Education in Emergencies

A tool kit for starting and managing
education in emergencies

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CONTENTS

ACKNOWLEDGEMENTS

THE EDUCATION IN EMERGENCIES TOOL KIT

Why this Tool Kit?
The pack was developed in response to a growing need for clear, practical tools that would guide staff in understanding and implementing education work in emergencies. Through engagement with Country Programmes, an effort was also made to identify common principles and viable approaches to be used as the basis for future response.

Who is the Tool Kit for?
In providing a framework and practical tools, the pack is primarily aimed at field staff responsible for setting up and managing education projects during a crisis. The resource may also be used by those leading the overall emergency response, or those writing proposals, planning training or conducting evaluations.

What does it Cover?
Beginning with *Making the Case*, a rationale is laid out as to why education should be included as a fundamental part of emergency response. This section also attempts to clarify what is meant by education in emergencies. It goes on to explore which children are typically affected by an emergency and how their education opportunities may have changed.

In *Designing a Response* the pack outlines a process, in the form of key questions, that can be used for putting together an education initiative. Next comes a discussion on how education principles are still valid in times of emergencies, but will need to be applied differently. Possible approaches are then shared in the form of short case studies. Finally, strategies are suggested to address common challenges.

Ten sets of *Tools to Use* are the centrepiece of the resource pack. With topics ranging from assessment to teacher training, each tool is designed to outline key aspects of the activity and highlight points to remember. Attached to every section is a simple, adaptable tool in the form of a checklist, form or workshop template. Many of these were taken directly from programmes or synthesised from field experience.

Finally, the resource pack is complete with a *Bibliography*, listing relevant Save the Children publications, other key references and websites, that can serve as a source of further information.

How to Use the Tool Kit
Putting together an emergency response can be a bit like completing a jigsaw puzzle. Eventually all the pieces will be necessary, but not all at once, and in a different order every time. The resource pack was designed to be used in this way. *Making the Case* might be good reading the night before a donor meeting. *Designing a Response* should be useful during project planning. The *Tools to Use* can be called upon when hiring staff, ordering supplies or preparing indicators for a proposal. When the resource pack does not go into enough detail on a topic, consult the references and websites listed in the *Bibliography.*

SAVE THE CHILDREN AND EDUCATION IN EMERGENCIES

Significant numbers of children worldwide are denied education due to the impact of emergencies. Because of this, Save the Children believes that education must be seen as a fundamental component of humanitarian assistance. It is the organisation's policy to integrate education into both its emergency preparedness and response phases. Projects are founded on the conviction that every child has a right to education, the awareness that crises increase children's need for protection, and the fact that, when asked to prioritise, communities themselves often request education support.

Since the start of 2000, Save the Children UK has led education initiatives in over 30 crisis-affected countries around the globe. Although some of this work has been short-term and other has been limited in scope, there have been a number of pioneering programmes that have had wide impact and whose experience has shaped this resource pack.

Listed regionally, the following countries have been actively engaged in emergency education or have participated in preparedness efforts.

The Balkans
Bosnia and Herzegovina Kosovo, Former Yugoslav Republic of Macedonia, Montenegro, Serbia
There is strong education experience with early childhood development (ECD) and provision of 'safe areas' during acute emergencies. The majority of countries have experienced armed conflict and several remain under threat of outbreaks of violence and resulting displacement.

Latin America
Brazil, Colombia, Cuba, Honduras, Peru
Education in emergencies has primarily been initiated in response to natural disaster, with inputs ranging from infrastructure (buildings, supplies) to curricula and pedagogy (psychosocial support, teacher training). The exception is in Colombia where education work has taken place with displaced children and demobilised child soldiers.

The Middle East
Lebanon, North Iraq, Palestine
Years of education work in emergencies has been carried out in Lebanon, with a major focus on ECD and out-of-school projects. Northern Iraq and Palestine have been involved in emergency education through support of the school systems and conducting research on the impact of conflict, and are now working on preparedness.

South-East Asia and Pacific
China, Indonesia, Lao PDR, Mongolia, Vietnam
Education projects throughout the region have responded to floods, cyclones and blizzards. Indonesia is home to the only ongoing project, in a context of ethnic violence and massive displacement. Major strengths of their work include partnership with the state system, innovative teacher training and use of supplies, and piloting of the *Framework for Learning for Children Affected by Emergencies.*

South and Central Asia
Afghanistan, Central Asia-Tajikistan, India, Nepal, Pakistan, Sri Lanka
Most countries in the region have been engaged in education in emergencies as a response to both conflict and natural disasters. Emergencies will continue to be a major threat to countries in the region, with Afghanistan and Sri Lanka recovering from chronic conflict and India having experienced repeated natural disasters.

East and Central Africa
Democratic Republic of Congo (DRC), Ethiopia, Somalia, South Sudan, Sudan
Education work in emergencies has primarily been focused on support for community-supported schools. As each country is experiencing (or in the case of Ethiopia had recently experienced) chronic complex emergencies and repeated natural disasters, nearly all education efforts are in some way tied to ongoing crisis.

West Africa
Liberia, Sierra Leone
Liberia has a history in education in emergencies with an accelerated learning project for ex-combatant children and current work with adolescents in one of the refugee camps. Sierra Leone is exploring options for emergency education project work. Conflict and displacement are likely to continue to cause emergency conditions.

Southern Africa
Malawi, Mozambique, Zimbabwe
Much emergency education in southern Africa over the past few years has been initiated due to floods; activities have included reconstruction, provision of supplies and teacher training. Conflict impacts can be seen in both Mozambique, which continues reconstruction following its civil war, and Zimbabwe, which has recently seen increasing violence and political instability.

From this experience, Save the Children has learned that:

- Strengths in education in emergencies tend to be region-specific, for example the Balkans' work with early childhood development, Latin America's response to natural disasters, and East and Central Africa's operations in chronic conflict settings.

- The majority of countries where education in emergencies takes place are at risk from both conflict and natural disaster. In the past, Save the Children has been more consistent in its education response in conflict situations.

- Major education activities in emergencies encompass a wide spectrum of work, but commonly include advocacy, training, supplies provision, school reconstruction and curricula development.

- Funding availability does not meet current needs. Recent donor requests have been turned down or funded at lower levels, sometimes leaving education work at the periphery of Save the Children's emergency response.

MAKING THE CASE

In this section you will find:
1. Why focus on education during crisis?
2. What is education in emergencies?
3. Who benefits from education efforts?
4. Impact of crisis on children and education

1. WHY FOCUS ON EDUCATION DURING CRISIS?

To find answers, it often helps to start with questions. Does a Sudanese child living in the midst of civil war need more than food and medicine to survive? Is shelter enough to restore the life of a girl in India who has just experienced an earthquake? Will putting down the gun be all that's needed to change the future of a child soldier from Colombia? What happens to the millions of children around the world who live in crisis, and are given no chance to learn? Can their education wait?

In an emergency – at times, communities experience conflict or a natural disaster – schooling often stops. Instability, a shortage of resources, and the threat of violence impact on the ability of a community to cope. Their focus is on survival. Extra resources to dedicate to education are often not available. This loss happens at the very time when children are most vulnerable. Their world has changed, leaving an uncertain present and unknown future.

Education should be seen as a priority component of emergency assistance. Conflicts and natural disasters deny generations of children the knowledge and the opportunities that an education can provide. Education, along with other emergency responses such as shelter, water and sanitation, health and food aid, revitalise and strengthen morale of children affected by conflict, displacement and disasters. In the short term, education plays a role in meeting children's basic needs; in the long term, it will help them to reduce their vulnerability to disaster, and will help them build new lives.

Education efforts in emergencies can be based on three core principles:
- The child's right to education
- The child's need for protection
- A community's priority of education

EDUCATION IS A RIGHT

All children have an absolute right to basic education. Established as a human right in some of the earliest United Nations declarations, the right to free and compulsory primary education without discrimination is now enshrined in international law. Many of these same instruments encourage, but do not guarantee, post-primary education. Educational rights have been further elaborated to address issues of quality and equity, with some agreements directly addressing provision for refugees and children

affected by armed conflict. The most important global instruments outlining these rights are briefly described below.[1]

The 1948 Universal Declaration of Human Rights
Article 26 outlines the right to free and compulsory education at the elementary level and urges that professional and technical education be made available. The declaration states that education should work to strengthen respect for human rights and promote peace. Parents have the right to choose the kind of education provided to their child.

The 1951 Convention Relating to the Status of Refugees
Refugee children are guaranteed the right to elementary education in Article 22, which states they should be accorded the same opportunities as nationals from the host country. Beyond primary school, refugee children are treated as other aliens, allowing for the recognition of foreign school certificates and awarding of scholarships.

The 1966 Covenant on Economic, Social and Cultural Rights
The right to free and compulsory education at the primary level and accessible secondary-level education is laid out in Article 13. The covenant goes on to call for basic education to be made available to those who have not received or completed primary education. Emphasis is placed on improving conditions and teaching standards.

The 1989 Convention of the Rights of the Child
Article 28 calls for states to make primary education compulsory and free to all, and to encourage the development of accessible secondary, and other forms of, education. Quality and relevance is detailed in Article 29, which mandates an education that builds on a child's potential and supports their cultural identity. Psychosocial support and enriched curriculum for conflict-affected children are both emphasised in this article. Article 2 outlines the principle of non-discrimination, including access for children with disabilities, gender equity, and the protection of linguistic and cultural rights of ethnic minority communities. Article 31 protects a child's right to recreation and culture.

The 1990 World Declaration on Education for All
In 1990, at a global meeting in Jomtiem, Thailand, the governments of the world committed to ensuring basic education for all. Ten years later at the Dakar World Education Forum, governments and agencies identified humanitarian emergencies as a major obstacle toward achieving the goals of Education for All (EFA). Within the Dakar Framework of Action, a call was made for active commitment to remove disparities in access for under-served groups, notably girls, working children, refugees, those displaced by war and disaster, and children with disabilities.

The Geneva Conventions
For situations of armed conflict, the Geneva Conventions lay out particular humanitarian protections for people – including children – who are not taking part in hostilities. In times of hostility, states are responsible for ensuring the provision of

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[1] For more details on the right to education, see UNHCR and Save the Children, *Action for the Rights of Children (ARC) Education, critical issues,* Geneva, 2000 (www.unhcr.ch).

education for orphaned or unaccompanied children. In situations of military occupation, the occupying power must facilitate institutions "devoted to the care and education of children".[2] Schools and other buildings used for civil purposes are guaranteed protection from military attacks.[3]

<u>Regional Agreements</u>
A number of regional agreements also address issues of education. References to the right to education are found in the African Charter on the Rights and Welfare of the Child, Article XI; the American Declaration on the Rights and Duties of Man, Article XII; and the Protocol to the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1952, Article 2.

The above obligations emphasise the primary obligation of governments to ensure the right to education is met. However, many governments cannot fulfil their responsibility because of issues around capacity, ethnic divisions, gender norms, language differences or corruption. Although emergencies magnify these issues, nothing can ever justify that a child forfeits their right to education. Governments must be held accountable and do everything in their power to provide education, even in the midst of crisis. When governments cannot provide, responsibilities become those of the international community.

EDUCATION AFFORDS PROTECTION

While a child's right to education is clearly defined in international legal frameworks, we know that translating this right into reality is not an easy thing – especially in times of crisis. The case for education as an emergency response becomes stronger when it is recognised that the value of ensuring that education is available goes beyond simply meeting legal rights. Education can play a fundamental role in protection.

A crisis leaves children vulnerable for a variety of reasons – they may have been displaced, witnessed purposeful violence, lost family members, or fallen victim to an unexpected natural disaster. Many have directly witnessed violence or destruction, and often face continued threats to their security or fear of repeated disaster. On a practical level, there are several components of education that, when combined, play a part in addressing children's protection needs:

- *A safe, supervised environment*
A safe space and a supervised environment can protect both a child's body and their mind. Schools, as a nearly universal structure, are often the first place families look toward to provide this security for their children. Other educational activities, such as organised sport, recreation, or children's clubs, may also provide a similar safe place.

- *Engagement in structured activities*
Participation in structured activities gives children stability that they lack in the midst of an emergency. Daily routines that include children's attendance at school can help families regain a sense of normality and ease parents' fears for their children. Social

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[2] Fourth Geneva Convention, Articles 24 and 50, 1949.
[3] Protocol I relating to the Protection of Victims of International Armed Conflicts, Article 52, 1977.

interaction with peers, together with support and learning offered by adults, encourages children's return to regular developmental patterns.

- *Learning to cope with increased risks*

Education programmes can impart important messages related to the risks that arise from a crisis. Areas addressed might include hygiene, HIV/AIDS or landmine safety. Knowledge about these topics can individually protect children and help them cope with the impact of the emergency at a practical level.

- *Care for vulnerable groups*

Education can play a critical role in caring for vulnerable populations such as girls, children with disabilities, or those from ethnic minority communities. Ideally, services should include all children, with special efforts made to ensure access to schools for disadvantaged or vulnerable groups. This is particularly important when the emergency increases children's vulnerability (eg, landmines/violence create disabilities,[4] ethnic groups are targeted).

- *Shielding from exploitation*

Within the classroom environment, teachers and peers can oversee children who may be vulnerable to drug traffickers, military recruitment or the sex trade. For instance, school officials can alert other authorities if recruitment of children into the armed forces or abduction for other purposes is taking place.

EDUCATION IS PRIORITISED BY COMMUNITIES

Communities experiencing crisis commonly call for the provision of education as a top priority in assistance. Children and parents both believe there is urgency in continuing schooling, but when an emergency interrupts local education efforts, already under-resourced communities can rarely cope. Although communities may be able to establish some type of education on a small scale, they often struggle to maintain or enhance those efforts without any outside assistance. The resulting standard may be inadequate to meet children's essential needs.

When children themselves prioritise education as a part of emergency assistance, it becomes a powerful reason for including it in a response. Article 12 of the Convention of the Rights of the Child guarantees a child's right to participation – including the right to freedom of expression and to express their views on all matters affecting them. When children place education as a high priority, any organisation subscribing to the concept of children's rights has an obligation to respond.

- *Belief in the future*

During an emergency, at the very time when children face increased vulnerabilities, aspirations for the future are likely to be put aside. Postponing learning until 'the emergency is over' means that many children will never attend school again. They may never learn to read, write, or be fundamentally numerate. Burdened with adult roles and left without the opportunity to play, children are denied opportunities to develop creative talents or practise co-operation. Uneducated children are vulnerable

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[4] Save the Children, *Schools for All: Including disabled children in education*, SC UK Quality Education Guidelines, London, Save the Children, London, 2002.

to a future of poverty, more easily drawn into violence, and lack the complex skills so important to their society's reconstruction and development. In long-term crises, education can be a critical part of providing meaning in life.

- *Psychosocial support*

While it is generally understood that schools nurture cognitive development, education also plays a central role in providing psychological and social support. For children, an emergency's effects can be amplified due to lack of understanding of the events going on around them, or because of an already limited control over their lives. Education efforts can play a role in helping communities to understand and cope with both their own and their children's reactions to the emergency.

- *Restoration of communities*

Working together to build or manage a school can foster informal links within the community and lead towards other collective initiatives. Education opportunities for children can also free parents to focus on earning income or managing domestic responsibilities. Resulting reductions of stress at home will benefit the whole family.

TOOL: WHY WOULD YOU WANT EDUCATION?

This tool can be used directly with communities as part of the planning process. Alternatively, it can be used as a role-play to train staff and partners.

Imagine you are part of a community that has experienced a crisis. Decide on the nature of the crisis. Divide into two groups – one playing the role of children and the other the parents. Each should brainstorm why education might be a priority in the midst of the emergency. Compare the lists. Underline in green the reasons that are the same. Put a red circle around those that are different. Here are points one group listed. Can you think of others?

Children	Parents
✓ Attending school gives me something to look forward to every day. I'm not so bored.	✓ My child's future depends on being able to read and write and do other things they learn at school.
✓ What I learn can be taken with me, even if I move.	✓ It keeps the children's minds off what happened and helps them think of happier days.
✓ When I am scared, I can talk to the teacher. Asking questions of my mother makes her more worried.	✓ We need educated people in our community so that they can start businesses, be doctors, be teachers.
✓ At school we get injections against disease and have some food every day.	✓ The children are receiving a midday meal and are being immunised against disease.
✓ My village comes together for meetings about the school or to watch our performances. People are always happier afterwards.	✓ Through the school we can begin to work together again as a community.

LONG-TERM BENEFITS

There are a number of obvious long-term benefits to ensuring a quality education system for children affected by emergencies. These include:[5]

- *Strengthening human resources*

Children who have gained useful knowledge and skills through quality education are better prepared to contribute to the process of rebuilding their own lives, their communities and wider social structures following a crisis. Strengthening local capacities is the quickest, most effective and, in the long term, most sustainable way for external assistance to support survival and reconstruction.

- *Fostering new attitudes*

Education that includes culturally appropriate curricula and addresses topics such as conflict resolution, peace education, HIV/AIDS awareness, and trauma, equip children with methods for dealing with the past and looking constructively towards the future.

- *Improving educational practices*

The vast majority of today's crises are located in the developing world where most teachers still follow traditional instructional practices. Education programmes provide an opportunity to train teachers in more modern and participatory child-centred teaching methods. Similarly, new techniques in school administration, record keeping and gender equity and other educational innovations can also be introduced.

2. WHAT IS EDUCATION IN EMERGENCIES?

> Education in emergencies can be defined as:
> *A set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability.*

Education[6] itself can be described as a process of learning that begins at birth and takes place in the family and community as much as in the school. This means that efforts to support education are diverse and could focus on stimulating change wherever children's learning takes place within a given community.

An *emergency*[7] is defined as a crisis situation that overwhelms the capacity of a society to cope by using its resources alone. An emergency response can be carried out in the context of an acute or a chronic emergency, with causes varying from armed conflict and political instability to natural disaster.

Education activities in emergencies vary greatly according to the nature of the crisis and the cultural context of the country. A good education response should:

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[5] Adapted from UNHCR and Save the Children, *Action for the Rights of Children (ARC) Education, critical issues*, Geneva, 2000 (www.unhcr.ch).

[6] Molteno, Marion (ed), *Towards Responsive Schools*, Save the Children and DFID, London, 1999.

[7] Save the Children, 'When Should Save the Children Respond to an Emergency?', Emergency Section Policy Paper, March 2001.

- deliver tangible results, aiming to maintain children's educational continuity
- be flexible in terms of timing, location and methods used
- build the capacity of teachers to help children cope with the mental, physical and social impact of an emergency
- focus efforts on groups of marginalised children: displaced children, those from ethnic minority communities, girls, children with disabilities, younger children and former child soldiers
- find ways to address community tensions and enhance integration
- engage governments, local NGOs, or communities themselves as partners.

Tangible results

Why is education so important? Why do parents around the world want their children to go to school? Across diverse contexts, there is surprisingly wide agreement. A useful education is one thought to help children: [8]

- become literate and numerate
- acquire basic skills to equip them for life challenges and improve their livelihood options
- become responsible members of society, trained in what that community considers good values
- extend their understanding of the world around them.

The learning that takes place in emergency situations can be immediately relevant. Places that have experienced emergencies tend to be dangerous. If populations are displaced and forced to gather together in confined areas, disease, sexual activity, violence and environmental degradation will all increase. With relevant content and appropriate learning methodologies, education can save lives by helping children to deal with the immediate dangers associated with emergencies and conflict. Health promotion, HIV/AIDS education, landmine awareness, and prevention of environmental damage are all topics that can be addressed in the classroom.

While new content might save lives, it is important that education efforts are linked with existing education systems: supporting local schools where possible, using accepted curricula as the basis to build on, and ensuring relevance to the community's cultural experience. Any response in education should provide a bridge between the learning that came before and that which will come next.

Rapid and responsive programmes

If emergency education is meant to address the learning needs of children, it must be made immediately available in the wake of a crisis. Acute emergencies are especially disruptive to children's lives, as associated changes are extreme.

The rapid establishment of education activities – whether in the basic form of structured recreation or the more complex state school system – enables a return to some degree of routine. Children who are out of school for extended periods become less and less likely ever to return to the classroom. Long gaps without schooling can mean that a generation is lost to education, since in primary school a generation can be just four years.

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[8] Molteno, Marion (ed), *Towards Responsive Schools*, Save the Children and DFID, London, 1999.

Areas experiencing emergencies are subject to both rapid and repeated change, most notably large shifts in population. In order to operate in such volatile environments, it is important to be responsive through maintaining flexible approaches to project work. This is especially true in education, which "does not necessarily involve a regular progression, which requires a set beginning, middle and end. The reality for many children and young people may include a combination of different approaches at different stages of their lives".[9]

Psychological and social supports

"As more contemporary wars are fought among civilian populations, children increasingly become direct targets for violence. Some children witness the deaths of parents or friends; others suffer physical injuries or handicap; some are forced to separate from their parents or close family members; others become soldiers and actively participate in the war."[10]

The routines of education are a normalising force in children's lives both during and after a crisis event. As well as offering practical survival skills and alternative perspectives to organised violence, quality education can provide children with a sense of hope and aspirations for the future.

With additional training and support, teachers and other carers within the community can be well placed to guide this process. It is possible to monitor children and identify those who may be experiencing special difficulties when they are in school. These children can then receive culturally appropriate special help that they need to cope. In its guidelines *Promoting Psychosocial Well-being Among Children Affected by Armed Conflict and Displacement: Principles and Approaches,* the International Save the Children Alliance asserts that "the process of healing in an emergency is not promoted by a premature, intensive focus on children's psychological wounds. Helping war-affected children to build on their own strengths and resilience, in collaboration with trusted caregivers is a more effective and appropriate strategy".[11]

Reaching the most vulnerable

Even in non-emergency situations, there are many millions of children throughout the world who do not have the chance to go to school. School systems often ignore or exclude disadvantaged groups. In under-resourced and inflexible education systems, certain groups of children are more likely to be excluded – children in rural areas, nomadic children, girls, children with disabilities, unaccompanied children and those living in the street, children from ethnic minority communities and children in conflict with the law. In some countries excluded children are in the majority, a circumstance often true in emergencies.[12]

During periods of crisis, there may be times when nearly all children are out of school. With state systems crippled, communities unable to organise on their own,

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[9] UNHCR and Save the Children, *Action for the Rights of Children (ARC) Education, critical issues,* Geneva, 2000 (www.unhcr.ch).

[10] Macksoud, Mona, *Helping Children Cope with the Stresses of War,* New York, UNICEF, 1993.

[11] International Save the Children Alliance, *Promoting Psychosocial Well-being Among Children Affected by Armed Conflict and Displacement: Principles and Approaches,* Geneva, 1996.

[12] Adapted from International Save the Children Alliance, 'Agreed Alliance Principle on Basic Education', 1998.

and an absence of international support for education, vast numbers of children are denied an education. After schooling has been established, children who were traditionally excluded often continue to be marginalised. Those providing education in emergency contexts should be alert to the needs of vulnerable groups such as displaced children, children from ethnic minority communities, and children who have been active in conflict.

A tool for building peace
Education of an appropriate kind can play a vital role in building peace for the future. Methods for peaceful living and alternatives to violence can be encouraged through schools, but remember that not all education is good education. Teaching and learning always reflects the culture and attitudes of the society around it. In emergencies, children can be especially vulnerable to teaching that damages them as individuals or opposes wider efforts toward building peace. Schools are often used to entrench attitudes of hostility and nurture feelings of revenge. Teachers might reinforce inequalities within a society, children's rights could be denied through abuse and bullying, and messages could be taught that perpetuate rather than challenge violent conflict. When supporting education in times of emergency, it is vital to ensure that efforts contribute to peace and yet still reflect the positive aspects of the culture and priorities of the community.

In the longer term, lessons learned in school should promote peaceful mechanisms for dealing with conflict. As a subject, this is often referred to as 'peace education'. In schools, peace education is primarily conducted through developing skills such as active listening, negotiation and mediation, as well as addressing issues specific to the context. Concepts such as tolerance or diversity are actively encouraged. The potential contribution education can make to building peace is significant, but is dependent very much on the quality of teaching methodologies. In areas where resources and qualified teachers are scarce, it is unrealistic to introduce peace-building curriculum without extra support and training.[13]

Conducted in partnership
> *"We recognize that it is firstly through their own efforts that the basic needs of people affected by calamity or armed conflict are met, and we acknowledge the primary role and responsibility of the state to provide assistance when people's capacity to cope has been exceeded."*[14]

Communities are the experts regarding their children and in understanding their needs. Their participation is vital in designing and carrying out efforts, but in the midst of an emergency, outside agencies often overlook the ideal of working together. In the education sector, particularly, this does not work. Schools need to be run by local people, the needs and beliefs of the population should determine content, and community leadership must be invested in the process for the long-term. Actual partnerships depend on the context and might include support to community education committees, capacity-building with ministries of education, or children's clubs with a focus on participation.

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[13] Baxter, Pamela, *Peace Education Kit*, Nairobi/Geneva, UNHCR, 2000.
[14] The Sphere Project, *Humanitarian Charter and Minimum Standards in Disaster Response*, Geneva: The Sphere Project for Humanitarian Response, 2000.

TOOL: WHO? WHAT? WHERE? WHEN? WHY?

When journalists write a story, they use the five Ws to be sure they have considered every aspect of a story. In the same way, these key questions are addressed when planning an aid project. Below, the five Ws are answered in the general context of education in emergencies. Think about your own work – how would you answer the five Ws?

WHY *is education necessary in times of crisis?*
Because children who have experienced conflict or natural disasters have a **right** to education and a need for **protection**, and their communities **prioritise** schooling. Because emergencies impact on children or the education system in a certain way, the 'why' will produce different answers in different contexts.

WHAT *is education in emergencies?*
A set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability. These might include support for the existing school system, special measures to return children to school, co-ordinating out-of-school alternatives, or arranging education for young children or adolescents.

WHO *is the education response…*
    for?   Internally displaced, refugee and repatriating children, as well as those who did not move or are part of host populations but were affected by the crisis.
    by?   Can be delivered by qualified teachers, trained volunteers, youth workers, or children's peers.
    with?   Partners can include governments, local NGOs or communities themselves.

WHEN *does emergency education happen?*
    Structured learning can happen during regular school hours, as part of a shift system, as an after-school programme, in the evenings, twice a week, or at the weekends. Schedules should be based on the availability and the needs of the children.

WHERE *does emergency education take place?*
    Schools, community buildings, homes, tents and the outdoors have all been sites for activities. Securing a space is one of the first steps in emergency education.

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3. WHO BENEFITS FROM EDUCATION EFFORTS?

In poorer countries where emergencies often occur, more than 50 per cent of the population affected are typically children or adolescents. The young people who need education provision live in a surprising variety of contexts. These contexts dictate the levels of local, and types of international, support available for schooling.[15]

Children living where there is no authority
Children in communities experiencing chronic emergencies may live in a context where there is effectively no government. Insecurity, violence and ongoing civil war limit the formation of state structures and their ability to operate. In these cases, local communities must take on the responsibility for providing schooling on their own. They must build and maintain schools, pay teacher salaries, train teachers, supply schools, and design curricula – all of which are typically covered by states.

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[15] Each example was drawn from information outlined in internal Save the Children reports.

MAKING THE CASE

SOMALIA

The aftermath of civil war has left Somalia without a stable government. General lawlessness and frequent clan disputes are the order of the day. Although the country is no longer at war, violent clashes between feuding clans are frequent and the killing of individuals from all backgrounds is relatively common.

The education system has completely collapsed, with estimates of the number of children attending school at only 10 per cent. Many areas have been without an operational school for the past ten years, and most others have been faced with repeated interruptions and destruction to property. During the civil war many teachers were victims of violence. Others fled the country. While some children do attend Koranic schools for religious education, these do not provide education with a broad base of subjects.

Children from poorer economic groups and children from minority clans have been deprived of access to education for reasons of affordability and security. Although there is now a movement from within communities to set up and run their own schools, without a stable government it is difficult to see large-scale improvements in children's access to education.

Refugee children

> *"More than half of the world's 22.4 million refugees are children and adolescents under the age of 18. Each day, another 5,000 children become refugees; one in every 230 persons in the world is a child or adolescent who has been forced to flee his or her home."*   *UNHCR Global Appeal, 1999*

Refugee children may live either in camps or with host families, where they face issues of separation from their communities, friends, and sometimes families. Refugee camps are designed to be temporary, although people may spend years living in them. Schooling is often set up in the camp itself, which requires the establishment of a new system, identification and training of teachers, and decisions on curriculum use. Refugee children living with host families will more typically attend schools in the country of asylum.

Both of these contexts necessitate difficult – and often highly political – decisions on issues such as language of instruction, relevance of curriculum, and certification. As the initial aim of most refugees is to return home, it is a priority to deliver schooling that is compatible with the home country education system. However, in a long-term refugee situation it may be better for children to begin to learn the language and curriculum of their host country so there is a greater chance of continuing school and progressing to the next level of education. This becomes difficult when a host country is reluctant to accept that refugees may need to be integrated. A guiding principle is to identify the *best interests* of the child as expressed in the Convention on the Rights of the Child. This can be the basis of advocacy with host governments.

WEST TIMOR, INDONESIA

Escalating violence in East Timor followed an overwhelming vote for independence held in September 1999. The resulting conflict led to the movement of an estimated 260,000 refugees into West Timor, which remained part of Indonesia. While the majority returned home as East Timor stabilised, a sizable group chose to remain. Reasons vary and are thought to include intimidation by militia leaders, fear of repercussions upon return, and belief of greater opportunities in Indonesia.

The majority of refugees live in camp settings, which are volatile and have high levels of security risk for refugees and aid workers alike. Two education responses initially ensued,

with UNICEF and other agencies establishing schools within some of these camps, which were subsequently closed due to the pull-out of UN and international agencies in October 2000. An alternative, supported by Save the Children and other NGOs, included supporting children to attend local schools located on the perimeter of the camps. This work has continued.

Even without the emergency there were not enough classrooms, resources or teachers to ensure universal access. The state curriculum does not relate to the children's living and learning environment. In addition, many refugee children with no identification documents cannot register to attend school. After two years as refugees, children are ready to integrate with communities where they live, yet are left with few solutions to the challenges they face.

Displaced children

"The number of IDPs has grown significantly from an estimated few million 15 years ago in half a dozen countries, to today's figures of 20 to 25 million IDPs in around 40 countries. Some groups estimate the number of IDPs as high as 30 million, representing 1 out of every 200 people on earth, 80 per cent of them are women and children."   Jubilee Action Briefing Paper, 2000

Internally displaced people (IDPs) are those who did not or could not flee their country as a result of a crisis. People are only officially considered 'refugees' after they have crossed a border into another country. Issues surrounding displaced children need as much attention as those of refugees, as the situation of IDPs can often be worse than that of refugees. IDPs are under a much greater threat of renewed attack from the warring parties, their legal rights are more ambiguous, access by aid agencies is likely to be difficult, and media attention is scarce. Relief aid is usually restricted to people taking refuge in official 'safe areas', and cannot be spent on children living elsewhere in war zones. Consequently, displaced children's right to education is often violated, as services and assistance are difficult to arrange.

SUDAN

There has been civil war in Sudan since 1983. Communities live with constant instability, food shortages and outbreaks of fighting, primarily in the south. An estimated two million people have died since the war began. At least four million have been forced to move, giving Sudan the dubious distinction of having the world's largest number of IDPs. Nearly half a million refugees are in exile in neighbouring countries like Uganda, Ethiopia and Kenya.

Children throughout the country have experienced repeated displacement. For instance, Wau, a government garrison town in Bahr el Ghazal state, has experienced recurring large-scale population shifts. Following an attack by rebel forces in January 1998, about 35,000 people deserted the town for the rural areas. A reverse movement of returnees occurred less than four months later, followed by a larger influx caused by famine and armed groups. Large numbers died and many children were separated from or lost their parents. The area around Raja, another government garrison town in the south, experienced similar forced movements in 2001.

Schools have had little capacity to deal with the shifting tides of displacement. Even around Khartoum where IDP settlements are semi-permanent, government resources are inadequate and few efforts are directed at meeting education needs for displaced children. Teachers have had little training, supplies are scarce, and school buildings damaged. The overall curriculum is complicated by language differences throughout the country – the mix of a mandated Arabic curriculum, 13 distinct local languages, and use of English for schools in the south often leaves children who have moved from place to place functionally illiterate.

Children returning home
Children who have been refugees or displaced may be returning home to vastly different contexts. Levels of destruction and violence, as well as length of asylum, will greatly affect the educational needs of returning students. In some instances, it is necessary to completely rebuild the school system. In others, the priority is to help children return and integrate into the existing system. If children are to have a realistic chance of reintegrating into their own country's education system, then ideally they should follow a similar curriculum while in refugee camps and be taught in the same language as that system. Once they do return, special care should be given to supporting and tracking their progress.

KOSOVO
Over 600,000 Kosovar Albanians returned to their homes between July and September 1999, three months after fleeing as refugees from NATO air strikes and increased paramilitary activities. As Kosovars fled across the border into Albania, Macedonia and other neighbouring states, any belongings they had with them were stripped. Upon their return, they discovered that much of what they had left behind had been looted. Houses and other buildings – including schools – were burned, vandalised, and sometimes laid with mines.

For the ten years prior to these incidents, ethnic Albanian Kosovar children had been attending an underground, alternative school system. When they returned, even that limited education system had disappeared. There was no existing ministry of education and no standard curriculum. Little time remained until the traditional school year was set to begin. All social services, including schools, needed to be built from scratch.

During this reconstruction stage, early needs included the establishment of safe spaces for recreation and play, as well as general psychosocial support for children and adolescents. Longer-term efforts have focused on the rebuilding of the education system. Since the return and the establishment of the UN-managed administration, other ethnic minority groups – such as Roma and Kosovan Serbs – have faced similar difficulties of prejudice and discrimination as those earlier experienced by Kosovar Albanians.

Children who remain at home
Finally, large numbers of children affected by conflict and natural disasters do not move at all during a crisis. Although they have not had to deal with the impact of being uprooted, the instability of the environment around them can have profound effects. Groups of children remaining in their homes may experience an increased threat of violence, and destruction to schools and their contents. Population shifts may place a burden on resources. Schools are often closed to house the affected population or their hours may be limited. In several cases education ministries have reacted by closing the school year early, requiring all affected children to repeat the school year – which, for economic reasons, can lead to permanent withdrawal from education. Class sizes grow and school personnel leave for purposes of safety or economic opportunity. Children who remain at home and face conflict or disaster can experience a loss of education opportunities as much as those who have been displaced.

PERU
An earthquake measuring 7.9 on the Richter scale struck the south of Peru at 3:33 pm local time on Saturday 23 June 2001. The disaster affected particularly the departments of Arequipa, Moquegua and Tacna in the rural highlands. This is an area where the population still speaks Quechua, the ancient language of the Incas, and where the population lives in

extreme poverty. Many people living in rural areas are illiterate, having never attended school themselves.

More than 1,000 aftershocks were felt. By Saturday 30 June, Civil Defence had confirmed 115 dead, 53 disappeared, over 3,000 injured and more than 80,000 houses destroyed or severely damaged. Official figures showed that nearly 227,749 people were seriously affected. Had the earthquake occurred on a weekday, children would have been in school, and it is likely that numbers of those injured would have been significantly higher. According to local education authorities, more than 2,000 school classrooms were destroyed or damaged beyond repair. The school term was temporarily suspended in the area of the disaster, leaving children without any structured activities or access to psychosocial support. Both children and their parents were gravely worried about the aftershocks.

4. IMPACT OF CRISIS ON CHILDREN AND EDUCATION

Little is left unchanged in a child's world when an emergency strikes. While the area of education is obviously one that suffers in a crisis situation, a child's life extends beyond his or her educational needs. In order to understand how best to support children during a time of crisis, one must be aware of how an emergency may have affected all aspects of a child's life.

Personal impact
In an emergency, all children will be affected in some way. Many will themselves be threatened by violence, be separated from family, lose a home, or experience the uncertainty of life as a displaced person. Some face forced or voluntary conscription, sexual violence, increased risk of sexually transmitted disease, or physical mutilation from landmines. Children may be affected psychologically, either by their own personal experiences or indirectly through the stresses placed on their families and communities. Emergencies bring new pressures, which cause children who might have attended school to be drawn into petty trade, casual labour, childcare, prostitution or active participation in the conflict. When schooling is not available, neither is a central source of stability to a child. Even if schools remain open, it is likely that a child's ability to learn and participate will be adversely affected.

Impact on systems
Education systems often break down during an emergency. School infrastructure can be affected by the destruction of buildings. Homeless or displaced families might use schools as shelters. Supplies are often looted, landmines may be present, and security issues may make it difficult to travel to and from school. Teaching can be affected by a lack of qualified teachers, little or no payment, or an absence of training for new, unqualified teachers brought in to fill gaps. In conflict situations, disruptions may occur over extended periods of time while funding is cut back, teachers flee or are killed, and schools are closed and re-opened as fighting allows. The teaching content can be co-opted to serve a political function, with teachers themselves imposing biased views on language, religion or history. Essential content might be missing, psychosocial support may be ignored, and methods of teaching may be ineffective. Attendance can be affected through large class sizes, further marginalisation of vulnerable children, and lack of overall capacity of the school.
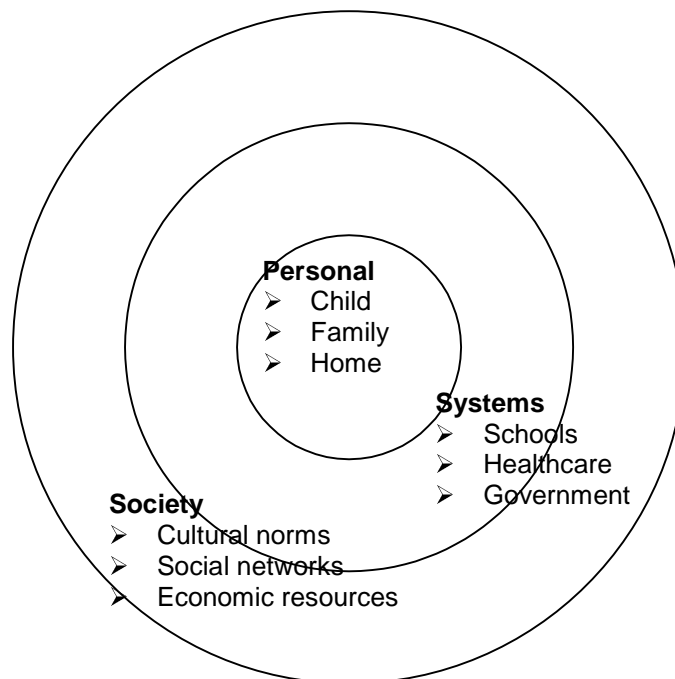
Impact on society
The environment in which children learn and grow is disrupted during emergencies. Social networks break down and support systems erode as communities are dispersed and displaced. Family violence often increases; displacement, separation or death may break up families; and traditional role models may be replaced by soldiers or criminal gangs. In these circumstances, children are often expected to suddenly adopt adult roles and responsibilities. Schooling is one of the most significant social structures in a child's life. Going to school is what children do, in the same way that adults go to work. Schools are not just for academic learning – recreation, creativity and socialising with peers are all essential elements of the experience. In the midst of so much loss and change, absence of schooling will intensify the impact of a crisis and deny children their sense of identity and one of their most important social environments.

TOOL: HOW DOES CRISIS AFFECT A CHILD?

Emergencies influence all aspects of a child's life. Choose a crisis situation and consider how the life of a child has been affected. Start with the personal – those things that are a part of a child's day-to-day life. Next look at impact on systems – primarily schools or other institutions with responsibility for children. Finally consider the societal impact – changes on a macro level still touch children's lives. Can any of these effects be addressed through education?

Personal
➢ Child
➢ Family
➢ Home

Systems
➢ Schools
➢ Healthcare
➢ Government

Society
➢ Cultural norms
➢ Social networks
➢ Economic resources

DIFFERING IMPACT: COMPLEX EMERGENCIES AND NATURAL DISASTERS

The impact of emergencies on education is as great as on other services. In addition, education may be especially vulnerable in certain ways, given that it can be politically contentious and deal with people's views and aspirations for the future. The levels of impact on children explored above can apply in both conflict situations and natural

disasters. However, in each of these contexts differing education-specific issues may arise. The following charts begin to identify key issues that are likely to be found in complex emergencies and in natural disasters.

Complex Emergencies

A complex emergency is a crisis caused by conflict, often armed and nearly always political. Complex emergencies tend to ebb and flow and are characterised by intermittent periods of loud and then minor violence. When trying to understand different phases of complex emergencies, you can divide them into acute conflict, chronic instability, and post-war restoration. In practice, the phases are likely to overlap and are not necessarily chronological.

COMPLEX EMERGENCIES AND IMPACT ON EDUCATION

	Acute Conflict	Chronic Instability	Post-war Restoration
Personal	✓ Children witness or directly experience violence ✓ Displacement uproots children and families ✓ Future seems uncertain	✓ Low morale within family ✓ Repeated displacement causes loss of possessions ✓ Conflict shapes prejudices ✓ Future offers little hope	✓ Reunion of families ✓ Reconstruction of homes and return to communities ✓ Bereavement over loss ✓ Expectations exceed possibilities of new reality
System	✓ Government incapacitated to manage school system ✓ School buildings destroyed ✓ Curriculum and learning aids looted or destroyed ✓ Paralysed systems not operating in new context ✓ As refugees, UN or host government runs education	✓ Absence of effective government system ✓ Lack of trained teachers ✓ Repeated destruction of schools and materials ✓ Language of instruction becomes political ✓ No widespread recognition of education alternatives ✓ Challenges in sustainability	✓ Focus placed on physical reconstruction of schools ✓ Rapid means for training teachers necessary ✓ Curriculum revisions required to fit new context ✓ Schools return to pre-conflict use of traditional teaching methodologies
Society	✓ Populations move in large numbers to a concentrated area ✓ Physical danger is high ✓ Loss of livelihoods ✓ Community reluctant to invest in services	✓ Erosion of positive cultural practices and identity ✓ Breakdown of social networks caring for children ✓ Challenges of integration for displaced peoples and former combatants	✓ Large influx of aid creates dependencies ✓ Social status affected by role within conflict ✓ Cultural activity revitalised ✓ New skills necessary in building society

The Graça Machel Study

In 1996, the Graça Machel Report on the Impact of Armed Conflict on Children[16] was presented to the UN General Assembly. The report played a major role in raising awareness of the situation of children and adolescents affected by armed conflict.

The report highlights the following key issues:
- Educational relief efforts are mostly oriented to education for refugee children and are rarely available for those who remain within the country.
- Overall, there is a lack of educational programmes for adolescents.

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[16]Graça, M, *The UN Study on the Impact of Armed Conflict on Children,* Department of Information, United Nations, New York, 1996.

- Certain host countries refuse education for refugee children, as they believe that provision of education will encourage refugees to remain in the host country.

The Machel Study makes specific recommendations on education, including:
- Maintain education systems during conflict.
- Use alternative delivery mechanisms. Look at possibilities of education provision outside formal school buildings such as through distance education, etc.
- Lobby donors to extend the boundaries of emergency funding and ensure that education is a priority component of humanitarian assistance.
- Start education in refugee camps, as well as camps for internally displaced people, as soon as possible.
- Do not forget to include education provision for adolescents.

Natural Disasters

Natural disasters that devastate communities range from earthquakes to floods, hurricanes to drought, and include blizzards, landslides and cyclones. While natural disasters occur all over the world, certain locations are at greater risk, due to their geography or increasing environmental degradation. Repeated disasters in economically impoverished areas multiply the effects of a natural disaster. Issues in natural disasters differ between the initial devastation phase and the recovery and reconstruction stage.

NATURAL DISASTERS AND IMPACT ON EDUCATION

	Initial Devastation	Recovery and Reconstruction
Personal	✓ Children witness or directly experience mass destruction of life and property ✓ Homes destroyed; displacement uproots children and families ✓ Fear of repeated disasters felt by child ✓ Family focused on loss, little hope for future	✓ Reunion of families ✓ Reconstruction of homes and return to communities ✓ Bereavement over loss ✓ Children continue to experience fear of impending disaster
System	✓ Government overwhelmed with immediate needs of population, no support to schools ✓ Disaster makes access difficult and movement of teachers or staff impossible ✓ Temporary closures of schools leave children without structured activities or means to work through their feelings ✓ School buildings destroyed, tents or open-air classes used as alternative ✓ Curriculum and learning aids destroyed	✓ Main focus placed on physical reconstruction of schools ✓ Lack of appropriate curriculum content and low quality of teaching as schools re-open ✓ Need for training teachers on disaster preparedness and environmental care ✓ Displacement creates large class sizes and shifts burden onto existing schools ✓ Low levels of emergency aid for education leave school resources ever more depleted
Society	✓ Populations move in large numbers to a concentrated area ✓ Physical danger of disaster remains high ✓ Loss of livelihoods ✓ Damage to roads and infrastructure slows immediate response	✓ Populations remained displaced for economic reasons or fear of repeat disaster ✓ Poverty slows reconstruction leaving physical damage continuously visible ✓ Funding tapers off shortly after disaster ✓ New skills necessary in building society

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DESIGNING A RESPONSE

In this section you will find:
5. Steps in planning
6. Applying education principles
7. Approaches in emergencies
8. Challenges in education response

5. STEPS IN PLANNING

A crisis affects education opportunities for children differently, depending on the nature of the emergency and a community's own resources. Thus, there is no one model of response that is right for every situation. The need for a quick, effective intervention is often juxtaposed with the need for a culturally appropriate response that will take time and resources to fully design. Beginning with questions can help to balance the tension between immediate actions and customised planning. Some areas to explore are outlined below, laid out as a framework to speed planning of education responses in emergencies. The questions build upon each other, with findings from one informing the direction of further enquiry. Working with members of affected communities to answer these core questions can lead to decisions reflective of the experience, understanding and aspirations of children and their communities.

Is there an emergency?
A situation reaches an emergency level when a community cannot cope on its own. In complex emergencies, the crisis may represent acute conflict, chronic instability or post-war restoration. Natural disasters typically see phases of initial devastation followed by recovery and reconstruction. The scale of the event and severity of need will influence whether it is identified as an emergency or not. The decision should be based on the humanitarian principle of impartiality and thus consideration of need alone – proportionally and without discrimination.[1]

Is education available to and relevant for all affected children?
If the government or another agency has the capacity to fully respond to education needs, there is little reason to intervene. However, the answer to this question is often 'no', either because large numbers of children are not reached through the existing system, or learning content is not directly relevant to the changing context. There may be periods following natural disasters or in the midst of conflict when almost all of a community's children are out of school. In other situations, particular groups of children – displaced children, those from minority ethnic communities, girls – may lack access to basic education. As young children and adolescents are rarely the focus of traditional schooling efforts, they often do not receive needed care and support during emergencies. Identifying the children who are most marginalised from education will help to define groups to include as target beneficiaries in a project.

How has the emergency impacted on education provision?
The emergency will have affected children in a range of ways both directly and indirectly: on a personal level, through changes in systems and infrastructure and as part of society as a whole. When assessing the impact of the emergency on

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[1] Save the Children, 'When Should Save the Children Respond to an Emergency?', Emergency Section Policy Paper, London, 2001.

education, specific areas to consider include children's experience of the emergency, the school infrastructure, relevance of classroom content, levels of attendance, and staffing issues. Clarity on the effects of an emergency should be a guide in focusing the response, as well as influencing decisions on appropriate community partnerships.

How can structures be adapted or created to meet new educational needs?
Education efforts need to offer children continuity – to build a bridge between past experience and future possibilities. This requires an understanding of how a response can shape education opportunities in the long term. Where possible, an emphasis should be placed on working with existing education systems, as these will remain in place long after the emergency is over. If children do not or cannot return to school on their own, special measures should be attempted to help them get back into school. Children who have never attended school should also be supported to enrol. Creation of out-of-school alternatives needs to be considered when school systems have been decimated, teaching content is irrelevant, or certain groups of children will not be returning to school. Strengthening communities' care of pre-school-age children and support for adolescents may become a priority when these groups are not reached through the traditional school system.

What challenges could be expected?
Typically, education is not seen to be a priority in emergency response. As a result, there is limited funding (and what is available is often focused on primary education alone), staff shortages, limited organisational capacities, and an emphasis on the hardware of response – buildings and supplies – over quality content. Education is plagued by the same challenges faced by humanitarian aid as a whole – in particular, issues of security and difficulties with access and co-ordination. Understanding the likely challenges and working through their implications will inform the planning of activities in a way that will mitigate their effect.

What activities might take place?
There are certain activities that are commonly undertaken as part of education efforts in emergency situations. These might include:
- Advocacy as a means to increase awareness within a community, influence policies and activities of education authorities, or raise issues internationally
- Training for teachers, school committees or children themselves in order to increase local capacities
- Provision of supplies and rehabilitation of infrastructure
- Development of curriculum or learning materials when content is inadequate
- Management of schools or other education activities when local capacities are removed or have not existed.

These activities will generally be carried out by working through government structures, directly with the community, or with local NGO partners.

What is the proposed response?
After working through these questions with key representatives from the community and other actors involved in education, priorities will have been identified and the skeleton of a response laid out. This is usually translated into a proposal, with implementation ultimately dependent on staff capacities and funding availability.

TOOL: STEPS IN PLANNING A RESPONSE

IS THERE AN EMERGENCY?

IS EDUCATION AVAILABLE TO AND RELEVANT FOR ALL AFFECTED CHILDREN?
- ❑ **YES**
- ✓ *education needs adequately covered by government or other agencies*
- ❑ **NO**
- ✓ *majority of primary school-age children not at school*
- ✓ *special groups of primary school-age children not attending*
- ✓ *pre-school or adolescent children not receiving education support*

If YES, education project not needed

HOW HAS THE EMERGENCY IMPACTED ON EDUCATION PROVISION?
Children's experience
- ❑ *witness violence or disaster*
- ❑ *participation in armed conflict*
- ❑ *sexual exploitation*
- ❑ *breakdown of informal education*

School infrastructure
- ❑ *buildings destroyed or damaged*
- ❑ *education supplies looted*
- ❑ *access or security issues*
- ❑ *landmines present*

Staffing
- ❑ *qualified teachers limited*
- ❑ *salaries unavailable*
- ❑ *specialised training needed*

Classroom content
- ❑ *conflicts over curriculum or language*
- ❑ *life-saving content excluded (eg, landmines, HIV/AIDS, hygiene)*
- ❑ *psychosocial support missing*
- ❑ *pedagogy not relevant*

Attendance
- ❑ *large class sizes*
- ❑ *societal discrimination or norms limit attendance (eg, girls, child soldiers)*
- ❑ *lack of capacity for additional refugee or IDP children*

HOW CAN STRUCTURES BE ADAPTED OR CREATED TO MEET NEW EDUCATION NEEDS?
Support to existing education systems
- ❑ *state structures*
- ❑ *community-based schools*
- ❑ *school management committees*

Special measures to return to school
- ❑ *advocacy for attendance*
- ❑ *accelerated learning*
- ❑ *short-term relief*

Organise out-of-school alternatives
- ❑ *structured learning*
- ❑ *child-led initiatives*

Co-ordinate non-school age programmes
- ❑ *early childhood development (ECD)*
- ❑ *adolescent education and support*

WHAT CHALLENGES COULD BE EXPECTED?
- ➢ *limited funding, mainly for primary education*
- ➢ *limited staff capacity*
- ➢ *emphasis on buildings without quality inputs*
- ➢ *security/access issues*
- ➢ *co-ordination difficult*

WHAT ACTIVITIES MIGHT TAKE PLACE?
- ❑ *advocacy*
- ❑ *training*
- ❑ *provision of supplies and infrastructure*
- ❑ *curriculum development*
- ❑ *management of activities*

VIA WORKING:
- ❑ *through education authorities*
- ❑ *with school committees*
- ❑ *with local NGO partners*

WHAT IS THE PROPOSED RESPONSE?

6.   Applying Education Principles

Education can change the lives of children and their families, but it does not do so inherently. If teaching methods are poor or subjects have no connection to daily life, time spent in the classroom can actually be a waste. Successful schools emphasise not just the quantity of lessons, but also the quality[2] of education provided.

Striving for good quality education is as important in emergencies as in other contexts. In stable times, low rates of attendance are often attributed to cultural norms or excessive school fees – but content that is poorly taught and unrelated to a child's life also keeps students away. In emergencies, when basic needs are urgent, families have little incentive to insist that a child attend unless schooling is of good quality. Relevance, inclusion and durability are essential elements in an education that responds to children's needs – emergency or no emergency.

RELEVANCE
What is learned? How is it learned?

In an unstable emergency setting it is imperative that schooling provides psychological and social support, conveys knowledge vital for saving lives, and helps children to explore peaceful options for the future. The *Framework for Learning for Children Affected By Emergencies*[3] lays out essential content – learning to live where you live, learning to be, and learning to learn – and can be used to review relevance of existing education opportunities or guide their development if none are available. Appropriate learning content is not enough if children are not able to act on their new knowledge. In order to achieve this, teaching methods must be child-centred and encourage children's active participation in the learning process.
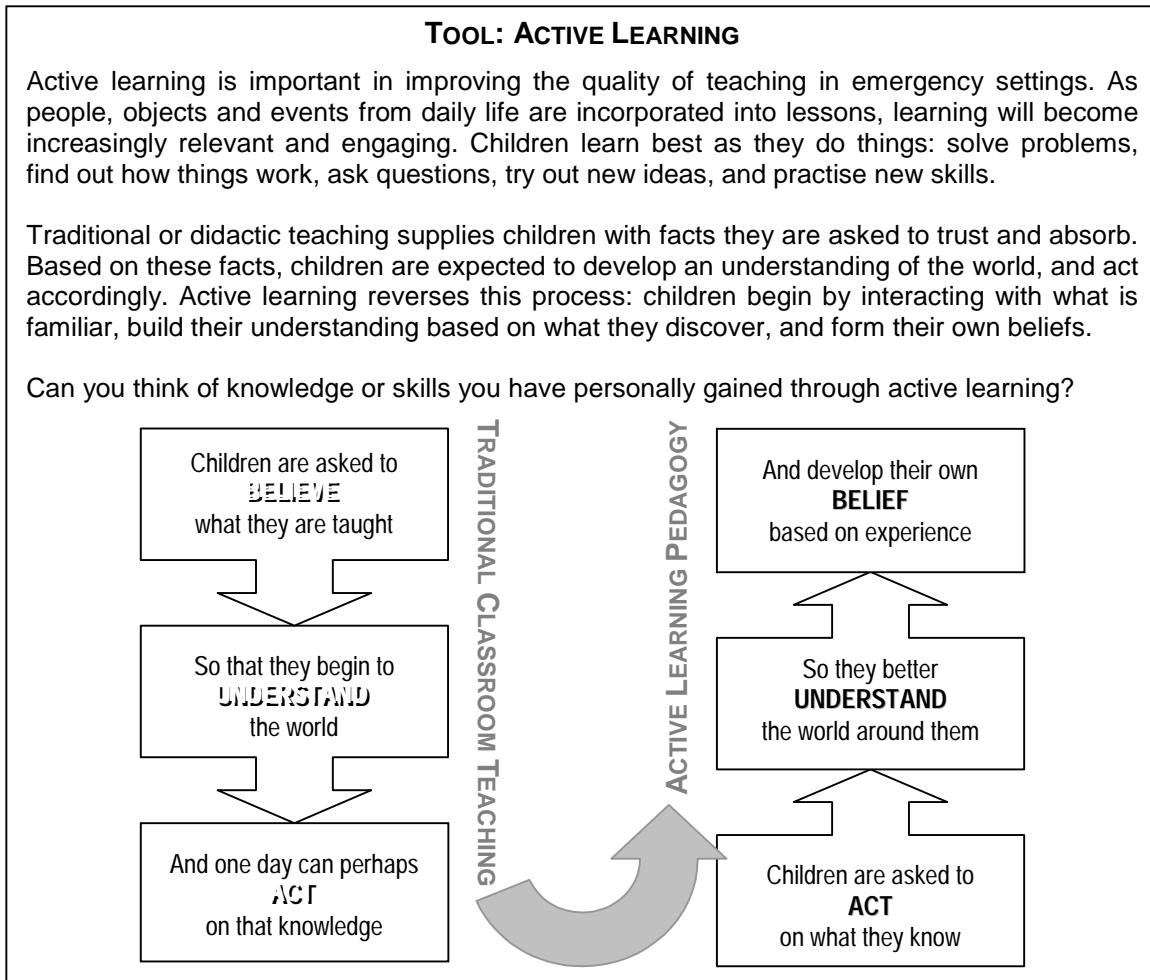
Making education relevant in emergencies means:
- Ensuring basic literacy and numeracy education is available to all children in affected populations
- Responding to the psychological and social impact of children's experience in culturally appropriate ways: survival skills, individual and social developmental skills, and learning skills
- Introducing learning content to tackle issues created by the crisis
  - ✓ Life-saving measures such as landmines safety, HIV/AIDS awareness, or health and hygiene practices
  - ✓ Peace education to challenge ways of thinking that prolong the conflict or deny human rights
  - ✓ Environmental education to introduce alternatives to practice which leads to degradation and natural disasters
- Offering structured recreation activities, such as sport, drama, music, art or dance, to establish space for cultural learning and play

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[2] For elaboration on quality, see Global Campaign for Education, *A Quality Education for All: Priority actions for governments, donors and civil society*, 2002, www.campaignforeducation.org.
[3] See "Learning Content" in this book, pp.107-116 for details

- Emphasising active learning methods because they help children to learn more effectively, allow them to participate, and encourage processes of integration.[4]

TOOL: ACTIVE LEARNING

Active learning is important in improving the quality of teaching in emergency settings. As people, objects and events from daily life are incorporated into lessons, learning will become increasingly relevant and engaging. Children learn best as they do things: solve problems, find out how things work, ask questions, try out new ideas, and practise new skills.

Traditional or didactic teaching supplies children with facts they are asked to trust and absorb. Based on these facts, children are expected to develop an understanding of the world, and act accordingly. Active learning reverses this process: children begin by interacting with what is familiar, build their understanding based on what they discover, and form their own beliefs.

Can you think of knowledge or skills you have personally gained through active learning?

TRADITIONAL CLASSROOM TEACHING

Children are asked to **BELIEVE** what they are taught

↓

So that they begin to **UNDERSTAND** the world

↓

And one day can perhaps **ACT** on that knowledge

ACTIVE LEARNING PEDAGOGY

And develop their own **BELIEF** based on experience

↑

So they better **UNDERSTAND** the world around them

↑

Children are asked to **ACT** on what they know

INCLUSION

Who is not at school? How is integration supported?

Inclusion is a top priority in all education work and must first begin by looking for who is not attending school. During emergencies, particular groups of children may be denied access because of their status as refugees or internally displaced persons, their ethnicity or mother tongue, their participation in the conflict, or because of their economic situation. Special initiatives may be needed to support children with disabilities and those excluded due to gender – usually girls. An emphasis should be placed on working with children during their early years, as this is a means of increasing the enrolment of disadvantaged children later on. As emergencies can cause large-scale displacement over long periods of time, it is equally important to address integration and equity issues with host communities.

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[4] See Save the Children, *Active Learning: Supporting quality improvements in pre- and primary education,* Save the Children South East Asia, 2002.

Making education inclusive in emergencies entails:

- Advocating for displaced or refugee children's attendance at local schools by working with teachers and developing policy with education authorities
- Increasing schools' capacity for increased enrolment through teacher training on managing large classes and support for repair work or new furniture
- Providing school supplies or tuition waivers directly to marginalised children
- Basing the education curriculum and language on the area of origin to encourage displaced children's return, remembering that in long-term displacement, host language learning may assist participation in local education systems
- Developing education alternatives for children excluded from the state school system, whether due to security concerns, family obligations or school missed
- Channelling educational resources into both local and camp schools to avoid resentment and establish a climate where integration is possible
- Emphasising co-operation rather than competition in the classroom and in play

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TOOL: ACCESS AND LEARNING

Choose an emergency context with which you are familiar. Make a list of all the groups of children who may be excluded from education opportunities in that situation. Some of the groups you might identify are:

❐ Refugees	❐ Religious minorities	❐ Girls
❐ IDP children	❐ Former combatants	❐ Children with disabilities
❐ Host community	❐ Separated children	❐ Pre-school children
❐ Ethnic minority communities	❐ Street children	❐ Adolescents

Is one of the groups 'more' excluded than the others? If you can, rank the groups starting with those that have the least access and ending with those that have the most. Brainstorm reasons behind the exclusion of those at the top of your list.

Strategies for inclusion

As mentioned above, certain children may be denied education during emergencies because of their status, their ethnicity or language, or because their family is not there to support their attendance. Other groups, such as those excluded due to gender and disability, are left out during the best of times. They become even more marginalised as fewer resources are available in the midst of an emergency. While there are no quick fixes, a variety of strategies can begin to support these groups. Remember that inclusion is about more than just getting children into school. It is just as important to make sure they are able to learn – to their full potential – once there.

DESIGNING A RESPONSE

INCLUSION STRATEGIES FOR EDUCATION[5]

	Create access to education by…	Once there, aid learning by…
Refugees and internally displaced children[6]	❑ Establish primary schools using curriculum from place of origin ❑ Build capacity of local schools to admit IDP children by upgrading facilities and furniture ❑ Provide supplies to children, disbursed through schools to encourage attendance ❑ Initiate school feeding programmes ❑ Provide scholarships for children to attend secondary and higher education	❑ Create space within learning structure to focus on psychosocial support and healing ❑ Offer teacher training on managing large class sizes and psychosocial support ❑ Hire teachers from among refugee or IDPs ❑ When few teachers are available, involve community members as volunteers ❑ Offer out-of-school activities for host and displaced children to interact informally
Ethnic or religious minority com-munities	❑ Introduce bilingual teaching for children by making use of mother tongue ❑ Develop school policies that stress importance of equal treatment and mete out sanctions for discriminatory practices ❑ Include representatives of minority groups on school management committees ❑ Support development of learning materials to represent minority perspective/language	❑ Review teaching materials to ensure that they contain positive images of minority group ❑ Hire and train minority teachers ❑ Allow space in schedule for religious practices if necessary ❑ Offer after-school or weekend classes for minority children to keep pace with peers ❑ Promote children's group that focuses on learning and teaching about human rights
Former combatants[7]	❑ Offer accelerated learning programmes to prepare children for return to school ❑ Work with transit centres to provide education, linked either to the state system or focused on skills training ❑ Integrate education for ex-combatant children with provision for other children	❑ Train teachers on issues of former combatants and mechanisms for support ❑ Introduce flexible hours in schools to allow for income-generation needs ❑ Include skills training in schools ❑ Offer out-of-school activities for informal interaction with community children
Separated children[8]	❑ Children should attend schools in community, not 'institutional' schools ❑ Individual children could be supported through school fees, uniforms, supplies ❑ Centres may need to provide skills training for adolescents. ❑ Work closely with agencies responsible for reunification and tracing	❑ Young children should be taught name and place of origin as part of school curriculum ❑ Prepare teachers for greater importance of teacher-child relationship ❑ Regular contact for children who live away from families should be supported ❑ Teachers should contact officials if they know of children who have been separated
Girls[9]	❑ Review girls' domestic roles (food prep, water collection), offer reduced class hours ❑ Ensure routes to and from school are safe ❑ Install water points at schools ❑ Install separate girls' and boys' latrines ❑ Respect cultural norms for girls, eg separate classrooms or home schooling ❑ Engage women as members of school management committees	❑ Hire and train women teachers ❑ Include gender issues in teacher training ❑ Ensure physical environment meets girls' needs (safety, clothing, sanitary supplies) ❑ Review curriculum for gender bias and adapt to combat stereotypes ❑ Offer appropriate sports and recreation for girls within the culture ❑ Create mechanisms for girls to report

[5] For general inclusion strategies, see UNESCO, *Understanding and Responding to Children's Needs in Inclusive Classrooms: A guide for teachers*, Paris, UNESCO, 2001, www.unesco.org.

[6] For more information on refugee children, see UNHCR *Revised Guidelines for Educational Assistance to Refugees*, UNHCR, Geneva, 1995.

[7] For information on child soldiers, see McConnan, Isobel and Sarah Uppard, *Children Not Soldiers: Guidelines for working with child soldiers and children associated with fighting forces*, London, Save the Children, 2001.

[8] For information on separated children, see Uppard, Sarah, Celia Petty and Mary Tamplin, *Working with Separated Children: Training Manual*, London, Save the Children, 1998.

		sexual abuse (peer counsellor, teacher)
	❑ Identify presence of women's groups which can support girls' schooling	❑ Disaggregate attendance by sex
Children with disabilities[10]	❑ Outreach to community to understand importance of education for disabled children	❑ Hire and train teachers with disabilities
		❑ Provide awareness training on disability issues for students and teachers
	❑ Provide special transport when needed by bicycle, vehicle or wheelbarrow	❑ Work with teachers to identify and cope with hidden disabilities, eg learning
	❑ Encourage teachers to meet with students individually to find out access needs	❑ Test existing students for disabilities
	❑ Identify numbers of disabled, insist on budget to support accessibility for disabled children	❑ Adapt seating arrangements, limit background noise, ensure good lighting

DURABLE RESPONSE

When is education available? How are systems strengthened?

All emergency work needs to balance between meeting immediate needs and building for the future. Some interventions typically focus on the immediate – saving lives. Others look toward the long term – rebuilding livelihoods. Education does a bit of both. It must meet immediate needs – learning, psychosocial and protection – but also build capacities of school systems and communities to cope in the longer term. An education response is durable when it provides valuable knowledge and skills for individuals to take with them through life, regardless of where they find themselves.

Making an education response durable in emergencies means:

- Responding with rapid and timely education interventions
- Working through existing education systems wherever possible, to avoid setting up separate structures
- Emphasising the community contribution in all education reconstruction efforts
- Linking provision of supplies to activities which address quality such as training, advocacy, or parent management committees
- Providing transportable education kits or activity boxes which can move with teachers in the context of frequent displacement
- Securing a physical space for education and recreation in refugee camps or host communities as populations move
- Striving for continuity in curriculum, teacher salaries and certification
- Supporting and training government authorities responsible for state education
- Ensuring that projects facilitate a transfer of responsibilities to the community, ie via the establishment and training of school management committees

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[9] For more on gender, see International Save the Children Alliance, 'Putting Gender Equity into Practice: Guidelines for implementing the International Save the Children Alliance Gender Policy', London, International Save the Children Alliance, 2001; also Dowd, Amy Jo and H Greer, *Girls' Education: Community approaches to access and quality*, Westport, Save the Children 2001.

[10] For more information on children with disabilities, see Save the Children, *Schools for All: Including disabled children in education*, SC UK Quality Education Guidelines, London, Save the Children, 2002.

TOOL: BALANCING IMMEDIATE AND LONG-TERM IMPACT

Below are listed some possible options for education work. Take the ideas below or use some from your own situation, rate each on a scale of 1–5, with 1 as high immediate impact and 5 as high long-term impact. Where do you think the balance should lie?

1　　　　　*2*　　　　　*3*　　　　　*4*　　　　　*5*

◄───►

High Immediate Impact　　　　　　　　　　　　　　*High Long-term Impact*
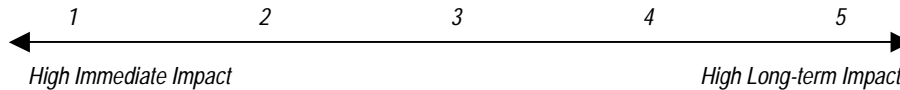
❏ Offer recreation/non-formal education　　❏ Train teachers in coping strategies
❏ Provide education supplies to school　　❏ Capacity-building for education ministry
❏ Create school management committee　　❏ Work through local partners

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TIMELY RESPONSE

Education efforts in acute emergencies are often based on a three-phase model.[11] This approach is designed to encourage immediate action at times when it would not be possible to establish formal schooling for children. The phases are:

Phase I: Recreational and Preparatory
Emphasis is first put on establishing structured activities for children. This involves establishing a 'safe area', free of immediate danger. Routines set during this phase, primarily through recreation (in the form of sport, music, art, etc), can bring about a degree of normalcy and prepare children to return to a classroom setting. Community members, including adolescents and young adults, should lead activities.

Phase II: Non-formal Schooling
 'Non-formal' education covers the period between an initial emergency response and introduction of a formal curriculum. Subjects might include literacy, numeracy, hygiene, HIV/AIDS, or landmine safety, as well as recreation. Lessons should become increasingly structured and similar to the formal curriculum. During this phase, young people can play a strong role by working with teachers to lead both subject lessons and recreation.
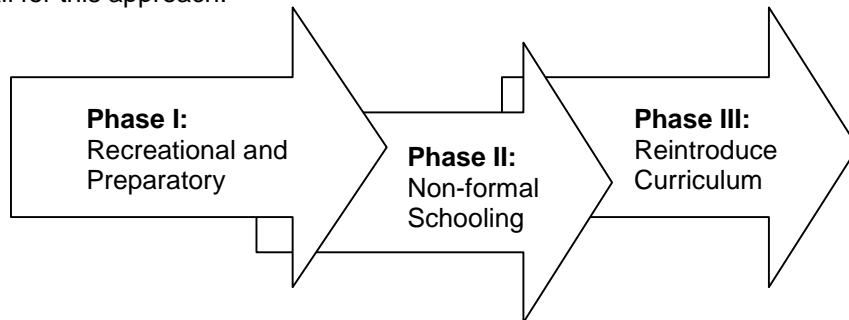
Phase III: Reintroduction of the Curriculum
A formal curriculum recognised by the state should be reintroduced as soon as possible following an emergency. The curriculum should support the continuity of children's education. A quick return to formal schooling allows children to remain on track for testing and certification, both of which are important if planning for further education. In a refugee setting, the curriculum should be based on that of the country of origin, in order to facilitate any future return.

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[11] Outlined in Aguilar, Pilar, and Gonzalo Retamal, 1998, *Rapid Educational Response in Complex Emergencies: A Discussion Document,* Hamburg, UNESCO, International Institute for Education.

TOOL: RAPID EDUCATIONAL RESPONSE

The rapid educational response model is designed to offer a series of strategies that can be used to deliver education in the first three months of an acute emergency. Can you identify the benefits of implementing education in a series of phases such as these? Are there drawbacks to using these phases? Think about which emergency contexts in particular would call for this approach.

Phase I:
Recreational and Preparatory

Phase II:
Non-formal Schooling

Phase III:
Reintroduce Curriculum

Sustainability

Sustainability (ie, where a *project itself* is long-lasting) is often used as a benchmark for durability (ie, where the *impact* of a project is long-lasting). It is often assumed that local groups will continue education efforts following an emergency, but this is incredibly difficult in under-resourced and crisis-affected areas. It is unlikely that education programmes implemented in an emergency will be financially sustainable, and many groups will not be able to sustain structures far beyond the period of external assistance. This should not be regarded as a failure.
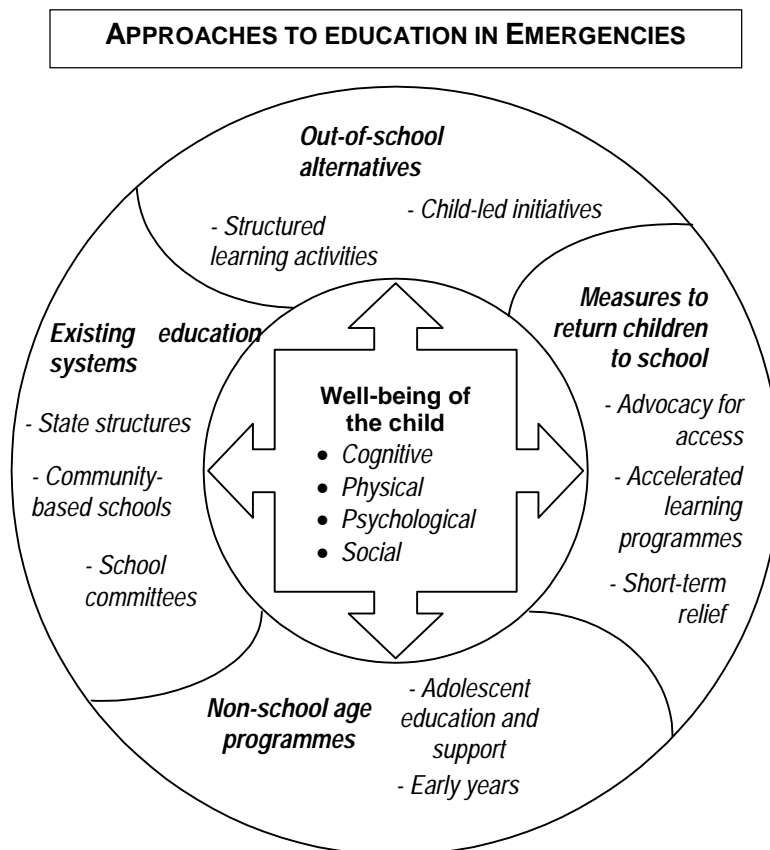
Although it is difficult for communities and governments to support education programmes in crisis situations, they are essential for children's development and well-being. Ultimately, education can be considered to be developmentally and socially sustainable. It provides children and teachers with valuable skills that will be of use long after the crisis is over and will help to preserve community cohesion in difficult circumstances. Despite the challenges of sustainability, options for transfer of responsibilities to a community should be considered from the beginning of any programme efforts. Ideas for achieving this include:

- Work closely with community leadership and school management committees
- Collaborate with ministries of education at all levels
- Set salary and incentive scales along with education ministries and other agencies
- For refugees, offer a parallel structure recognised in country of return
- Ensure recognised certificates for students and teachers are part of outcomes

7. APPROACHES IN EMERGENCIES

Because every emergency is unique, one education approach can never work in all situations. Dependent not only upon the nature of the crisis, response must also be based on the capacity of a community and its existing education system. Thus, for children to have access to relevant learning opportunities, a range of options should be considered valid. These approaches should fill the gaps between an emergency period and a period when the community can once again cope on their own.

A CIRCLE OF EDUCATION OPPORTUNITIES

APPROACHES TO EDUCATION IN EMERGENCIES

Out-of-school alternatives

- Child-led initiatives

- Structured learning activities

Existing education systems

Measures to return children to school

- State structures

Well-being of the child
- *Cognitive*
- *Physical*
- *Psychological*
- *Social*

- Advocacy for access

- Community-based schools

- Accelerated learning programmes

- School committees

- Short-term relief

Non-school age programmes

- Adolescent education and support

- Early years

As there is no definitive model of response suitable for education in all emergencies, there is a need for overlapping approaches that together form a full circle of learning opportunities for children. Four types of approaches are identified here, which are detailed in the following section.

In short, approaches to education in emergencies may include:

1) Support to existing education systems
2) Special measures to return children to school
3) Organising out-of-school alternatives
4) Co-ordination of non-school age programmes

TOOL: EXPLORING APPROACHES

Descriptions of each approach follow, along with examples drawn from Save the Children UK experience.[12] The case studies were selected because they are each representative of a particular approach. Choose a case study that is set in an emergency context similar to one you might expect to face. Do you recognise aspects of the approach from your own experience? Consider how you would answer the following questions:

WHO *are the main beneficiaries of the education work?*
Remember that while a certain group of children is likely to be targeted, many others in the community (eg, teachers, youth, parents) may benefit from aspects of the project.

WHAT *impact has the emergency had on children's education opportunities?*
Consider both the case study and what you know about the real life situation.

WHY *do you think this approach was chosen as part of the education response?*
Think about reasons this approach may have been emphasised above others.

DOES *the project include elements of any of the other approaches?*
Note that nearly all education efforts will include aspects of several different approaches.

WHERE *would you expect to find the greatest challenges to this approach?*
Bear in mind that some challenges will be due to the emergency, others due to the approach.

SUPPORT TO EXISTING EDUCATION SYSTEMS
State Structures ◆ Community-based Schools ◆ School Committees

The responsibility for the provision of education to children rests primarily with the government of the state in which they live. In many contexts, however, the government has limited capacity to deliver a functional educational structure. In a few cases the state itself does not even exist, or is effectively denying education provision to certain groups of children. One approach in education in emergencies is support of efforts to maintain or rebuild school systems, whether led by governments or communities themselves. This can also mean building community ownership of education through the creation of school committees.

State Structures
In cases where the government is operational but experiencing crisis, Save the Children attempts to work with and through state structures in order to build capacity, ensure appropriate curriculum content, and provide material inputs. Typically, programmes will work with governments that are extremely short of resources and struggling to cope in the aftermath of war or disaster. It is important to build the capacity of the responsible authorities, as in the long term they will guide the education system.

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[12] Unless noted, examples are drawn from Save the Children UK internal communication and donor reports.

	Key Considerations	Common Activities
State Structures	➢ Know that set-up of education work in partnership with a ministry of education requires extensive time ➢ Be aware of what the ministry is lacking in resources such as salaries, vehicles and qualified staff ➢ Understand status quo in system and identify people willing to support change ➢ Cross-check any government baseline surveys with spot checks in the field	❑ Capacity-building for local, district and national education authorities ❑ Teacher in-service workshops ❑ Provision of textbooks and other classroom supplies ❑ Development of or contributions to revisions in curriculum ❑ School rehabilitation or reconstruction ❑ Promotion of inclusive policies

CASE STUDY: INDONESIA

There are a number of conflict areas in Indonesia, spread throughout all the major island regions in the archipelago. Displaced peoples are forced to move, thus destabilising new areas and disrupting children's education. Children's education is disrupted whether they have moved themselves or are from a host community. Those with no identification documents cannot register to attend school.

Two years following a large refugee influx to West Timor, one school remains a stark example of a school in crisis. Approximately 200 local children attend the school in the early morning, and over 800 displaced children attend in three later shifts. Rapid growth has caused severe problems in terms of administration and basic resourcing: classrooms are crowded, children only attend for very short shifts, teachers are frequently absent, and there is only one toilet.

Indonesia has had a strong central government since independence. In education this has translated into a rigid curriculum and traditional pedagogy. While a decentralisation process has recently begun, there is much confusion as provinces are handed contradictory guidelines from different ministries and are given greater responsibilities but fewer resources. These changes have afforded an opportunity to provide input and support government to develop effective policy in relation to education for the displaced. In both West Timor and Buton, schools that have agreed to integrate displaced people are supported, prioritising those with significant numbers of new children. Officials are encouraged to identify displaced adults who are qualified teachers, and employ them in schools alongside local teachers.

There is also work to improve the quality of classroom education, based on the core themes of the *Framework for Learning* for children affected by emergencies.[13] Activity-based learning is introduced through a classroom activity box. These boxes contain only materials that are available free or at low cost in local markets or shops. Workshops and follow-up school support guides teachers in use of the materials and devising activities for the classroom. Other resources provided include photo sets, which help teachers lead discussions with children on issues related to their lives, and a co-operative games box, used to bring children together for constructive, non-competitive activities.

Community-based Schools

School systems may break down or collapse completely during protracted periods of violence or war. Communities affected by emergencies often attempt to re-start the education process themselves, even in the most difficult circumstances. It is possible

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[13] The *Framework for Learning* lays out essential learning content for children in emergencies: survival skills, developmental skills and learning skills. First developed in 1998 in South and Central Asia and termed *MIRBEC – Minimum Requirements for Basic Education for Children in Conflict,* the framework has been used as a foundation for SC UK Indonesia education work. See *Learning Content* in *Tools to Use* section for more details.

to strengthen and support community initiatives through the provision of educational supplies, training for those acting as teachers, or support for development of curriculum. Some of these schools may stem directly from civil society; others may be religious-based. Breakthroughs in education can emerge from the most difficult situations, where contact with the state education systems is extremely limited.

	Key Considerations	Common Activities
Community-based Schools	➤ Communities running schools will be severely under-resourced ➤ Salaries for teachers will be low or will not even exist ➤ School calendars may be intermittent, based on seasonal variations ➤ It is likely that large numbers of children are not reached through schools	❑ Support for management structures ❑ Provision of education and recreation supplies (or kits) and guidance on use ❑ Training for teachers or community members taking on that role ❑ Teacher incentives (absence of salaries) ❑ Development of or contributions to revisions in curriculum

CASE STUDY: SOUTH SUDAN

For nearly 20 years southern Sudan has suffered from a chronic state of emergency, with recurring periods of acute crisis. The insecurity, coupled with negligible support to basic services such as education and health, means that less than 30 per cent of children in southern Sudan receive any education at all. Communities prioritise education, and even set up school under trees, but many families have been displaced repeatedly and children can be required to move away from villages to graze cattle or hunt and fish. For the 30 per cent of school-age children who are enrolled, the majority of schools offer very limited poor quality education with untrained, volunteer teachers. The rebel groups in power have established their own education authorities, but without resources or support they are largely ineffective.

Save the Children works in two of the more deprived areas of southern Sudan – northern Bahr el Ghazal and Upper Nile – where the education project supports 35 community-based initiatives in providing formal and out-of-school basic education. The recent focus has been on building the capacity of local educational authorities through teacher training and provision of school supplies, strengthening community ownership and participation, and advocating for support to education.

Core activities include training of teachers, both a three-month pre-service workshop and periodic in-services. School supplies and incentive items are provided to staff to encourage retention, as teachers receive no salaries. Training is conducted with parent-teacher associations regarding school participation and ownership. Efforts are made to link to other sectors – water/sanitation (hygiene promotion), livestock (animal care and health) and protection (reintegration of demobilised child soldiers).

Key challenges include both retaining volunteer teachers and encouraging overstretched communities to construct high quality schools with local materials. Emphasis is placed on local ownership and care of supplies, as a means to enable Save the Children to focus on improving the quality of education. Despite the problems, working through existing structures, albeit with erratic community support and a crumbling education authority, has proved infinitely more effective than developing a parallel system.

School Committees

School committees – in some places called parent-teacher associations, in others community education committees; in still others school management committees – are an important way to build a community's ownership of schooling and influence the education process for their children. They can play a significant role whether part

of state education systems or community school efforts. The role of school committees can become so significant that working with these groups can be classified as a major project approach. School committees can be assisted by getting them started, providing training for leadership, or offering administrative supplies. One of their explicit aims should be to advocate for school attendance, involving adults in the community in promoting the importance of education.

	Key Considerations	Common Activities
School Committees	➢ Parents have strongest interest in ensuring education for children ➢ A rotating community committee will build sense of responsibility for school ➢ Gender balance is difficult to achieve, but is vital to work toward ➢ Role should include a practical element: manage and collect funds, care for building, etc	❑ Start up committees in locations where they are not in use ❑ Train in management responsibilities and structures ❑ Facilitate participatory planning ❑ Provide administrative supplies ❑ Committees lead outreach to community to promote attendance

CASE STUDY: SOMALIA

The Rural Primary Education Project in Belet Weyne, Hiran region, targets six operational rural community schools. Due to the collapse of the central government over a decade ago, Hiran, like any other region in southern Somalia, lacks a centralised education authority. Where provision does exist, it is largely due to parental efforts; but still there is little capacity. The project emphasises community ownership through development of Community Education Committees (CECs). These groups comprise community representatives mandated to decide how the school should be developed and managed. Each CEC has seven members, some of whom are current teachers with the remaining being community members.

As a first step toward working with the schools, training is conducted to prepare CEC members for their role. Responsibilities of the groups include community mobilisation, school supervision, and paying of teachers. CECs can increase access to community resources such as labour and cash, as well as contribute to the sustainability of schools. The project also includes teacher training and school refurbishment.

Community participation in Somalia has not been easy. Before the civil war, community groups were not encouraged and nearly all inputs towards social development were government-led. In the post-war era, many communities have come to feel that donors should provide for their needs. Adding to these challenges is the fact that many CEC members are illiterate themselves and generally busy trying to meet their families' needs. The issue of long-term sustainability is troubling in light of the present and future economic trends in Somalia. Even so, communities in the district have shown their willingness to participate and contribute toward social development activities. The numbers enrolling in schools have been larger than expected, with a 72 per cent increase in children attending over the last two years.

SPECIAL MEASURES TO RETURN CHILDREN TO SCHOOL
Advocacy for Access ⬩ Accelerated Learning Programmes ⬩ Short-term Relief

Emergencies often cause large population shifts, economic hardship, and destruction to schools. These challenges mean that a number of children are unable to attend

classes for extended periods of time. After months – or even years – of non-attendance, it is extremely difficult for children to return to school. Some children have never had the opportunity to attend in the first place. Special measures can be taken to assist children to enter school in both the immediate aftermath of a crisis and in the long term.

Advocacy for Access
Basic advocacy efforts can go a long way toward returning children to the classroom. Parents of internally displaced children might not know their rights, while on the other hand local schools already at their full capacity may not be willing to honour those rights. Advocacy, coupled with support for schools through supply provision or assistance with needed repairs, can increase admission rates.

	Key Considerations	Common Activities
Advocacy for Attendance	➢ Advocacy may be locally, nationally or internationally targeted ➢ Administrative inflexibility can be the source of exclusion, eg identification is required for admission, the school term has begun ➢ Look for practical solutions to problems of capacity, eg shifts, repairs, supplies ➢ Leadership often copes in 'easiest' way available – cutting off student admissions or closing down schools	❑ Training providing overview of the law: Convention of Rights of the Child, Geneva Conventions, etc ❑ Research to understand extent of problem and back-up advocacy ❑ Awareness-raising efforts coupled with supply provision or repair assistance ❑ Identifying compromise, eg double shifts can allow for greater attendance, yet still maintain a smaller class size

CASE STUDY: PALESTINE[14]
Prior to renewed escalation of conflict in 2002, Save the Children was already concerned about the impact that the Israeli military's response to the Palestinian uprising had had on children, and specifically on children's rights to education. Research was conducted to better understand these issues and has been used as the basis for an advocacy campaign designed to build awareness and call for an end to closures (the practice of sealing off Palestinian settlements). Targets have included the UN Commission on Human Rights, the donor community, the Palestinian Authority, and of course, the Israeli administration itself.

Over 850,000 Palestinian children are enrolled in schools. Renewed violence threatens their education, despite significant achievements made by the Palestinian Authority over the last ten years – the building of 125 schools, an elimination of triple shifting (although many schools still run double shifts), and introducing a unified curriculum in territories that used Egyptian and Jordanian curricula. During the previous intifada, lasting from 1987 to 1992, schools were closed for long periods. When the most recent violence began, schools at first closed in the belief that children would be safer at home. In a short time, this decision was reversed, as some realised that schools play a role in keeping children from the front lines.

As part of research conducted by Save the Children, one teacher said, *"before, it wasn't like this, the children talked about having our own state, about when we will have elections. Now, they think more about stones and guns. They see this everywhere and some of them, naturally, think this is the answer. We try to explain that there are other ways to fight for our rights, through our words, and through learning and teaching others about what is happening, by helping each other".*

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[14] Adapted from Save the Children UK, *Palestine: The Education of Children at Risk,* 2001.

Accelerated Learning Programmes

One way to assist children to return to school is through accelerated learning programmes, sometimes called 'catch-up' classes. Planned in partnership with education authorities and covering essential elements of the official curriculum, a programme attempts to rapidly cover education content spanning years of schooling missed. In reality, accelerated learning is difficult to achieve, and will only become possible when effective teaching and learning methods are a strong focus. At the end of the 'catch-up' period, students are integrated into a regular classroom. Specific target populations can include displaced children, girls, or child soldiers. As these children have missed significant portions of schooling, reintegration into formal school is a strong support to demobilisation.

	Key Considerations	Common Activities
Accelerated Learning Programmes	➢ With catch-up curriculum, teaching quality is doubly important as there is less time to learn the same amount ➢ Groups targeted are out-of-school for significant periods – this might include child soldiers, girls, or displaced children ➢ Sitting in classrooms with younger children can be a disincentive to attend ➢ To promote integration, where possible involve other community children	❑ Develop curriculum based on approved state content ❑ Train teachers in new curriculum and child-centred teaching pedagogy ❑ Co-ordinate with education ministry so that exams will be recognised and allow for entry into state system ❑ Monitor children's progress as they integrate into the state school system

CASE STUDY: LIBERIA[15]

Civil war has devastated the political, social and economic life of Liberia. During repeated heights in the conflict, indiscriminate killing and mass displacement has been rampant. While ceasing temporarily in 1996, the war subsequently re-emerged in 1999. This case study focuses on SC UK's education response during the first phase of the conflict.

Research conducted in 1994 revealed that 61 per cent of high school students in the capital Monrovia had seen someone killed, tortured or raped, and that 71 per cent had lost a close friend or relative. Even before the war the education sector was struggling to cope. Liberia had the second lowest literacy rate in the world, at around 17 per cent. In 1989 only 35 per cent of teachers had undergone formal teacher training. All principal warring factions in Liberia used children, through both forced and voluntary recruitment. Children served as porters, checkpoint guards, and front-line fighters. While most child fighters were boys, girls were also involved both in conflict and through forced recruitment as soldiers' 'wives'.

Save the Children first began working with child soldiers through an unplanned initiative with a small group of 22 boys who were demobilised but stranded without assistance. The boys had settled just outside Monrovia and growing tensions with the local community were fuelled by the boys' behaviour. A transit centre was set up to provide shelter and protection while family tracing activities were initiated. Staff then explored ways to fill the boys' days, starting with an emphasis on recreation and sport. Over time, activities became more systematised and the boys were offered options: farming, learning to read and write, and training in handicrafts.

The curriculum at the transit centres evolved progressively to meet the changing needs of the children. Initially a revised curriculum of six weeks was developed, fitting the average stay at the transit centres. Later it became clear that a fuller and longer curriculum would be required. Workshops were conducted at all the centres, resulting in a new six-month curriculum on a

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[15] Adapted from Molteno, Marion (ed), *Towards Responsive Schools*, London, Save the Children and DFID, 1999.

modular design. It compressed the six-year primary curriculum into two six-month cycles, and provided a coherent package of "catch up" education, with literacy at its core. The six-month curriculum was developed to complement the national accelerated learning curriculum and was officially approved by the Division of Curriculum.

Short-term Relief

Short-term relief efforts such as school reconstruction or distribution of supplies can serve as a mechanism for getting children back to school as quickly as possible. Provision of material support is one of the more common emergency responses in education, as it produces immediately visible results. At a time when communities are in crisis, physical contributions to their welfare can have dramatic effects. Remember, however, that impact may be limited as supplies are used up and buildings deteriorate – or are destroyed once again. Short-term relief should be accompanied by initiatives that will also improve the quality of education available.

	Key Considerations	Common Activities
Short-term Relief	➢ Material relief alone will not address issues of quality of education ➢ Education supplies such as pens, notebooks and blackboards can increase capacity of existing schools ➢ Large amounts of funding in emergency situations can be useful in reconstruction of schools ➢ Hardware, ie supplies or buildings, will increase credibility in local communities	❑ Local purchase of school supplies ❑ Use of UNICEF school-in-a-box ❑ Provision of recreation supplies ❑ Rapid teacher training focused on psychosocial support ❑ Purchase of school furniture ❑ School reconstruction, coupled with community participation

CASE STUDY: MOZAMBIQUE

In early 2001, Mozambique experienced torrential rains and widespread flooding. The floods affected 100,000 people with 100 deaths. Save the Children took a lead response role in Mopeia district, Zambezia province. In this district some 25,000 people were displaced to ten accommodation centres, three of which were only accessible by boat.

Following an initial response of emergency food, medical supplies, plastic sheeting and non-food items, education was identified as a priority area. Over half of the population affected were children whose education had been severely disrupted. Most had not attended school for two months and had no plan to return to their original communities for another six months.

Education work included the following:
- Rapid assessment of numbers of children (by sex, age and disability), suitable sites for temporary classrooms, and training needs of available teachers
- Construction of temporary classrooms as rains disrupted outdoor efforts
- Procurement of education supplies for distribution to accommodation centres
- Capacity-building for teachers in the areas of hygiene, HIV/AIDS and disability
- Recreation for children both within and outside of the school environment. Sports activities included football teams for boys and Mata–Mata teams, a local ball game, for girls. Cultural activities included traditional dance, poetry reading and drama.

Save the Children worked with UNICEF to provide school and learner kits to the provincial education department. The department initially intended to keep the materials until the emergency was 'over' and then distribute them to schools. They had not considered giving kits to children in the accommodation centres in order that schooling could continue. Once persuaded to do so, only children who had previously attended school were meant to receive

supplies. It was argued that distribution to non-attenders would be a waste, as they would not return to school after the emergency. Officials finally conceded that by attending school in the accommodation centre some children might be encouraged to attend school on return.

ORGANISE OUT-OF-SCHOOL ALTERNATIVES
Structured Learning Activities ♦ Child-led Initiatives

Qualified teachers, a classroom setting, and a curriculum that conforms to national standards may not be available or appropriate in all circumstances. Alternatives to the national school system can be organised for school-goers and non-attenders alike. Through out-of-school programmes, innovative projects that meet the educational needs of specific groups of children can be tried. Links should always be made to connect with the formal education system, reinforcing learning and facilitating return to the classroom. Participation in such periods of learning, regardless of whether in a school or not, reinforces children's self-esteem and assists in finding ways for them to contribute to their community.

Structured Learning Activities
Structured learning activities, more commonly referred to as non-formal education, are typically led by adults or older adolescents from the community and follow a course of learning that is focused on a certain subject area or defined group of topics. Content may be drawn from the facilitator's knowledge or may be based on a developed set of learning materials, similar to a school curriculum. In some situations, structured learning activities are already set up by communities but may benefit from external support. In others, new activities must be established.

These types of activities can range from literacy and numeracy classes to sport, art, music or drama. Specific topics, such as landmine awareness, health promotion or peace education may be stressed. Literacy classes can be conducted for a few hours several evenings a week and be taught by young, literate adults. Organised recreation is especially appropriate for children experiencing the immediate impact of an emergency as these activities can have a particularly healing effect, giving recognition to a child's need for play and reinforcing the value of their traditions. Subject-specific learning can provide children with essential survival skills, which will help them to live their lives in changed or unstable conditions.

	Key Considerations	Common Activities

Structured Learning Activities	➤ Children not attending school still have the right to basic education
	➤ Daily routine for children experiencing crisis can begin to create stability
	➤ Families may resist enrolment in state schools, as child is needed for work – on farm, in petty trade, etc
	➤ Recreation, sport and cultural activities play a vital role in social learning
	➤ Additional classes for those in school can extend subject matter or meet psychological or social needs
		❑ Literacy and numeracy classes
		❑ Cultural activities such as music, dance or drama
		❑ Sports practices and teams, with recognition of gender issues
		❑ Education regarding child rights
		❑ Subject-specific learning may include:
		  ✓ Health and hygiene education
		  ✓ Landmine safety
		  ✓ HIV/AIDS awareness
		  ✓ Peace-building education and conflict resolution

AFGHANISTAN[16]

Afghanistan has one of the lowest literacy rates in the world – less than one-third of the population over 15 can read or write. Under the Taliban, it was estimated that only 39 per cent of boys and 3 per cent of girls had access to education. Most schools in Afghanistan were destroyed during the Soviet war after 1979 and about 85 per cent of the country's teachers fled. During this time, Afghanistan also has one of the worst child health records in the world.

Because of the urgent health needs of Afghan children and obstacles to working with the Taliban school system, Save the Children focused on out-of-school structured learning activities. A programme of child-focused health education was developed to promote the rights of Afghan children – girls in particular – to health, education and participation. Activities took place both in refugee camps in Pakistan and within Afghanistan itself.

Volunteer facilitators, supported by local partner organisations, formed children's groups and took the groups through a series of child-focused health education modules. Topics included diarrhoea, coughs and colds, worms, hand washing, safe water, and flies. Each module has a booklet, cloth flipchart, cloth poster and a carry bag. The modules take two to three months to complete. The project emphasised partnerships with NGOs and local authorities in order to deliver education messages. Partners are responsible for selecting a small number of community volunteers to become facilitators, who are given training to work with children. Although training does encourage child-centred learning, the tendency for rote learning remains. Volunteers continue to struggle with positive management of children's behaviour.

Since the project began, improvements in children's health-related behaviour were noted. Children were visibly cleaner in appearance and some children took responsibility for cleanliness within their home environments. However, there was a recognised need to address wider issues, such as life skills, recreation, and looking after younger children.

Child-led Initiatives

In contrast to structured learning activities, children themselves take up the leadership of child-led initiatives, though support from an adult adviser may be needed. Children determine their own agenda for learning. These types of children's groups can address a wide range of education-focused goals through their activities. Clubs might initiate recreation activities, community projects such as a library or cleaning up a school, or training sessions on children's rights, conflict resolution and other pertinent topics. Peer education groups could choose a topic like HIV/AIDS and work with other children on the issue. These groups are self-governing, with children taking on leadership roles and a young adult or community member serving as an adviser.

	Key Considerations	Common Activities
Children's Clubs	➤ Reinforces principle of participation and a child's right to expression ➤ Young adults or adolescents can take active leadership role ➤ Flexibility allows for opportunities to innovate, with a priority to respond to the specific needs of children	❑ Establish child-led activity clubs ❑ Develop peer education teams ❑ Offer training in leadership and participation for child leaders ❑ Work with clubs to identify focus of activities – recreational, vocational, awareness-building, etc

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[16] This case study is based on education work with Afghani refugees that took place prior to 11 September 2001.

	➢ Strong start-up inputs necessary, with movement toward self-government	❑ Provide supplies for activities ❑ Connect groups in different places

CASE STUDY: SRI LANKA

Since 1983, Sri Lanka has been home to an ongoing civil war characterised by intermittent fighting. A Tamil separatist group, the LTTE, have been fighting the Sinhalese-dominated government for a separate state in the area they consider their homeland in the north and east of the country. Large tracts of land are 'uncleared', meaning they are essentially under the control of the rebel LTTE.

As a whole, Sri Lanka has had a strong tradition of schooling. Unfortunately, early achievements are being lost with marked disparity between the urban and rural populations. High literacy levels attained have fallen. A rigid, exam-oriented structure remains, although education reforms of 1997 were an attempt to allow more flexibility. Many children remain caught between the pressure to achieve within the existing system and the urge to question its relevance. More and more children, especially among the displaced populations, end up dropping out.

Save the Children is working in areas under government control in Mannar, Anuradhapura and Jaffna as well as the LTTE-controlled Wanni region. A variety of educational responses have been used: advocacy for parents, schools and authorities to ensure adequate provision for children to continue education without interruption, accelerated learning for school dropouts, non-formal education for those out-of-school, and early childhood care and development. Short-term relief supports children's education in emergency through provision of teacher's kits, student stationery, pre-school kits, and mats and lanterns for study at night.

Particularly strong throughout Save the Children's work are children's clubs. Clubs are popular as they are child-led, and children clearly enjoy making decisions about activities such as play, drama and use of libraries. In Mannar and Jaffna districts, children's clubs have formed the core of community integration efforts, bringing together displaced and local populations. A range of positive impacts can be attributed to the formation of children's clubs. Teachers say children's interaction has improved. There has been a reported reduction in harassment at checkpoints through children's own advocacy efforts. In areas of Jaffna where children's clubs conducted mine-awareness activities, very few landmine injuries to children have been reported. Constraints include staff finding time for contact with children and lack of money within the household for children to contribute to club activities.

CO-ORDINATE NON-SCHOOL AGE PROGRAMMES
Early Years ◆ Adolescent Education and Support

A child's right to attend school throughout the primary level is protected under international human rights conventions. States, and by implication international bodies responsible for refugees, are under obligation to ensure basic schooling is available. This usually means a focus on 5–13 year olds. Because education for early childhood or children beyond primary school age is not legally mandated, governments, UN agencies and many donors are often not willing to invest resources in education for young children or adolescents. In stable environments and when not provided by the state, communities devise their own structures for educating and supporting these children and youth. In emergencies, when structures break down, support for non-school age children can be overlooked. Very young children, at the stage of life most critical for their growth, are denied normal developmental

opportunities because of a crisis. Older children can be drawn into harmful activities when no educational and few employment options are available.

Early Years[17]
'Early years' is used to mean any time from birth to when children may be expected to go to school, and this may vary from one society to another.[18] This time represents the most formative stage of life in terms of social-emotional, physical, intellectual and creative development – these are critically important to the future development of the individual. Parents take a primary role during this period of a child's upbringing. States, however, are obliged to support parents in raising children and in protecting them from abuse and neglect.[19] Provision – sometimes called early childhood development (ECD) or 'early childhood care and development' (ECCD) – recognises the holistic nature of young children's development, which is dependent on a range of needs including health, nutrition, care and education.

In emergencies, extreme pressure on families and disrupted support structures will have an impact on traditional early childhood care and development practices. Very young children are often an invisible group, the assumption being that they are being adequately cared for at home. New pressures may mean that the mother or primary carer is sometimes absent, with care delegated to others such as older siblings – often girls – who may not have the necessary skills or maturity and who in turn miss out on their own education. Emotional stress related to the emergency may also mean that parents are unable to interact properly with their young children.

So what kind of education are we talking about? Young children learning through play and exploration – the aim of early years programmes in emergencies is to ensure that young children have safe places to play where their developmental and educational needs can be met. These can take place at home with the family, in community groups where carers support one another in providing educational play opportunities, or in pre-schools where children are left in the care of others. Early years efforts should support the carers' ability to care – by giving practical advice and training or supporting schemes for sharing childcare. Elements beyond education, such as nutrition and health, should also form a major part of early years projects.

	Key Considerations	Common Activities
Early Years	➢ Emergencies often break up families and interrupt care for young children ➢ In conflict situations, adult-child relationships may be influenced by the culture of violence ➢ Only a minority of countries recognise responsibility to provide care for children below school age ➢ Where ECD does exist, a child's need to learn through play is often not	❑ Provide a safe space for regular play, education and other care ❑ Support and advise parents on child development and care ❑ Support pre-school structures where they already exist ❑ Support community schemes for sharing childcare ❑ Encourage inclusion – disability, gender, ethnicity – in early years

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[17] For more information on early years in emergencies, see Save the Children, *Guidelines for Early Childhood Development Programmes in Conflicts and Emergencies in the Balkans*, London, Save the Children, 2001.
[18] Adapted from Molteno, Marion, *Starting Young: Principles and practice in early childhood development*, London, Save the Children, 1996.
[19] As established in Articles 18 and 19 of the Convention on the Rights of the Child. NB: protection of education and care for very young children is a notable gap in major human rights conventions.

	recognised	❏ Health and hygiene education

When the former Yugoslavia began its break up in 1991, ethnic tensions that had been dormant exploded into some of the most brutal wars in modern European history. Prior to these conflicts, education was a high priority of the state and literacy rates were similar to those throughout Eastern Europe. There was a history of early childhood development provision, although it was "largely an urban phenomenon and functioned mainly as daycare for children, rather than for their developmental or educational benefit".[20]

The most recent acute emergency within the Balkans was the Kosovo crisis of 1999. One of Save the Children's responses was the creation of 'safe areas' that included a strong component for young children and their mothers. These were established first within the camps in Albania and Macedonia and once again upon repatriation to Kosovo. A staff person involved in work in Macedonia had this to say:

"When the full SC team arrived, they had to orient themselves quickly. We planned to open a pre-school playroom, just a safe place to come. We managed to get a tent of 5m by 15m but there were 30,000 people in the camp, and between 2,000 and 3,000 young children. We ran it on a shift system, an hour at a time, for seven sessions a day. Then it got too hot, and we were afraid the children would dehydrate, so we introduced a noon break. We tried to make it a really nice environment for the children, so they would feel good about being there. The camp was very muddy, so we put in a cheap wooden floor rather than plastic sheeting."[21]

As a follow on to the 'safe areas' initiative, Save the Children began to get involved with re-establishing pre-schools and kindergartens. This has included reconstruction, provision of supplies, and training for teachers and staff.

Adolescent Education and Support

Adolescents and youth can fall anywhere between the ages of 10–24 years, with variance due to definitions based on "*chronology,* pertaining to a period of life between certain ages; *functionally,* involving a process of transition from childhood to adulthood; or *culturally,* in a societal context."[22] Thus, in some cultures it is long and relatively free of responsibility while in others it may be shorter and characterised by the taking on of new responsibilities. Adolescents who have completed their basic education or are no longer of an appropriate age to attend the government primary schools receive little educational support in emergency situations. No longer children, but not yet able to take on adult roles, these young people can easily become lost, both literally and figuratively.

In emergency situations, adolescents without other options are at high risk of being recruited into military service or the sex trade, drifting away from their families in search of work, abusing alcohol and drugs, turning to crime and street violence, or simply becoming dissatisfied and instigating unrest. The pressure to earn a living can

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[20] Burde, Dana, *Communities, Conflicts, and Pre-schools: an Evaluation of SC's ECD Program in Croatia and Bosnia-Herzegovina, 1993–1999,* Westport, CT, SC US, 1999.

[21] Excerpt from Save the Children, *Guidelines for Early Childhood Development Programmes in Conflicts and Emergencies in the Balkans,* London, 2001.

[22] Lowicki, Jane, *Untapped Potential: Adolescents affected by armed conflict,* New York, Women's Commission for Refugee Women and Children, 2000.

prevent adolescents from accessing education opportunities. Adolescent girls, with lower attendance at school, are particularly vulnerable to sexual abuse, HIV/AIDS and other problems of sexual and reproductive health. Ideally, a post-primary and sexual education would be available for adolescents in crisis situations, but there is a lack of political will and minimal funding for education in most emergencies. Even if available, many in this age group would be unable to benefit from secondary schools, as they have not completed their primary education. Alternative strategies to offer education and support to adolescents include engaging them as leaders in out-of-school programmes, setting up youth activity clubs, or vocational training.

	Key Considerations	Common Activities
Adolescent Education and Support	➢ Adolescents often receive little direct assistance or support in crisis ➢ Military recruiters, criminal gangs and the sex industry often target this group ➢ For girls, adolescence is an especially vulnerable age requiring special support ➢ Adolescents should be seen as a resource and their opinions sought ➢ Cultural perspectives influence definitions of youth – in some places childhood ends at puberty, in others at marriage, and in others at age 18	❑ Adolescents as leaders in out-of-school programmes or tutors within a school setting ❑ Basic education classes for out-of-school adolescents, accelerated learning when returning to school ❑ Recreation and clubs ❑ Vocational training ❑ Priority on sexual and reproductive health and HIV/AIDS education ❑ Peace-building education and conflict resolution techniques

COLOMBIA

Colombia is in the midst of a long-running civil war, resulting in high levels of violence directed against the civilian population and subsequent forced displacement. Large natural disasters – earthquakes and flooding – have also played a role in causing displacement. As a whole, the Colombian education system is characterised by large gaps between private and public education. The public education system, which should cater to displaced children, is often of very poor quality.

Save the Children has decided to emphasise education and protection in its work with displaced children, with a particular emphasis on youth. Children are forced to leave school when they are displaced from their homes. In a study conducted in the capital, Bogota, in 2000, it was found that 77 per cent of children who attended school before displacement did not continue studies afterwards. Reasons included lack of money, need to work, lack of places in school, loss of identity documents, and age that did not correspond to grade level. Other issues raised included inequalities between rural and urban education and the fact that displaced children often experienced discrimination for reasons of ethnic difference.

In the town of Villavicencio, where a number of schools have taken in large numbers of adolescents displaced by the conflict or avoiding forced recruitment, the work has mainly been carried out through a local counterpart called BENPOSTA. The activities allow for regular contact with the children, their community integration and acknowledgement, and the possibility of having positive socialisation and recreation spaces to provide the young people with a sense of belonging and normality. Youth are also trained in the handling of issues such as child rights, leadership and peaceful conflict resolution.

As a result, young people from three neighbourhoods have succeeded in co-ordinating efforts with governmental, church and social bodies to pursue their activities. In Villavicencio, these co-ordination efforts have led to the creation of 1,100 new education places for displaced children. They have also established their participation in the negotiation tables set up at the

municipal level to discuss possible solutions to the problem of placing displaced persons, including legalising land tenure in their settlements.

8. CHALLENGES IN EDUCATION RESPONSE

While the substantial benefits of immediately integrating education into emergency efforts are becoming widely recognised, challenges of providing an appropriate response can be overwhelming and too often result in inaction. The need to provide a relevant, inclusive education for children experiencing emergencies is imperative, both as a frontline response and as a longer-term initiative in chronic situations. Awareness of the likely challenges can better prepare one to overcome them.

TOOL: WHAT IS STOPPING YOU?

The idea that education is important to children is not that radical. The varying approaches in response are not so revolutionary. Principles held up as being vital to good education are not really earth shattering. So why is it that education as a priority component of emergency response is still not widely accepted or practised?

Take a pad of yellow sticky notes. Write down as many reasons you can think of why education may not be carried out in an emergency context. If you are with a group, each person should come up with at least three ideas.

Place them up on a wall, grouping similar reasons together. You should come up with between two and five key problems that often stop education work in emergencies. Then think about strategies to address those challenges.

Education is difficult to deliver

Reaching the children who are most in need is difficult. An emergency is inherently unstable, and rapid changes are expected by all involved. When providing education to children in these contexts, agencies can face substantial insecurity or lack of access to the worst affected areas. Large or frequent population movements can interrupt efforts at sustained programming. Differences in language or ethnicity might present difficulties in use of curricula or the politics of its contents. Identification of a physical space for education activities is often difficult as public buildings that have not been destroyed are occupied by displaced people. Items such as notebooks, blackboards and other learning supplies may be unavailable.

STRATEGIES TO COPE WITH CHALLENGES OF DELIVERY

Issue	Strategy
Lack of access	➢ Co-ordinate with others to identify numbers and schools affected ➢ Train teachers who plan to return to inaccessible area
Insecurity	➢ Focus on security for children's attendance, consider escorts ➢ Declare schools and environs safe areas after de-mining conducted
Frequent population movement	➢ Work with local schools to immediately admit displaced children ➢ Use transportable school kits, for example school in a box
Need for physical space	➢ In acute crisis, set up temporary structures for school, eg tents ➢ Move displaced people out of school buildings as soon as possible ➢ In the longer term, work with community to rebuild school

| Lack of supplies | ➢ Encourage use of local materials through training and support |
| | ➢ Provide essential school supplies, eg notebooks, blackboard |

There is little donor funding

When a government is no longer willing or able to provide education for its population, outside actors must step in. When major bilateral donors do not prioritise education as a front-line response in reaction to emergencies, it is difficult to acquire the funding needed to take action. Even when found, funding is often only enough to provide for a limited number of children in a limited area. If the crisis is chronic, needs will remain or grow, but available funds tend to taper off. Unfortunately, it continues to be necessary to stress the essential nature of education in crisis after crisis when there is an absence of an effective government system.

STRATEGIES TO COPE WITH CHALLENGES OF FUNDING

Issue	Strategy
Donors not prioritising education as response	➢ Insist education is part of large emergency proposals
	➢ Work with donor contacts to change funding policies
Limited capacity among UN agencies	➢ Emphasise co-ordination within UN structures
	➢ Utilise UN strengths, eg partnerships with government
Limited geographical scope	➢ Develop models or pilot projects which may be replicated
Unable to sustain teacher salaries	➢ Work with community on salaries, offering a percentage which decreases over a period of several years, eg 70% - 30% - 10%
	➢ Offer material goods as incentives for volunteer teachers
Short-term funding	➢ Partner with local NGOs who then ensure follow-up work occurs
Repeated plea for funds	➢ Encourage donors to expand funding time frame

Quality is neglected

When emergency education is funded, projects too often focus on rebuilding schools and neglect the quality of education delivered. Particularly when pressure is on to spend emergency funding, reconstruction of schools is a quick way to appear to have tangible impact. While infrastructure needs certainly should not be ignored, it does little good to create a new home for learning if education issues connected to the crisis are not addressed. In the wake of an emergency, it is all too common to return to conventional teaching methodologies. A lack of adequately trained teachers will slow efforts at change. In addition, an absence of official recognition of a child's learning (ie through certificates or diplomas) may limit interest in the education alternatives that are offered outside the state system, no matter what their quality.

STRATEGIES TO COPE WITH CHALLENGES IN QUALITY

Issue	Strategy
Rebuilding schools is focus	➢ Insist that all reconstruction include time-bound quality interventions, eg rapid teacher training, school management committees
Lack of adequately trained teachers	➢ Offer rapid teacher training in areas such as psychosocial support, large class sizes, active learning, use of local materials
	➢ Use youth as tutors in structured learning and as recreation leaders
	➢ Support longer-term training efforts led by teacher colleges or distance education networks
Language or ethnic differences in curricula	➢ Gain community consensus on language of instruction, offer out-of-school alternatives using minority mother tongue

	➤ Support review of school curriculum for issues of inclusion ➤ Engage local staff in monitoring for messages of prejudice
Need for certification	➤ Through UN structures, co-ordinate with government of origin to offer certification for refugees ➤ Arrange for recognised certificates for out-of-school activities ➤ All teacher training should be recorded and certificates awarded

FURTHER READING

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TOOLS TO USE

In this section you will find:

9. EMERGENCY PREPAREDNESS
Attached Tool: Checklist for National Plans

Although a crisis cannot be fully predicted either in timing or type, certain steps can be taken to better equip an agency to respond should an emergency occur. For Save the Children, these activities are identified and laid out in emergency preparedness plans, which all countries are required to develop. Beyond planning, preparedness essentials include actions to increase capacity, build knowledge and strengthen relationships. Education is one of the key sectors that should be addressed in both planning and acting for emergency preparedness.

Why education as part of preparedness?

❑ If education is to be part of response, it is essential to understand the existing education system and have established relationships within it.
❑ An emergency preparedness plan offers a chance to consider possible types of crises and identify education issues likely to arise.
❑ Without advance action, specific resources and skills needed for education may not be available easily or in a timely fashion.
❑ Preparedness extends beyond an agency, to communities themselves; for children, schools can help by teaching what to do in emergencies.

CAN PLANNING MAKE ONE PREPARED?

The reality is that emergencies do not generally happen exactly as foreseen. The very nature of a crisis is that it is unexpected and unpredictable in terms of effects on infrastructure, local economies or political environments. In many contexts, it is difficult to know exactly what to be ready for, or if plans will ever be used. However, there are a great many places in the world that are home to either recurring natural disasters or periodic outbreaks of violence – sometimes both. In places like these, paradoxically, emergencies are nearly predictable.

While planning is an essential ingredient, it alone cannot make one prepared. What it can do is facilitate:
- an understanding of local vulnerabilities to different types of emergencies
- consideration of the response other actors may make
- an analysis of the organisation's mandate
- an assessment of the programme's experience and capacity

STEPS IN PREPAREDNESS PLANNING

Developing an emergency preparedness plan can take a day and be written by a small group of people, or it can take months and be part of consultations involving large numbers. In the end, the process is chosen based on a number of factors, such as the likelihood of an emergency in the area, or available time and resources. Education personnel, along with staff from other sectors, should support and be directly involved in planning. Once complete, preparedness plans can both guide preparations prior to the onset of an emergency and serve as a starting point once a crisis occurs. In practice, preparedness planning can be laid out in three steps.

1. Analysis of Context

We analyse the context of a potential crisis to anticipate needs of affected children. The diagram below illustrates the relationship between core areas to consider, and how they then lead to preparedness actions. While described here in terms of education, the process is generic and could be used for any sector.

PREPAREDNESS PLANNING IN EDUCATION
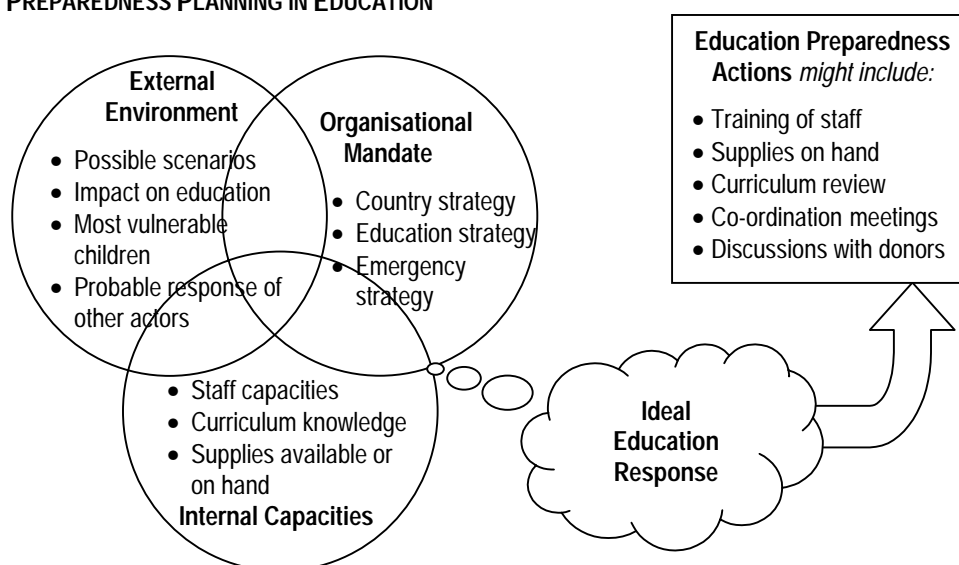
External Environment
This involves exploring the possible scenarios of an emergency, what kind of impact there might be on the population and vulnerable groups, and the expected responses of other actors. There are core questions that should be addressed in each area.

Emergency scenarios	• How will the kind of emergency affect education provision? • Which locations are likely to be hit? Which groups of children are likely to be most affected and in need of targeted assistance? • Will displacement take place? How will that affect schooling? • Have communities experienced this emergency before? Will children understand what is happening and be prepared if a crisis hits?
Impact on schools	• Will schools still be functioning? Are teachers likely to be available?

and education system	• At what level will children be able to access education? • Are there education opportunities for children not attending school? • Does the curriculum address children's anticipated needs related to the crisis?
Most vulnerable children	• How might a crisis impact on different ethnic groups? • How would it affect disabled children (including newly disabled)? • Will impact on girls and boys be the same? Will their need be different? • What special needs will separated or orphaned children have?
Response of other actors	• Which actors are actively involved in education provision – including government, international agencies and local groups? • Who has a particular interest in education in emergencies? • What education activities do they plan to undertake in the event of an emergency? How have they responded to other emergencies?

Organisational Mandate

Considering your mandate may seem repetitive – the kind of knowledge that is already well known among staff. However, intentionally stepping back to consider specific strategies and their implementation can better ground decisions on ways of working in emergencies.

Country strategy	• Does the country strategy include work in education? • Are related areas, which may involve education, highlighted in the country strategy (eg, health promotion, protection, working children)? • If education is not included, what are the reasons? Is it because it is not a priority need, is covered by others, or funds are unavailable?
Education strategy	• What are education priorities within the organisation's work? How are these reflected in its projects? • How will an emergency affect existing projects? Could they be expanded or adapted to respond to needs created by the crisis? • How might an emergency education project reflect the same education priorities, and have links with existing projects?
Emergency strategy	• Does the emergency strategy guide which sectors the programme should be involved in? • Can the emergency strategy be used to make the case for education?

Internal Capacities

While externally there may be huge gaps in education provision, and an organisational mandate may support such work, internal capacities are often inadequate to respond. In preparedness planning this issue needs special attention, as it is often the area where preparedness actions can make a real difference.

Staff capacity	• Are educationalists on the staff? Who on the staff is responsible for emergencies? Do both groups understand the priorities of the other? • Is there any staff person who could take leadership in planning and implementing an education response should an emergency occur? • If not, are there any staff with that potential? What new knowledge or skills would they need in order to take that leadership?
Curriculum knowledge	• Is there familiarity with the content of what is currently taught in schools? Are curriculum documents or textbooks on hand? • Do children have an opportunity to learn about emergencies and their impact, either in the classroom or in out-of-school activities? • In the case of a crisis, is there flexibility within the education authority

	to change their way of working and focus on children's immediate needs?
Supplies available or on hand	• What types of education supplies would be culturally appropriate to distribute here in an emergency situation?
	• Has a sample package of supplies, or emergency education kit, been prepared? At a minimum, has a list of what to include been drawn up?
	• Are these likely to be available locally or will they need to be procured regionally or internationally?
	• Should a certain number of education kits be prepared, kept on hand?

2. Outlining a Plan

After analysis, the next step is to outline a plan that will help the agency begin preparing for an actual education response. This will require access to education-related information resources, inputs to national education plans so that state systems are prepared, and readiness for rapid appraisal should an emergency occur.

Information Resources

Gather information on local education systems, other agencies' work and donors, to be available for quick reference should a crisis occur. Background information should include information on state education structures, as well as the curriculum and its learning objectives. All these will be useful for assessments, programme planning and drafting proposals. Make sure staff know where available materials can be found. Designate one staff member or a small team to be responsible for keeping information regularly updated so that it is complete and current.

National Plans

Where possible, emergency education aims to protect and support existing education systems. As part of the Education for All (EFA) initiative, all countries are responsible for developing a national plan to ensure education for all children. Emergencies have been identified as a major constraint on the achievement of EFA. Working with governments on their EFA national plan is a way to increase the awareness of educational needs of children in emergency situations, as well as to increase a government's vested interest in a response. Attached is a checklist of key points to be considered in developing EFA plans that address emergency situations.

Rapid Appraisals

Think about who would carry out an assessment in the form of a rapid appraisal in the event of an emergency, as well as the methodology to use. Gather baseline information in order to prepare for possible assessments.

3. Preparedness Actions

Actions are a central part of emergency preparedness. The focus can be on building skills of staff or partners, co-ordination with partners – both local and international – or the development and storing of supplies and learning materials.

Human Resources

A successful education intervention depends on having staff with education experience, an understanding of key emergency issues, and the skills to manage and

develop responses in emergencies. In most situations, few people have this range of expertise. In training staff, areas to focus on might include:

- Improvement of technical skills in education – teacher training, materials development, educational planning
- An understanding of the range of emergency education response options
- Emergency experience – direct exposure or case studies
- Management development opportunities – proposal writing, budget planning, monitoring and evaluation
- Clarification of responsibilities if a crisis occurs, detailed in job descriptions.

Partners
For a timely, appropriate response, it is vital to identify other groups to partner with in the event of an emergency. This is especially true in education interventions, as the success of a response is dependent upon its cultural appropriateness and links to the education system as a whole. Look for partners – either in the government or non-governmental sectors – that have the flexibility to respond, as well as strong experience in education. When such groups do not exist, part of preparedness includes a review of capacities and training in areas of weakness. In addition, find out who else is likely to be active in education – such as UN agencies, other NGOs and local groups – and take an active part in co-ordination meetings.

Material Resources
Identify education supplies appropriate to the context and means of procurement before an emergency occurs. Supplies are often resourced in the form of kits procured internationally. While this is useful in rapid-onset emergencies when local procurement is not available, it is better to buy education supplies locally where possible. Along with arranging for supplies, prepare guidelines for distribution, training and monitoring use of supplies.

Ideally, curricula used by the education system prior to a crisis should be used in emergencies as well. This may not be possible, or it may be decided that the content does not include important messages of health and safety. Gathering alternative learning materials can be a part of preparedness work. Also, standard curricula may encourage lecture and rote learning. Where this is an issue, preparedness can focus on developing materials that encourage active learning and use of local materials.

WORKING WITH GOVERNMENTS

Governments are ultimately responsible for education efforts within their own borders. Little has been done to date on preparing education authorities to offer their own response in times of emergency. Activities in this area could include:

- Building training capacity for emergency education among ministry of education school inspectors and administrators
- Developing partnerships in needs assessment and implementation, ie co-operation of local education authorities and NGOs in establishing and training school committees serving refugees/IDPs and others in crisis situations
- In displacement, developing a mechanism for recognised teacher certification
- Developing mechanisms for recognition of pupils' certification or diplomas

- Building expertise through workshops on psychosocial needs and education topics such as peace, environment, landmines, health, HIV/AIDS, gender, etc
- Reallocating resources in crisis situations, such as salaries for displaced teachers, temporary classrooms and education supplies
- Developing a long-term EFA (Education for All) national plan in stages for the years 2002–2015, which is flexible and responsive in case of necessity

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For emergency preparedness in education…

✓ Include education as a piece of an overall preparedness plan
✓ Identify how an emergency would impact on the existing education system, and particularly affect marginalised groups of children
✓ Train staff likely to play a lead role in education during an emergency
✓ Ensure a set of school textbooks and teacher training curricula is available, and identify alternative sources of subject-based materials
✓ Design a country-appropriate set of supplies available for rapid response
✓ Establish partnerships and inter-agency co-ordination prior to the crisis

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Further Reading

Save the Children (2000) 'Guidelines for Emergency Preparedness Planning', London, Save the Children.

World Health Organisation (1999) *Community Emergency Preparedness: A manual for managers and policy-makers*, WHO.

CHECKLIST FOR NATIONAL PLANS

Attached is a checklist of key points to be considered in developing Education for All (EFA) plans that address education in situations of emergency and crisis. Developed by the Inter-Agency Network on Education in Emergencies (INEE), the questions are a good starting point and can inform both organisational and government response.

THE RIGHT TO EDUCATION

❑ Is the right to education for all children acknowledged within national borders (including refugees, internally displaced children and asylum seekers)? Are these rights being fulfilled?
❑ What steps can be taken to protect schools, pupils and teachers in areas of insecurity?

ASSESSING NEEDS OF EMERGENCY-AFFECTED POPULATIONS

❑ What are the demographic characteristics of the affected populations?
❑ What are the gender-related dynamics that influence access to education?
❑ What are the current education programmes for these populations?
❑ What are the gaps – quantitative and qualitative – in reaching EFA for these populations?
❑ How does the EFA plan address these gaps?
❑ Are refugee or internally displaced populations expected to return home? How would this affect the EFA national plan of action?

❑ Are large numbers of refugees from the country living abroad? What plans should be made for their education after repatriation?

CO-ORDINATING MECHANISMS
❑ Is there a disaster preparedness strategy and is education included? ❑ Is there a co-ordination mechanism between government, UN agencies, NGOs and civil society organisations, covering emergency education response? At national and regional/district and community levels? ❑ Are there co-operation possibilities with neighbouring countries on refugee education?

BUDGETARY IMPLICATIONS
❑ Is there a budget for emergency-affected populations? What budgetary changes are needed to promote EFA over the period 2002–2006 and thereafter? ❑ Is there a budget for emergency preparedness in the field of education, including training, education materials and the rehabilitation of schools? ❑ What financing might be accessed from local and international donors?

10. ASSESSMENT

Attached Tools: Assessment Checklist, Sample Assessment Form

An assessment is basically a systematic attempt to understand a context, and then use that information to plan an appropriate response – in this case for education. Assessment is an essential tool of programme planning, whether an emergency occurs suddenly, or over a period of years. In a crisis environment, instability and rapid change can have an impact on available education opportunities in a relatively short period of time. In order to identify interventions which will best meet the needs of children, an assessment should be designed to help staff understand the problem, recognise existing assets, and prioritise needs.

What does assessment do?

❑ Identifies the educational needs of children most affected by the crisis
❑ Gathers the background of a crisis and the prior education context
❑ Prioritises urgent needs to address through community consultation
❑ Explores locations suitable for education programme work
❑ Begins initial actions, particularly in acute emergencies
❑ Maps response activities of government, multilateral and bilateral
     agencies, international and national NGOs and local actors

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Assessments should be:

- *Appropriate in terms of institutional mandate and accepted best practice:*
  Is the way the assessment is done compatible with our mission, core areas of expertise, and recognised standards for response? Can there be a multi-sector or joint agency approach? Are assessors familiar with key documents related to education in emergencies?

- *Appropriate in terms of conditions on the ground:*
  Will the assessment assist in prioritising competing needs, given the high demand for response and limited resources available? Is there a possibility to build initial actions into the assessment structure?

- *Appropriate in terms of implementation capacity:*
  Does the assessment consider what is realistic and achievable in terms of operational capacity? Is there a likelihood of deliverables for the communities consulted? Can education response be coupled with response in other sectors?

WHAT TYPE OF ASSESSMENT?

Several levels of assessment may be possible, depending on the stage of the programme, the urgency for action and resources. In all assessments, there should be a focus on building on capacities within the community, rather than solely identifying needs. A rapid appraisal can offer a quick overview that leads to initial actions and project activities. In a more chronic crisis, or in follow-up to a rapid appraisal, a situation analysis will provide a chance for deeper analysis and should

lead to positioning for a longer-term programme. Baseline research may be necessary at some stage if core education statistics are not available.

Rapid Appraisal
This level of assessment will gather basic information about the main issues and the context. It should be possible to conduct a rapid appraisal in just a few days with minimal staffing. Rapid appraisals should be done with a multi-sector team, so that knowledge can be gained regarding the full range of needs and cover and create links between areas such as health, shelter and protection. Main activities will include discussions with education authorities (both government and UN), visits to several project sites, consultation with children or parents, and interviews with other agencies involved in education. Credibility with communities will rise if they receive an immediate benefit from the assessment. One idea is to bring along basic sports and recreation equipment, which will encourage children to begin to return to play.

Situation Analysis
As a fairly comprehensive assessment, a situation analysis will provide a full picture of education needs and capacities throughout the region affected by the emergency. It is not as necessary for a situation analysis to be conducted in a multi-sector format, but there should be awareness of issues raised which will affect other sectors. Activities would include those outlined above but would use more in-depth participatory techniques, a full assessment team, and longer time spent in the field. It should result in information needed to identify programme goals and objectives for a six month to two-year project. These times are related to funding limits, but it is important to also have a vision for the project beyond this time.

Baseline Research
Often, there is little existing education data upon which to base programme decisions. Governments either have not had systems in place to collect statistical data, or they have been destroyed. On a micro level, and at some point early on in the response period, collect information against which a programme can later measure progress. This should include attendance figures and, at a minimum, be disaggregated by age and sex. Baseline research would usually be conducted after an acute crisis period, once a programme is in place. Surveys, focus groups or sampling may be some of the techniques used. Education management information systems (EMIS) will be needed to provide baseline data in the longer-term. EMIS can specifically include community members among those collecting information, and by encouraging communities to be aware of and better understand the educational needs of their children, lead to more responsive provision.

WHAT INFORMATION IS NEEDED?

Assessments are meant to be as objective as a given context will allow. They should include both qualitative and quantitative information. The breadth of information required to make informed decisions regarding education programmes can be overwhelming. To be fully informed, background information is needed about people affected, education structures prior to the crisis, government education policies, community-based cultural mechanisms for education, cultural beliefs and attitudes toward schooling, gender roles and their impact on access, and vested interests.

The amount of assessment work that can be done is endless, and one should maintain a balance between assessment and action, with emphasis on the latter. While assessment is crucial for a rapid start-up and will impact on the strength of the programme, it is not essential to know all the answers before a programme might begin a response. This is especially true in times of acute emergency.

Specifically, priority areas to explore in an education assessment include:

❒ Impact of crisis on education system	❒ Teacher availability & salary level
❒ Education structures prior to crisis	❒ Training needs for teachers
❒ Ministry of education capacity	❒ Availability of textbooks & supplies
❒ Marginalised groups of children	❒ Infrastructure damage to schools
❒ Traditional care of young children	❒ Any security issues, eg landmines
❒ Education norms for adolescents	❒ Existing education projects
❒ School committee status	❒ Possible donors

METHODS OF ASSESSMENT

It is important to consult with a wide range of actors throughout the assessment process. In order to access different perspectives, education assessments in emergencies should incorporate a variety of techniques. These may include:

Key Informants
Interviews should be held with individuals serving key leadership roles within institutions active in education. These will include representatives from the ministry of education, relevant UN agencies – UNICEF, UNHCR, UNESCO – other international NGOs, and local NGOs. At a community level, key informants could include village leaders, and leadership from the church. Teachers are likely to be one of the best sources of information for education – and they often have a wealth of information regarding all aspects of the community.

Field Observation
Direct observation of the situation in the field is irreplaceable. Visits to sites to see the conditions of people, buildings and resources first-hand can be very practical in laying out priorities. If schools are operational, sit in on lessons to observe teaching, as well as to speak directly with teachers and children. In some situations, security may be a concern. Before entering, ensure that schools have been cleared of landmines and are structurally sound.

Focus Groups
Focus groups should ideally be conducted separately with different groups – parents, adolescents, girls, etc. However, at times when there is little private space, small group discussions are often difficult. Realistically, group size tends to range from five representatives to a whole village crowd. In rapid appraisals, the assessors will probably conduct focus groups themselves. If more time is available, community members can be trained to conduct the focus groups. Various forms of participatory appraisals should be used to assess the education context.

Secondary Sources

Background information should also be reviewed. Any documentation of the education system will assist in better understanding the context of work. This may be acquired from the ministry of education or more probably from foreign universities. Other references of use might include historical or political records, and maps.

WHAT CONSTRAINTS MAY BE FACED?

When conducting an assessment in the midst of an emergency, remember that certain information will be difficult to obtain due to inaccessibility of a region, incomplete records, or even specific agendas of key informants. These constraints must be balanced with the need for rapid action and the recognition that a full picture will be hard to immediately obtain.

Staff Capacity

A lack of understanding on education issues among staff can limit accuracy and scope of an assessment. Identify individuals who are familiar with the situation to consult regarding education at an early stage. In a location where there is existing work, staff already involved in the programme are often able to conduct much of the assessment on their own, perhaps with some guidance in formulating questions and preparing findings. Outside expertise with particular experience in emergencies or education can be useful in order to provide a breadth of knowledge. This broader perspective is important in shaping an interpretation of findings and making recommendations. If staff from outside a community participate directly in an assessment, it is likely there will be a need for translation. The possibility for inaccuracy or misunderstandings should be factored in under these circumstances.

Logistical Issues

Emergencies often happen in remote areas that are difficult to access. If access is not a problem under normal circumstances, damage to infrastructure or threats to security may make it a problem. In addition to limits in access, the means of access may also be in short supply. Vehicles, food supplies, communications equipment and camping gear will usually be necessary to support an assessment team.

Expectations of Local Populations

During assessments, try to widely consult local populations in order to prioritise needs. However, there is a danger that wide-ranging consultations may cause communities to expect a wide-ranging response. If assessments are not co-ordinated between agencies, communities may also be subjected to hoards of assessors. When conducting an assessment, limit promises and make sure to follow-up with communities regarding results and planned actions.

Education assessments in emergencies should…

✓ Be rapid, based on urgency
✓ Identify gaps in provision and pinpoint under-served regions
✓ Focus on children who have difficulty accessing schools
✓ Lead to practical ideas to quickly increase education opportunities
✓ Consult local leadership and involve children themselves

Further Reading

Gosling, Louisa with Mike Edwards (1995) *Toolkits: A practical guide to assessment, monitoring, review and evaluation*, London, Save the Children.

Save the Children (2002) *Emergency Assessment Toolkit*, London, Save the Children.

TOOLS TO USE

EDUCATION ASSESSMENT CHECKLIST

This checklist lays out key issues to explore in an education assessment. It groups them according to who should be consulted for each set of information. The checklist should be adapted for each emergency context and can be further developed as questions. Ideas for initial actions to explore with that group are suggested.

INFORMANT	AREAS TO INVESTIGATE
Children and Adolescents	❑ Their understanding of the crisis, ways that children cope ❑ Priorities related to schools, what they want to learn ❑ How school is taught, what the children find most interesting ❑ Daily routine, roles and responsibilities of children/adolescents ❑ Differing roles and interests of girls and boys ❑ Ways that children play: sport, dance, drama, music ❑ Family size, presence of parents, what each parent does ❑ Abuse, are people in community 'nice' to children
	Initial action: form children's recreational clubs, sports, music, etc
Women	❑ Women's perception of the crisis and children's needs ❑ Early childhood care arrangements, care for older children ❑ Education expectations based on gender ❑ Availability of recreation supplies, for young and older children ❑ Unaccompanied children: age, sex, reason for separation ❑ Especially vulnerable children: disabled, emotionally disturbed
	Initial action: arrange play areas for children with mothers' groups
Teachers or Education Officials	❑ Enrolment: numbers, percentage of children, ages, sex ❑ Teachers: numbers, sex, teacher training and qualifications ❑ Teaching methods, ie lecture, active learning, group work ❑ School structure: how often, timing, class size ❑ Curriculum taught: subjects, textbooks, language ❑ Co-curricular options: clubs, sports, music ❑ Supplies available: notebooks, blackboards, uniforms ❑ Buildings affected: furniture, structures
	Initial action: deliver supplies, lesson planning, training on psychosocial support, use of local materials, active learning, etc
Community Leaders	❑ Population affected: numbers, movements, composition ❑ Access: roads, public transport, markets for purchasing supplies ❑ Security: risks in movements, recruitment of children to armed groups ❑ Children's involvement in drug use or trafficking ❑ Sources of income: vocations, unemployment ❑ Language: mother tongue, state language ❑ Groups: parent education committees, church, political, other ❑ Impact of emergency: public health, infrastructure, food/water
	Initial action: form school committees
Outside Actors	❑ Ministry or Education's response plans ❑ UN agencies, education plans: UNICEF, UNHCR, UNESCO ❑ INGO presence and education plans ❑ Local education NGOs and their capacity ❑ Existing Save the Children programmes and possible connection to additional education activities ❑ Military presence: government, rebels, peacekeepers
	Initial action: form or participate in education co-ordinating groups

SAMPLE EDUCATION ASSESSMENT FORM

To be adapted as needed according to emergency context

Name of Assessor:	Date:

Informant Name and Position:	
Village/Camp:	
District/Province:	
Education Provision:	Pre-school age (0–5) ❐ Yes ❐ No School-age children (6–12) ❐ Yes ❐ No Adolescents (13–18) ❐ Yes ❐ No Estimated number out of school _____

Existing Schools

School Name: _____

School Level: ❐ Pre-primary ❐ Primary ❐ Secondary ❐ Vocational/Tertiary

School Management Committee: ❐ Yes, functional   ❐ Yes, not functional   ❐ No, not in place

Curriculum Used: _____   **Students' age range** _____

Language of Instruction: _____   **Other Languages:** _____

Textbooks: ❐ Yes, easily available ❐ Yes, difficult to find ❐ No textbooks

School Supplies: ❐ Yes, easily available ❐ Yes, difficult to find ❐ No supplies

Recreation Supplies: ❐ Football/volleyballs ❐ Art supplies ❐ Musical instruments

Student Numbers: _____	**Teacher Numbers:** _____	**Number of Classrooms:** ___
Girls _____ *Disabled* _____ *Minority ethnic communities* _____ *Other* _____	*Qualified* _____ *In Training* _____ *Volunteers* _____ *Female Teachers* _____	*Shifts* _____ *Children per class* _____ *Average distance to school* _____

Building Condition: ❐ Good ❐ Little damage ❐ Extensive damage ❐ Destroyed
Include details on utilities such as power, water, latrines or other sanitation

Furniture: ❐ Good   ❐ Little damage ❐ Extensive damage ❐ Destroyed

Latrines: ❐ Adequate – girls' and boys'   ❐ Shared   ❐ None

Recreation Area: ❐ Football field   ❐ Volleyball court   ❐ Other play areas

Education Alternatives			
Literacy & Numeracy:	❏ Yes	❏ No	Comments:
Skills Training:	❏ Yes	❏ No	Comments:
Organised Sports:	❏ Yes	❏ No	Comments:
Art, Music, Drama:	❏ Yes	❏ No	Comments:
Children's Clubs:	❏ Yes	❏ No	Comments:

11. STAFFING

Attached Tool: Sample Job Descriptions for Education Adviser and Officer

In crisis situations, initial lack of leadership can delay project work and significantly affect children's education opportunities. Generally, there are few staff with education expertise posted to emergencies. This is partly due to the limited emphasis placed on education in humanitarian circles, partly due to a lack of professional training opportunities, and partly due to high turnover in difficult field locations and frequent job rotation. Both INGOs and UN agencies are faced with similar challenges. To be successful, however, programmes must have leadership to guide a team of educationalists and others who have worked in crisis situations.

What staff positions are needed?

Education efforts require a range of personnel, some employed directly and others who work in partnership toward the same goals. The organisational chart below shows some who may be involved. Those in white boxes are typically employed directly by the agency; grey boxes are more often partners.
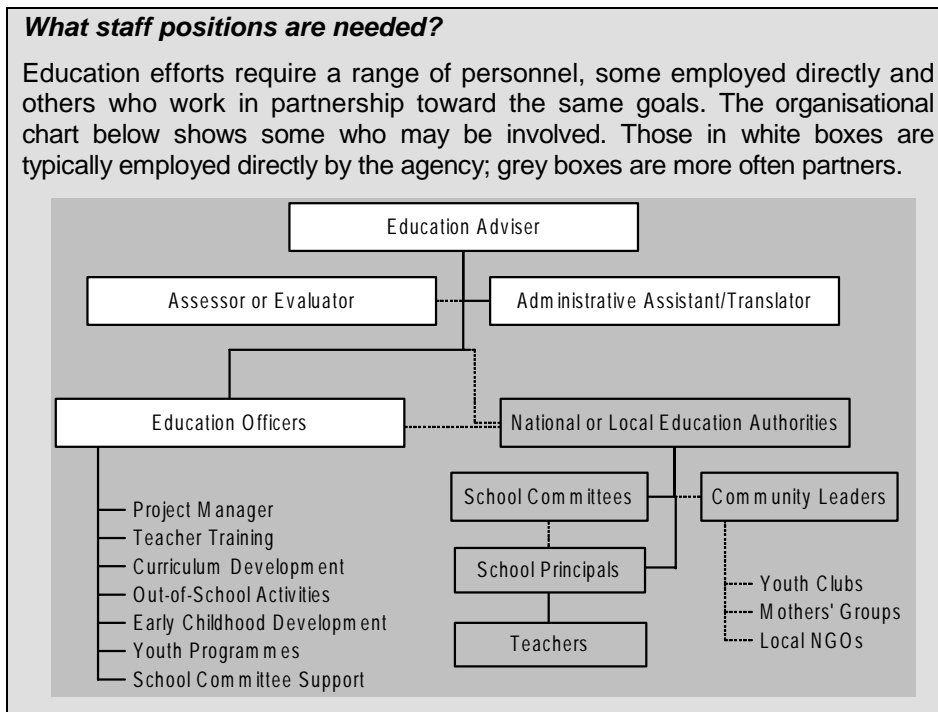
BUILDING A TEAM

Recruiting a strong team to work with education will dictate the success of the project. As much as possible, it is preferable to keep staff who are directly employed to a minimum, instead leveraging efforts through those already working in an educational capacity. Know what kind of individuals would be a good fit and lay out their jobs as clearly as circumstances allow.

Composition

In many emergency contexts, a team comprises both expatriate and national staff. An experienced educationalist is required for overall project management, and often to conduct specific pieces of work such as an assessment. When there are no local candidates who fit this criteria, an expatriate will be brought in. The majority of education staff, however, should always be drawn from the population affected by the emergency. Individuals with a wide variety of backgrounds may be needed,

depending on the nature of the programme. Project managers, teachers, community organisers, youth leaders or peer educators are some of the positions needed. If education efforts have a particular focus such as health promotion, peace education, or girls' education, there will be a need for staff with expertise in these areas.

Staff with education expertise are essential in order to establish credibility with both government officials and with teachers. But, all do not need to be teachers or specialists in education. People with a rigid idea of what school is for will have difficulty leading efforts with innovative aspects. Important qualities include a good rapport with people, flexibility and an ability to set up simple practical situations to provide educational experiences for children.

Job Descriptions

While there does need to be flexibility around responsibilities – especially in a constantly changing emergency situation – clarity in purpose and reporting structures are key components of any terms of reference. Even when there are individuals not 'officially' employed by the project it is useful for their role to be clearly laid out in writing. The job descriptions should be readily understandable to the staff concerned, with jargon and unexplained acronyms or abbreviations avoided. Points to address include:

◆ Context of the emergency	◆ Person specification
◆ Description of education work	◆ Reporting structure
◆ Job purpose	◆ Child protection policy
◆ Duties and responsibilities	◆ Terms and conditions of service

Job descriptions should also clarify linkages between education and related specialists. Other child-focused personnel working in areas such as protection, community services or health promotion should be close working colleagues.

Selection

Don't just rely on interviews, ask candidates to give a mini-presentation, and consult references. The process is not solely about evaluating qualifications, but also about getting to know an individual. It is particularly important to ask questions about motivations for working with children and check references for past issues related to child protection. More than one person should be involved in staffing decisions, possibly a panel, but at least both someone familiar with education and someone working in administration, as they will offer differing perspectives. Below are sample education-related interview questions:

1. In what ways do you think emergencies commonly affect children? How might education assist them in coping with some of these issues?
2. How would you go about conducting an education assessment? Take us through the process step by step.
3. What kinds of topics would you consider essential in training for teachers whose community has just been displaced?
4. In what practical ways might you address the quality of learning in a school taught by an underpaid, under-qualified teacher, with very few resources?
5. You will need to work closely with governmental officials in establishing the education project. How could you build their involvement?

6. There are often gender disparities in school attendance following a crisis. How would you investigate these and try to address them?
7. Have you ever witnessed education that is 'damaging' to children? What controversial practices do you expect to find in the area where you will work?
8. How would you guess that security concerns are affecting the education system? Any suggestions for dealing with security in regards to the project?
9. Imagine you are meeting with donors who plan to fund a large response to the latest emergency. They are doubtful that education should be included in the proposal. How might you 'sell' the urgency of education efforts?
10. Tell us about your experience in proposal and report writing for education work. What might be some indicators of project success?

SUPPORTING STAFF

Supporting staff in their work may include providing training to build skills, paying salaries of employed staff, or offering incentives to those not directly working for the organisation. Overall, remember that many local staff are likely to also have felt the impact of the emergency. They may need additional time and space to be with their families, repair their homes, or deal with changes to their lives.

Training
Ideally, staff who would take the lead in education should an acute crisis occur should be identified in advance and given appropriate training. If education staff are already in place in a country that is not experiencing an emergency, they should be given training to better understand emergency contexts. If those leading emergency response are not familiar with education issues and options, they should be briefed. In a way, training can be considered one type of incentive for staff. When an individual's talents are valued enough to be invested in, they will see a recognition of their contributions which then often increases commitment to the work.

Salaries
Project staff employed by the agency will be paid in line with that agency's usual standards. But issues arise over payment of all the others involved in the process. In emergency contexts, a number of teachers and other individuals – many of them unpaid or under-paid – are typically involved in providing education for children. There is usually little government capacity to pay teachers' salaries, yet their jobs are essential in the care and development of children. Members of school management committees and youth workers, although not on the civil service payroll, also contribute significant time and effort to their role.

As a general rule, INGOs should avoid directly paying teachers or others supporting education, leaving the task to the government or UN bodies with a more comprehensive mandate. An exception would be in work with community schools, where an initial investment in a percentage of teachers' salaries can leverage increasing community contributions, ideally reducing the percentage to zero over several years. Other efforts to encourage communities to support teachers directly could include longer-term agricultural or income generation projects.

Incentives[1]

In instances where teachers are receiving no remuneration at all, it may be appropriate to provide some type of incentive in lieu of an actual salary. It is always a challenge to decide what to offer and when. Once in place, incentives are difficult to withdraw without completely undermining a programme. Also, those receiving the incentive grow dissatisfied over time with what is being offered, and often request an increased or changed incentive. When deciding whether to offer an incentive, the central question to ask is:

> *"Will giving an incentive promote community ownership and longer-term durability of education offered for children?"*

If it is decided to use incentives, they must be distributed in a regular and timely fashion, as they are one of the few sources of income for individuals who have very little. Regular payments are extremely important to build trust and credibility for the programme. Types of direct incentives offered might include the following:

- *Non-Food Items (NFIs):* Items such as T-shirts or uniforms, boots, lamps, kerosene, plastic buckets, jerrycans and soap
- *Food-for-Work:* Simple food aid arranged through the World Food Programme (WFP) or another ongoing food aid project
- *Cash Stipend:* Small cash payments distributed on a monthly or regular basis. These are sometimes tied to attendance at training sessions.

The effect of incentives for those involved in education efforts can go beyond solely material items. As those working with education are typically from the affected community, they will see direct benefits from the time their children spend in structured learning activities. Discussion and reflection time should be set up with staff so that they have a shared opportunity to recognise the long-term investment they are making through the education of their community.

Emergency education staff should…

✓ Be led by a team with a solid knowledge of education, project management and emergency work
✓ Include staff with knowledge of the local education system
✓ Emphasise innovation and creativity in education experience
✓ Be fully briefed on organisational education policy and strategies
✓ Have access to training to build capacity in less developed areas
✓ Avoid payment of teachers' salaries, looking first to governments for remuneration, and later to scaled contributions or incentives

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Further Reading

Bleier, Wayne (2001) 'How does one develop a context for community and youth participation in programming?', unpublished IRC paper.

Davidson, S (ed) (1997) People in Aid: Code of Best Practice in the Management and Support of Aid Personnel, London, ODI.

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[1] Partially adapted from Bleier, Wayne, 2001, 'How does one develop a context for community and youth participation in programming?', unpublished IRC paper.

SAMPLE JOB DESCRIPTIONS

Below are job descriptions for an education adviser and an officer. These can be adapted to suit particular needs and drawn from posts that may have a slightly different focus.

EDUCATION ADVISER
Emergency Response

JOB PURPOSE

The purpose of the post is to ensure education opportunities are available for children affected by the emergency. The adviser will oversee identification, design and implementation of an appropriate education response. Special attention should be paid to the most marginalised children. This may include displaced children, those from minority ethnic communities, ex-combatants, girls or disabled children. The post holder will be responsible for co-ordinating efforts with those of other agencies active in the education sector.

DUTIES AND RESPONSIBILITIES

i. Programme development and management
- Undertake a rapid emergency assessment and prepare a written report of findings.
  - ✓ review an emergency's impact on the school system and outline available education opportunities for crisis-affected children
  - ✓ conduct interviews with key officials and facilitate focus groups with affected populations to determine priority needs
  - ✓ map emergency-affected areas and visit potential project sites to better understand opportunities/constraints in implementation
- Develop a clear strategy for education response both in the immediate and longer term, keeping rights of marginalised children at the forefront of project design.
- Ensure children participate in project design, implementation and monitoring.
- Oversee implementation of planned education activities.
- Co-ordinate plans with government, UN agencies and NGOs active in education.
- Undertake further assessment and plan education interventions as necessary.
- Establish a monitoring and evaluation system to track education project activities.
- Ensure all projects incorporate appropriate advocacy elements.
- Strengthen emergency response mechanisms for education activities. Participate in any emergency preparedness planning.
- Commission any research on education issues – this could include minority, girls', mother tongue or distance education issues.
- Provide periodic analytical overviews of education progress, highlighting strengths, weaknesses and lessons learned.
- With support from headquarters and the regional office, undertake a mid-term review/evaluation of the intervention.

ii. Staff supervision
- As required, hire necessary staff in line with organisational procedures.
- Manage day-to-day activities of lead education staff.
- Ensure capacity-building opportunities are available to all education staff.
- Monitor and support programme team in the development of work plans, proposals, budgets, narrative and financial reporting, and monitoring and evaluation of projects.
- Review training needs of staff, teachers and others involved in education. Work with education staff to design training content. Ensure appropriate training occurs. Relevant education topics might include: interactive teaching methods, inclusive education, school management, or other subjects to enhance quality of education.

- Develop the capacity of the team and partners to advocate on behalf of children for the protection and promotion of their rights.
- Contribute to overall staff security. Ensure that staff management and other processes and policies and systems reflect SC UK's principles of equity and fairness.

iii.   Resource management
- Identify and assess potential funding sources. Liaise with donors on project concepts.
- Ensure development of proposals occurs for funding in emergency education. Prepare proposals and write donor reports.
- Arrange for procurement of supplies needed for use in education activities.
- Ensure the mechanisms for monitoring the use of SC UK resources and education supplies are in place.
- Monitor and manage grant budgets.

iv.   Representation
- Attend co-ordination meetings in order to connect with other actors in the education sector and link SC UK's education efforts with those of UN agencies and other NGOs.
- Liaise with the ministry of education or other appropriate authorities in respect of operations, planning, co-ordination and information sharing for this intervention.
- Represent SC UK emergency education efforts to donors and secure funding.
- Work in close collaboration with the SC UK team, sharing information on the assessment and proposed interventions.
- Provide SC UK with brief monthly activity reports, with additional reports scheduled as required by regional desks and donors.
- Complete other tasks as assigned by the SC UK programme director, and as necessitated by the emergency situation.

v.   Child protection
- Comply with Save the Children's policy and practice requirements with respect to health and safety, child protection and equal opportunities, and other relevant policies and procedures.

PERSON SPECIFICATION
- Advanced university degree in education or a closely related field.
- International humanitarian experience preferably gained in an emergency setting.
- Experience in education management in the developing world.
- Good knowledge and understanding of education policy issues, including knowledge of planning in emergency, transition economy and post-war environments.
- Proven ability in report writing, and experience in managing budgets and computer use.
- Ability to think creatively and translate policy into appropriate project activities.
- Knowledge of humanitarian standards, such as those put forth in the SPHERE guidelines and the Red Cross code of conduct.
- Ability to represent SC UK and its work in external meetings.
- Resourcefulness, flexibility and the ability to prioritise work while under pressure.
- Politically and culturally sensitive, awareness of gender issues, with qualities of patience, tact and diplomacy.
- Willingness to travel extensively in country, with possible regional travel necessary.
- Preparedness to live and work in uncertain security environments.
- Good written and spoken English with preferred knowledge of the local language.
- Commitment to the aims and principles of SC UK. In particular, a good understanding of the SC UK mandate and child focus and an ability to ensure this continues to underpin all aspects of work.

- Commitment to SC UK's child protection policy.

EDUCATION OFFICER
Emergency Response

JOB PURPOSE

The purpose of the post is to co-ordinate activities that ensure education is available for children affected by the emergency. The officer will take a programmatic lead in project implementation and contribute to the design of an appropriate education response. Special attention should be paid to the most marginalised children. The post may involve the production of education materials, offering teacher training, or mobilizing communities for participation.

DUTIES AND RESPONSIBILITIES

i.   Programme development and management
- Contribute to a clear strategy for education response both in the immediate and longer-term, keeping rights of marginalised children at the forefront of project design.
- Ensure children participate in project design, implementation and monitoring.
- Oversee implementation of planned education activities.
- Use participatory techniques with children, parents and teachers to identify suitable community-based activities that provide a safe, child-friendly environment for children in programme locations.
- Work with communities to establish safe settings for group activities and recreation for children in programme locations.
- Model appropriate interactions with children in both professional and personal life.
- Work closely with the SC UK programme teams, including other sectors, to develop applicable education materials on health education, safety and child protection, environmental protection and child rights messages, or other selected subjects.
- Work with teachers, children and parents to identify and help children who are particularly badly affected, or those thought to be at particular risk.
- Document and evaluate experiences and lessons learned for purposes of institutional learning and national/regional networking.

ii.   Staff supervision
- Work with senior staff to hire additional education personnel as needed.
- Oversee assigned staff involvement in programme activities.
- Monitor teachers, youth workers or other individuals involved in project activities.
- Review training needs of staff, teachers and others involved in education. Work with education staff to design training content. Ensure appropriate training occurs. Relevant education topics might include: interactive teaching methods, inclusive education, school management, or other subjects to enhance project quality.
- Weekly check-ins with supervisor and staff the post holder may supervise. Monthly written report of programme activities.

iii.   Resource management
- Contribute to development of project proposals. Attend meetings with donors as deemed necessary.
- Arrange for procurement of supplies needed for use in education activities.
- Ensure the mechanisms for monitoring the use of SC UK resources and education supplies are in place.
- Maintain responsibility, in collaboration with finance staff, for day-to-day financial aspects of project.

iv.   Representation
- Initiate outreach to the emergency-affected population to identify education needs and possible programme interventions.

- Attend co-ordination meetings in order to connect with other actors in the education sector and link SC UK's education efforts with those of UN agencies and other NGOs.
- Assist in building contacts with government representatives and local NGOs active in education. Plan for collaboration.
- Liaise with the ministry of education or other appropriate authorities in respect to operations, planning, co-ordination and information sharing for this intervention.
- Advocate for education project and work in close collaboration with the SC UK team, sharing information on the assessment and proposed interventions.
- Provide SC UK with brief monthly activity reports, with additional reports scheduled as required by regional desks and donors.

v.   Child protection
- Comply with Save the Children's policy and practice requirements with respect to health and safety, child protection and equal opportunities, and other relevant policies and procedures.

PERSON SPECIFICATION
- A relevant degree in education or a closely related field.
- Preferred teaching or administrative experience in the country of operations.
- Experience in working in an emergency situation is a definite advantage.
- Experience in supporting and developing national programme teams.
- Proven competence in using participatory/interactive methods of teaching and of working with children in difficult circumstances.
- Experience in production of teaching and learning materials.
- Computer literacy an advantage.
- Ability to represent SC UK and its work in external meetings.
- Resourcefulness, flexibility and the ability to prioritise work while under pressure.
- Politically and culturally sensitive, awareness of gender issues, with qualities of patience, tact and diplomacy.
- Preparedness to live and work in uncertain security environments.
- Good written and spoken English with knowledge of a local language essential.
- Commitment to the aims and principles of SC UK. In particular, a good understanding of the SC UK mandate and child focus and an ability to ensure this continues to underpin all aspects of work.
- Commitment to SC UK's child protection policy.

12. SUPPLIES

Attached Tools: UNICEF Kits, UNESCO TEP, SC UK Classroom Activity Box

Emergency contexts often result in massive loss of material goods – both those owned individually and those that are public property. Schools contain valuable resources such as books, furniture and student records, which are often looted. While not impossible, conducting lessons or any other type of education activities without textbooks, notebooks or blackboards is extremely challenging. Supplies are the 'hardware' of an education response. They are tangible contributions – results that are seen – which can then facilitate further initiatives to address quality. Supplies are an essential piece of ensuring a child's right to education is met.

What do we mean by supplies?

❑ Teaching aids – blackboards, chalk, alphabet and number charts, maps
❑ Curriculum materials such as textbooks and teacher guides
❑ Exercise books, pens and pencils for students
❑ Recreation supplies – sports equipment, art materials
❑ Administration supplies – file folders, paper, pens, stapler, scissors
❑ Clothing and sanitary items

While distribution of supplies is important, it is vital that they not be offered in isolation from other interventions to support the sector. Supplies alone will do little to increase the relevance, inclusiveness or durability of schools or other learning opportunities. In fact, if supplies are separate from other support, they may do little good at all, languishing in a corner or being sold on the black market.

TYPES OF SUPPLIES[1]

Textbooks
Textbooks and the language of instruction should initially be those used in schools before the crisis, or include the same core curriculum. Since it is often difficult to obtain a quantity of textbooks, reproduction of existing materials should be factored into programme planning. Learning materials to meet the special needs of crisis-affected children may need to be developed, as well as materials for teacher training.

Student Supplies
Core supplies for students are notebooks, pens and pencils. The amount of exercise book space required by students increases steadily throughout primary and secondary school. This should be reflected in supplies provided. Other items that may be included are rulers, scissors and crayons. Sets of mathematical tools are needed for higher grades. School bags may be useful in conserving books, although plastic bags may be sufficiently plentiful in the locality and meet the need.

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[1] Much of this section is drawn from a draft document of the INEE Learning Materials Task Group, 'Teaching – learning Materials for Education in Situations of Emergency and Crisis: an Overview', 2001.

Classroom Supplies

Blackboards – or blackboard paint – and chalk are the bare minimum essential for classrooms. Blackboard paint should always come with a paintbrush so that the boards can be easily made. Teaching aids should also include items such as wall posters for numbers and the alphabet, demonstration-size mathematical tools (triangles, ruler, compass), and both a world and a regional or country map. Over the longer term, teacher resource centres are needed so teachers can prepare teaching aids and consult reference books.

Administration Supplies

Teachers and administrators will need the basic supplies necessary for running a school. These include register books, pens, exercise books, a stamp pad and ink (for official business), carbon paper, masking tape, glue, a wall clock, a craft knife, twine, a stapler and staples, pins, paper clips, a paper punch, scissors and wall paint.

Recreation Supplies

Forms of recreation vary widely according to culture, as do the discrepancies between activities considered appropriate for girls and for boys. Recreation items need to be gender-sensitive and must include items that meet the cultural expectations for girls. Supplies provided for recreation will often include volleyballs, footballs, other small balls, skipping ropes, musical instruments, and art supplies such as paint, markers, paper, glue and scissors.

Clothing and Sanitary Items

Lack of clothing may be a barrier for some children to attend school, especially for girls and in cultures where uniforms are the norm. It is essential that children have access to a minimum of appropriate clothing – this may mean some type of clothing distribution is included in the programme. If uniforms will aid school attendance, they could be included as support (often through local tailors or women's groups). The lack of sanitary items such as soap or sanitary towels can also stop participation in education activities. This is an issue of particular urgency for older girls.

> ***Supplies increase attendance***
> Because the learning process hinges materially on the pupil's exercise book and pen, most children will not attend school if they do not have these supplies. In classrooms visited, only 3 to 5 percent of children were present without an exercise book. As long as children had materials, they attended classes. It was widely reported across all groups interviewed that additional children would flock to school just on the rumour that materials were going to be distributed that day. Clearly, in a situation where there is a demand for education, the provision of basic materials increases access.[2]

SELECTING SUPPLIES

While it is generally agreed that supplies are a necessary part of almost any emergency education programme, there is no commonly accepted procedure or formula for selecting supplies. In some ways, this is good as it allows for difference in culture and in need. In other ways, lack of standards results in disparity of support from one emergency to the next, where a different agency may be operating. The

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[2] Taken from a study in Somalia – Eversmann, Eric, 'Education Kits in Somalia', UNICEF internal paper *(compare with biblio)*, 2000 – however, this is a general phenomena common across cultures.

best advice is that selection of supplies should be informed as much as possible by local norms and likely international support. Decisions about the exact type and amount of supplies should be made in collaboration with staff and school administrations, based on commonly available supplies in local schools.

There are certain questions that are good to ask during the process of selecting supplies. These include:

- Is it locally available?
- Is it suitable for use in large classes?
- Does it encourage participation?

- Is it relatively inexpensive?
- Is it easy to carry?
- Can it operate without electricity?

How many children?
Knowing the number of school-age children affected by the emergency is essential for accurate planning around supplies. One can start by identifying the number of schools in the area and reviewing available statistics through the education authority or UN agency. There should always be an attempt to spot-check for accuracy through visits to individual schools. In acute emergencies, when schools are not operational, guesswork will be necessary. Often 50 percent of a population experiencing crisis will be children. Of those, half are likely to be of primary school age and approximately a quarter will be in the adolescent age group.

Calculating budgets
Costing for supplies should be determined in the country where procurement will take place. This is likely to involve an afternoon at a local market or in the shops, doing some comparison pricing for buying in large quantities. The table below shows some simple formulas that, after local costing, can determine quantities and funds needed.

Student Supplies: *exercise books, pens, pencils, etc*	Classroom Supplies: *teaching aids, furniture, curriculum materials*	Recreation Supplies: *sports equipment, art materials*	Administrative Supplies: *file folders, staplers, scissors, rubber stamp*

Calculate:
Supply cost for 1 student
x school-age children
	Calculate:
	Supply cost for 1 class
	x <u>school-age children</u>
	   students per class
		Calculate:
		Supply cost for 50 children
		x <u>school-age children</u>
		   groups of 50 children
			Calculate:
			Supply cost for 1 school
			x schools supported

PROCUREMENT AND DISTRIBUTION

Bulk supplies
If at all possible, education supplies should be procured locally. The main exceptions are when supplies are not available in quantities necessary, or local costs are exorbitant. The timely purchase and delivery of supplies is good for credibility – delays will undermine a programme. An initial amount of supplies should be procured immediately when an acute emergency starts. This will assist staff to rapidly begin implementation. In longer-term programmes, supplies will have to be ordered on a regular basis to replenish depleted stocks.

Education Kits
Various education kits have been designed as a response to the general criticism that education response can be relatively slow in emergencies. An education kit is a

package of materials designed to support education for a certain number of children. The kits typically contain basic supplies – such as notebooks, pens, blackboards and chalk. It is possible to prepare kits prior to an acute emergency and have them on hand. UNICEF has designed kits that respond to basic supply needs at the onset of a crisis. UNESCO has also developed an education kit for select countries which focuses on literacy and numeracy and provides basic curricula and teaching aids. Their differences in design are partly due to differing visions of the time line of response in an emergency. The UNICEF kit is for the first three months of an emergency, while the UNESCO kits take a minimum of three months to adapt and distribute.

ADVANTAGES OF KITS	DISADVANTAGES OF KITS
• Pre-assembled kits can be deployed within days of an emergency • Design time is unnecessary, as basic education supplies are generally quite similar from county to country • There is a common 'menu' as to what kits should contain, making theft more difficult • Packaging, ie plastic or metal box, can be used as long-term storage container • For NGOs, kits can be more easily obtained from the UN than money for local purchase of supplies	• Shipment costs higher than local buying • Mistaken assumptions of class size • Many items meant for individual students, difficult to divide when greater number • Ongoing costs of storage, also may be in 'wrong' location for shipment • Short-term impact as supplies will quickly be used and depleted • Discrepancy in quality with local supplies • When local markets are available, their use damages economy and encourages UN to prioritise kit replenishment

Classroom Activity Box
As an alternative to education kits containing basic supplies, the Save the Children programme in Indonesia has developed a classroom activity box. Designed to promote active learning and co-operative group work for children, the classroom activity box provides basic teaching and learning aids that encourage student interaction. Supplies for this kit are chosen according to local availability. The activity box comprises items that are not immediately consumable. As the resource goes to the class group rather than to individual children, it is equitable in distribution.

The activity box challenges traditional classroom contexts in a way provision of student kits does not, by promoting activity-based, co-operative group learning and teaching. All items are durable, locally replaceable, and relate to the curriculum as well as to the *Framework for Learning for Children Affected by Emergencies*[3]. While the kit developed in Indonesia might serve as a model for other programmes, the contents of a classroom activity box are best designed in a country itself.

Criteria for items in box

• Not consumable
• Replaceable locally
• Durable and not easily damaged
• Teachers can use for activities
• Relate to several areas of the basic curriculum

• Can be used in children's games
• Can be adapted for many games
• Children can use spontaneously and creatively
• Teachers can use for activities
• Teachers can add their own items

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[3] The *Framework for Learning* is a tool developed by Save the Children to guide learning content for children in emergencies. See *Learning Content* tool for details.

TOOLS TO USE

- Children can add their own items
- Promote storytelling

Specially developed items in the box include:

Activity cards
Activity cards for each item in the box provide lesson ideas for the teacher and instructions for children suggesting how each item may be used. Activities promote inclusion, collaboration, co-operation, group work, storytelling and creative play. Staff and teachers should be encouraged to create their own activity cards based on ideas they have and accompanied by local items.

Photo sets
A set of 40 photographs of children in different refugee communities in Indonesia has been developed for use in the Indonesia education programmes. Each photograph has discussion questions attached that enable teachers to discuss critical social issues with children. Photos match the key aspects of the *Framework for Learning for Children Affected by Emergencies* (see pg110-121) including safety and survival, individual development and social participation, and learning skills.

Distribution
As teachers may have difficulty in using teaching aids in an interactive way, these should be distributed along with a training programme that includes practice in their use. Distribution of student supplies should be channelled through schools or other community leadership, rather than individually to children. Follow-up checks regarding supplies and their use should be incorporated into monitoring systems. Care should be taken to pay attention to the depletion of supplies, as an emergency situation drags on. It is important to have clarity on the criteria for continuing provision of supplies. Is this a one-time distribution, or will the programme support a school or education activities over a specified period of time?

Education supplies should…

✓ Correspond to the country's culture and local practices in education
✓ Be available for distribution quickly following an emergency event
✓ Include teaching-learning materials, but also address aspects that facilitate children's attendance, eg, clothing, hygiene items
✓ Include lockable storage – either a box or padlock for secure room
✓ Be consistently delivered during a chronic crisis
✓ As much as possible, be procured from local supplies
✓ Encourage participation and active learning of children

Further Reading

Aguilar, Pilar and G Retamal (1998) *Rapid Educational Response in Complex Emergencies: A Discussion Document*, Hamburg, UNESCO International Institute for Education (www.ginie.org*).*

Eversmann, Eric (2000) 'Education Kits in Somalia', a report of Mellon-MIT Inter-University Program on Non-Governmental Organizations and Forced Migration, Cambridge, Massachusetts, Massachusetts Institute of Technology.

INEE Learning Materials Task Group (2001) 'Teaching – Learning Materials for Education in Situations of Emergency and Crisis: an Overview', (www.ineesite.org).

EDUCATION KITS

UNICEF SCHOOL-IN-A-BOX

School–in-a-Box is based on a simple concept: school supplies and materials for up to 80 students (in double-shift classes of 40) plus supplies for the teacher, are delivered in a locked box which can double as a blackboard when coated with special paint included in the kit. Using a locally developed teaching guide and curriculum, teachers can establish makeshift classrooms almost anywhere, thus ensuring the child's right to education.

Teachers' materials:
1 Bag, hand
6 Pen, ball-point, black, red and blue
1 Triangle, chalkboard 30/60/90
1 Triangle, chalkboard 45/90
6 Chalk, white & colours, box/100
2 Book, exercise, A4, 96p
1 Clock, wooden1 Pens, felt-tipped, ass. Colours, PAK/6
2 Marker, flip chart, colours, PAK/41 Scissors
1 Tape measure, 5m
2 Paint, chalkboard, black
1 Brush, paint, for chalkboard, 75mm
1 Box, metal, lockable for storage
1 Set of 3 posters, laminated paper
------------ 1 Poster, multiplication table
------------ 1 Poster, number table
------------ 1 Poster, alphabet table
1 Compass
1 Ruler in both inches and centimetres
1 Set of plastic covered wooden cubes
2 Register book A5, hardbacked
Duster/wiper for chalkboard

Students' materials:
48 Crayon, box/8120 Eraser, soft
100 Book, exercise, A5, square, 48p100 Book, exercise A5, ruled, 48p
96 Pencil sharpener
144 Pencil for slates
144 Pencil, HB
80 Bag, carrier
10 Ruler, plastic, 30 cm, set/1040 Scissors, child
40 Slate, students A4 (210X297mm)

For 80 students

Cost: Approximately US$300

All components are supplied ready-packed in the aluminium or lightweight metal, lockable, stackable storage box.

UNICEF RECREATION KIT

UNICEF distributes recreation kits to facilitate children's play activities. Meant to encourage team sports, the number of children reached by the equipment is somewhat flexible. The kit's contents are relatively generic; however, in certain cultural contexts it may be appropriate to include items that link closely with local traditions of play.

Teachers' materials:
3 Book, exercise, A4, 96p12 Pen, ball-point, black
1 Chalk, powdered, box
2 Handball, senior, synthetic leather3 Handball, junior, synthetic leather
2 Whistle, referees, non-metallic
2 Inflating kit for balls
1 Tape measure, 5m length2 Slate, students, A4
3 Chalk, white, box/1001 Bag, hand
1 T-shirt, UNICEF, cotton, large1 Cap, UN, baseball, blue, cotton

Students' materials:
1 Tabards, red nylon mesh, set of 202 Skittle, wooden, set of 9, w/2 balls, wooden
2 Volleyball, professional model1 Volleyball net, 9.5x1m, w/o posts2 Football, round, junior, synthetic leather5 Ball, sponge rubber, 60–80 mm diameter
6 Picket with flag
1 Box, metal, lockable for storage

Packaging and labelling:
All components are supplied ready-packed in a metal storage box.

TEACHER EMERGENCY PACKAGE (TEP)

The TEP was conceived as part of UNESCO-PEER (Programme for Education in Emergencies and Reconstruction). It was developed for Somalia in 1993, extended to refugee camps in Djibouti, Yemen, Kenya and Ethiopia, and in 1994 translated and adapted to Rwanda and the refugee camps in Tanzania, for implementation by UNICEF and UNESCO-PEER. The Norwegian Refugee Council has now become a partner in developing and using TEP in several countries.

TEP concept:
The TEP is based on child-centred, participatory methodology:
- the original programme was set at six months, although this has been extended in some cases
- the teacher training programme was envisaged for at least two weeks
- each kit was made up for 50 children and two teachers

A teacher's guide introduces pedagogical methods of teaching basic literacy and numeracy in the country's official language:
- presents model lessons
- includes cultural, civic, health and environmental themes

The TEP kit consists of:
- a metal box of materials, equipped with padlock and handles
- for the pupils: slates and chalk, exercise books and pencils
- for the teachers: duffel bags, blackboard paint and brush, ledgers and pens
- teaching aids: number charts, letter cards and clock faces

Each kit costs US$200.

SC UK INDONESIA CLASSROOM ACTIVITY BOX

The classroom activity box has been developed for use in Save the Children Indonesia's education programmes. It was developed on the basis that learning activities do not necessarily require children to have pencils and exercise books. It contains basic items that teachers can use to develop learning activities for children. The box costs approximately US$90 with an ideal distribution ratio of one per thirty children or one per classroom. The boxes are given to teachers as part of a training workshop on child-centred and active teaching-learning, which also introduces the *Framework for Learning for Children Affected by Emergencies* outlined elsewhere in these tools.

Plastic box with wheels and lid	6 balls of coloured string
500 Coloured beads/local materials (seeds, shells)	12 large bulldog clips
1,000 Satay sticks	6 plastic envelopes (folder size)
Blank flash cards	Large sheet of white plastic
Printed alphabet flash cards	2 sets picture cards (playing card size)
Printed numeral flash cards, 0–100	Ream of coloured paper A4
Vinyl sheet	3 coloured marker pens, colours, erasable
Rope 10 metres	Atlas
Rope 3 metres	3 picture charts (reptiles, birds, houses)
Set of 3 containers with lids	12 small bulldog clips
6 pairs small, blunt-nose scissors	2 pair dice
2 pairs brown socks	Template

13. SAFE SPACES

Attached Tools: Sample Teacher Workshop: Large Class Size, Sports Fields Measurements

In order to engage in structured learning, children need a place to do so. This often brings images of a school, but a building is not enough on its own. It is essential that schools are safe places to learn, where all children feel welcome. In conflict situations, schools may be targeted outright as they serve as gathering points in the community and training grounds for future community leadership. In natural disasters, when earthquakes, floods or cyclones occur, schools are as likely to be destroyed as all the surrounding community. In both contexts, schools may be unsafe because of their surroundings, lack of facilities, or the behaviour of teachers.

What do we mean by safe spaces?

q   Designated area for children's education and recreation activities
q   Often includes an existing school building, in need of rehabilitation
q   Secure from harm – cleared of landmines, far from busy roads, not remote
q   Adequate facilities – recreation field, clean water, separate latrines
q   Address needs of the whole child, including food and health
q   Ensure that curricula supports peace and that discipline is child-friendly

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Where will education take place?
It is possible to learn anywhere and in any environment. Structured education activities, however, require a safe space for groups of children to gather. Whether in the midst of or following a crisis, identifying and securing a place is one of the first steps toward establishing education opportunities for children. When conventional school buildings are not available, learning can take place:

- Under trees, with locally made benches and tarpaulins
- In a tent, generally used in refugee or IDP camps
- In community buildings, such as churches or assembly halls
- In locally constructed huts, when building materials are available
- By sharing existing schools, typically through a shift system

At the onset of an acute emergency, it is essential to know where schools were operating prior to the crisis. This information can be gathered through the ministry of education or a UN agency. If not available, an assessment – often done jointly with other agencies – can quickly identify school locations. In large-scale displacements, a common refuge is within the school. Families move in with no other options, but this leaves a community without a place for education. Efforts should be immediately made to identify alternative shelter so that the school returns to use as a school.

Child-friendly Space (CFS)
To promote the idea of a safe space, as well as an integrated approach to child services, UNICEF has developed what is known as 'child-friendly spaces'. It focuses on establishing spaces during an emergency where children can have access to education, clean water and health facilities together. Originally tried in Albania, 'child-friendly space' included a minimum of four tented spaces for pre-primary and lower primary classes, three similar spaces for upper primary classes, a play area, a well baby area, a water point, and a small women and children's 'adult' area. Schools and other education alternatives are a core part of this approach. CFS has now been tried in Albania, Kosovo, El Salvador, Turkey and East Timor.

THE SCHOOL BUILDING

When planning to support education following an acute emergency, one of the first options considered is reconstruction of schools. Their destruction can be a devastating blow to the morale of a community. When not completely destroyed, school parts are often looted – roofs, doors or windows. Alone, a new school building does little to improve education opportunities for children; however, coupled with a response that addresses the quality of learning and increases access to education, rebuilding a school can be a valuable input. Children should have access to a building with a sound structure. The locations listed above – under a tree, in a tent, in churches or halls, in local huts, in shared schools – are all less than ideal learning environments. Buildings used for a dual purpose are often 'on loan', and may be reclaimed unexpectedly. Efforts should be made as soon as possible to establish a building whose sole purpose is the education of children.

Community Responsibility

When rebuilding schools, communities should take on significant responsibility. If school committees are in place, they are the logical group to take on the project. Women and youth groups can also play a role. Responsibilities of the community can range from provision of labour, contribution of local materials, paying a one-off donation, feeding the workers, or management of the building site. The community should take on long-term responsibility for maintenance of the school and surrounding environment, as well as school security. Note, however, that a community's involvement in a school is not exclusive to the building itself.

Classrooms

Classrooms should be built to the standards of the local community and use local materials as much as possible – mud walls or bricks, thatch, bamboo, etc. If a large-scale shelter programme is in place, plastic sheeting can be an interim measure with cement floors and metal roofs added. All construction should keep the local climate in mind and allow for lighting, ventilation, and, if necessary, heating. As much as possible, new classrooms should be accessible to children with mobility difficulties. Projects should always include funds for an engineer to manage school reconstruction. It is not realistic either for education staff or a community themselves to be fully aware of building standards or the issues involved in construction.

Specification for a Mobile Tent School [1]

In refugee and IDP camps there are no previous structures and buildings available, meaning prefabricated tents and plastic sheeting are common responses. Advantages to tent schools are that they can be rapidly set up and can be stockpiled and re-used.

- Framework: aluminium hollow pipes (1.6m sections) joined by elbow connectors
- Canopy: single piece domed or rectangular construction
- Water-resistant polyvinyl chloride (PVC) in red, green, blue or yellow
- Walls: free-hanging membrane in white PVC welded to canopy, with four transparent windows and a door
- Floor: wood slats or PVC with eyelets and pegs

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[1] Adapted from Aguilar, Pilar and G Retamal, *Rapid Educational Response in Complex Emergencies: A Discussion Document*, Hamburg, UNESCO International Institute for Education, 1998.

Cost estimate (1997): US$6,500 per unit (including shipping and insurance to destination)

Furniture
Use of furniture, both in and out of the classroom, varies from culture to culture. What is common is that students do need some type of simple, clean seating. This initially may be locally made mats or a tarpaulin spread on the floor. Seats and desks according to age group can follow, again preferably locally made according to local practice. Teachers need a table and chair as soon as possible. There is also a need for lockable cupboards and shelves. Emphasising the local manufacture of furniture can support carpenters in the community or could be a contract set up with a vocational school. There should never be a large-scale need for imported chairs and tables as part of an education response to emergencies.

Drinking Water
Clean and safe drinking water must be available to all children at any school or education site. This is equally important in both hot and cool climates, as problems of dehydration and health risk occur in both. Depending on the local context, water may be supplied through a local water supply, a school well, or tanks or other containers brought in from outside. If water is stored on-site, it should be regularly chlorinated to ensure safety. When a water tap is not in use, a ladle should be available for children to draw water to pour into their cups. Children must be taught the basics of sanitation and the ways that disease may spread through improper handling of water.

Latrines
The availability of and use of latrines prevents the spread of disease. Latrines should be separate for girls and boys, and, if resources allow, separate for teachers as well. It is generally accepted that 1 latrine is needed for every 40 children. They should be located close enough to the school to ensure safety, yet with enough space to allow for privacy, especially for girls' latrines. Latrines should be regularly cleaned to encourage their continued use and so they do not become breeding grounds for flies. Water and soap should be available to wash hands immediately after using the latrine. Involvement of engineers or others in the water-sanitation sector is important during construction so that latrines meet local standards and are as safe as possible.

AROUND THE SCHOOL

Routes to and from school
It should be ensured that children's routes to and from a school are secure. Children must not be put in greater physical danger by attending school than by staying at home. Girls are especially at risk – both of the real danger of sexual assault and the exaggerated fears of a protective parent who keeps them confined in the home. Because a child's physical safety is of prime importance, parents can justify keeping children home if their risk increases on the journey. If it is found that this is a concern, the following strategies could be tried:

- Children arrange to use the buddy system, never walking alone
- Parent volunteers serve as escorts for groups of children
- Community organises transportation for children from particular areas
- Satellite classrooms are set up in distant communities

Landmines

Landmines are a big problem in most countries that have experienced war or political instability. In countries like Angola, Bosnia, Cambodia, Afghanistan and Mozambique, both mines and unexploded ordinance (UXOs) have been overtly used as a weapon of war, with civilians as the main target. There is always a risk that mines have been laid in or around a school. Before education activities can begin, professionally trained groups or peacekeepers must clear the building and surroundings.

Landmine Awareness

Landmine awareness is about survival – of both children and their families. Education of children is part of a response, but is effective only when connected with both de-mining efforts and integrated programmes to support landmine survivors. As all situations are different, an education programme should be designed based on an analysis of the magnitude of the problem, the location of mines, and the current response of the community. Mine awareness should emphasise repetition: messages have to be repeated again and again in class, in recreation activities, on posters and billboards, and on radio and television. In teaching, models should be shown but not touched. Teachers should never show actual mines or go deeply into the technicalities of how mines operate.

Messages for children should be age-appropriate. Sample messages for three to seven year olds include:[2]

- Stay in safe areas
- Ask an adult for the safe path
- Stay on the safe path
- Recognise warning signs
- Don't touch
- Choose safe targets (if throwing stones)
- In a minefield, wait for help

Sanitation

To provide children with a safe and sanitary environment, areas around the school should be kept clean and orderly. Stagnating water on the playground area or close to the school should be drained. These areas, untreated, serve as breeding grounds for mosquitoes, which spread diseases such as malaria and dengue fever. There should be clearly marked bins as a place to dispose of rubbish. If there is no operational waste management service, rubbish pits, where rubbish can be burned or covered, can be used. Regular clean-up days could be organised to involve children in keeping their environment tidy. An effort to raise children's awareness regarding cleanliness can eventually have an impact on the wider community, as children begin to educate their families regarding sanitation.

Recreation Space

A large open space should also be identified near to the school area. This area can be used for sports and recreation, as well as school assemblies. The community as a whole, in addition to student groups, often uses recreation areas near schools. The area should be designed for games commonly played in the culture. Football (or soccer) and volleyball are two of the most popular internationally. Girls should be able to participate in these games, or have their own. In some locations, school playgrounds are also important for children's recreation. Swings, slides, see-saws and other playground equipment can facilitate play, especially for younger children.

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[2] Messages for other groups are also outlined in Save the Children, *Mines – Beware! Starting to teach children safe behaviour,* Sweden, Rädda Barnen, 1999.

Any contributions to recreation equipment should be in line with that of surrounding communities, and with the availability of similar equipment prior to the crisis.

IN THE SCHOOL

Food for Education
Malnutrition is a contributing factor to children not attending school. Others attend, but lack the energy to learn and are unable to concentrate. If properly administered, food for education has the potential to increase school attendance, and may improve children's nutritional status and academic performance.

School Feeding[3]
In emergency situations, food aid is sometimes provided to communities through school feeding. Two common models are in-school feeding and take-home rations:

- In-school feeding is characterised by distribution of a meal. This is typically in the form of wet rations, which are prepared at the school.
- Take-home rations are basic food items such as rice or vegetable oil. These are distributed to families in exchange for attendance (this strategy is particularly being tried with girls).

There are a number of potential problems with school feeding, especially in the long-term. Many programmes are unable to achieve either their nutritional or educational objectives. When nutrition is the aim, a concern is that food distributed in schools does not necessarily reach out-of-school children, a group more likely to be malnourished than those in school. When education is the aim, there is no evidence that school feeding affects quality or influences attendance beyond the project period, although it may increase attendance in the short term.

Food-Assisted Education
An alternative to school feeding are food-assisted education programmes. These are in use where straight school feeding is inappropriate.[4]

- Food for Work can be offered through school committees to improve school classrooms, kitchens and latrines, or drinking water sources.
- Food can support teacher training (eg during a two-week workshop).
- Food can be provided as an incentive to teachers to show up at school regularly, on time, or use new teaching methodologies in the classroom.
- Food can be provided as grants (commodity grants) for school committees to monetise and fund small school improvement projects.

Health Promotion and Care

Issues of health have an immediate impact in creating a safer environment for children to live in – both in the school itself and at home. In-school or accessible health services, such as immunisations, can save children's lives. Health education

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[3] For more details see SC UK (2002) *Technical Paper: School Feeding Programmes,* Save the Children.

[4] Adapted from Nazaire, Jennifer (2000) *Selected Targeting and Design Guidelines for School Feeding and Other Food-Assisted Education Programs,* Catholic Relief Services.

can give children the information to save their own lives. Messages should be age-appropriate, and can be communicated both by teachers and by children themselves. A method called child-to-child, which focuses on peer education, is widely recognised as one of the most effective ways of promoting healthy habits among children. The following priority health themes have been identified to address with children.

Priority Health Themes[5]

Hygiene and Sanitation
- Personal hygiene including care of body, teeth and skin
- Community hygiene, including environmental protection
- Diarrhoea prevention and management
- Worms and parasites

Nutrition
- Good food and nutrition practices
- Breastfeeding
- Food hygiene and safety

Growth and Development
- Growth and development of babies and young children

- Growing and changing through puberty, including sexual awareness
- Safe motherhood, timing births

Serious Communicable Diseases
- Immunisation against 'killer diseases' of babies and young children
- Insect-borne diseases, especially malaria
- Coughs, colds, pneumonia, tuberculosis

Safety and Safe Lifestyles
- Prevention of AIDS and STDs
- Preventing accidents including home and road safety and first aid
- Prevention of substance abuse, including alcohol and tobacco addiction

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Walls and Decor

Charts and other learning aids on the classroom walls enhance learning and arouse curiosity, while helping teachers to use interactive learning. There are three methods of making charts and other visual aids for the classroom walls – painting directly on the classroom walls, using stencils, or colouring on heavy paper which is then taped to the walls. These should all be placed on the lower part of the wall, at children's eye-level. Students' work can also be displayed on the walls, giving children a sense of pride in what they have done. Some ideas for wall designs include:

- Number chart (1–100)
- Alphabet chart
- Parts of the body
- Health & hygiene messages

- Common foods
- Basic shapes
- Colour wheel
- Clock face

- Country and world map
- Environmental messages
- Domestic animals

IN THE CLASSROOM

Creating a safe space for children to be in and to learn in in the classroom is equally important as creating that space on the outside. Violence in a society is often reflected in the classroom. This may be found both in the politicisation of what is taught, and in the way in which a teacher controls the students. The presence of military personnel and a culture of intimidation will also affect a classroom, whether they are directly present or not.

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[5] Hawes, Hugh (ed) *Health Promotion in our Schools,* London, Child-to-Child Trust, 1997.

Politicisation

Education, by its very nature, is based on cultural values. When those values include norms of inequity and discrimination, they are often passed from teacher to student. A one-sided view of history or a certain event may be put forth in curricula and books. While content of curriculum matters, so does process. Lessons focused on building peace, but which are delivered within fundamentally intolerant education structures, cancel out much potential positive impact.

Some of the ways that education can be politically negative include:[6]

- The uneven distribution of education as a means of creating or preserving positions of economic, social and political privilege
- Education as a weapon in cultural repression
- Denial of education as weapon of war
- Education as a means of manipulating history for political purposes

- Education serving to diminish self-worth and encourage hate
- