-Principals, PTA's, student council, various committees, etc.	School oversight, student/teacher monitoring, curriculum implementation, testing, etc.
System Level	Board of Education, Ministry of Education (local and national), etc.	System oversight, monitoring, setting standards, organizing training, setting curriculum, etc.

? Ask participants to discuss why these different levels exist.

Answers should point out the importance of combining local ownership and knowledge with the technical capacity and big picture perspective of the system-level structures.

- Transfer these ideas to the emergency program and point out the same need for a structure that makes the most of local knowledge and capacity and still provides an effective coordinating body.
- Introduce the idea of school management committees (noting that the school management committee exists in addition to the principal and other school-based administrators) for school-level management and an education planning group for system-level management.
- ? Ask participants to brainstorm who should be on each of these bodies and how their roles would be the same or different from those noted in the matrix above.

Note answers in a new matrix on a flipchart or overhead.

Answers for representatives should include:

Safe Space/School Management Committees

- Representatives of the school: principal, teachers, students
- Representatives of the community: political, religious, and traditional leaders;
- Representatives of different ethnic and minority groups.

Educational Planning Group (Usually established by UN agencies)

- Representatives of the humanitarian community: UN agencies, local and international NGOs
- Education leaders from the affected population: system directors and school inspectors
- Representatives of the local/host government: officials from the education, internal affairs, as relevant
- Representatives of system stakeholders: teachers, parents, students, adolescents, etc.

Once answers have been compiled, ask participants to form groups and take 10-15 minutes to discuss the objectives and responsibilities of the School Management Committees (SMCs).

Participants should address how the SMCs can support their school and the overall education program.

Have participants present their answers and compare responses with Handout 3.1: *Objectives of School and Safe Area Management Committee*.

Session 2: Operations Manuals and Procedures

(45 Minutes)

Open the session by reading the following scenario aloud:

You are visiting a school and you enter one of the classrooms to find children running around, throwing things at each other and the teacher sitting in the front of class, smoking a cigarette and reading a newspaper. This is the third time in two months that you have come to this school and seen a similar scene with this teacher. You're fed up and you want the situation dealt with immediately. What do you do?

Give participants a few minutes to consider this scenario, and then ask for their responses.

? Using “devil's advocate”-type questions, work with them to bring out the need for operations manuals to deal with issues like teacher behavior and rules around dismissing staff. Such questions might include:

- What if the teacher wants to appeal your decision?
- What if the school's principal disagrees with your decision?

Ask participants to brainstorm topics that would be covered in an operations manual.

Note all responses and discuss.

Next, have participants describe the steps that should be taken in creating an operations manual if one does not already exist.

Compare answers with Handout 3.2: *Operations Manuals and Procedures*.

Session 3: Advocating for Education

(90 Minutes)

Give a brief overview of the status of education in emergencies and note that many governments and some humanitarian relief agencies remain skeptical of the benefits of education in emergencies. Some do not see education as life saving. Others think of education as a primarily development activity and out of place during an emergency. Therefore, advocating for education is a main task of all education in emergencies staff.

Introduce Exercise 3.1 by asking participants to relate instances where they had to convince someone of the value of a program or intervention (not necessarily education).

Exercise 3.1: Advocating for Education

This exercise is designed to help participants understand what UNHCR refers to as the “retarding factors” to the rapid establishment of education in an emergency. Encourage participants to be creative, yet realistic, in devising persuasive arguments to counter resistance to education.

Objectives:

- To give participants an understanding of the importance of being an advocate for education.
- To familiarize participants with arguments against providing education and possible rebuttals.

Timeframe: 60 Minutes

Supplies:

- Handout 3.3: *Arguments Against Education in Emergencies and Possible Responses*

METHOD

Role Play

Ask participants to choose a partner.

Distribute Handout 3.3: *Arguments Against Education in Emergencies and Possible Responses*

Ask participants to role play, taking turns advocating for and against providing education in an emergency. Participants should rehearse these dialogues a couple of times, building their arguments on the information given and their own experiences.

As the participant pairs practice their dialogues, move among them and identify pairs that are particularly animated or eloquent. Encourage participants to play a “minister” or “camp official” to make the debate more realistic. After 10 to 15 minutes of practice, call these pairs forward to re-create their dialogues in front of the whole group.

- ✓ After the presentations, lead a “de-briefing” session where participants discuss which arguments were the most difficult to make and which were the most persuasive.
- ? Ask the participants if they have ever been in a situation such as the role play and had to convince a skeptical official about the value of their program. Ask participants to share how that conversation was similar or different. Ask for any additional arguments they came up with in practicing their dialogues.
- ✓ Make the point that sometimes creativity is needed. For example, in Tanzania, when authorities did not want education to be provided to Burundian refugees, classes were set up under the banner of “children's activity centers.”

Ask participants to suggest other similar strategies and discuss them with the whole group.

Ask participants to read Strategies to Advocate for Education in their Participant's Guide and lead the discussion.

Strategies to Advocate for Education

- Accept the priorities of the camp managers:
 - a. Shelter
 - b. Food
 - c. Health
 - d. Education

The first and most important thing to do is to get acceptance for setting aside an area for education so that school can be established as soon as the initial emergency is passed.

- Establish a close and good relationship for collaboration with the other NGOs working in the area, especially with the camp management and the community services.
- In every camp coordination meeting it is important to raise concerns about the school, to make the word “school” familiar in all discussions and meetings.
- State the reasons for schools, and for establishing an education programme. Not only the education, but also the enormous psychological effect the schools have on the children and their families by offering organized activities in a structured way.
- There will be “oceans” of frustration - but never give in! Do not believe that things will be sorted out at the first attempt or first agreement. All agreements have to be followed up again and again, and it is necessary to be present at the school sites to follow up on the agreements.

Adapted from Case Macedonia: Education for Refugee Children from Kosovo in Macedonia.
By Eldrid K. Mitturn, Education Advisor, Norwegian Refugee Council.

TOPIC FOUR: CURRICULUM

Key Learning Points:

- The choice of curriculum is tied to long-term goals of the refugee population and should be made by representatives of that population with advice from the international community.
- The curriculum may need to be modified and new lessons added to make it as relevant as possible to the actual situation of the affected population.

Session 1: What Curriculum to Use?

(30 Minutes)

The ultimate goal of the education program is to re-establish formal, curriculum-based education. Therefore, the decision of which curriculum to use is an important one. In most situations, communities make the decision to use the pre-conflict curriculum, although in almost every case changes must be made to that curriculum.



Ask participants to suggest different options in choosing a curriculum. (Home curriculum, host curriculum, third country curriculum, mixed curriculum, new curriculum, etc.)

List these down the left hand side of a flipchart paper. Then, for each option, have participants brainstorm the pros and cons. List these next to the options to create a matrix.



Guiding questions might include:

- What are the issues to consider in choosing a curriculum?
- Why might a community want, or not want, a new curriculum?
- What are the benefits or drawbacks of choosing the home curriculum?
- Who should make this decision?

If participants are having difficulty with the exercise, present the following examples for discussion:

- Sudanese refugees in Uganda chose to adopt an Anglophone “East African” curriculum instead of the Arabic curriculum of Khartoum
- Mujaheddin Afghan refugees in Pakistan chose to study from the pre-Soviet curriculum during the long occupation of their country
- Somalis, rebuilding their country after years of war, embarked on an ambitious redesign of the entire curriculum with the support of UNICEF

Ask participants, based on their discussion, to suggest guidelines for choosing a curriculum.

Compare their suggestions with the list below:

- Consider both practical and political implications of choosing a curriculum.
- The choice should reside first and foremost with the affected community.
- NGOs and UN agencies with expertise should give guidance to the community.
- Provide access to current or accurate political news important to their decision making.
- Offer a long-term perspective that the affected population may lack and can advise leaders away from decisions that may have negative long-term implications. For example, donors may support certain program goals more than others.
- Re-introduction of the “home curriculum” is often the best choice:
- It helps with the psychosocial normalization of children - they are familiar with this curriculum and continuing to use it minimizes their sense of disruption.
- It is based on a vision of reconciliation and return.

