Training of Trainers (ToT) on the INEE Minimum Standards and Education in Emergencies

INDONESIA
January 2012

Facilitation handbook
Day one
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<td>8.00-8.30</td>
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<td>8.30 – 9.00</td>
<td><strong>Welcome &amp; Introductions</strong></td>
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<td>9.00-10.30</td>
<td><strong>Session 1: Introduction/Rationale to Education in Emergencies</strong></td>
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<td>1. Expectations, objectives, housekeeping and logistics</td>
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<tr>
<td>10.30 – 11.00</td>
<td><em>Break</em></td>
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<td>11.00 – 12.00</td>
<td><strong>Session 2: Framework for EiE: INEE Minimum Standards</strong></td>
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<td>1. What are the different components of Education in Emergencies</td>
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<td>(prevention, preparedness, response and recovery)?</td>
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<td>2. What is INEE and what are the INEE Minimum Standards?</td>
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<td>3. How are the INEE MS standards organized?</td>
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<td>12.00-1.00</td>
<td><em>Lunch</em></td>
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<td>1.00–2.30</td>
<td><strong>Session 2: Framework for EiE: INEE Minimum Standards</strong></td>
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<td>4. Case Study Activity: applying the MS to a case study</td>
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<td>5. What are the technical components of EiE?</td>
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<td>6. Activity: applying the technical components</td>
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<td>7. How do the standards relate to legal instruments and conventions</td>
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<td>and political frameworks for education?</td>
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<td>2.30-2.45</td>
<td><em>Break</em></td>
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<td>2.45 – 4.00</td>
<td><strong>Session 3: Other INEE tools and resources</strong></td>
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<td>1. What is the INEE toolkit?</td>
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<td>2. Other network services and the INEE website</td>
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<td>3. Activity: using the handbook and tools</td>
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<td>4.00 – 4.15</td>
<td><strong>Reflection/Close</strong></td>
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**Introductions**

30 minutes

Project title slide as participants enter the room. Introduce and thanks hosts and trainers.

Allow participants to introduce themselves

Review workshop objectives & set ground rules for the next 3 days.
What are some things we must do to make this an open and safe place for us to share our ideas and experiences?
We all come from different knowledge levels and as such need to be patient in listening even when we understand/know something already.

Map where participants come from on a map and list their different work focus (e.g. Inclusion, ECD, DRR...) to be kept in view at the front of the room.

Go over logistics of the next three days, include:
- Materials they are getting and/or will have access to.
- Procedures for restroom use, meals, and breaks.
- In case of fire or other emergency, the nearest exit is through...
- Name Tags (one for each day) and color codes on them. Seating arrangements – make them sit according to color and tell them each day there will be a different configuration so to pay attention to how to sit.
- Briefly go over Agenda
- Emphasize that the participants can pose questions at any point & let the trainers know at any point if there is something more they would like info on.
- Also make sure they know that they will be asking to participate in multiple ways including presenting during sessions with their experiences.
Session One
Introduction & Rationale to Emergencies and their Impact on Children & Education (1h30)

Learning objectives
- Understand commonly used disaster management terminology.
- Identify different types of emergency scenarios.
- Describe the impact of emergencies on children, education systems, & communities.
- Explain the rationale for prioritizing education as a first response in emergencies based on education’s role in affording protection to children.
- Explain the rationale for EiE.
- Identify reasons why communities prioritize EiE.

When introducing learning objectives pose the following questions and considerations

Who is affected in emergencies? Who benefits from education in emergencies?

Make a list of ‘stakeholders’ on chart paper and if need be explain that it is not only children who benefit from education in emergencies. Young adults and older people are also learners. The term ‘learners’ is used to refer to all people – children, young adults, adults and older people who engage in various types of learning activities. Through the training we may often reference children, but participants should keep in mind that children are only one group of learners.

Types of emergencies (two slides)
Highlight the range of emergencies and the various causes
What makes an event a disaster/emergency?

Ask for examples of rapid onset and slow onset emergencies.

A disaster is a serious disruption of the functioning of a community or society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using only its own resources.

Events such as earthquakes, floods, and cyclones, by themselves, are not considered disasters. Rather, they become disasters when they adversely and seriously affect human life, livelihoods and property (A cyclone that surges over an uninhabited island does not result in a disaster; however, it would be a disaster if it hit the populated coast of Bangladesh and caused extensive loss of lives and property).

A rapid onset disaster refers to an event or hazard that occurs suddenly, with little warning, taking the lives of people, and destroying economic structures and material resources. Rapid onset disasters may be caused by earthquakes, floods, storm winds, tornadoes, or mud flows.

Slow onset disasters occur over time and slowly deteriorate a society’s and a population’s capacity to withstand the effects of the hazard or threat. Hazards causing these disaster conditions typically include droughts, famines, environmental degradation, desertification, deforestation and pest infestation.
Explain the concept of a slow-onset emergency, such as ongoing displacement of population due to drought or war, for example. Ask, can someone think of such situations in Indonesia?

Point out that there are three commonly used categories of emergency:
(a) **Natural disasters**, which include hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, floods, landslides and volcanoes
(b) **Man-made disasters**, including civil unrest, war, occupation, economic blockage, and
(c) **Complex emergencies**, which may combine both natural and man-made emergencies.

Ask for examples of natural and manmade emergencies. Ask for examples of chronic and complex emergencies.

**Natural disasters** include volcanoes, earthquakes, flooding etc. **Manmade** disasters can include chemical and nuclear leaks, deforestation and environmental degradation.

**Armed conflict** – Conflict in the 1990s and early part of this century have been characterized by an increase in civil war and conflict within states (as opposed to between states). States experiencing ongoing ‘fragility’ (highlight that the use of term fragile-state is contentious issue with many objecting to this “labeling”) include Afghanistan, Iraq and the Democratic Republic of Congo. Examples of recent countries recently experiencing civil war include Colombia, Nepal, Sri Lanka, Rwanda and Ivory Coast.

**Chronic and Complex emergencies** have elements of conflict and/or the breakdown of law and order and often occur over long periods of time with spikes of activity. Examples include the situations in Somalia, DRC and Darfur. Natural disasters occurring in conflict zones are particularly challenging in terms of response.

Summarize the responses and ask participants to define the common elements of an emergency.

**Definition of an emergency**
Show slide of UN Disaster Management Training Program definition of emergencies:

**UNDMTP (United Nations Disaster Management Training Program)**

“A disaster is a serious disruption of the functioning of a society, causing widespread human, material, or environmental losses which exceed the ability of affected society to cope using only its own resources. Disasters are often classified according to their speed of onset (sudden or slow), or according to their cause (natural or human-made).”

**Brainstorming**

Ask participants to think of emergency situations they have faced and to write them on post it notes classifying them as one of the 3 categories. When going through the notes, have participants give real-life examples of each type of emergency happening in their own countries and/or countries where they are currently working.

Ask participants if there could be emergencies taking place that are not necessarily apparent to (or being explicitly addressed by) the government or humanitarian community? If so, what would they be?

**Common Elements**
Explain that there are a number of similarities between the various emergencies. Give examples of triggers (such as an earthquake, elections or drought). Invite the participants to suggest examples of disasters where there was little loss of life or impact and those where there was a much greater loss of life (for example, earthquakes in Japan compared to that in Haiti, War in Georgia compared to that in CAR). Ask, can you think of examples specific to Indonesia?

<table>
<thead>
<tr>
<th>Country</th>
<th>Event</th>
<th>Impacts</th>
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<tr>
<td>Cambodia</td>
<td>1975-1979 genocide by Khmer Rouge; 1.7 million killed (20% of population)</td>
<td>Nov. 2010 stampede in Phnom Penh; 378 killed</td>
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<tr>
<td>Indonesia</td>
<td>Dec. 2004 9.0+ earthquake and tsunami; approx. 230,000 died and 1.7 million displaced</td>
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<tr>
<td>Afghanistan</td>
<td>War, 2001-present; 2,700+ civilian deaths in just 2010 (up 15% from year before)</td>
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<tr>
<td>Pakistan</td>
<td>2010 floods; almost 2,000 died and 18 million affected</td>
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<tr>
<td>Nepal</td>
<td>Climate change issues (i.e. flooding)?</td>
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<tr>
<td>Bangladesh</td>
<td>April 1991 cyclone; approx. 140,000 killed, 10 million homeless</td>
<td>May 2009 Cyclone Aila (cat. 4); 200 killed, 3.5 million affected</td>
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<td>OPT</td>
<td>Palestine/Israel conflict</td>
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<tr>
<td>Lebanon</td>
<td>2006 War (33 days) between Israel and Hezbollah (Lebanese group); 1,100+ civilians died (mostly Lebanese) and 1.3 million+ displaced</td>
<td>(Programs being developed)</td>
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<tr>
<td>Syria</td>
<td>2011 political uprising against authoritarian regime; 1,000+ died</td>
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<tr>
<td>Yemen</td>
<td>2011 political conflict between President Saleh and opposing forces</td>
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Some areas have hurricane seasons and rainy seasons so these are in some way predictable. Outbreaks of civil unrest can occur after elections or certain religious festivals. However they can also be unexpected, for example caused by rising food prices, or the sudden death of a political leader. Refugee crises can present different problems to internal displacement, as there can be issues around culture, language and ability and willingness of the host government to respond. Describe how people are affected depending on their social situation (poverty, housing, location).
Hazards, risks, and vulnerabilities

Present the definitions of hazards and vulnerability and show how the risk is derived from these factors. Ensure that the key concepts are well understood by providing practical examples for each.

Three key terms are used when looking at how communities are affected by emergencies:

direct participants to definitions in the back of the handbook as well.

**Hazard**: A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Hazards arise from a variety of geological, meteorological, hydrological, oceanic, biological, and technological sources, sometimes acting in combination. In technical settings, hazards are described quantitatively by the likely frequency of occurrence of different intensities for different areas, as determined from historical data or scientific analysis.

**Definition from MS – Hazard**: a potentially damaging physical event, phenomenon or human activity that may cause loss of life or injury, property damage, social and economic disruption or environmental degradation. Hazards can have natural or human-made origins or a combination of these. The risks posed by a hazard depends on how likely it is, and where, how often and with what intensity it takes place. For example a small earthquake in a desert region that occurs once every 100 years poses a very low risk for people. An urban flood that occurs to a height of 3 meters within 48 hours once every 5 to 10 years has a relatively high probability and requires mitigation measures.

**A Natural hazard** is a “Natural process or phenomenon that can potentially trigger a disaster if we do not take measures to mitigate these impacts. This includes earthquakes, mudslides, hurricanes, floods, volcanic eruptions, tsunamis, drought, etc. Note however that these physical events need not necessarily result in disaster.

Disaster Risk Reduction under the Hyogo Framework does not include conflict, but risk reduction principles can also be applied to contexts involving conflict and civil unrest. INEE has done a lot of work on conflict mitigation, studying as well the two-way relationship between education and fragility. We’ll be happy to share more information on INEE’s work on fragility and connect you to the appropriate colleagues.

**Vulnerability**: The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

There are many aspects of vulnerability, arising from various physical, social, economic, and environmental factors. Examples may include poor design and construction of buildings, inadequate protection of assets, lack of public information and awareness, limited official recognition of risks and preparedness measures, and disregard for wise environmental management. Vulnerability varies significantly within a community and over time. This definition identifies vulnerability as a characteristic of the element of interest (community, system or
asset), which is independent of its exposure. However, in common use the word is often used more broadly to include the element’s exposure.

**Definition from MS – Vulnerability:** the characteristics and circumstances of individuals or groups that result in them being susceptible to attack, harm, or distress. Examples of vulnerable groups may include unaccompanied children, people with disabilities, single-headed households and children formerly associated with armed forces and armed groups.

**Vulnerability** is the characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard. It is the extent to which an individual, community, sub-group, structure, service or geographical area is likely to be damaged or disrupted by the impact of a particular disaster hazard. There are a number of factors that determine vulnerability, including physical, economic, social, political, technical, ideological, cultural, ecological, institutional, and organizational.

**Risk:** The combination of the probability of an event and its negative consequences. The word “risk” has two distinctive connotations: in popular usage the emphasis is usually placed on the concept of chance or possibility, such as in “the risk of an accident”; whereas in technical settings the emphasis is usually placed on the consequences, in terms of “potential losses” for some particular cause, place and period. It can be noted that people do not necessarily share the same perceptions of the significance and underlying causes of different risks.

**Definition from MS – Risk:** the product of external threats such as natural hazards, HIV prevalence, gender based violence, armed attack and abduction, combined with individual vulnerabilities such as poverty, physical, or mental disability or membership in vulnerable group.

**Risk** is the product of hazards over which we have not control; it is generally defined as the expected impact caused by a particular phenomenon. The potential impact of a hazard on human beings is a function of how exposed, or vulnerable, people are to the effects of that hazard, and their capacity to deal with the situation. Risk elimination, or at least reduction, is a main concern of disaster preparedness. While the hazard may not be possible to predict and prevent, human vulnerability can be predicted and sometimes prepared for. Humanitarian assistance usually presents an important opportunity for risk reduction initiatives.

**Risk** The relationship between vulnerability and the likelihood and severity of hazards is often represented using an equation. It is clear that the worse the hazard the more risk, likewise the more vulnerable a community is also increases the risk

Conventionally, risk is expressed by:

**Risk = Hazards x Vulnerability**

This equation is simply illustrating that risk is relational – even if a hazard is present when vulnerability is low, then risk is low. Hazards effect vulnerability and vice versa to result in the level of risk.

Beyond expressing a possibility of physical harm, it is crucial to recognize that risks are inherent or can be created or exist within social systems. It is important to consider the social contexts in
which risks occur – such as education-- and that people therefore do not necessarily share the same perceptions of risk and their underlying causes.

The impact of emergencies and brainstorming (20 minutes)
Divide participants into groups (either randomly or specific to country so that they can consider specific types of disasters/emergencies that are likely to occur in that country).

Ask each group to take 5 min to quickly brainstorm a list of IMPACTS that disasters & conflicts can have on the education system (try to use real life examples).

After 5 min, ask them to look at their lists and they should then color-code their impacts:
- Impacts that apply only to conflict, on pink post-it notes
- Impacts that apply only to natural disasters, green post-it notes
- Impacts applicable to both (complex), yellow post-it notes

Share/discuss the various impacts and color-codes given to them.

What is the impact and what would children say?
Compare the group responses to these slides

Categorizing the impact
Have each group place their post it notes on impact and place them into the appropriate category:
- Infrastructure/materials
- Effects on children
- Effects on teachers
- Other

Tell them we will refer to this list in the next session. Continue until all impacts have been placed on the chart.
Trainer should highlight how conflicts & natural disasters have essentially the same impact on education systems and what the major differences are.
Point out that this exercise helps illustrate the types of impacts that need to be considered when preparing for and responding to disasters/emergencies and their possible effects on the education system.

What is the impact on marginalized groups?
Ask participants to look at the various impacts & categories and pose: what is the impact of marginalized groups? Show slide to illustrate that certain individuals and groups can be more vulnerable to the effects of emergencies.
Ask the participants to share what marginalized groups in their countries are more vulnerable and which specific impact a disaster/emergency can have on them & how this differs from the impact on the general population.

The need for EiE
Introduces the next topic
Video
Show the video education can’t wait
http://www.youtube.com/watch?v=Mve8EeGF-jA

Definition of education in emergencies
Provide the following working definition of education in emergencies with accompanying slide:
“The provision of quality education opportunities that meet the physical protection, psychosocial, developmental and cognitive needs of people affected by emergencies, and that can be both life-sustaining and life-saving”
- Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future.
- Education can save lives by providing physical protection from the dangers and exploitation of a crisis environment.

Explain that we will now focus on why education is an important first humanitarian response in emergencies.
Explain that historically, education was seen as part of longer-term development work rather than a necessary intervention in emergency response; humanitarian relief involved the provision of food, shelter, water and sanitation, and healthcare.

Tell participants that each of the slides you are about to show are of emergencies where education was not prioritized by all stakeholders as a first response.

Consequences of not prioritizing education in emergencies
Ask them:
- In each emergency, what are the unmet needs of children and youth when education is NOT prioritized?
- What are the consequences for children of not providing education in emergencies?

Cyclone in Myanmar (Ministry of Education didn’t immediately prioritize education)
Lebanon – 2006 Israel/Lebanon conflict (major donors didn’t prioritize education)

Once you have heard participant responses show the next slide that provides the following possible responses
- Children and youth neglected, vulnerable to harm
- Psychosocial impacts exacerbated by lack of safe spaces and opportunities to be with their peers; cognitive and developmental needs neglected
- Likelihood of engaging in unsafe activities increases
- Likelihood of dropping out of school increases
- Children and youth may be more vulnerable to being recruited by armed groups or armed forces.

In Pakistan, education was prioritised
Show slides of the 2005 Pakistan earthquake. Tell participants that all stakeholders, including donors, aid agencies, communities and children prioritized education.
Ask them why they think this context was different than the other emergencies?

How the next slide that provides the following responses

- Physical destruction of schools and enormous loss of life of students due to time of earthquake may have created a heightened awareness of the need to prioritize education
- Communities supported education
- Children and youth expressed strong desire to resume education

Conclude with: 10 minutes

Phases and Components of Emergency Education Response

Explain that education is a critical component of any humanitarian response in an emergency situation – regardless of the PHASE of the emergency: something we will deal with later.

Conclude that Education is a critical component of any humanitarian response to an emergency situation because education:

- is a fundamental right of all children and in emergencies, children are often denied this right
- is critical for healthy development of children
- can help children deal with the effects of crisis situations
- can help to create a sense of normalcy for children and communities
- is critical for the protection of children and youth by offering a safe environment
- is an important means of promoting tolerance and conflict resolution
- is critical for economic recovery and social reconstruction
- can engender democratic participation and respect for rights
- is what children and parents often prioritize during emergencies
- is a platform for providing life saving knowledge and skills (e.g., cholera prevention, landmine awareness)
- correlates to a reduction in maternal and child mortality and can facilitate family reunification
- can identify and reach children with special needs and can improve nutritional status of children
- provides an opportunity to get out of school children and youth enrolled in education
- can support livelihoods and income generation activities

Activity, education in emergencies simulation (30 minutes)

Introduce the situation: Flooding and landslides have occurred in one of the most inaccessible regions of the country. Homes have been destroyed and many belongings lost. While most school buildings remain intact, there has nevertheless been significant disruption to the education system with students and teachers displaced many other unable to reach classes.

A meeting has been called by the regional education authorities and various community members, members of civil society, INGOs and UN agencies, each with their own priorities and concerns to raise.
Provide participants each with a different role to play in the simulation, as well as their priorities. Try to provide participants with roles that are different to their actual jobs. Participants should be actively seeking to make their problems and priorities heard during the activity.

Bring all participants together into the plenary group and have them participate in a meeting that has been convened by the regional education authorities to discuss priorities and next steps.

Following the role play we will discuss the main observations and challenges that arose and map these onto flip chart paper.
Session Two
Framework for Education in Emergencies: the INEE Minimum Standards (1h00)

Learning objectives

1. Understand what is the Inter-Agency Network for Education in Emergencies (INEE).
3. Understand how the Minimum Standards can be applied to ensure quality education provision.
4. Understand the components of Education in Emergencies

Conceptual framework for Phases of Emergency (5 min)

We are starting by introducing some key time and response frameworks. When going through slides 33-35 highlight the following

Preparedness, Mitigation, Prevention

Occurs before the Emergency and is a continuous cycle of planning and organizing to prevent, protect against, respond to, recover from, and mitigate against natural disasters and conflict.

Critical Response

1 week to 6 months

Addresses immediate education needs of children and families (i.e. temporary learning spaces, non-formal education, recreation, play, psychosocial support until formal education is ready to re-start)

Early Recovery

6 to 18 months after the response

This stage is the transition from immediate needs to longer term needs.

Longer-term Recovery / regular programming

18 months and onwards

This is the transition to longer-term development programming and connection to preparedness, mitigation and prevention

Interagency network for education in emergencies (25 mins)

The Inter-Agency Network for Education in Emergencies (INEE) is a global, open global network of members working together within a humanitarian and development framework to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery. Since its inception in 2000, INEE’s membership has grown to over 5,700
practitioners, students, teachers and staff from UN agencies, non-governmental organizations, donors, governments and universities. INEE has successfully created a vibrant and dynamic inter-agency forum that fosters collaborative resource development and knowledge sharing and informs policy through consensus-driven advocacy.

**Goal of INEE**

The purpose of the Inter-Agency Network for Education in Emergencies (INEE) is to serve as an open global network of members working together within a humanitarian and development framework to ensure all people the right to quality and safe education in emergencies and post-crisis recovery.

- All people in crisis-affected and fragile states have access to quality, relevant and safe education opportunities;
- Education services are integrated into all humanitarian responses;
- Governments and donors ensure sustainable funding for education preparedness, crisis response, mitigation and recovery;
- All education programs responding to emergencies, chronic crises and reconstruction are consistent with the INEE Minimum Standards and accountable for quality and results.
- The key global advocacy goals of agencies and governments should be to establish education as a key component of their emergency responses.
- INEE promotes the right to quality education in emergencies through to recovery and development. INEE is a resource for best practice tools, reports and research on education in emergencies through recovery.
- The INEE Minimum Standards Handbook articulates the minimum level of educational quality and access in emergencies through to recovery.
- The Standards can be used as a capacity-building and training tool for humanitarian agencies, governments and local populations to enhance the effectiveness and quality of their educational assistance.
- They help to enhance accountability and predictability among humanitarian actors and improve coordination among partners, including education authorities. The INEE Minimum Standards Handbook has five domains: 1) Foundational Standards (Participation, Coordination and Analysis), 2) Access and Learning Environment, 3) Teaching and Learning, 4) Teachers and other Education Personnel, 5) Education Policy. Each domain has standards, key actions and guidance notes.

In April 2011, INEE celebrated its 10th year anniversary. A lot has changed in the field of education in emergencies and much of the change and growth in the field is due to the work and advocacy of INEE Secretariat and INEE members around the world.

**INEE Structure**
INEE’s Steering Group is comprised of CARE, ChildFund International, the International Rescue Committee, Norwegian Refugee Council, Save the Children Alliance, UNESCO, UNICEF, UNHCR and the World Bank.

**INEE Secretariat**

A 5-member team hosted and hired by our Steering Group members. We help coordinate initiatives and projects and facilitate the dialogue and good practice exchange among members. INEE is not operational on the ground: we do not send staff to respond to emergencies. You can think of INEE as the professional network for colleagues working on education in emergencies and development contexts.

- Working Group on Minimum Standards
- Working Group on Education and Fragility
- Task Teams and Language Communities

How many of you are INEE members and receive weekly emails from INEE? How many of you are INEE members for more than a year?

**Sphere project**

Introduce Sphere as a guiding model

Note that we will revisit Sphere and we have a Sphere trainer in the room.

**Overview of the INEE Minimum Standards**

1. Ask participants if they have used the INEE Minimum Standards in any way and/or are familiar with the INEE Minimum Standards Handbook.

2. Explain the following points about the development of the INEE Minimum Standards:
   - The Inter-Agency Network for Education in Emergencies (INEE) was established to develop standards to promote a minimum level of access to quality education for all persons, including those affected by emergencies.

   - The standards are based on international legal binding and non-binding frameworks: the Convention on the Rights of the Child, Education for All (EFA) and the Sphere Project’s Humanitarian Charter and Minimum Standards for Humanitarian Response. They represent ‘universal goals for helping adults and children achieve the right to life with dignity’. The Handbook emphasizes that education is a basic right for all and also as an enabling right (helps with the attainment of other rights).

