Session 8: Education in Emergencies
Advocacy
Group activity

You are meeting with a high level humanitarian donor who is looking to fund prevention and preparedness activities. Education is not currently on their agenda. Using what you have learnt thus far, take 10 minutes to prepare your advocacy pitch to argue for the inclusion of education in their plans.
Session 9: Planning a Training Workshop
Learning Objectives

- Understand common lessons learnt and strategies for planning a training workshop on the INEE Minimum Standards
- Know what resources and support INEE can provide you with
- Know how to adapt and contextualise the materials to your audience
- Develop a training plan
Tips for trainings

- Number of participants
- Tools
- Venue
- Preparation
- Methodology and facilitation practice
- Physical environment (seating arrangement and training equipment, breaks and refreshments)
- Psychological environment
- Training outcomes and follow up
Key steps to planning a training

- Select the participants
- Define the learning objectives
- Develop the agenda and identify facilitation approaches
- Adapt the materials
- Develop the evaluation form
Key questions when planning a training

- Who is the audience?
- How long should the training be?
- What is the operational context and what focus should the training have?
- What are your training objectives and desired outcomes?
Adapting training materials

What are the national and regional realities and who is the target audience?

- Adapting case studies
- Selecting a focus
- Changing the duration
- Practical applications geared to in-country activities
INEE’s training resources

- **Harmonised training package** available online
- Tips on how to conduct a training
- Tips on how to customise a training
- **Training adaptations** webpage
- Contact INEE! Email: mstraining@ineesite.org
- Request INEE resources: email us at materials@ineesite.org or complete the online form
- Multimedia resources
Sharing experience

- What lessons have you learned about what makes a good training?
- How do you ensure good participation?
- Is there anything missing from the training plan template?
Activity: planning a training

Use the training template to plan a training that you will conduct following this workshop
Session 10: Facilitating a training
Activity

- Split into groups of 4
- In your groups, each choose a different INEE Minimum Standard to focus on
- Spend 40 minutes preparing a training for your colleagues on your chosen standard
- Implement a 15 minute training on this standard
- Trainees should challenge the trainer with (difficult!) questions
- Feedback to plenary on lessons learned for 20 minutes
Session 11: Applying the INEE Minimum Standards
Contextualising the INEE Minimum Standards
There are many different kinds of emergencies.
Classroom destroyed by war in Afghanistan
How is it possible that the same handbook is applicable to all these different contexts?
Because every context is different, the key actions in the handbook must be adapted to the specific location.
What is Contextualisation?

When should it occur?

Who should contextualise the Minimum Standards?
Contextualising the Minimum Standards

What have you done in your work to contextualise the Minimum Standards for a project and setting?

How could contextualisation be useful in your work in the future?

What are the benefits of contextualisation?
## Contextualising the Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>What does this mean for Somalia/ Afganistan/ Vietnam?</th>
<th>What does this look like in practice?</th>
<th>How do we know? Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access and Learning</strong></td>
<td><strong>All individuals:</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Standard 1: Equal Access</strong></td>
<td><strong>Access:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All individuals have access to quality and relevant education opportunities</td>
<td><strong>Quality education opportunities:</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Relevant education opportunities:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contextualisation Completed

- Afghanistan
- Haiti
- Somalia
- Vietnam
# MSEE in Afghanistan

<table>
<thead>
<tr>
<th>Standard</th>
<th>What does this mean for Afghanistan?</th>
<th>What does this look like in practice?</th>
<th>How do we know? Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access and Learning</strong></td>
<td>All individuals: All school aged children within walking distance of the classroom can attend the class. No child should be discriminated against, or denied the right to attend class. Access: children should have unrestricted opportunity to enroll in and attend class. Community and stakeholders will address obstacles that restrict access for children. Obstacles may include physical barriers, security concerns, social and cultural barriers, financial restrictions and lack of appropriate facility. Quality education opportunities: A positive, friendly and safe learning environment, Consistent attendance of teacher and children, Effective use of teaching time, Maximum of 35 children in the class, Supply and use of dequate materials for teaching and learning, Competent and trained teachers who are knowledgeable in curriculum content, student-centered teaching methods that promote active learning, including creative activities. Relevant education opportunities: Classroom instruction should include local traditions, positive cultural practices and needs of the community. Teachers use real-life examples and local resources to teach the curriculum.</td>
<td>All school aged children should be able to attend class, without discrimination. Efforts will be made to minimize obstacles that restrict any child’s access to education. Teachers will provide effective instruction to enable children to learn in a meaningful way.</td>
<td>Community and stake holder discussions and / or focus group discussions. Topics include: - efforts made to minimize obstacles that restrict access to class - strategies used to facilitate all children’s attendance in class to avoid discrimination. teacher and students attendance registers materials available in class academic progress of children motivation of students</td>
</tr>
</tbody>
</table>
Institutionalisation checklists

- Donors
- UN agencies
- The Education Cluster
- NGOs
- Ministry of Education
- Institutionalisation template
- School based checklist (forthcoming)
Discuss and address...

- Identify 2-3 different ways in which you can integrate the INEE MS into your work (through existing activities or additional activities)
- What resources do you need for this?
- How will you utilise the network to support you?
- What are the key next steps you need to take?
Session 12: ToT Action planning
Commit to a 6 month action plan

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>staff training for my organisation</td>
<td>presentation on contextualisation of INEE MS at cluster meeting</td>
<td>INEE training for project beneficiaries</td>
<td>Revising DRR curriculum to reflect INEE MS</td>
<td>Prepare case study for INEE</td>
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Tools and resources needed

Key partners
Session 13: Open discussion and reflection period
Reflection

- In which ways has the training been most relevant to your work?
- In which ways has the training been least relevant to your work?
- Is there anything you will do differently following the training?
- What would you like to know more about that wasn’t covered?
- What are our next steps?
Thank you!
It has been a pleasure!!

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