Session 2: Building the Curriculum and Designing Learning Materials

(40 Minutes)

In an emergency, the loss of educational materials (textbooks, teachers guides, etc.) can be almost complete; they may be left behind by migrants and destroyed where people remain in their communities. Even in situations where there are learning materials, much of the curriculum might need to be rewritten to reflect the new, post-conflict situation.

- ✓ Ask participants to brainstorm reasons that an education program might need to create new learning materials (lessons, curriculum, etc.).

Note these on flipchart paper.

Ask participants to brainstorm ways to create new materials where they are needed.

Make a list of the suggestions and discuss the pros and cons of each. The two basic options are:

- The ministry of education provides them for the program. In most cases this is unlikely because of the conflict between the government and the community.
- Do it yourself. This will be the reality for most programs. As a result, communities must create some or all of their textbooks, teacher training manuals and learning aids.

Retreats

- ✓ Introduce the idea of a “retreat” as one of the best ways to reconstruct curricula and design new teaching aids.

Outline a retreat as follows:

What? - A “retreat” is a strategy to bring together professional educators and subject (math, language, science, etc.) experts to quickly design curricular materials - everything from a landmine awareness lesson to a full mathematics curriculum.

Where? - Hold retreats away from distractions, where participants can concentrate and be most productive.

Who? - A mixed group of experts in teaching, subject matter, curriculum design, community mobilization and message dissemination.

- Experienced teachers have excellent memories of the curriculum and should be at the center of this process
- Refer to the initial resource/needs assessment to determine other potential participants

How many? - Retreat groups should be large enough to generate a variety of ideas around tasks, but not so large as to make the group more deliberative than functional.

Note that retreats can be held in parallel to requests for materials from the home government, but that valuable time should not be lost in waiting for the government to provide them.



Conduct the following brainstorming exercise with the entire group as a preview to Exercise 4.1: Developing a Learning Module.

Ask the group to decide on a hobby or skill (theme) of which they have good knowledge and which can be taught to others. When the group has reached a decision, outline the basic components of a learning module.

- Theme
- Learning goals (3-5) in the form: “Participants will be able to...”
- Activities to reach goals - e.g., skits, public awareness campaigns, class lessons, etc.
- Materials, staff and space/location necessary for implementation

Session 3: Life-Skills Curricula

(60 Minutes)

Open the session by reminding participants how retreats can be particularly useful for developing the types of special lessons particular to the needs of children in an emergency and that most likely are not part of the original curriculum.

Ask participants to brainstorm lessons/messages that they might want to create new lessons for, such as Health, Landmine Awareness, Peace and Conflict Resolution and other safety issues.

Distribute Handout 4.1: Common Special Curricular Topics, and discuss the topics listed with the participants. If other topics were suggested during the brainstorming, ask participants to explain the basic issues surrounding each one.

Exercise 4.1: Building the Curriculum and Developing Learning Materials (for Land Mine Awareness)

Objectives:

- To give participants an understanding of the elements of a learning module and how to develop one.

Timeframe: 60 Minutes

Supplies:

- Flipchart
- Overhead projector
- Pens
- Handouts 4.2 and 4.2a: *Mine Awareness Campaigns*
- Handout 4.3: Form for participants to complete with spaces for Theme, Learning Goals, Activities to reach goals, and Materials

METHOD:

Ask participants to form groups of four or five. Distribute Handouts 4.2 and 4.2a, and ask the groups to take a few minutes to read the case study on Somalia.

Ask the participants to use the information contained in the case study and their own experience to design the outline for a landmine awareness program. Remind participants of the basic components of a learning module and distribute a sheet for the groups to fill out.

- Theme
- Learning goals
- Activities to reach goals - e.g., skits, public awareness campaigns, class lessons, etc.
- Materials, staff and space/location necessary for implementation.

Allow groups 45 minutes to complete their task and circulate among the groups during this time to offer help, as needed.

In the large group, invite the groups to share their programs and discuss differences in approaches and content.

Session 4: Preparing for the Post-Conflict Phase

(30 Minutes)

A final area of curriculum and programming to be covered in this training concerns preparing for the post-conflict phase.

Begin by putting the following quote on the overhead or reading it aloud:

“Returnees may receive a warm welcome and support from family or friends or be treated with suspicion and contempt by people who did not become refugees. Just as refugees usually settle in poor areas, they are usually returning to countries that have been devastated by war and where basic infrastructure and services have been destroyed. Many returnees have unrealistic expectations about life at home which cannot be met and may experience difficulties adapting from the semi-urban lifestyle of a crowded camp or settlement to what might be very basic living conditions which are far less sophisticated than those to which they have become used.”

--UNHCR ARC Training Manual

When internally displaced persons (IDPs) and refugees return home, they may need as much, or even more, support to ensure that the educational gains they have made are not lost. The education program should take an active role in making sure their transition is successful.

Ask participants to brainstorm a list of issues to be considered when developing programs for repatriating refugees or returning IDPs, building on the issues raised in the quotation.

Record these on flipchart paper.

Based on these issues, work with the participants to brainstorm ways the education program can help with this transition. Possible activities include:

- Working with the home government to ensure that teachers' and students' work is recognized;
- Working in the context of classes with students and teachers to prepare them for the psychological challenges of returning home;
- Working to build skills that will support the community's economic viability at home.

Specific activities suggested by participants should be listed on a flipchart and general principles drawn out.



Ask participants to read *The Overcrowded Curriculum* in their Participant's Guide and lead a brief discussion drawing on the discussions from the exercise.

The Overcrowded Curriculum

In many countries the regular curriculum is already crowded with children studying 15 or more different subjects per week. At the same time, special lessons such as those discussed above and added language lessons need to be integrated into the curriculum to make it relevant for the children and to fulfill the protective element of education.

It can be very difficult or even impossible to drop seemingly less relevant subjects from the curriculum to make space. Adopting the home curriculum can impose a “straightjacket” on the program, as the affected population is very sensitive to the need to adhere strictly to the target curriculum so as not to jeopardize their chances of having their experience recognized in the post-emergency phase. In addition, a home government that is antagonistic to the affected population may be looking for any excuse, no matter how small, to invalidate the certification agreement.

In general, it is best not to create a separate class for special subjects. Other options include:

- Integrating special messages into the existing curriculum
- Disseminating these messages through the non-formal education program.

TOPIC FIVE: STRUCTURES AND SUPPLIES

Key Learning Points:

- Constructing classrooms and other learning spaces is the joint responsibility of the affected population and relief agencies.
- Structures and materials should meet basic minimum quality standards and be similar to those in both the home and host communities.
- Supplies should be purchased as locally as possible and steps taken to prevent theft.

Session 1: Structures and Supplies

(60 Minutes)

Introduce the discussion of materials.

- Procuring materials (including space) can be one of the most frustrating issues in an education in emergencies program.
- Space is difficult to find, physical structures costly to construct, and, without fail, valuable basic learning materials are delayed in transit.

Ask participants to brainstorm materials that an education in emergencies program might need - such as shelter/school structures, furniture, chalkboards, pens, copybooks, slates, chalk, registers, etc.

Write these suggestions in two columns on a flipchart - one for structures and one for school supplies.

When the suggestions are finished, label them as “School Supplies” and “Structural Needs” and explain that this section will deal first with structures and then with supplies.

Structures

Physical and human resources at the community level are essential to securing space and getting cost-effective schools built. For this reason, the needs and resources survey and the management structure are very important. Taking advantage of them decreases program costs and increases community ownership in the school.

Refer back to the list of “structural needs” and have participants elaborate on what a structure is: break it down into walls, floor, roofing.

Ask participants to make a list of:

- What can the local population be expected to contribute?
- What can the humanitarian organizations be expected to contribute?

Who provides what materials will differ according to the particular situation, but stress that in almost every

situation the population mainly can provide labor.

Have participants present their answers and discuss in the large group.

- ✓ To further the discussion, ask participants to debate the following statements.
- “School structures should be comparable in quality to those in both the home and host area.”
- “Have realistic expectations - affected populations often overestimate what they can and will contribute and how fast the project will proceed.”

School Supplies

- Ask participants to brainstorm problems with getting supplies and materials into an emergency area. Participants should draw on their own experiences for examples.
- Prompt participants with the following examples, if needed: cost, theft, supply containers fall off ships, delivery trucks get stuck in the mud during rainy season, etc.

Note all responses.

Ask participants to form small groups and brainstorm strategies to remedy the following potential problems with supplies such as:

- High cost
- Problems with transportation delays
- Theft

Have groups present their strategies on flipchart pages. When they are finished, ask the whole group to debate the following point:

Supplying materials in an emergency can be a double-edged sword - providing supplies in a material-poor environment can provide credibility to an organization. At the same time, when they are inevitably delayed in transit, they can hurt an organization's reputation with the community.

Distribute Handout 5.1 *School Supplies* and review the following best practices:

Best Practices for School Supplies:

- Order as locally as possible
- Use a calculation of lowest cost and rapidity of delivery as your guide
- Take theft precautions:
- Notify the community when supplies will be distributed and the exact amount due to each student. Keeping the community aware will encourage self-policing and community follow-up if supplies go missing or are inequitably distributed.

- Mark all supplies with a stamp and serial numbers and have each person receiving the supplies sign off for them. If they then pass them along to another person, the receiver will sign off again. If supplies turn up in the local market, the serial number can be checked against the sign-off sheet to see who was last responsible for them and should therefore be held accountable.
- Order material up front - A program report from East Timor recommended one third of the year's materials budget be spent ahead of time.

Session 2: Education Kit Case Study

(45 Minutes)

Distribute Handout 5.2: *Education Kits Pros and Cons* and Handout 5.3: *Case Study: Education Kits* and ask participants to read to themselves.



Ask the following questions:

- Has anyone in the training group ever used kits? What was your experience?
- What are the benefits noted here? What are other benefits that you can think of?
- What are the problems associated with kits? What other problems might there be?
- Drawing on this case and your own experience, create a list of pros and cons of using kits.
- What are the tradeoffs between preparedness and relevance? (A kit may be ready quickly, but not as appropriate as it could be.)
- What are some principles or guidelines participants can create on when and how kits should be used?
- When do you think kits would work best? Worst?

Note participants' responses on the flipchart.

- If there is time, review Sessions 1 and 2 of this Topic and create a list of guidelines for education in emergencies materials.

TOPIC SIX: PERSONNEL AND TRAINING

Key Learning Points:

- Teachers and other school personnel are the most valuable part of the education in emergencies program and their needs, including psychosocial ones, should be a primary consideration.
- Training is vital to keeping school staff motivated and upgrading the quality of the program.
- Training should be a constant component of the education program and should be targeted toward all skill and administrative levels.

Session 1: Personnel and Training

(60 Minutes)

Note: This topic requires more lecture time than most. Throughout, try to elicit suggestions and feedback from the participants to keep the session interactive.

Begin the session by placing the following two quotations from the UNHCR ARC training manual on the overhead. Ask a participant to read it aloud to the group.

“Although various teaching aids and physical school facilities are of great value, well-trained, dedicated and hard-working teachers are much more important to the success of an education programme.”

“Teacher training opportunities are probably the single most effective strategy for bringing about change in children's school experience -- provided the type of training is appropriate. Training has an effect that lasts long after the event in the mind and personality of the people trained, and can make a dramatic difference to teachers' morale, even when other conditions remain problematic.”

--UNHCR ARC Training Manual



Using these quotations as a starting point, preview the content of the session by asking participants the following questions.

This questioning is informal and answers do not need to be written down.

- These quotes strongly emphasize the importance of training, why do you think this is so?
- Why is training important? In general for an education system? For an emergency?
- Who needs training? What information should be imparted in these trainings?
- When and how can training be offered?

Exercise 6.1: Mozambique Case Study

Objective:

- To begin thinking about the importance of teacher training and the types of training teachers might require in an emergency.

Timeframe: 30 Minutes

METHOD

Ask participants to read the Mozambique Refugee Education case study in their Participant's Guide.

The Mozambique case is somewhat unique in that the refugees fled rebel attacks and not the government. This meant that it was in the Mozambican government's interest to participate in and encourage the education of refugees. The case presents a good example of what is possible when teacher training is a focus of a program.

Refugee Education and National Development

The Teacher Education Programme in Mozambican Refugee Camps

By Fay Chung in *Education Update*. Vol. 1, No. 1, June 1998

In 1984 Mozambican refugees began to pour into Zimbabwe, fleeing the war in their country. The education programme began almost immediately. Teachers were recruited from amongst the refugees, and they generally had only Grade 4 qualifications. The Zimbabwean Ministry of Education negotiated with its Mozambican counterpart to appoint teacher trainers to be in charge of teacher education in each camp. The trainers were employed by the Mozambican Ministry of Education, with the Zimbabwean Ministry paying only an allowance. The programme consisted of four hours of training each day as the teachers taught during the morning, and attended a teacher training course in the afternoon.

Three times a year, during the school holidays, the teachers attended a two-to-three week holiday course outside the camp, run by the two Ministries. In addition, groups of 100 were taken to a college and trained through a full-time 18 month programme run by a combined team of Mozambican and Zimbabwean teacher trainers.

Outside assistance was important in initiating and continuing the ambitious teacher education programme. In 1985, the Spanish Government provided some wheat for the refugees. It was decided to sell the wheat on the open market and utilize the proceeds to pay for the allowances of the teacher trainers. Funds from UNHCR, UNICEF and the Swedish Government enabled the schools to purchase basic education materials. The German Foundation for International Development funded the 18-month full-time residential programme.

The teachers themselves showed a remarkable dedication both to the children and their studies, continuing both teaching and training year after year from 1984 to 1994 without a salary.

The question of payment of the teachers in the refugee camps was a difficult one: other camp dwellers were able to obtain paid employment as cotton pickers on white-owned farms at Z\$2 per day, and donors were prepared to pay for the teachers' salaries. But the issue was whether it was fair to pay the teachers when tens of thousands of other adults in the refugee camps were all required to do some work to improve the quality of life in the refugee camps: house and toilet construction, furniture making and metalwork. It was decided that paying a few hundred teachers whilst not paying the others who were doing equally important work would create not only inequity but different criteria for the selection of teachers.

Over the ten years of the programme, the teachers' reward was the satisfaction they received in educating thousands of children and the training that they received. During the holiday courses every attempt was made to provide some extras such as soap, detergents, toothpaste, razor blades, and other necessities that were hard to come by in refugee camps. Teachers were given extra food rations and clothes in recognition for their services. By the end of the program several hundred children had completed their primary education. In addition, the refugee camps also ran a large number of technical/vocational courses that included house and school construction, metalwork and woodwork.

The teacher training curriculum followed that of Mozambique, with the addition of English. This was a very popular addition and in very high demand. The schools used the Mozambican curriculum, but with some adjustments, such as the utilization of the mother tongue in the first three grades in addition to Portuguese.

The program enabled both the teachers and the students to benefit from a high quality primary education, empowering them to pick up the threads of their lives more effectively. The years in refugee camps were an important part of personal as well as national development. The teachers have been able to take up posts as qualified teachers and participate in the reconstruction of their country.

After participants have read the case study, the facilitator should lead a general discussion.



Ask the following questions as a starting point for discussing the case:

- What were your impressions of the case?
- What were the most successful aspects?
- What were the crucial elements to that success?
- To what extent does the case embody the principles and practices we discussed already?
- Would the process described here have been/be possible in an emergency in which you have worked? Why not?
- What about the training made it effective? Why?
- What are the lessons you can take away?
- Beyond lessons for training, what are other lessons that can be drawn?



Introduce the following overheads or handouts: Handout 6.1: *Teacher Training Sessions*; Handout 6.2: *Types of Training in an Emergency* and Handout 6.3: *Principles of Personnel and Training*. Refer back to the Mozambique case study where appropriate.

TOPIC SEVEN: ACCESS AND PREPARATION

Key Learning Points:

- Education plays a valuable role in monitoring and protecting children's welfare.
- Strong data-gathering systems are vital for identifying children who are not attending school and special protection issues.
- Experience indicates that many protection issues are rooted in the attitudes, beliefs and laws of local communities. Strategies for change must include the local community, supported by the education program.

Session 1: Access and Protection

(75 Minutes)

Begin this session by recalling the issue of protection, referring back to the principles outlined in Topic 1.

✓ Stress that education should promote greater child protection.

- Learning activities ensure a child's right to education
- Conducted in a safe space, education keeps children from harm's way
- Education serves as a window for monitoring child welfare issues

Next, introduce the term “educational access” and ask participants to brainstorm definitions for the term..

Record responses and compare them to the following definition:

Definition of Educational Access: A measure of the ability of any child, adolescent, or adult to fully participate in educational activities.

Explain that access is the product of both factors internal and external to the school.

- **External:** Children cannot or are not allowed to go to school
- **Internal:** Children may be free to attend, but education is not available to them or the education options available do not meet their particular needs

Ask participants to form groups of four or five.

Addressing the whole group, ask participants to identify groups of children who may not be attending school in an emergency or who may have trouble attending school.

List participants' responses down the left hand side of an overhead or flipchart.

The list should include:

- Girls
- Children with disabilities (including sight and hearing)
- Minorities
- Older Children and Adolescents
- New Arrivals (in a refugee or IDP setting)
- Poor Children.

Ask each group to identify two or three reasons that each of these groups of children might not be attending. Participants should draw on the internal and external list of factors they have already brainstormed and add more as they think of them.

After 10 minutes, solicit these suggestions from participants, and create a chart similar to the following.

Access Barriers for Selected Groups:

Girls	Safety, appropriate clothing/sanitary materials, gender roles/work at home, social pressures against girls' education, prejudice in school/from teachers, few female teachers.
Children with Disabilities (incl. sight and hearing)	Physical access limitations, e.g., no ramps at school, social stigma/stereotypes against education for disabled children, prejudice in schools/from teachers, parents are ashamed
Minorities	Prejudice, language, safety
Older Children and Adolescents	Different ages from classmates, classes not geared to their learning style or not relevant to their experiences, missed years of education, child soldiers-shunned by community, traumatized, feeling disaffected, working responsibilities
New Arrivals (refugee situation)	Language, families do not know how to enroll in school, do not have materials, not at same level as peers
Poor Children	No clothing, working, orphaned



Introduce the basics of a problem-solving strategy.

Basics of a Program/Intervention Development Strategy:

1. Assemble existing data around the problem and existing available resources.
2. Bring interested/knowledgeable parties together.
3. Brainstorm solutions to the problem based on the data and resource assessment.
4. Design a pilot intervention, identifying and building on local initiatives. Consider variety of transmission strategies (peer teaching, public awareness campaign, dramatic skits/songs).
5. Raise community awareness and gain support around the intervention.
6. Test the pilot intervention with typical school or district - smaller schools and younger age groups are usually better to test with.
7. Make necessary adjustments based on the pilot results and bring intervention to scale.

For the program/intervention to be successful, it should:

- Be grounded in the data collected through constant monitoring and evaluation.
- Be community-based, involving all representatives of a wide range of community members (including children, parents and youth).
- Incorporate best practices knowledge gathered from previous education in emergencies programs.

Exercise 7.1: Access and Protection

Objectives:

- To familiarize participants with the protective role education can play in an emergency.
- To familiarize participants with the various barriers to universal access and basic strategies for overcoming them.

Timeframe: 50 minutes (30 Minutes for Part 1)
(20 Minutes for Part 2)

Supplies:

- Overhead projector or
- Flipchart
- Flipchart papers for groups
- Pens

METHOD



Ask participants to imagine that they are in a refugee camp where the ratio of girls' to boys' attendance has dropped below 1:3. The education planning group and school management committees have looked into the problem and noted a variety of causes, including safety, appropriate clothing/sanitary materials, gender roles/work at home, social pressures against girls' education, prejudice in school/from teachers, few female teachers.

Each group should design a new initiative to address the problem of girls' attendance. If it is necessary at this point, give some intervention examples from another area, such as poor children, to help participants understand their task.

Ask each group to present its strategies to the entire group.

After each group has presented its ideas and taken questions from the group, discuss the need for sensitization (raising community awareness) and place the following quote from Save the Children on the overhead for discussion.

“Experience indicates that many protection issues are rooted in the attitudes, beliefs and laws of local communities. For change to occur:

- *Individuals, communities and governments must be aware of the issues and the alternatives*
- *The education program must be prepared to follow-up by supporting community groups in designing their own strategies.”*

--Save the Children

Distribute Handout 7.1: Approaches to Improving Educational Access

Session 2: Non-Formal Education

(30 Minutes)

In some situations the solution to access problems may not lie in removing barriers to participating in the formal system, but in creating parallel educational experiences tailored to the needs of specific groups such as women or youth. Non-formal education activities are vital to meeting the educational needs of all children.

- Examples of non-formal programs include small pre-primary classes run by volunteers, vocational education for adolescents, clubs, youth development programs, and literacy courses for youth and adults.
- Non-formal education should be experiential and consist of learner-defined content.

Introduce the definitions of formal and non-formal education

- **Formal Education (from UNHCR):** An educational system with hierarchic structures and a chronological progression through levels or grades with a set beginning and end. Formal education usually takes place in an institution and involves some kind of assessment leading to certification of qualification.

- **Non-formal Education (from UNHCR):** A flexible approach to education using alternative modes of delivery outside the formal system. The content offered by non-formal education programs may be identical to that available in school or it may be different as in the case of literacy programs and popular education initiatives that do not lead to certificates.

❓ Ask participants the following questions to help them better understand non-formal education programs. Record answers on a flipchart paper.

- For whom might formal education not be appropriate/possible? Why?

- What circumstances might make the formal system less appropriate for someone?

❓ If participants need help brainstorming here, ask the following questions about formal education and then turn them to apply to non-formal education:

For example:

- When do formal school classes meet?
- Who is busy during those times and cannot attend class?
- Where do classes take place?
- Who teaches?
- What are the main subjects studied?
- Who determines what the subjects are?
- Who attends? Ages?

Answers might include: adolescents who have never studied and feel embarrassed sitting in school with younger children; women with children who want to learn how to read and write.

✓ Have participants brainstorm different types of non-formal education programs that could be offered to these groups. Through questioning and soliciting suggestions from the group, be sure to cover the following information.

Basic steps for developing a non-formal education component include:

1. Consult extensively with the community
2. Have the community identify what it wants to learn
3. Determine material, space and training needs
4. Acquire technical and/or programmatic training
5. If there is time, have participants brainstorm a list of steps for developing non-formal education programs

Session 3: Monitoring and Data Gathering

(70 Minutes)

Ask participants to remember different times during the training when information gathering was important to developing the program.

Examples that have already been encountered during this training include:

- Information gathered at the start on roles and responsibilities among relief groups
- Information on the educational background of the affected population
- Information on the available human and material resources
- Information on which students were not attending school

Explain that in addition to survey data (information that paints a picture of the situation), it is also very important to be continuously collecting data on the functioning of the program (monitoring).

Exercise 7.2: Identifying Monitoring Indicators

Objectives:

- To familiarize participants with the important data that a program needs to collect to evaluate its own performance.

Timeframe: 50 minutes

Supplies:

- Overhead projector or flipchart
- Flipchart papers for groups
- Pens

METHOD

In a large group discussion, ask the participants to think back over the training.

?

What were the large areas of programming covered?

- Learning Activities
- Curriculum
- Administration
- Personnel and Training
- Resources and Materials.

Still in the large group, choose one of the above areas and ask participants to brainstorm around key indicators that could be monitored. Make sure to ask participants how the indicators they choose will be monitored to ensure that they are numerically quantifiable.

Following the brainstorming, ask the participants to move into four groups and assign each group one of the remaining topics.

- **Learning Activities:** (e.g., number and type of activities undertaken during both the recreational and education phases, participation and coverage rates, content, activity timetables.)
- **Curriculum:** (e.g., number and type of curricular elements developed, degree of implementation.)
- **Administration:** (e.g., number of school management committees established, makeup of committee membership, responsibilities allocated and executed by international/local partners.)
- **Personnel and Training:** (e.g., number of teachers and their qualifications, hours and subjects taught, number and type of trainings held, number of participants per training, content of trainings.)
- **Resources and Materials:** (e.g., number of educational spaces identified/built, level of safety of educational spaces, types and amounts of materials purchased and distributed.)

Participants should take 15-20 minutes to identify 10-20 key indicators for their topic. Each group should present its list at the end.

Session 4: Evaluation of the Training

(10 Minutes)

Ask participants to complete an evaluation of the training.

HANDOUTS

Handout 1.1: What is Education in Emergencies?

Handout 1.2: Benefits of Education in Emergencies

Handout 1.3: Principles of Education in Emergencies

Handout 1.4: Excerpt From: Education in Emergencies: A Developmental Approach
By Mary Joy Pigozzi

Handout 2.1: Framework for Education in Emergencies, Activities

Handout 3.1: Objectives of School and Safe Area Management Committees

Handout 3.2: Operations Manuals And Procedures

Handout 3.3: Arguments Against Education in Emergencies and Possible Responses

Handout 4.1: Common Special Curricular Topics

Handout 4.2 and 4.2a: Mine Awareness Campaigns

Handout 4.3: Form for Topic 4 - Curriculum

Handout 5.1: School Supplies

Handout 5.2: Education Kits Pros and Cons

Handout 5.3: Case Study: Education Kits

Handout 6.1: Teacher Training Sessions

Handout 6.2: Types of Training in an Emergency

Handout 6.3: Principles of Personnel and Training

Handout 7.1: Approaches to Improving Educational Access

HANDOUT 1.1: WHAT IS EDUCATION IN EMERGENCIES?

- **Education in emergencies is an umbrella term** used to cover the variety of formal and non-formal educational activities taking place during an emergency.
- **Education in emergencies may take place in a crisis due to natural or man-made causes** and may serve refugees, internally displaced persons (IDPs), or populations that have remained at home despite great hardship.
- **It is a partnership between the affected population and humanitarian agencies.** Although it is often the affected population itself that takes the first steps toward rebuilding its education system, external assistance may be needed to complete these efforts. It is here that humanitarian organizations play an important role.
- **Examples of education in emergencies initiatives include:**
 - a full primary school system in a refugee camp, with professional teachers, school administration and formal examinations;
 - an informal system of pre-schools run by parents with no formal training;
 - a youth center where adolescents meet, take special classes and organize activities;
 - vocational classes, providing young adults with income-generating skills;
 - adult literacy and second language programs, giving adults valuable skills.
- **It is a challenge.** The population may be highly traumatized, there may be lingering animosities between groups and security can be tenuous. Logistically, the target population may be dispersed and/or located far from a metropolitan center; utilities, including phone and electricity, are often in short supply; a rainy season may mire trucks filled with textbooks and other supplies in the mud for weeks; and cultural traditions and prejudices need to be negotiated to ensure access for all children to education.
- **It is an opportunity.** Education in emergencies programs offer the opportunity to address the root causes that precipitated a disaster (such as the improper land use that leads to floods) and challenge traditions that limit the access of some to education. For example, cultural predispositions limiting the role and access of women and girls to education may be slowly changed through advocacy and necessity.

HANDOUT 1.2: BENEFITS OF EDUCATION IN EMERGENCIES

Peacetime Benefits of Education:

- Cognitive and social development
- Acculturation
- Training for employment

Primary Benefits of Education in Emergencies:

- Psychosocial benefits of education
- Education as a tool for protection and prevention of harm

Other Benefits Noted by Practitioners Include:

- Helps bring communities together and re-establishes community bonds
- Promotes hope and establishes a forward-looking energy
- Helps develop civil society as a meeting place and hub for cooperation
- Keeps children connected to the education system and protects the investment that families and communities make in their children
- Provides an opportunity to bring previously marginalized groups into the education system and creates a precedent for more equitable access to schooling
- Sets a precedent for women, the disabled, and minorities to participate in community and government systems
- Contributes to peace-building and social and economic development

Source: Save the Children: Education: Care and Protection of Children in Emergencies

HANDOUT 1.3: PRINCIPLES OF EDUCATION IN EMERGENCIES

Education is a right for every child.

- The goal of every program should be universal access and enrollment in educational activities.
- The Convention on the Rights of the Child confirms the right of every child to an education, emphasizing gender equity, inclusion of the disabled, and the linguistic and cultural rights of minority children.

Education should promote greater child protection.

- Learning activities ensure a child's right to education.
- Conducted in a safe space, education keeps children from harm's way.
- Education serves as a window for monitoring child welfare issues.

Education should be re-established quickly.

- Structured learning and play activities have an important psychosocial benefit for children suffering from trauma.

Education should be for long-term solutions.

- The course of study, curriculum, methods and materials should be appropriate not only to the immediate situation but also link to programs of study in a child's home country.

Education should meet basic minimum standards.

- Inherent in the right to an education is the right to a good quality education.
- Education activities should be conducted based on agreed minimum standards for quality.

Education should be community-based.

- Successful programs are possible only when the affected population is integral to their planning and management. The program should reflect their needs and desires.

Education should be broadly conceived.

- In order to satisfy the right of every child to an education, education itself must be broadly imagined and include formal and non-formal activities.
- In an emergency, a “one size fits all” approach will meet the needs of few.

HANDOUT 1.4: EXCERPT FROM *EDUCATION IN EMERGENCIES: A DEVELOPMENTAL APPROACH*. BY MARY JOY PIGOZZI

Education in emergencies has frequently been viewed as a short-term response that is a “stopgap” measure until normalcy can be restored: a relief effort. This concept must be challenged. The challenge is especially important with regard to human-made, or “complex,” emergencies because this concept ignores the role of education as a social and cultural institution that is used by society to instill attitudes, values, and certain types of knowledge in its newest citizens, its future leaders. Education is an institution that is very resistant to change, although it is host to powerful tools for significant change.

Complex emergencies, which result in conflict and civil strife, do not occur because of a single event. They have a history, often of disparity, power imbalance and discrimination, which results in an emergency. A single event, frequently misunderstood as the cause, can ignite all the frustrations that have built up over years.

An education in emergencies programme must be a development programme and not merely a stopgap measure that will halt when a particular situation is no longer experiencing intense medial coverage. Of course, it may have to start very simply, with the basics. But it must be designed so that as it is extended and expanded it is changed in significant ways. The education system must be rebuilt rather than merely re-instituted; it must change in profound ways.

What are the kinds of changes that we should seek and plan for? These will vary according to each situation but there are some core elements that should be present. Education should be children-centered, and learning should be fun. Teachers should be respected and supported so that they can provide a good learning environment that facilitates quality and relevant education. The entire education system, not just the curriculum, must be gender sensitive and attentive to equity and diversity issues. Financial resources should be equitably distributed. Parents and community members should be respected partners in the educational process. Community resources should be included as part of the “package” of learning materials.

HANDOUT 2.1: FRAMEWORK FOR EDUCATION IN EMERGENCIES, ACTIVITIES

	Immediately	Medium term	Long term
Learning Activities and Curriculum	<ul style="list-style-type: none"> Establish regular recreation/play and other activities. Organize youth groups and community service activities. Develop and disseminate urgent health and safety messages. 	<ul style="list-style-type: none"> Separate children by age (where appropriate) into groups/grades. Begin assembling or developing curriculum Introduce curriculum elements into non-formal activities. Develop and implement programs to reach non-school going groups. 	<ul style="list-style-type: none"> Establish a curriculum that meets students' immediate and long-term needs. Expand non-formal educational activities for out-of-school youth and community Continue life-skills activities (health, peace, safety, etc.) for formal and non-formal education. Continue curricular attention to psychosocial activities.
Administration and Capacity Building	<ul style="list-style-type: none"> Identify local educational professionals, concerned NGOs. Advocate for attention to children's needs. Establish committees to manage safe spaces and monitor child welfare and protection Hold focus groups with community, government, and regional authorities to discuss long-term plans. 	<ul style="list-style-type: none"> Train and develop capacity of informal school management committees to function as formal management committees. 	<ul style="list-style-type: none"> Progressively increase responsibilities of local partners. Work with other agencies to define basic competencies by school grade and develop related study and test materials. Develop programs that promote educational access and child protection. Facilitate direct donor support to government and local NGOs. Maintain contact with home Ministry of Education to formalize post-conflict arrangements.
Materials and Resources	<ul style="list-style-type: none"> Conduct resource and needs assessment. Identify safe spaces for activities. Preorder, stockpile and distribute materials, both for general education and special message lessons. 	<ul style="list-style-type: none"> Construct cost effective school shelters where necessary. Identify timely, cost effective mechanisms for continuous supply of materials. Provide training on the development of teaching aids with local materials for teachers and youth. 	<ul style="list-style-type: none"> Construct permanent schools as appropriate. Meet furniture needs, supplying teachers and older students first. Obtain locked cabinets for school supplies and administration's use. Replenish consumable supplies and supplies for new programs.
Personnel and Training	<ul style="list-style-type: none"> Work with parents and the community to identify personnel. Coordinate volunteers and provide brief training on psychosocial issues, child development, safety, and program implementation. Provide stipends to teachers, as necessary. 	<ul style="list-style-type: none"> Develop in-service/pre-service training for teachers in content areas and pedagogy. Develop teacher assessment, qualification and hiring guidelines. Encourage greater community participation in the cost of paying teacher stipends. 	<ul style="list-style-type: none"> Design in-service training that will lead to qualification and certification of teachers and administrators. Train at least two counselors (male and female) per school. Train school management committees in post-conflict reconstruction and the development of sustainable education systems.
Assessment, Monitoring, and Evaluation	<ul style="list-style-type: none"> Assess general needs and resource availability. Develop a basic measurement system that tracks students by gender, race, age, and disability. 	<ul style="list-style-type: none"> Develop ongoing assessment of program's resources and needs. Survey the community to identify non-school going children. Develop indicators for program quality and children's progress with community and NGO staff. 	<ul style="list-style-type: none"> Document program indicators (attendance, etc.). Develop assessment standards and materials for students and schools.

Adapted from: Sinclair-Triplehorn - Matrix III in Save the Children: Education: Care and Protection of Children in Emergencies

HANDOUT 3.1: OBJECTIVES OF SCHOOL AND SAFE AREA MANAGEMENT COMMITTEES

Increased community awareness, responsibility and advocacy for education

- Build trust in education among community members
- Promote the common interests of school and community
- Ensure a culturally sensitive approach to education
- Support quality education
- Improve access to education for marginalized groups

Strengthened community support for the school or safe area

- Empower local people to act on their own priorities and issues
- Strengthen school management structures
- Develop productive links to government authorities and other external agencies

Enhanced community participation in design, implementation and monitoring of school improvement efforts

- Utilize participatory planning and design
- Mobilize local and district resources (including volunteer labor)
- Monitor school finances and assets
- Develop community leadership and ownership

Source: Save the Children: Education: Care and Protection of Children in Emergencies.

HANDOUT 3.2: OPERATIONS MANUALS AND PROCEDURES

In creating an operations manual, the following steps should be taken:

1. Research, collect and review existing operations policies (both written and unwritten)
2. Review these policies with a representative committee of staff
3. Work with staff to adapt existing policies and fill in gaps
4. Distribute and share with all staff to achieve buy-in
5. Hold people accountable for using the policies - when questions arise, ask: Did you check out the operations manual?

The following areas should be considered in adopting an operations manual: (from IRC Guinea)

- School staffing structure with written job descriptions for each position.
- School management guidelines, including regulations regarding money management and property.
- Guidelines on the recruitment, hiring and dismissal of teachers, including a teachers' code of conduct, regulations on workload, class size and training.
- Guidelines on student admission and registration
- Guidelines on students' conduct, behavior and punishment
- Student leadership structure
- Dispute reconciliation mechanisms
- Guidelines for student grading and promotion.

HANDOUT 3.3: ARGUMENTS AGAINST EDUCATION IN EMERGENCIES AND POSSIBLE RESPONSES

Concern	Response
Education may delay or prevent refugees and IDPs from returning home.	Not true. In most short-lived crises, education in emergencies does not keep a population from returning home; for refugees or IDPs, political, economic and security factors are often much more important to their decision to return home than education. Additionally, education does not imply formal schooling and does not delay return. Sometimes, in emergencies lasting years, where formal schooling has been established, education may indeed influence a decision regarding return. In these cases developing education opportunities in the returnee areas enhances return.
Education is not urgent or life saving. Education is for development, after an emergency.	Bringing children together for structured play and learning activities has many important psychosocial benefits. Structured activities for children allows relief workers to deliver vital health and safety messages to the children and, through them, to their parents. This is especially true for adolescents who face many additional risks. Waiting to start education only after the emergency is finished increases the long-term costs to everyone.
Education is “too political”	True, education is highly political. However, experience has shown that the community will begin to reestablish educational activities on their own, even without outside help. For this reason, it is important for humanitarian agencies to participate in this process and help ensure that the lessons being taught do not make the anger and hatred between groups worse. Without oversight, schools can be made into indoctrination and recruitment centers, prolonging the conflict.
Education is not our problem	Universal Declaration of Human Rights - Article 26: Everyone has the right to education and it is the responsibility of governments to provide that education. 1951 Convention Relating to the Status of Refugees: mandates that host countries provide primary school education to refugees on the same scale as their own citizens. (Note: A country must be a signatory to the convention for this to apply.) 1989 Convention on the Rights of the Child: Reconfirms the fundamental importance of education for children and emphasized gender equity, inclusion of the disabled, and the linguistic and cultural rights of minority children.

Adapted from. Save the Children: Education: Care and Protection of Children in Emergencies

HANDOUT 4.1: COMMON SPECIAL CURRICULAR TOPICS

Health - Preventable diseases, such as cholera and diarrhea, can turn into epidemics during emergencies and kill thousands of children, especially during the height of a crisis. Preventive health campaigns - targeted at all children, including out-of-school youth - should address basic issues, such as personal and community hygiene, purification of drinking water, digging of latrines, food preparation and immunization.

Risky behavior among youth may rise and pose an addition health hazard during an emergency. Under duress, traditional social structures weaken and children and adolescents come under increased risk for sexually transmitted diseases (including HIV/AIDS), exposure to drugs and alcohol, and sexual exploitation.

Landmines and Unexploded Ordinance (UXO) - Landmines and UXO pose a serious threat to children, who often stray into dangerous areas during their play and work (e.g., tending livestock and gathering water or firewood). It is imperative that all areas that serve as schools and school grounds are checked for and cleared of landmines and UXO prior to their use by children. Education activities (where landmines are, how to recognize and avoid them, what to do and who to contact if one is found) should be coordinated through this overall strategy.

Conflict Resolution and Peace Education - Education programs in emergencies frequently include components focusing on fostering tolerance, curbing violence and providing young people with conflict management skills. Programs often integrate existing indigenous traditions of conflict resolution and peace, international human rights instruments such as the Convention on the Rights of the Child, and Western conflict resolution strategies.

Environmental Education - From UNHCR: “Environmental awareness and education is particularly important in a refugee situation both for the benefit of the refugee population and for the host country. Typically programs are designed to develop awareness about environmental issues and cover some or all of the following: Energy conservation; Sustainable use of land; Conservation of trees and vegetation; Soil conservation; Water conservation; Environmental health; Recycling and the use of “eco-friendly” materials

Source: Save the Children: Emergency Education

HANDOUT 4.2: MINE AWARENESS CAMPAIGNS

The Mine Awareness Campaign for Somalia

By Pamela Baxter and Kerstin Hoffman*

The Mine Awareness Campaign for Somalia was developed in 1994. It drew on lessons learned in Cambodia. The Somali campaign materials consisted of the normal things expected in a campaign: a poster showing types of mines and a warning poster (a “do/don't do” scenario). The posters were made of cloth for longevity, and when the community campaign was initiated they were also printed on paper. The campaign itself had a training component so that teachers could be given ideas on how to implement the campaign.

Lessons Learned:

- Originally the lesson plans were written by Somalis for Somalis - a valid approach. However, the lessons outlined in the mine awareness campaign were lecture style, content oriented and made no real attempt to help the children understand the problems of mines.
- The teacher training component was vital. These campaigns need to be “sold” to the teachers or to the officials who will implement them.
- By utilizing a style of communication familiar to the Somalis, the information was both well communicated and received. The approach was to utilize the oral tradition of the Somalis to disseminate information through song and drama. Two teams of singers and actors traveled throughout Northwest Somalia telling of the dangers of mines and how to avoid them. This was done through songs, skits and plays. Concerts were held in conjunction with market days so that the target audiences could be reached. The teams also held impromptu concerts along the roadside for nomads.

HANDOUT 4.2A: MINE AWARENESS CAMPAIGNS

Mine Awareness in Cambodia: Educational materials developed by Tim Grant**



Do Not Touch Mines (design No. 1)

This is the front of the T-shirt designed by Tim Grant for the Mine Awareness Training Team (MATT). The design was inspired by the many Hindu images that adorn the Angkor Wat temple complex. While most of the people in Cambodia are Buddhist, the Hindu images are respected. This shirt attempted to improve peoples' unsafe practices in the name of fate and karma.



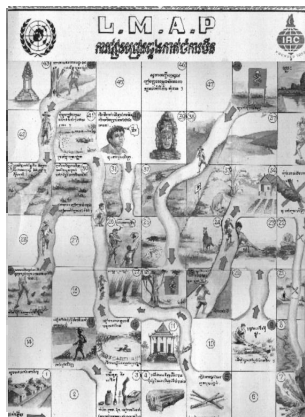
Tim Grant designed this poster for the Cambodian Mine Action Centre (CMAC) mine awareness program. The messages given are:

1. Do not touch mines.
2. Stay on the safe path.
3. Ask the local people for the safe path.
4. Do not take the “mines” signs from the minefield.
5. Mark a mine location with crossed sticks.
6. Report all mine locations to authorities.



This is a MATT poster attempting to encourage safe practices around traditional beliefs.

1. Fate – People here believe that their life is predestined and if they are to be an amputee, then so be it. MATT encouraged them to realize it is their responsibility to take care of their body.
2. Amulets – People are encouraged not to rely on amulets and tattoos to protect them from mines.
3. Karma – People are encouraged not to believe they will/have become a mine victim because of karma and to recognize that it is their present actions, over which they have control, and not their past actions, that destine their lives.



“How to Avoid Mines” Game

This game was designed by Tim Grant when he was working with the Land Mine Awareness Programme (LMAP), on the Thai/Cambodian border, in 1991. It was based on the snakes and ladders game and hundreds of thousands copies were printed and distributed throughout all the refugee camps along the border. The Khmer staff took the games around to the huts and explained how to play the game and the meaning of the messages. This game is still being used by the MATT teams in Cambodia, rewarding the village children with mine awareness t-shirts as prizes.



Traveling procedures silk screen

This LMAP silk screen goes through the procedures for traveling in unknown areas.

1. Always ask the local people for the safe paths.
2. Stay on the safe path.
3. Make sure you take special care with your children.
4. Mines can be found almost anywhere.

*Excerpted from Baxter and Hoffman's chapter entitled “Awareness Campaigns vs. Education Programmes: Experiences Developing Mine Awareness Education for Children” in the publication Education as a Humanitarian Response.

**These pictures and more information on landmine awareness are available on the Global Information Networks in Education (GINIE) Web site: <http://www.ginie.org>. Click on “reference desk” then “landmine awareness education.” To see the pictures, click on “Cambodia.”

HANDOUT 4.3: FORM FOR TOPIC 4 - CURRICULUM

I. Theme: _____

II. Learning goals: (“Participants/children will learn to...”)

1. _____

2. _____

3. _____

4. _____

5. _____

III. Activities to reach goals: (e.g. skits, public awareness campaigns, class lessons, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

IV. Materials, staff and space/location necessary for implementation:

HANDOUT 5.1: SCHOOL SUPPLIES

	Immediately	Medium term	Long term
Pre-primary	<ul style="list-style-type: none"> • Crayons/stubby pencils • Writing materials • Art supplies (paints, paper, colored crayons, glue, scissors) 	<ul style="list-style-type: none"> • 1 hardbound book for keeping student grades and attendance. • 4 x 100 page exercise books per subject and class • Blue/black pens for writing. Red pens for grading papers 	<ul style="list-style-type: none"> • Seating available for all students based on local practices. Typically mats for pre-primary. Height of desks should be appropriate to students' ages.
Primary	<ul style="list-style-type: none"> • Pens, pencils, erasers • Slates and pencils where applicable • Grade 1 to 4: exercise books • Grade 5-6: at least 10 48-page exercise books • Grade 7-8: at least 12 98-page exercise books • One reading and one arithmetic textbook for every three students • Art materials 	<ul style="list-style-type: none"> • A minimum of one complete set of textbooks and teachers' guides per school • Manila paper/newsprint and markers to prepare teaching aids • Minimum 2 x 3 m blackboard regularly repainted • White and colored chalk • Laminated or cloth alphabet and number charts for primary classes 	<ul style="list-style-type: none"> • Office furniture and supplies (e.g., files, paperclips, staplers, glue, inkpads, stamps) for school administration and staff • Sports materials (football, volleyball, nets, repair kits, whistles) provided in pairs for girls and boys • Locking cabinet or locker • Where applicable, supplies for evening study, e.g., lanterns or electricity
Secondary	<ul style="list-style-type: none"> • Pens, pencils, erasers • Two 98-page exercise books per student per subject per term • Geometry set (ruler, triangles, and compass) for every three students • One textbook for every three students per subject • Art materials 	<ul style="list-style-type: none"> • One science kit per secondary school • Maps 	<ul style="list-style-type: none"> • Plastic sacks for students to carry school materials • Table and chair in each classroom for teachers

HANDOUT 5.2: EDUCATION KITS PROS AND CONS

	Pro	Cons	Applicability
Pre-assembled Kits	<ul style="list-style-type: none"> • Can be deployed quickly • Saves time by eliminating need for local design, contracting, manufacture, and assembly • Pre-packaging can discourage stealing • Packaging can protect materials from rain and transit damage • Deploying education and recreation kits along with food, shelter, and other key items during an emergency can generate attention and support for children and youth 	<ul style="list-style-type: none"> • Some materials in kits may not be replaceable within the local context • Materials may not be culturally relevant • Kits often rely on assumptions of class size that may be inaccurate • If a kit is targeted to a certain number of students, it can be difficult to divide it among a larger number of students • Kits can be difficult and time-consuming to assemble • Kits may be heavy and difficult to transport • Cost for transport of kits may be higher than local assembly costs • Can be difficult to match language and curriculum needs 	<ul style="list-style-type: none"> • Useful in remote or unstable areas that are difficult to access or infrequently visited • Useful in early emergency programs such as start-up for child friendly spaces/ non-formal education programs • Useful when procurement and distribution are the responsibility of unreliable government systems
Local purchase	<ul style="list-style-type: none"> • Can contribute to local economy • Can provide culturally appropriate materials • It may be less likely for local quality materials to be diverted into local markets 	<ul style="list-style-type: none"> • Potential time delays when specific items are not available or are in high demand • Locally-made materials may be of lower quality and higher cost than those bought in bulk 	<ul style="list-style-type: none"> • Can be useful in a later stage of crisis • Especially relevant in post-emergency, care and maintenance, and reconstruction phases

HANDOUT 5.3: CASE STUDY: EDUCATION KITS

Background

Education kits are packages (usually boxes) of basic education materials (pens, pencils, notebooks, etc.) designed to support learning activities for groups of 40 to 80 children for three to six months.

They are prepared and kept stored before emergencies begin and can be quickly shipped to wherever they are needed. This is especially valuable when the education in emergencies program must work in remote locations with poor access by road or air, or in the middle of a rainy season. They are also useful when a country has been badly affected by war and there is a shortage of basic learning materials available locally.

A History of Kits in the 1990s

The civil war and breakdown of government in Somalia in 1991 led UNESCO to send a refugee education specialist to Mogadishu to organize education in emergencies programmes. A 'Teacher Emergency Package' (TEP) - a version of the education kit - was developed, which could be transported to any community group willing to establish a simple school. Disruption of education during the previous decade meant that there were few qualified teachers and that most students would be complete beginners. Somali educators prepared a teacher's guide for basic literacy and numeracy. The TEPs comprised a box of education supplies for one classroom and a shoulder bag of teacher materials, which were assembled in Nairobi.

In June 1994, UNESCO worked with Rwandan educators to prepare a Rwandan version of the teacher guide and the TEP was used with Rwandan refugees and in Rwanda.

UNICEF has also created three versions of an education kit: a classroom kit, a recreation kit and an early childhood kit. Unlike UNESCO, the UNICEF kit does not contain teachers' guides or curriculum. The UNICEF kit has been designed to ensure a quick emergency response and can be shipped from its warehouse in Copenhagen in the first days or weeks of an emergency. These kits are prepared before an emergency begins and therefore are all identical, whether they are sent to Africa, Asia, or South America.

Feedback

Over the past decade, education kits have become very popular and are now part of the first response of many agencies for education in emergencies. Despite their popularity, kits have received mixed reviews.

For example, a report by the Danish International Development Agency on their use in Rwanda notes both positives and negatives:

“As an emergency intervention, the TEP provided an immediate structure for children and teachers that prevented a prolonged disruption in schooling and contributed to a return to normalcy. However, there were serious shortcomings. The TEP was distributed only to the lowest grades ... Further, logistical problems hindered the rapid distribution of packets and caused some regional gaps in coverage.”

The report also notes that the kits were designed for the beginning of an emergency, but were still being used long after the emergency phase had passed. The report states, “Children in Rwanda would have been better served if the international community had focused on rehabilitating the indigenous education system rather than investing scarce resources in the TEP program, particularly so many months after the emergency.”¹

Finally, a UNICEF officer observed the following: “A major problem is that pre-designed kits never quite fit any user situation.”

Adapted from Sinclair, Margaret. Education in Emergencies. Paper prepared for presentation at a UNHCR workshop on 'Refugee Education in Developing Countries: Policy and Practice. Washington, D.C. March 2001.

HANDOUT 6.1: TEACHER TRAINING SESSIONS

The content of the training should focus on two main areas:

- Preparing teachers for the daily reality of the classroom
- Bolstering the teachers' confidence and self-esteem

Basic components of a teacher-training program include:

- Lesson preparation
- Development and completion of schemes of work (lesson planning)
- Simple teaching methods, including:
 - Question and answer method
 - Discussion method
 - Group work
 - Peer-to-peer work
 - Demonstration
 - Hands-on Learning
- Use of locally available materials
- Classroom management
- Management of large classes exceeding 40-50 students.
- Assessment/testing of students
- Strategies for handling a large class
- Childhood development and learning theory
 - Basic cognitive (thinking) skills
 - Motor skills (physical ability)

Remember: Teachers may need training in subject matter in addition to pedagogy.

Adapted from: Save the Children: Education: Care and Protection of Children in Emergencies

HANDOUT 6.2: TYPES OF TRAINING IN AN EMERGENCY

■ Safe spaces/psychosocial training

Training for safe spaces volunteers focuses on recognizing and working with traumatized children, basic teaching methodology, and developing lesson plans and leading activities. Training should be short - a day or two at most - and be sure to address the volunteers' own psychosocial needs, giving them the opportunity to discuss their own needs. This will decrease the incidence of absenteeism, burnout and attrition.

■ Teacher training - Training for teachers will fall into three main categories:

- Pre-service training: training lasting a week or more and conducted for teachers prior to their beginning teaching. New teachers should pass a competencies exam in order to receive a teaching post;

- In-service training: training during weekends or holidays, shorter than pre-service training, usually focusing on a single topic;

- Training of trainers (TOT) - Training for experienced teachers and school administrators to monitor and improve practices at their schools in an on-going manner. They should be trained in adult learning styles as well as subject matter.

■ Administrative training

Strong leadership capacity at schools can significantly raise the quality of education. Topics for training include: management of finances, supervision and training of personnel, record keeping and collection of statistics, sustaining high morale at school, developing new initiatives to address school problems.

■ School Management Committee Training

- Principles of the Program (e.g., education for all, child centered, etc.)

- Community mobilization

- Dispute resolution

- Financial oversight

NOTE: Records of all training need to be kept so that participants may receive recognition for their professional development following the conflict.

HANDOUT 6.3: PRINCIPLES OF PERSONNEL AND TRAINING

- **Teachers and school administrators should be members of the affected population.** This helps to maintain normalcy for children and ensure continuity for the post-conflict education system.
- **School faculty should be comprised of male and female teachers.** This encourages girls' enrollment and attendance. UNHCR ARC training manual notes that: “even if female teachers are less well qualified, they are likely to stay within the camp and profession and can benefit from additional training as necessary.”
- **Training is best conducted by the most experienced teachers.** This is easily accomplished through a TOT (training of trainers) format. The TOT should employ the same methodology (participatory, learner-centered) to model positive practices for the new trainers.
- **Training should support and build on existing skills and knowledge base of teachers.**
- **Trainings should be ongoing, short (one to three days) and highly focused - preferably on a single topic or group of topics with a common theme.** If possible, teacher training should be based on the teacher training curriculum of the home region and conducted in a planned, rather than ad-hoc, manner.
- **Pre- and post-tests should be given to participants to assess knowledge gained.** Training should be followed up with observation and additional support as needed.
- **Information should flow two ways during training, not only providing skills to teachers, but listening to special needs and considerations that they identify.**

Adapted from: Save the Children: Education: Care and Protection of Children in Emergencies

HANDOUT 7.1: APPROACHES TO IMPROVING EDUCATIONAL ACCESS

	Specific issues	Programmatic interventions
Students too far from school	<ul style="list-style-type: none"> • Schools too far away, especially for younger children. 	<ul style="list-style-type: none"> • Where merited, construction of a school • Construction of classrooms for younger children, older children walk to more distant school • Arrangement of transportation with community i.e. horse cart collecting children for school or free/discounted transportation on local buses
Girls	<p>Security</p> <ul style="list-style-type: none"> • Insecurity of traveling to or from school • Threat of sexual violence 	<ul style="list-style-type: none"> • Providing escorts for girls to and from school • Raising community awareness about how to prevent sexual violence
Poor children	<p>Cultural</p> <ul style="list-style-type: none"> • Cultural views against female education; often compounded if there is no certification or possibility for employment • Education beyond a certain level is not valued • Early marriage or betrothal • Gender roles requiring girls to undertake home duties during school hours • Gender work roles limiting time for homework • Lack of separate facilities in schools (latrines and in some cultures separate classrooms or schools) 	<ul style="list-style-type: none"> • Improving access to firewood, water, and childcare • Distributing food through schools • Providing extracurricular activities that parents think are useful to girls such as tailoring and embroidery • Hiring of female teachers and school administrators • Sensitization of community as to benefits of girls' education in terms of employment, childcare, etc. • Construction of separate facilities in school. • Inclusion of girls education issues in teacher training, e.g., equal questioning of girls and boys, group work
Disabled children	<p>Economic</p> <ul style="list-style-type: none"> • Preference for boys' education if the family is poor. • Lack of proper clothing, sanitary materials and soap • Lack of resources for children to attend school • Children's labor or income are needed to support the family • Children do not have families. • Cultural views regarding disability and low expectations of disabled • School facilities not equipped for disabled children • Lack of targeted teacher training • Difficulty transporting disabled children to school 	<ul style="list-style-type: none"> • Economic programs focusing on low-income households, with condition that girls in the household attend school. • Provision of sanitary towels, soap, and clothing to girls attending school • Income generation support targeting poor families • Income generation support for schools to decrease school fees • Scholarships • Change the timing of schooling to fit the children's work schedule • Community sensitization regarding disability • Rehabilitating schools for disability including widening doors, ramps, and adapted latrines • Bicycles or wheelbarrows can be provided for transporting disabled children to school

Minorities	<ul style="list-style-type: none"> • Security of children and teachers • Prejudice of community, teachers, and students 	<ul style="list-style-type: none"> • Sensitization of community and the development of a community integration plan including: <ul style="list-style-type: none"> • Integration activities for minority and majority students • Hiring of minority teachers • Integration training for teachers • Establishment of a community escort system • Separate shifts where classroom integration is not possible • Human rights training for teachers
Older students	<ul style="list-style-type: none"> • Older children do not want to attend a class with younger children 	<ul style="list-style-type: none"> • Establishment of accelerated classes combining the first three or four years of school into one year • Where small numbers exist, inclusion of older students into classes with extracurricular, age-appropriate individual and group work
New arrivals	<ul style="list-style-type: none"> • New children disturb classes and are not at the same level as other children. • New children need additional materials. • New children and families do not know how to enroll in school. 	<ul style="list-style-type: none"> • Training and support for teachers and school administrators in the incorporation of new arrivals • When necessary, separate classes for new arrivals until a new school term begins • Extra materials available for new students. • Follow-up on new arrivals to make sure they are accessing available services, including school and health facilities.

Source: Save the Children: Education: Care and Protection of Children in Emergencies

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