   - The standards are an essential addition to the Sphere Standards, which cover the sectors of water; sanitation and hygiene; food security, nutrition and food aid; shelter, settlement and non-food items; and health services. They do not include education. Increasing recognition of education as a crucial humanitarian response component, INEE and Sphere Project signed a Companionship Agreement in 2008 making the INEE Minimum Standards companion and complementary standards to the Sphere Standards.

   - Participants should refer to the INEE Minimum Standards Handbook, which can be found on the INEE website at www.ineesite.org/standards and the INEE Toolkit at http://toolkit.ineesite.org/MShandbook.

**Goals of the INEE Minimum Standards**
• They wanted to have a **common starting point** in reaching the minimum level of educational quality and access
• They wanted a tool to help **improve coordination** of education responses and **enhance the accountability and predictability** of education as a humanitarian response. (remember that this was one of the key gaps in the Rwanda response)
• They wanted a tool for **capacity development** and trainings
• They wanted a tool to strengthen the **resilience of MOE** policies and staff
• They wanted an **advocacy tool** for promotion of EiE.

**Development of the INEE Minimum Standards**
- **2003-2004**: 2,250 people from 50 countries around the world (online consultation; in person consultations at the community, national, sub-regional and regional levels; peer review process)

**Update of the INEE Minimum Standards**
- **2009-2010 update**: 1,300 people from 52 countries around the world (feedback review; online consultation; strengthening of cross-cutting issues; Domain review; peer review; online review by INEE members)
- processes were **informed by the Sphere experience**: they exemplify the true consultative and collaborative nature of INEE and its efforts to be inclusive.

**Minimum standards assessment**
- To improve our learning on how the standards are applied. What is their value added?
- The results are coming soon!

**5 Domains**

**Outline;**

**Foundational Standards:** These standards should be applied across all domains to promote a holistic, quality response. These standards give particular attention to the need for good diagnosis at all stages of the project cycle, in order to better understand the context and apply more appropriately the standards in the domains that follow.
- Community participation
- Coordination
- Analysis ensures that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and evaluation.

**Access and Learning Environment:** Standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.

**Teaching and Learning:** These standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes. Refer to the INEE Guidance Notes on Teaching and Learning for in-depth good practice on this domain.
Teachers and Other Education Personnel: Standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support. INEE also has a Guidance Notes on Teacher Compensation which provides guidance on the proper compensation systems that could be established.

Education Policy: Standards in this domain focus on policy formulation and enactment, planning and implementation.

Cross cutting issues

More information on the cross-cutting issues can be found on the thematic briefs available on the INEE Toolkit and we will be going into this topic in more detail tomorrow.

Standards, key actions and guidance notes
Have the participants open their Handbook and look at the structure with Standards, Key Actions and Guidance Notes (turn to pp 22).

- The standards are “what you want to reach”. They are derived from the principle that populations affected by disaster or conflict have the right to life with dignity and to safe, quality and relevant education. Hence, they are qualitative in nature and are meant to be universal and applicable in any context.

- Standards are followed by a series of key actions, which are suggested ways to achieve the standard. Some actions may not be applicable in all contexts; they should be adapted to the specific context. The practitioner can devise alternative actions so that the standard can be met.

- Finally, guidance notes cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations. They offer advice on priority issues and on tackling practical difficulties, while also providing background information and definitions.

Provide an example by having the participants open their handbooks, turn to page 22.

Review the standard, one corresponding key action and the guidance notes that are connected to that key action.

Case study of Indonesia (30 mins)
Ask participants to read the case of Emergency Education response in Indonesia.
Ask them to think about the main points and to identify which standards from the assigned domain were used in the emergency education response.
Ask them to map this information on the handout provided.

Technical Components of Education in Emergencies (30mins)

During this part session we will:
1. Identify the phases of emergency education response.
2. Understand the education interventions for all phases of an emergency including preparedness, response and early recovery and how they can be linked.
3. Understand the linkages between education interventions for all phases of an emergency and the INEE Minimum Standards for Education.

Key Messages and Learning Points
The phases of emergency response include 1) preparedness, mitigation, prevention, 2) response, 3) early recovery, and 4) longer-term recovery. These phases are on a continuum and can overlap with each other. The timeframe for each phase can vary widely based on the type of emergency and the country context. Even if a country is not in an emergency, key stakeholders should think about how to prepare for and prevent emergencies and mitigate their impacts.

- Explain that participants have just examined the INEE Minimum Standards for Education, which provide a framework of standards for education in emergencies, or the benchmarks for a quality response. They will now look at the time elements of a response and the building blocks or components of an education sector response.
- Ask participants if they know the phases of emergency response (common to all sectors) as currently defined by humanitarian agencies.
- These phases are; 1) preparedness, mitigation, prevention, 2) critical response, 3) early recovery, 4) longer-term recovery.
- In addition to the 2 frameworks provided, there are many other ways to think about emergency phases. For example, immediate, sooner, later to distinguish the phases. This model is presented in a report called “The role of education in protecting children in conflict”
- Explain to participants that these phases overlap, can be on-going simultaneously and should be thought of on a continuum.
- Explain that the timeframe for these phases can vary widely depending on the type of emergency and the country context. These phases can also occur simultaneously and overlap.

Ask participants to split into 2 groups and spend 5 minutes on a quick brainstorm on the technical components of education in emergencies. This can be based on their own experiences or just their ideas. They will then present their ideas to the larger group.

Note that many of the technical components of education in emergencies can be implemented within the various phases. Some activities should be started before an emergency occurs, but is often only implemented because of the emergency.

Next we will go over some of possible activities for each stage of an emergency.
Preparedness, Mitigation, Prevention

- Contextualise the Minimum Standards for Education to the local context
- Translate the INEE Minimum Standards handbook to a national or local language
- Establish an appropriate Coordination mechanism with the MoE
- Develop a Contingency Plan (with likely emergency scenarios)
- Who’s Doing What Where (mapping agencies’ capacities and resources)
- Lessons Learned workshop to review and learn from a previous education in emergency response
- Training and Capacity Strengthening for UN, INGOs, NGOs, MOE, teachers (i.e. education in emergencies training)
- Develop a teacher roster
- Stockpile/pre-position education materials (i.e. school-in-a box kits, early childhood development kits, textbooks, sports materials).
- Advocate for emergency activities to be included in the National Education Sector Plan and budgeted for
- Support schools to conduct Disaster Risk Reduction activities like school safety assessments and evacuation drills

Critical Response

- Conduct rapid Education needs assessments
- Set up temporary learning spaces if schools have been damaged or destroyed
- Begin non-formal education (i.e. literacy, numeracy, health/hygiene education).
- Begin formal education (where possible). In most severe emergencies this may not be possible, but if the emergency is small and schools are still intact, it may be possible to quickly re-start formal education.
- Establish emergency child friendly spaces, in camps for displaced children, if appropriate
- Develop psychosocial support programmes and strategies
- Support the Ministry of Education to develop and disseminate emergency education curricula
- Deploy trained and experienced emergency education specialists to affected areas
- Monitor response activities to ensure all children are reached

Early and Long-term Recovery

- Support the Ministry of Education to ensure that schools/learning spaces can resume formal education
- Rehabilitate and (re-)construct schools which were damaged or destroyed during the emergency
- Support the Ministry of Education to conduct back to school campaigns to ensure that all children return to school
- ‘Build back better’ so that schools are not vulnerable to future emergencies
- Evaluate the response activities to assess the impact of the emergency
- Education programmes

Technical components of education in emergencies
Now that we have reviewed some education activities that can be done during various phases, we will present some of the key education technical components. Make sure that participants are aware that for each of the components that will be described there are INEE resources that provide more information and guidance.

**Cluster/Sector Coordination Mechanism**
Establish an Education cluster at the national level and if possible at the local levels. Education clusters should have strong Ministry of Education representation, if not leadership. Often there already are existing coordination mechanisms so a new one may not need to be formed. Further, if the country is not in an emergency or has not had a large scale emergency, an official Education cluster does not need to be established, but it is important to always have a strong coordination mechanism.

**Assessment (multi-sectoral, rapid education, on-going)**
Usually in the first 48 to 72 hours, a multi-sectoral initial rapid assessment is conducted. After 1-2 weeks, a more in-depth education assessment is conducted. Throughout the response and recovery phases, on-going assessments should be conducted to review the interventions and make changes as needed. The Education Cluster has developed the Joint Education Needs Assessment (JENA) education assessment tool. It is recommended to contextualise this tool and use it rather than developing a new one.

**Emergency Education Curricula**
Teaching and learning materials provided in literacy, numeracy, life skills, and other emergency areas to allow learning to continue and for children to gain new skills related to their new environments, including life saving skills to avoid threats such as disease, land mines, exploitation, etc.

**Contingency Planning**
Contingency planning is a management tool to anticipate and solve problems that typically arise during humanitarian response. The process usually results in the development of a written plan. If the situation is that of chronic crises or there are regular emergency threats, the contingency plan should be updated regularly.

**Education Supplies and Logistics**
To understand what supplies are available and the logistics of getting them to emergency sites. UNICEF has pre-prepared kits for school-going children and early childhood development. They are also developing and Adolescent kit.

**Temporary Learning Spaces**
Re-start formal schooling in temporary spaces such as tents, under trees, in community buildings. Temporary learning spaces are one of the early interventions to ensure education is not disrupted.

**Psychosocial support and strategies**
Structured activities to allow children to engage in play, recreation, and creative activities to help them overcome the emotional impacts of the emergency.

**Mobilisation and Training of Teachers and other Education Personnel**
This ideally should start before the start of an emergency, but often occurs after an emergency comes. For further information on teacher compensation issues, you can look at the INEE Guidance Notes on Teacher Compensation.

**Rehabilitation and Construction of schools**
This usually begins in the early to longer-term recovery phases. Those interested in understanding this issue further can also look at the INEE Guidance Notes on Safer School Construction.

**Resumption of formal education**
This often occurs a few months after the emergency has hit. However, if the emergency is small and there has not been much damage to schools, formal education could re-start in a matter of days or weeks.

**Monitoring and Evaluation**
Monitoring is an on-going process that measures progress toward attaining the stated objectives of education programmes. It allows education programme staff to make changes during the programme or project cycle to ensure they stay on the right track for achieving their goals and objectives. Evaluation is usually conducted at the middle of or end of a programme or project cycle to measure the impact of the education programme. Evaluations can also address whether activities were relevant in terms of stated priorities, policies and legal instruments and whether programmes were implemented in an efficient manner.

**Disaster Risk Reduction**
A conceptual framework that seeks to minimise vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards within the broad context of sustainable development. Examples: school drills, integration of key DRR messages into school curriculum, digging trenches around schools, improving construction of schools.

**Exercise: technical components (20mins)**

*If there is enough time*

If there is enough time split participants into three groups each designated a different context (flood, earthquake, conflict). Ask them what three key technical components they would implement in that particular emergency context and, using a flip chart to complete the table identifying which emergency phase this could occur in (could be multiple), who needs to be involved in the implementation and the corresponding INEE Minimum Standards (domain and standard).

<table>
<thead>
<tr>
<th>Technical Components of Education in Emergencies</th>
<th>Which phase?</th>
<th>Who needs to be involved?</th>
<th>INEE Minimum Standards (Domain and Standard)</th>
</tr>
</thead>
</table>


One person in the group will stay with the group’s work and the rest of the group members will walk around and look at the other group’s work. The person staying their group’s work will answer any questions people have.

Now we have looked at the MS and the technical components: we need to consider how the relate to each other. First we should clear up some frequently asked questions about where the standards come from.

**Legal frameworks**
Highlight that the standards are based on Human rights law and what this means in terms of their applicability and interconnectedness

**Why “Minimum” standards**
Why should practitioners aim towards achieving all the standards?
Why is it important to refer to all Standards as a whole?
Why the inter-connectedness of the Standard

**Where are you now?**

*If there is time*

Ask participants to work in pairs and to review one domain from the handbook: the standards, key actions and guidance notes within that category. After they have looked through all of the standards, key actions and guidance notes within that domain, they should discuss the questions in the exercise: *Where are you now?* Tell them that they have 10 minutes to discuss the questions with a partner.

After 10 minutes, bring the pairs back to plenary. Facilitate a plenary discussion related to the following questions (allow one or two responses to each question):

- □ How many thought they were achieving some of the standards? Which ones?
- □ Which standards were not being met?
- □ What are the obstacles to meeting those standards?
- □ Under what conditions and time period might those standards be achieved?

*If there is not time suggest this as a reflection exercise for their organizations, work teams etc.*

**Conclusion**
Briefly sum up the raison d'etre of the INEE MS and key considerations
Session 3
Other INEE tools and resources
1h15

Learning objectives

- Know the range of INEE tools and resources and gain familiarity with the INEE Toolkit
- Know about other network services and how to actively participate with the INEE

Toolkit intro

- The Toolkit (http://toolkit.ineesite.org) contains more than 800 practical, field-friendly tools and resources to guide educationalists, humanitarian workers and government officials working in the field of education in emergencies through to recovery.
- The Toolkit includes INEE’s primary publications in multiple languages and numerous implementation tools to support their use (i.e. MS Handbook, training and promotional materials, case studies, articles, etc.).
- The toolkit has been developed in response to a growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards. Thanks to hundreds of INEE members around the world, the toolkit contains the most practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific Minimum Standards. The toolkit will help users of the INEE Minimum Standards to adapt the indicators to their local setting and contextualize the guidance notes, good practices and lessons learned that are codified within the handbook in order to realize the standards. There are also a set of tools that are particularly relevant to the cross-cutting issues of human and children’s rights, gender, HIV/AIDS and disability.

Toolkit structured

Explain how the Toolkit is structured into 9 major sections (plus Thematic Issues)

Toolkit demo

Ask participants for types of tools they would be looking for and walk them through finding them in the toolkit.

- **Overview**: This page offers another quick overview of the major topic areas, tools, and resources included in the INEE Toolkit – with navigation buttons now located on the left side of your screen. Listed here are the groups that have contributed to the INEE Toolkit development as well as a brief overview of INEE’s mission and vision.
- **Minimum Standards**: The MS Handbook is the only global tool that articulates the minimum level of educational quality and access in emergencies through to recovery.
- **Reference Guide on External Education Financing**: The purpose of the Reference Guide is to enable national decision-makers in low-income countries, including those in fragile situations, to better understand the ways in which donors provide education assistance,
how various funding mechanisms work and why donors choose one funding mechanism over another to support education.

- **Guidance Notes on Teaching and Learning**: Building on the INEE Minimum Standards, the Guidance Notes on TL articulate good practice on critical issues related to curricula adaptation and development; teacher training, professional development and support; instruction and learning processes; and the assessment of learning outcomes. The Guidance Notes can and should be adapted to local contexts.

- **Guidance Notes on Safer School Construction**: The Guidance Notes on SSC briefly address the need and rationale for safer school buildings before recommending a series of suggested steps that should be considered when planning a safer school construction and/or retrofitting initiative. They also identify basic design principles and requirements a school building must meet to provide a greater level of protection.

- **Guidance Notes on Teacher Compensation**: The Guidance Notes address a critical challenge to quality education by providing a framework for discussing the complex issues surrounding the compensation of teachers based on lessons learnt from practice around the world. The Guidance Notes are organised around, and provide guidance on, the following three themes: Policy and Coordination of Teacher Compensation; Management and Financial Aspects of Teacher Compensation; and Teachers’ Motivation, Support and Supervision as Forms of Non-Monetary Teacher Compensation.

- **Pocket Guide to Inclusive Education**: This Pocket Guide is intended for anyone working to provide, manage or support education services in emergencies. This guide complements the INEE Minimum Standards. It outlines useful principles for an inclusive education approach in emergencies and provides advice for planning, implementing and monitoring. The guide also looks at the issue of resistance to inclusion, and highlights ways that organisations can support their emergency staff to develop more inclusive education responses.

- **Pocket Guide to Gender**: This quick guide is a complementary tool to the INEE Minimum Standards and the Inter-Agency Standing Committee’s Gender Handbook. The Pocket Guide was developed to help practitioners make sure that education, as part of emergency preparedness, response and recovery, is gender-responsive and meets the rights and needs of all girls and boys, women and men affected by crisis. It outlines principles for a gender-responsive approach to education programming, and provides responses to some of the most common misconceptions and arguments against gender mainstreaming. The guide also gives a series of concrete strategies and actions for putting gender equality into practice in and across all domains of education programming.

- **INEE Advocacy Materials**: The Advocacy Materials are broken into four sections:
  - **Advocacy Tools**: Resources and materials that highlight the importance of education in emergencies and INEE’s role in supporting good practice in EiE
  - **MS Case Studies and Monitoring Reports**: Resources that highlight the contextualized implementation of INEE MS and guidance notes.
  - **Key Documents**: INEE-developed materials, annual reports and tools.
  - **Implementation Tools in Other Languages**: Quick reference point for INEE tools in a variety of languages. This is the full list of resources in French, Portuguese, Arabic and Spanish contained in the Toolkit.
• **Key Thematic Issues**: This section is provided for ease of navigation – all the tools available via this button are also available in various topic areas but have been compiled here for quick links to resources, materials, and tools that are thematically specific.
  o **INEE Minimum Standards Implementation Tools**: Thematic resources can help to strengthen the implementation of INEE Minimum Standards
  o **Resource Pack on Teaching and Learning**: Thematic resources can be helpful in mainstreaming particular thematic issues in Teaching and Learning activities

• Explain to participants the various button functions (above categories, navigation buttons, home, search, print friendly, contact us, feedback form, etc.).

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**INEE community**

Outline each of the sections detailed and explain the resources and components of the network

**Activity: using INEE tools and resources (30 mins)**

Split participants into 4 groups and **ask** them to think of a challenge they may face related to the following scenarios

1) Involving Parents in children’s education
2) Including out-of-school youth in emergency education activities
3) Classroom Management
4) Using educational data

**Ask** them to identify the Standards & Key Actions that relate to the challenge they have identified and which should be met in this context. **Ask** them also to map out associated INEE resources that can support them in determining the possible strategies that can be used.
Reflection and close

Daily review (5 minutes): One of the facilitator’s should briefly review the agenda / work that has been carried out today, highlighting key themes and activities. He/ she should also give an overview of what the group will be doing the following day.

Reflection/Evaluation (10 minutes): Ask participants to reflect individually about their answers to the three questions below and write one each on a different color of sticky or in their notebooks.

1. What worked well?
2. What could be improved (and how)?
3. Would like to learn more about?

As participants leave, ask them to give their stickies to the facilitation team, who will review immediately following the end of the day and consider changes to the schedule/content based on feedback. In addition, the facilitator for the morning session should review this in plenary before starting the following day’s activities.

Assign the following cases to be read by tomorrow (Day 2):
Day Two
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30-8.45</td>
<td>Recap of day one and short INEE MS quiz in teams</td>
</tr>
<tr>
<td>8.45-9.15</td>
<td><strong>Session 4: EIE Coordination/Cluster</strong>&lt;br&gt;1. What are the challenges for coordinating emergency education response?&lt;br&gt;2. What is good coordination?&lt;br&gt;3. What is the education cluster in Indonesia and how does it operate?</td>
</tr>
<tr>
<td>9.15-10.30</td>
<td><strong>Session 5: Links between Education and Other Sectors</strong>&lt;br&gt;1. What are the Sphere standards and what does the INEE – Sphere companionship agreement mean?&lt;br&gt;2. What are the inter-sectoral linkages we need to be aware of?&lt;br&gt;3. What are the cross cutting issues we need to be aware of and how do they present challenges and opportunities to education in emergencies work? What tools do we have to help us integrate cross cutting issues into education work?&lt;br&gt;4. Who has what role in supporting education personnel and children’s psychosocial recovery?</td>
</tr>
<tr>
<td>10.30 – 11.00</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>11.00 – 12.00</td>
<td><strong>Session 6: Emergency preparedness and contingency planning</strong>&lt;br&gt;1. What is emergency preparedness and how does it relate to contingency planning?&lt;br&gt;2. What are the principles of good contingency planning and what resources does have on contingency planning?&lt;br&gt;3. Activity: group work review of Education Cluster contingency plan for Indonesia</td>
</tr>
<tr>
<td>12.00 – 1.00</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>1.0 – 2.30</td>
<td><strong>Session 7: Emergency Preparedness, and DRR</strong>&lt;br&gt;1. What do we mean by DRR for education?&lt;br&gt;2. How do the MS relate to safe learning environments and what range of mitigation, preparedness and response do we need to ensure safe schools? How do we create safe learning environments with safe construction and retrofit, how do we maintain safe learning environments with school disaster management, how can we protect access to education with continuity planning and how can we teach and learn disaster prevention and preparedness?&lt;br&gt;3. Using the Guidance notes on safe school construction&lt;br&gt;4. Other education and DRR components</td>
</tr>
<tr>
<td>2.30 – 2.45</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>2.45 – 4.00</td>
<td><strong>Session 7: Emergency Preparedness, and DRR continued</strong>&lt;br&gt;5. Group activity: review of components of the Guidance Notes on safer school construction&lt;br&gt;6. DRR and teaching and learning&lt;br&gt;7. Activity: video and discussion</td>
</tr>
<tr>
<td>4.00-4.15</td>
<td>Reflection/Close</td>
</tr>
</tbody>
</table>
Opening

Review what participants reported on at the end of day one – go over what worked well yesterday and what needs to be improved on – and HOW we tweaked today’s schedule.

Have participants work in small teams for a short quiz on the Minimum Standards

Commented [JK1]: We will need to prepare some fun questions for this!
Session Four
EiE Coordination/Cluster
30 minutes

Learning objectives

- Understand the purpose, benefits, and challenges of education sector coordination in emergency preparedness and response.
- Understand that good coordination is essential and that there must be some sort of coordination mechanism in place.
- Be familiar with the Education Cluster in Indonesia.

5 minutes
As a whole group, ask participants to reflect on existing education coordination mechanisms in their countries or that they have participated in.

Ask:
- What is the role of these existing coordination bodies during or after emergencies?
- What would be required for these coordination bodies to be effective during emergencies?
- How many of you work within an education coordination mechanism for an emergency or other interagency initiative? Is it an ongoing (permanent) or purpose-built structure?
- Do you know what a cluster means in relation to emergencies? How many of you have participated in a cluster?

Example of coordination bodies:
- Donor Education Group
- Education Sector Working Group
- Sub Sector Working Group ~ ex: PTA, Accelerated Learning

Look at the INEE MS related to Coordination (Foundation Standards Domain). Tell participants to refer to this for the rest of the session.

IASC Cluster Approach & Emergency sector coordination in emergencies (don’t need to get into depth) 5 – 10 minutes

Outline the objectives and role of the education cluster at the global and country levels. Effective coordination is the key responsibility of a cluster. Other tasks will be explored in the following slide presentation. Ask participants if they are familiar with the Cluster Approach. Ask how many have participated in an Education Cluster.

Slide. This shows that Humanitarian response was expected to be well coordinated with clear lines of coordination and responsibility. However, Slide 2 shows the reality in field.

In 2004, it was realized that over the previous few years:
“The international response to humanitarian emergencies has demonstrated that the present system does not always meet the basic needs of affected populations in a timely and predictable manner. While the response varies from crisis to crisis, existing capacity levels are often insufficient to adequately meet key emergency needs in major crises”.

(slides 3 -5) In July 2005, the IASC embarked on major reform process to improve the predictability, timeliness, and effectiveness of response to humanitarian crises. The outcome was the adoption of the cluster approach, which is the primary mechanism for inter-agency coordination of humanitarian assistance involving key UN and non-UN humanitarian partners. Education was not initially one of the official sectors recognized in the cluster approach. However, the IASC formally established a global cluster for education in 2006. Much of this is the product of INEE’s advocacy.

Some countries which have been affected by emergencies have established an official education cluster recognized by the IASC in response to emergencies, while other countries have established other sector coordination mechanisms in the aftermath of conflict or disasters. Most countries have sector coordination mechanisms in place even when they have not experienced conflict or disaster. It is important to build on these sector groups when establishing education cluster or emergency education coordination mechanisms.

The IASC’s Humanitarian Reform Agenda sets out four inter-related strategies:

- Enhanced leadership, accountability and predictability of emergency response in key sectors
- Adequate, timely and flexible humanitarian financing (CERF); Improved humanitarian co-ordination
- More effective partnerships between UN and non-UN humanitarian actors

There are a number of different clusters; each has a globally assigned lead agency that will also usually be (but not necessarily, as it depends on agency presence and capacity) the lead agency at country level.

Global level clusters strengthen system-wide preparedness and technical capacity to respond to emergencies by designating global cluster leads accountable for ensuring predictable and effective inter-agency responses within sectors UNICEF and Save the children have agreed to take on the joint lead for the global Education Cluster. An Education Cluster Unit supporting global partnerships and coordination, as well as providing targeted field support, is based in Geneva, Switzerland.

Country level clusters ensure a more effective response capacity by mobilizing clusters of agencies, with clearly designated lead, as agreed by the Humanitarian Coordinator and the Country Team, in line with the cluster lead arrangements at the global level.

At country level, the cluster lead role may be performed jointly or singly depending on the context and capacity in country. Occasionally other agencies have acted as Education Cluster lead/co-lead in certain countries.

The Education Cluster plays a key role in ensuring coordination with other sectors such as health and protection.
The Terms of Reference for Education Cluster leads include:

- Identification of key partners
- Coordination of program implementation
- Planning and strategy development
- Information management
- Application of standards
- Monitoring and reporting
- Advocacy and resource mobilization
- Training and capacity building of national authorities and civil society
- Acting as provider of last resort

The Education Cluster is also responsible for supporting the Ministry of Education in leading the emergency response, and improving partnerships among all education stakeholders, facilitating information sharing, joint programming and shared technical expertise.

This includes strengthening capacity at national and local level and should wherever possible build on existing MOE structures and take into account long-term capacity for disaster preparedness and response. Have participants share coordination stories and briefly present on the education cluster in Indonesia – and how the MS for coordination is reflected in its work. **10 minutes**

**Outline the Benefits/Challenges of coordination (5 minutes)**

Reflect on yesterday’s coordination activity. Brainstorm out loud the benefits and challenges. Write on flipchart.

**Key benefits of coordination:**

- Allows a partner to contribute on the basis of their strengths and comparative advantages
- Provides an opportunity to strategize and plan together
- Avoids overlap, duplication of efforts and activities
- Maximizes use of resources
- Allows a partner to divide areas of responsibility and geographic coverage
- Can strengthen advocacy and mobilization of resources
- Strengthens support for government
- Can lead to standardization of approaches, tools, and implementation
- Can lead to mutual learning and improvement of skills, strategies, and program implementation
- Can be more cost effective
- Can encourage greater community participation
- Provides an opportunity for improved preparedness
- Strengthens skills in leadership, facilitation and planning
- Can lead to identification of gaps and ensures they are met
- Can facilitate greater inter-sector coordination

**Key challenges to coordination:**
• Lack of clear definitions of roles and responsibilities, conflicts about roles and responsibilities
• Lack of leaders and leadership skills, personality clashes
• Weak meeting management and planning skills
• Inability to establish joint objectives and strategies
• Failure to establish communication and information strategies in data and information management
• Communication barriers - Communications often sent by email and online exclude those without easy access to Internet and computers.
• Language can prevent local NGOs from actively participating.
• Duplication of effort and coverage of geographic locations
• Meetings often happen at capital level while response is focused on sub-national/local level
• Competing agency agendas, mandates or strategies
• Failure of some agencies to fulfill their responsibilities
• Remaining actively inclusive despite time constraints, specifically of Government and agencies with competing mandates
• Time constraints for meetings and coordination of responses
• Insufficient resources, both human and financial. Inability or lack of capacity to involve community members and organizations in planning and implementation. Lack of accountability. Too process-oriented
• Can have low-level representation of the MOE
Session 5
Links between education and other sectors
1h15

Learning objectives

- What are the Sphere standards and what does the INEE – Sphere companionship agreement mean?
- What are the inter-sectoral linkages we need to be aware of?
- What are the cross cutting issues we need to be aware of and how do they present challenges and opportunities to education in emergencies work? What tools do we have to help us integrate cross cutting issues into education work?
- Who has what role in supporting education personnel and children’s psychosocial recovery?

Ask participants: Why is it important to identify and understand the linkages between education and other sectors? Note down their ideas on a flipchart then switch to the next slide

Importance of cross cutting issues and linkages
Show the slide and say that in addition / or as suggested by participants the following reasons apply;
- In order to provide holistic support to children and young people, it’s essential that there is collaboration between education and other sectors. It can help advocate for the importance and prioritization of education in emergencies.
- It ensures that there are not gaps or overlaps in services provided for children and young people.
- In order to highlight the importance of education in emergencies and highlight the linkages between education and other sectors, INEE established a formal partnership with Sphere.

Sphere standards
Explain that the Sphere Project is a process that began in 1997 to address concerns of quality and accountability in humanitarian responses. The Sphere Project emphasizes the —right to life with dignity.

The Sphere Minimum Standards in Humanitarian Response include:
- Water, sanitation, hygiene promotion
- Food Security, nutrition and food aid
- Shelter, settlement and non-food items
- Health services

It does NOT include Education. More information on: www.sphereproject.org
Participant presentation (10 mins presentation with Q&A)
We have a participant who is a Sphere trainer so we will ask him to make a brief presentation on the standards and his work in this regard

INEE Sphere companionship
In 2009, Sphere and INEE established a formal Companionship Agreement. This partnership outlined that Sphere recognizes the importance of education in emergencies and recommends that the INEE Minimum Standards for Education be used as a companion to the Sphere Minimum Standards in emergencies.
The agreement was just renewed!

It is important for the education sector to think about how they can collaborate with the other sectors and how they can ensure the inclusion of cross-cutting issues.

IASC Clusters
In addition to Education, other sectors that also have IASC clusters include: 1) Agriculture, 2) Camp Coordination/Management, 3) Early Recovery, 4) Emergency Shelter, 4) Emergency Telecommunications, 5) Health, 6) Logistics, 7) Nutrition, 8) Protection, 9) Water, Sanitation, Hygiene (WASH)

Cross Cutting Issues
Remind participants that we touched upon these issues on day one when we spoke about the revised Minimum Standards handbook. The cross cutting issues were mainstreamed in this edition.
The 11 cross-cutting issues with linkages to education include: 1) Conflict Mitigation, 2) Disaster Risk Reduction, 3) Early Childhood Development, 4) Gender, 5) HIV and AIDS, 6) Human Rights, 7) Inclusive Education, 8) Inter-sectoral linkages, 9) Protection, 10) Psychosocial Support, 11) Youth

INEE resources
Tell participants that module 2 of the harmonized package which is on the INEE Minimum Standards Framework includes a series of thematic briefs under additional resources. We can hand out a different thematic brief to each table and ask them to read over it together for 5 minutes.
Highlight that there are a number of other resources that INEE has, that facilitate the integration of cross cutting issues into their work. These include the handbook which highlights linkages, the pocket guide to gender and inclusion and materials in the harmonized training package.

Talking points
Note that there are also other resources on the INEE site. For example, direct attention to Save the Children’s Child Protection booklet [included in the INEE Toolkit](http://www.ineesite.org/toolkit/INEEcms/uploads/1064/Child_Protection_in_Emergencies.pdf)

It outlines the Inter-sector linkage between Child Protection & Education: Education needs to be prioritized in emergency responses because it can protect children when provided in an appropriate, safe and high-quality manner. This protection can be physical, psychosocial or cognitive and can be effective in mitigating the risks identified above. Education plays a fundamental role in providing structure through a regular routine, contributing to stability, and
restoring a semblance of normality in an extreme and stressful situation for children and families. Going to school gives children a chance to be with their peers and to have hope for a better future. Additionally, community-based healing activities - such as recreation and creative self-expression - that can give children avenues for coping with distressful events are often easier to implement in an educational setting. Structured educational activities can be targeted to respond to specific threats that children face in the emergency context, such as recruitment or social isolation stemming from their emergency-related experience. Accurate information, coupled with basic skills in literacy and numeracy, can help children to make safer decisions. Schools can provide physical protection in the form of safe, structured places to learn and play which should be accessible to all boys and girls. Schools also have the opportunity of detecting and reporting cases of domestic violence and child abuse, as well as to detect and register children who need particular follow up, protection or support from the existing protection systems. Indeed, teachers who are trained in child rights and to use child-friendly learning materials are important leaders in their communities; they can be very persuasive in ensuring that school administrators and ministry officials are held accountable in delivering children’s right to education in any situation. Finally, schools can also provide an effective way to identify and reunite separated children with their families.

Note that we have a good example of this from Indonesia:

In Indonesia, Save the Children developed a Framework for Learning for Children Affected by Emergencies that outlines three particular areas of learning important for children whose lives and education have been disrupted. The first addresses survival skills to help children live safely in camps and other temporary places. The second is focused on individual and social development to help children overcome the negative experiences they have had during the conflict. The third helps them develop learning skills and provides teachers with activities to help children re-engage with learning when their education has been disrupted.

Another cross cutting area is psychosocial support:


Group Exercise (30 mins)

Split the participants into 5 groups based on the domains of the INEE Minimum Standards.

Group 1: Foundational Standards (Community Participation, Coordination, Analysis)
Group 2: Access and Learning Environment
Group 3: Teaching and Learning
Group 4: Teachers and Other Education Personnel
Group 5: Education Policy

Each group will brainstorm how Psychosocial Support/Child Protection could be considered within these INEE Minimum Standards domains. For example, when looking at Group 4 Teachers & Other Education Personnel – what needs to be done to ensure that children’s child protection and PSS are considered? One example is ensuring that teachers recruited have no history of violating children.
<table>
<thead>
<tr>
<th>MINIMUM STANDARDS DOMAIN  E.g teachers and other education personnel</th>
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<tbody>
<tr>
<td><strong>WHAT ARE THE MAIN CHALLENGES WE MAY FACE REGARDING PSYCHOSOCIAL SUPPORT AND CHILD PROTECTION?</strong></td>
</tr>
<tr>
<td><strong>POSSIBLE KEY ACTIONS TO BE TAKEN TO ENSURE THAT CHILDREN’S PROTECTION AND PSYCHOSOCIAL SUPPORT ARE CONSIDERED</strong></td>
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Good Strategies to provide psychosocial support to children in emergencies:

1. Train teachers to monitor children and identify those who may be experiencing special difficulties when they are in school.
2. Provide necessary support to teachers so that they can support distressed children.
3. Begin structured education activities as soon as possible in order to mitigate the psychosocial impact of the emergency on children and youth.
4. In protracted emergencies, support parents, families and communities with activities to address stress;
5. Establish programs that focus on longer-term concepts of justice, peace and democracy;
6. Support good teaching and learning practices;
7. Incorporate training in the psychosocial impact of the conflict with pedagogical training;
8. Put a referral system into place;
9. Support the physical and psychosocial needs of educators and learners;
10. Monitor the success of any psychosocial programs.

**INEE Case Study**
Share Yemen Case Study for setting up CFS & after they have read it, ask participants to offer their suggestions of how this is this an example of inter-sector linkages with Psychosocial Care and Child Protection.
Session 6
Emergency preparedness and contingency planning
1h00

Learning objectives

- Understand what is meant by Risk Reduction, Emergency Preparedness, and Contingency Planning and their place in the broader picture of Sustainable Development
- Understand priority actions identified under Hyogo Framework for Action with a focus on education related measures
- Identify risk reduction and preparedness activities that will reduce vulnerability, mitigate the impact of emergencies and support efforts to prevent conflict and civil unrest
- Review the education cluster contingency plan

Crisis and emergencies
Show the slide and reiterate that these are the eventuality that we are trying to prepare for in order to mitigate for their effects

The big picture
Display the Big Picture slide and explain to the participants that the next section will look at how the approach to Emergency Preparedness and Risk Reduction has changed and been integrated into a wider development framework. With issues such as climate change and initiatives like the Hyogo Framework there is now more focus on linkages between development and humanitarian response.

The Old Model
In the old model development and emergency response were effectively in silos. Emergency response happened in the event of a crisis, this was followed by a period of recovery and then the resumption of development. Each area tended to focus on its own specialization.

Emergency management
With the wider adoption of the Emergency Management Cycle, humanitarian response was viewed as being part of a continuous process that included prevention, mitigation and preparedness.

Linkages between humanitarian response, recovery and development
It was realised that significant input before an emergency in preparedness and risk reduction activities would both reduce the impact of emergencies and ensure a better and more effective response. This is allied to an increased understanding of the role of early recovery in emergency response (focused on speeding up and smoothing the transition from humanitarian assistance back to development) were now part of an integrated strategy to tackle crises and emergencies.
Relationship between development and disaster
In general, one of the aims of development is to reduce vulnerability; however, it can have the opposite effect with activities such as intensive farming and environmental degradation putting communities more at risk. Disasters and crises can have an enormously negative impact on development programmes; however, they can also be an opportunity for effecting change.

Risk reduction in development
Disasters caused by vulnerability to natural hazards exert an enormous toll on development. They pose significant threats to poverty alleviation and the achievement of the Millennium Development Goals (MDGs) and this challenge is likely to be exacerbated as the impacts of climate change are increasingly felt. The solution to this challenge is to make a concerted effort towards integrating disaster risk reduction (DRR) interventions into development planning and programming in countries at risk. An important step towards this is for the United Nations Country Teams (UNCTs) to integrate disaster risk reduction (DRR) as part of the Common Country Assessment (CCA) and United Nations Development Assistance Framework (UNDAF).

Sustainable development
Sustainable development is seeking to meet the needs of the present without compromising those of future generations. We have to learn our way out of current social and environmental problems and learn to live sustainably. Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc.

Risk
A reminder again of risk: the combination of the probability of an event and its negative consequences. The word "risk" has two distinctive connotations: in popular usage the emphasis is usually placed on the concept of chance or possibility, such as in "the risk of an accident"; whereas in technical settings the emphasis is usually placed on the consequences, in terms of "potential losses" for some particular cause, place and period. It can be noted that people do not necessarily share the same perceptions of the significance and underlying causes of different risks.

Risk reduction
Prevention, preparedness and mitigation activities
These involve measures designed either to prevent hazards from creating risks or to lessen the distribution, intensity or severity of hazards. These measures include flood mitigation works and appropriate land-use planning. They also include vulnerability reduction measures such as awareness raising, improving community health security, and relocation or protection of vulnerable populations or structures.

Emergency preparedness
This is a programme of long-term activities whose goals are to strengthen the overall capacity and capability of a country or a community to manage efficiently all types of emergencies and
bring about an orderly transition from relief through recovery, and back to sustained development. It requires that emergency plans be developed, personnel at all levels and in all sectors be trained, and that communities at risk are educated in reduction. All these measures be monitored and evaluated regularly.

Contingency planning for likely crises is a key part of emergency preparedness.

Example activities
Run through the activities listed below and ask for other activities:

- Ongoing risk and vulnerability assessments.
- The development or enhancement of an overall preparedness strategy including preparedness and/or contingency planning, field exercises and drills.
- Knowledge development and capacity building, including education, training, research and public information/awareness programmes.
- Creation and maintenance of stand-by capacities and stock-piling of supplies.
- Early warning systems, cyclone and earthquake resistant buildings.

Key points
- Risk Reduction and Preparedness activities include everyone. Child led DRR activities have been successful in identifying vulnerabilities and raising public awareness.
- Capacities at all levels (for education - school, community, agency, ministry both district and central) needs to be increased to ensure effective emergency response.
- Preparedness and response plans should be integrated with longer term development planning to support a fast and orderly transition back to recovery.
- Development of early warning systems and access to information (such as weather reports).
- Preparedness measures based on sound analysis of disaster risks and impact.

DRR conflict and civil unrest
- Disaster Risk Reduction deals with hazards defined with the Hyogo framework (hazards of natural origin and related environmental and technological hazards and risks). This does not include conflict.
- Risk Reduction activities can also be undertaken for the mitigation and prevention of crises caused by conflict and civil unrest.
- Emergency Preparedness (of which Contingency Planning is a part) is relevant to both conflict and disaster scenarios and often uses a multi hazard approach.

Education sector risk reduction and preparedness
Outline the following possible strategies
- MoU or ToR between government and education partners on roles and responsibilities for emergency education
- Annual funding allocations for emergency education in sector and emergency education focal points in MOE
- Policy and legislation changes or additions
• School emergency preparedness plans and school safety guidelines including building standards that are disaster resistant
• Disaster risk reduction curricula mainstreamed in the national syllabus and teacher education
• Utilisation of the INEE Minimum Standards for emergency preparedness

Preparedness
The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions. Preparedness action is carried out within the context of risk management and aims to build the capacities needed to efficiently manage all types of emergencies and achieve orderly transitions from response through to sustained recovery.

Preparedness is based on a sound analysis of disaster risks and good linkages with early warning systems, and includes such activities as contingency planning, stockpiling of equipment and supplies, the development of arrangements for coordination, evacuation and public information, and associated training and field exercises. These must be supported by formal institutional, legal and budgetary capacities.

Emergency Preparedness Planning

Two broad approaches guide when to plan for an emergency:

*General Preparedness Planning*
Covers a range of different situations
Establish standing capacity for response
Broad set of measures
Assessed, reviewed and updated regularly

*Contingency Planning*
Undertaken specifically for an emerging or anticipated crisis
New situation or deterioration in existing crisis
Early warning and triggers identified
Both approaches share many of the same planning elements, the primary difference between them is in the level of specificity

**Different level of planning**
A holistic approach to disaster preparedness will involve many agencies and organisations across many different sectors.

Additionally planning must take place at a number of different levels from central planning at national level down through to preparedness planning in the home and at school.

Individual agencies will develop their own preparedness and contingency plans. Within the cluster system or as part of a national preparedness initiative these agency plans will form part
of a sector wide preparedness plan in partnership with the relevant local authorities such as the MOE.

The education sector plan will then form part of a complete multi-sector preparedness plan. Links between the agencies and sectors need to be made to ensure consistency of approach in areas such as health and hygiene messaging, early warning and evacuation plans. Schools and the education system can act as a key conduit to providing this information.

What is contingency planning?
Display the definition for contingency planning. Explain this session will begin by looking at the contingency planning process at a national level.

- Often led by technical clusters (i.e. Education cluster)
- Should include active participation and leadership of government ministry (i.e. Ministry of Education)
- One of the key outputs of contingency planning is the development of a contingency planning document.

Ask the participants:
- Has anyone participated in contingency planning?
- Who were their partners? Within the education sector? Outside of the education sector?

Take 2 or 3 examples. It is likely that participants may have dealt with contingency planning through the consolidated appeals process (CAP).

Explain that Contingency Planning deals with expected disasters and emergencies and examines ways to ensure a rapid and effective response to these events, lessening the negative impact on those affected. It involves preparedness planning for most likely emergencies, based on vulnerability and risk analyses.

Why contingency planning?

- It’s a key to preparing for emergencies.
- It provides an opportunity to identify constraints and focus on operational issues prior to the on-set of a crisis.
- Strengthens coordination and relationships by working together to conduct this process.
- A common understanding of agencies’ capacities and challenges helps facilitate effective collaboration in a crisis. Ensures no overlap or gap of services provided.

Who should be involved?

- All those required to work together in the event of an emergency
- Should also include coordination with other sectors (e.g. WASH, Child Protection)
- Those affected by the response (e.g. students, teachers)
- Education authorities at the national and local levels
Experts on areas covered in the plan (e.g. engineers to help with school re-construction)

Use of a contingency plan
Stress that although the aim with the planning is not a written plan, a written document can be used in a number of ways.

Contingency planning process

- Note that contingency planning is a process that takes time. It can start off as an education cluster meeting, lead into a larger workshop or it can be conducted over a period of a 3 day workshop.
- It is a continuous process of analyzing contexts, revising plans and implementing preparedness.
- Contingency planning is NOT a process to produce a written plan. It is a process to ensure and enhance proper preparedness, of which a written plan is just one useful element.

Contingency planning process: definition
A management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.
Source - UNISDR Terminology on Disaster Risk Reduction (2009)

Contingency planning process
Use the second slide to outline the process of contingency planning. Firstly identify potential emergencies and hazards, such as flooding, or civil unrest if a flashpoint is scheduled (such as an election). Determine the geographical area the emergency will affect. The possible impact of the emergency is then investigated, how many people affected, damage to infrastructure and livelihoods etc. Next the response objectives should be agreed upon. Provision of temporary schools, or supporting to schools to host IDP/Refugee children etc. Finally determine the actions need to be taken. These will include actions before the emergency (e.g. stockpiling), as well as those for during and after the emergency.

Example contingency plan
Present the slide outlining the contents of a contingency plan (provided by UN OCHA). Inform the participants that an actual contingency plan, developed for the education cluster in Indonesia will be reviewed.

Note that the format of the plan can be used for an agency, and can be used for district or provincial level planning. National plans are usually created through the consolidation of a number of regional and agency plans.
Mention the Gaza contingency plan which is based on the INEE MS domains

Risk analysis
Remind participants that the first step is risk analysis, identifying potential hazards and triggers for emergencies and disasters to occur.

Location and impact
The next step is to examine what the impact of these emergencies would be, what areas and people would be affected.

Three scenarios
For each hazard/emergency determine the most likely scenario. Also determine a worst-case scenario, and the situation if the emergency was not as bad as expected. These are known as the most likely, best and worst case scenarios (this methodology is used in the CAP process amongst others).

Consolidated plan
Response plans must then be developed for each case. This will include:
- Identifying the coordination and management mechanisms for emergency response.
- Identifying the capacity of communities, government and agencies to respond.
- Clearly setting roles, responsibilities and areas of operations. Outlining preparedness actions such as stockpiling, training and drills Identifying actions to take place during and after the emergency.

INEE resources
We have a new contingency planning webpage! Show the webpage and the resources

Activity: reviewing the education cluster contingency plan (30 mins)
1. Read the education cluster contingency plan for Indonesia
2. In your groups discuss the plan and how it relates to the INEE MS. Questions for consideration;
   - Are the INEE MS well reflected in the plan?
   - What are some examples of where the INEE MS are reflected?
   - Are there places where the MS could be better reflected or strengthened?
   - Who needs to be part of the contingency planning process?
   - What supplies, tools and resources are needed?
   - What coordination mechanisms will be in place? How will the various education actors interact and participate?
   - What training and capacity building needs to take place?

Summary of Contingency Planning
Contingency Planning: an on-going process led by key stakeholders to reflect upon and prepare for various emergency scenarios. A Contingency plan is often led by technical clusters and should include the active participation and leadership of the appropriate government ministry. One of the key outputs of the contingency planning process is the development of a contingency planning document, which should be reviewed and updated regularly, at least annually. The plan itself serves as a record of agreements reached during the contingency planning process, and can be used as a basis for managing follow-up actions and communicating results to others.
Session 7
Emergency preparedness and DRR
1h30

Learning objectives
• Understand how the INEE Minimum Standards categories relate to DRR
• Know the resources available to support work on DRR
• Be aware of possible adaptations for DRR to situations of conflict and social unrest
• Be able to utilise the INEE Guidance Notes on Safer School Construction
• Be aware of the good practices and concrete strategies for the integration of disaster prevention and preparedness inside and outside the curriculum and for training teachers in adapting and teaching risk reduction education

Disaster risk reduction
What is it? Present this definition: The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.
- UNISDR Terminology on Disaster Risk Reduction (2009)

Every US$1 invested in pre-disaster risk management in developing countries can prevent losses of US$7
- UNDP Human Development Report 2007-08

What is DRR?
One focus is on minimising the vulnerability of communities and this reducing the impact of disasters. Ask the participants what they think vulnerability means and to give examples.

Examples may include:
• Dependence on one crop or livelihood (such as fishing)
• Poor quality or location of housing.
• Lack of information about the risks of emergencies or knowledge of what to do when disaster strikes.
• Lack of power, voice or access to services.
• Poverty can increase the longer term impact of disasters on communities, where recovery will take longer and be more difficult for those who do not have the money to rebuild assets, livelihoods and homes.

Hyogo framework for action
Ask participants what the Hyogo Framework for Action is and how it applies to education.
In January 2005, more than 4000 representatives of governments, NGOs, academic institutes and the private sector met at the second World Conference on Disaster Reduction (WCDR) in Kobe, Japan. It was at this groundbreaking meeting that a 10 year plan known as the **Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters** (HFA) was adopted by 168 states to substantially reduce disaster losses in lives as well as the social, economic and environmental assets of communities and countries by 2015.

As emphasized in HFA, disaster risk reduction is a central issue for development policies and is of interest to various science, humanitarian and environmental fields. Disasters undermine development achievements, impoverishing people and nations, and without serious efforts to address disaster losses, disasters will increasingly become a serious obstacle to achieving the Millennium Development Goals.

The outcome of this meeting became known as the Hyogo Framework for Action. The framework outlined five key goals and priority actions.

1. Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation
2. Identify, assess and monitor disaster risks and enhance early warning
3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels
4. Reduce the underlying risk factors
5. Strengthen disaster preparedness for effective response at all levels

Reiterate that knowledge and education are a key part of the priority actions identified by the Hyogo framework and thus the education sector plays a central role in the promotion of DRR.

**DRR in education**

Ask participants how disaster risk reduction relates to children and education. Try to elicit responses that bring out the following information and supplement responses to ensure that the following points are made:

- Children are among the most vulnerable to disasters but if given the opportunity, can play an active role in disaster reduction and preparedness for themselves, their communities, and future generations. Children are important agents for improving safety and resilience, as they will transmit their knowledge to future generations, as well as to older community members and other children who they are in contact with.
- Elements of disaster risk reduction should be incorporated into formal curricula and co-curricular activities from the primary to secondary levels of education as well as informal or non-formal learning activities that target the wider community. In addition, targeting higher education can be a practical means to build disaster reduction capacities. Incorporating hazard and disaster risk-related issues into existing education curricula contributes to continuous learning and reinforces disaster risk reduction knowledge.
Disaster risk reduction in education is a systematic approach to incorporating the analysis of disaster risks and disaster risk reduction measures in education sector development planning.

- It should be a combination of actions, processes and attitudes necessary for minimising underlying factors of vulnerability, improving preparedness and building resilience of the education system.
- It enables an uninterrupted development trajectory of the education system and continued access of all learners to quality education.

DRR in education in emergencies
Disaster risk reduction in education in emergencies is a systematic attempt to analyse and reduce disaster risks to enable the education system to provide, learners to continue, and out-of-school children to access, quality education both during and after emergencies.

- Disaster risk reduction helps to minimise underlying factors of vulnerability, prevent disasters and improve disaster preparedness.
- DRR is the combination of actions, processes and attitudes to achieve resilience.

Ask the participants what the difference is between prevention and mitigation and to give examples from the education sector:

Prevention: Activities undertaken to avert disasters, e.g.: carefully locate and build hazard resistant schools; change attitudes and behaviour through raising risk-awareness and the benefits of environmental protection. An inclusive, good quality education in itself can reduce risks of disasters (and conflicts).

Mitigation: Measures undertaken to minimise the adverse impact of potential natural and man-made hazards, e.g.: retrofit schools according to multi-hazards resistance standards; educate learners, teachers, education personnel and community members on hazards and risk reduction; promote inclusive education and participation; establish a child protection network ahead of the typhoon/flood season.

DRR in emergency

Ask the participants to give examples of strengthening communities resilience and capacity:

- Resilience can include having a variety of crops and livelihoods which can reduce the impact of disasters. Social safety nets to help those affected recover quicker also make communities more resilient.

- For education this can include: a functional early warning communication mechanism; evacuation drills; skills in fire suppression, first aid and light search and rescue; stockpiling of food, water and educational supplies ahead of the drought/hurricane season; safe keeping of records, teachers’ guides and curriculum materials; a national emergency preparedness and response plan; a provincial contingency plan and a school safety/preparedness plan.
Education activities
The following two slides use the INEE Minimum Standards Framework to outline a number of possible interventions. As you cover each area ask the participants if they can suggest additional activities.

Risk reduction in conflict situations and complex emergencies (10 mins)
To meet the goals of EFA a way must be found to provide access to education for large numbers of children affected by conflict.

Challenges of education in conflict zones
Each group is going to brainstorm the challenges that conflict and civil disorder pose to education. Assign each group one of the four domains, the remaining group will consider the foundational standards. Give each group 10 minutes to list the challenges on a piece of flipchart. This is a brainstorming exercise, so solutions are not being considered at this point, but the group should be able to explain the reasons behind each challenge given. After 10 minutes bring the groups back to plenary and let them present the challenges they have come up with.

Impact of conflict
Use the following slides to supplement the challenges.

Intervention aims
Good preparedness measures can provide for education access during and after armed conflict. In Palestine distance learning materials were created and teachers/ MOE staff trained so children could continue study at home during conflict. Providing education closer to communities in volatile situations is another solution. Peace education, incorporating conflict resolution and breaking down stereotypes and animosity can also prevent conflict. In Kenya children from different tribal groups were brought together for 'peace building and common understanding' events following the 2008 election violence. The hope is that by building relations between groups, learning peaceful conflict resolution techniques and breaking down prejudices future conflict can be averted.

While the fact that war causes conflict may be obvious there is mounting evidence that poverty itself can increase the likelihood of civil war, creating what has been termed a 'conflict trap'.

Education is often prioritised by communities affected by conflict and can be seen as a 'peace dividend'.

Operational considerations
To work in conflict zones and volatile environments NGOs, UN Agencies and Government Staff need to deal with a number of operational challenges.

Security: Regular security briefings, evacuation and plans, clearly laid out policy and procedures are all necessary when working in a volatile environment. The basis of any programme work is ensuring the safety and security of staff.
Access. How will access to beneficiaries be affected by the emergency? Planning for alternative access routes, liaison with the military, good relations with local military leader are all important to ensuring that organisations have access to carry out programme work. In eastern Sri Lanka only agencies that had built a strong relationship with the local military were given access to the beneficiaries in the resettlement areas.

Logistics: In conflict and civil unrest aid vehicles can be targeted. It may be difficult to get supplies into certain areas. Stock piles, appropriate transport vehicles, letters and agreements of permission to transport and supply certain goods, if secured before the outbreak of an emergency can greatly speed up the response.

Communications: Getting information in a rapidly changing/deteriorating situation will vital to both supporting programme work in assessing need and for security situations. Having phones charged, spare batteries, alternative communications equipment (radio's, satellite phones) are all useful. In addition procedures for supplying mobile phone credit to field staff and texting data/reporting over the phone may be necessary if staff cannot travel to field offices.

Perceptions: It is important to provide clear and transparent information to the government and beneficiaries into what help is being provided to whom. In conflict situations aid to the other side ("the enemy"), or lack of aid can undermine security and reduce the likelihood of cooperation.

Impact and unintended consequences: In a conflict situation the impact of any aid should be assessed, and unintended consequences considered. Often large quantities of aid can have an effect on local economies. Also how can you ensure that materials provided for school reconstruction are not used for military purposes?

DRR resources
Tell participants about INEE's DRR resources

INEE Guidance notes on safer school construction
Introduce participants to this resource in Bahasa, as well as it’s accompanying documents

Remember
Remind participants of the interdependence of the categories and that DRR should consider all domains and include activities that address all standards

Guidance notes on safer school construction
Explain the structure of the guidance notes to participants;
1. General information and advocacy points
2. Suggested Steps
3. Basic Design Principles: Earthquakes; Extreme Wind Events; Flood; Landslide; Windfires
4. References to relevant resources

Schools as shelters
Using appropriate pages in the Guidance notes introduce the topic with the following questions on the slide:
- Are schools used as shelters in the case of disasters?
- If so, what are the challenges to continuing education?
- What are good practices to minimising and eventually eliminating the use of schools as shelters?

The run through the next slide with strategies.

Ask participants why it’s important to have safer school construction and take some ideas from around the room.

Why safer schools?
Point out that these are important advocacy points for safer school construction.

Using the guidance notes
This slide provides some ways in which the tool can be practically applied.

Activity: reviewing the guidance notes (30 minutes)

In their groups ask participants to assess one of two issues (that is most relevant for their work).

Either;

a) Identifying key partners and setting up a coordination group (pages 14-18)

b) Determining risk (pages 19-24)

Review the guidance in depth, discuss the content and identify guidance within the tool that you they can utilise.

Guiding questions for their discussion:

a) Are there guidance points within the document that your organization is already meeting?

b) Are there guidance points that your organization could utilize for safer school construction?

How will you work to integrate them into your work?

c) Are key questions or tools missing?

Report back to plenary (5-10 mins)

DRR and teaching and learning
Introduce the slide with the questions: How can risk reduction be better incorporated into the formal and non formal curricula? Within this, how can it be ensured that instruction is learner-centered, participatory and inclusive?

We also want to consider how can risk reduction and other essential skills to promote learners’ physical and emotional well-being can be better incorporated into training for teachers and other education personnel.
Go through the strategies for teaching and learning and teacher training outlined on the next 3 slides and ask participants if they have additional ideas or examples of good practice from their DRR work.

DRR participation, policy and coordination

Ask participants to consider the components of school disaster management, and preparedness and response planning and discuss in groups;

- What are the ways in which you could make DRR more participatory?
- Are there points of good practice / guidance you could incorporate into existing plans and/or policies? How will you work to integrate them into your work? How will you do this? Who do you need to work with?
- What advocacy messages would be effective in moving this issue forward within your school and/or community? Who would you need to target and how would you do this?
- Are there points of good practice / guidance you should incorporate into existing plans and/or policies? How will you do this? Who do you need to work with?
- What advocacy messages would be effective in moving this issue forward in the country in which you work? Who would you need to target and how would you do this? In the region and globally?

Activity video

Show Children on the Frontline: Philippines (21:53)
http://www.youtube.com/watch?index=16&v=yPcUnHEQxak&list=PL5A8078D991212421

The village of Santa Paz in Southern Leyte, Philippines is prone to floods and landslides. The school is situated in a particularly dangerous area and could be swept away by a landslide following a tropical storm. Plan's Disaster Risk Reduction programme assessed the school and initially built a trench and concrete barrier to protect it. However, the schools situation makes it vulnerable and only by moving it to a different location can the children be properly protected.

Children on the Frontline: Children and Young People in Disaster Risk Reduction. Plan and World Vision argue that children, who represent 50% of the world’s population, can and do play invaluable roles in planning and implementing disaster risk reduction (DRR) and climate change adaptation activities. In spite of this evidence, children are, by and large, excluded from the activities that contribute to building the resilience of their local communities. Children must be engaged as a vital part of the civil society mechanism that monitors Hyogo Framework for Action progress. World Vision and PLAN International, 2009.

Following debates about whether and how to relocate the high school, the headmaster opened the decision to a community-wide referendum, which included a vote each for the school’s students. Broadly the students were in favor of the relocation and their parents against it, because the parents were concerned about both their children having to travel further to school and the loss of livelihoods associated with a school relocation (e.g. loss of lunch business for local shops). In addition, different political affiliations of the leadership in the two barangay led to confusion over the exact risk to the schools. Student organizations in the high school embarked on an education campaign about the physical processes of landslides, and a great
many students wrote to the Division Superintendent expressing their desire to relocate. The students’ actions led them to win the vote, 101 to 49.

*Ask* for reactions of video. Discuss the various stakeholders involved in DRR (reflecting on the video) & the different types of activities/strategies each can employ and/or be involved in. (15 minutes)
Reflection and close

**Daily review** (5 minutes): One of the facilitator’s should briefly review the agenda / work that has been carried out today, highlighting key themes and activities. He/she should also give an overview of what the group will be doing the following day.

**Reflection/Evaluation** (10 minutes): Ask participants to reflect individually about their answers to the three questions below and write one each on a different color of sticky or in their notebooks.

4. What worked well?
5. What could be improved (and how)?
6. Would like to learn more about?

Again, collect these to help with planning for tomorrow’s session.

*For review before tomorrow: Minimum standards handbook – choose one standard that they familiarise themselves with*
Day Three
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8.30-8.45</td>
<td><strong>Review of Day 2</strong></td>
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<tr>
<td>8.45-9.15</td>
<td><strong>Session 8: Education in emergencies advocacy</strong></td>
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<tr>
<td></td>
<td>1. Activity: advocacy role play.</td>
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<tr>
<td>9.15 – 10.30</td>
<td><strong>Session 9: Planning a training</strong></td>
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<tr>
<td></td>
<td>1. What are INEE’s training resources?</td>
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<td></td>
<td>2. How to adapt and contextualise training materials</td>
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<td>3. Activity: Developing a training plan based on templates</td>
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<tr>
<td>10.30-11.00</td>
<td><strong>Break</strong></td>
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<tr>
<td>11.00 – 12.00</td>
<td><strong>Session 10: Facilitating a training</strong></td>
</tr>
<tr>
<td></td>
<td>1. Activity: group work with feedback to plenary.</td>
</tr>
<tr>
<td>12.00 – 1.00</td>
<td><strong>Lunch</strong></td>
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<tr>
<td>1.00 – 2.00</td>
<td><strong>Session 10 continued: Facilitating a training</strong></td>
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<td></td>
<td>1. Participant trainings continue</td>
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<td></td>
<td>2. Plenary discussion to review good practices</td>
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<td>2.00 – 2.45</td>
<td><strong>Session 11: Applying the INEE MS</strong></td>
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<tr>
<td></td>
<td>1. What are the other ways in which you can utilize the INEE MS in your</td>
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<td></td>
<td>work?</td>
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<td>2. Presentation on the application of the MS in Vietnam</td>
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<tr>
<td>2.45 – 3.00</td>
<td><strong>Break</strong></td>
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<tr>
<td>3.00 – 3.30</td>
<td><strong>Session 12: ToT action planning</strong></td>
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<tr>
<td></td>
<td>1. Group work to develop an action plan</td>
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<tr>
<td>3.30 – 4.00</td>
<td><strong>Session 13: Open discussion and reflection on the training</strong></td>
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<tr>
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<td>In which ways has the training been most relevant to your work? And</td>
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<td>Is there anything you would do differently now you have had the</td>
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<td>What are our next steps?</td>
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<tr>
<td>4.00 – 4.15</td>
<td>Closing remarks, certificates and evaluation</td>
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</table>
Opening

Review what participants reported on at the end of day two
Ask participants what stood out for them
Outline today’s schedule
Session 8
Education in emergencies advocacy activity
30 mins

Learning objectives

- to use key EiE messages and knowledge of the INEE minimum standards to advocate for the inclusion of education in preparedness planning

Split participants into four groups and ask them to take 10 minutes in their groups to prepare a briefing for a donor who is looking to fund a national prevention and preparedness programme focused on natural disasters but who is not keen on including education specific activities. Facilitators should act as the donor asking questions such as;

- why should education be prioritised when they see it as a development activity
- why do we need to do more than ensuring school buildings are safe
- what type of activities could be implemented within this context

Participants should be encouraged to use what they have learnt thus far, to argue for the inclusion of education in their plans.
Session 9
Planning a training
45 minutes

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
Run through the list of considerations for the training: stress that a good training requires good planning.

We can also identify several characteristics of a good trainer
Don’t memorize a script
Watch the group’s body language
Always check back with the group
Summarize and pause
Be aware of your own behavior
Occupy your hands
Watch your speech
Use body language of your own
Don’t talk to the flipchart or presentation

Outline the differences between training and facilitating
What are the core characteristics of a facilitator?
- A facilitator is a guide to help people move through a process together, not the seat of wisdom and knowledge. That means a facilitator isn’t there to give opinions, but to draw out opinions and ideas of the group members.
- Facilitation focuses on HOW people participate in the process of learning or planning, not just on WHAT gets achieved.
- A facilitator is neutral and never takes sides.

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
Ask: 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
Go through the resources available to them on the INEE site

Sharing experience
Ask the group
- What lessons have you learned about what makes a good training?
- How do you ensure good participation?

Ask them also to reflect on the following question for the next exercise: Is there anything missing from the training plan template?

Activity: planning a training
Have participants work individually with the training template to plan a training that they will conduct following this workshop
Session ten
Facilitating a training
2 hours

Learning objectives

- To gain practical experience and feedback from peers on training approaches and practice

This is a practical activity in group work with feedback to plenary.

Split participants into groups of 4
In your groups, each choose a different INEE Minimum Standard to focus on
Spend 30 minutes preparing a training for your colleagues on your chosen standard
Implement a 15 minute training on this standard
Encourage the trainees to challenge the trainer with (difficult!) questions

Once they have all had an opportunity to practice there will be 30 minutes of plenary discussion to review good practices.

Plenary discussion can be prompted with the following questions;

- What were some effective practices people in your group used?
- How did you ensure the training was targeted to your audience?
- What techniques were used to engender participation?
- What were the difficult questions you received and how did you handle them?
Session 11
Applying the Minimum Standards
45 minutes

Contextualizing the INEE Minimum Standards 25 minutes
Introduce the topic

There are many different types of emergencies
Show the very different contexts that EiE and the INEE MS need to apply to

How is it possible that the same handbook is applicable to all these different contexts?
Explain that the Minimum Standards are generic in order to be applicable to a broad range of contexts. They are meant to serve as a guideline to practitioners and policy makers to establish quality education programming in emergencies through to recovery. However, the Minimum Standards are most effective when they are contextualized to each individual setting. Why?

Because every context is different...
This is the rationale for contextualization
There is inevitably tension between universal standards, based on human rights,
The Standards define the goals for access to quality education in universal terms, while the key actions represent specific steps that are needed to achieve each Standard. Since every context is different, the key actions in the handbook must be adapted to each specific local situation. Context, including available resources, and the stage of the emergency must be considered in determining locally acceptable contextualized actions.

What is contextualisation?
Provide an example;
The key action on teacher-student ratio states that ‘enough teachers should be recruited to ensure an appropriate teacher-student ratio.’ This must be contextualized by determining, in consultation with relevant stakeholders, the teacher-student ratio that is locally acceptable.
While 60 students per teacher might be an acceptable ratio in the acute stage of an emergency, the number could be expected to improve to 30 or 40 students per teacher in a chronic crisis or recovery context. Context, including available resources, and the stage of the emergency must be considered in determining the locally acceptable contextualized actions.

Contextualising the Minimum Standards
Ask participants for other examples of contextualization from their own experiences (Access Standards #3: Facilities and Services, key action “schools and learning spaces are linked to child protection, health, nutrition, social and psychosocial services.”)

• What have you done in your work to contextualize the Minimum Standards for a project and setting?
• How could contextualization be useful in your work in the future?
• What are the benefits of contextualization?

Benefits of contextualization
Once participants give their own suggestions for benefits, add any of the below that have not been mentioned:

- Through contextualization, the INEE Minimum Standards are transformed into relevant and applicable guidelines for effective delivery of quality education.
- Stakeholders learn valuable lessons during the contextualization process.
- Contextualized standards provide a more practical and “digestible” tool for education staff who may not have international experience, but who work directly with, at, or for local institutions and communities.
- Through the contextualization process, the EiE community in country is strengthened.
- Various agencies responding to or preparing for an emergency have a common language and understanding.
- During contextualization, colleagues may notice gaps in preparedness or capacity and take the necessary steps to address that.

**Contextualising the standards (table slide)**

These are the steps to contextualize the INEE Minimum Standards.

Now that participants know why it is important to contextualize the Standards, explain **how** to contextualize the MS. Additional information about the contextualization steps can be found in the [Contextualization Package](#).

1. Identify other education providers within your context who are interested in cooperating with you in the contextualization process.
2. Host an orientation to the Minimum Standards. Invite other education providers from local agencies and Ministry of Education. Use the Handbook in the local language if available. During this orientation, some participants may become interested in contributing to the contextualization process.
3. Set up a working group of representatives of other educational agencies and hopefully those who attended the orientation to the Minimum Standards. Select a chairperson to oversee the entire contextualization process, and organize meetings to discuss each Standard separately.
4. Present the framework for contextualization to serve as a guide to discuss the characteristics and elements of each Standard. Break up each Standard into its different components and discuss each in detail, ensuring not to lower the Standards due to challenging contexts. Consult the key actions and guidance notes of each Standard to help guide discussions and definitions (see the Sample Framework for the Contextualization Process).
5. Hold a series of working meetings with the education providers to go through all the Minimum Standards.
6. Once the Standards have been contextualized, combine them into a compiled document.
7. Host a forum where these contextualized Standards are presented to practitioners and stakeholders in your setting.

**Contextualisation completed**

Present on what has already been done

Explain that MS contextualization has already been completed in Vietnam, Haiti, Somalia and Afghanistan.
• Haiti: The Education Cluster in Haiti contextualized the Standards after the 2010 earthquake.
• Vietnam: The MOE, UNESCO and other partners contextualized the Standards in May 2011.
• Afghanistan: CARE and other partners contextualized the Standards. Read the Afghanistan Case Study online at www.ineesite.org/MScasestudies.

Explain that the outcome goal of contextualization is not simply the existence of contextualized MS, but rather the development of a community and a contribution to a larger goal.

For more information, visit the “Contextualizing the Minimum Standards” website (the Contextualization Package is available) and the INEE Brief. Always share plans for contextualizing the Standards with the INEE Coordinator for Minimum Standards.

Institutionalisation checklists (10 minutes)
Introduce the checklists and explain how they contain practical ideas for how to apply the INEE Minimum Standards.

Provide some examples from the different checklists

Discuss and address (10 minutes)

- 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
30 mins

Learning objectives

- To provide participants with an opportunity to reflect and support tangible outputs and next steps

Most times, we attend trainings, enjoy them, leave them, and then forget about them. We want to make sure this does not happen in the case of this ToT!

Have participants spend time individually to brainstorm 3 steps that they will do in the next 6 months and to think through how they will do this. They can use the table on the power point slide to structure their ideas.

<table>
<thead>
<tr>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
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</thead>
<tbody>
<tr>
<td>ACTIVITY</td>
<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>
</tr>
</tbody>
</table>

Tools and resources needed

Key partners

Remind them of the wealth of resources they now have access to (and knowledge about) and that it is expected, since they partook in this ToT, that they will conduct their own trainings.

While the plans are individual participants should also feel free to brainstorm ideas around their table, or with people from their region.
Session 13
Open discussion and reflection on the training
30 mins

**Learning objectives**

- Provide time for open dialogue and feedback on the training and for participants to present questions, comments and suggestions

In plenary spend 30 minutes discussing the training content and structure with participants. Use the following guiding questions to facilitate the session:

- In which ways has the training been most relevant to your work?
- And least relevant
- Is there anything you would do differently now you have had the training? What
- What would you like to know more about that wasn’t covered in the training?
- What are our next steps?
Closing

Give the participants a sheet of A4 paper and ask them to divide it into three. In each section ask them to write an answer to each of the following questions. They may add their name to the sheet if they wish.

Complete the sentences:

- As a result of this workshop something I am excited about is...
- As a result of this workshop something I will do is...
- As a result of this workshop something I will share with my colleagues is...

In plenary go round the group and allow each participant to share one of their answers.

On the back of these sheets have participants write 1 thing they enjoyed the most and 1 thing they enjoyed the least and WHY (for each one).

Collect the sheets. These can be used to report on the workshop outcomes.

Be sure that participants have completed the 3-day evaluation before they leave.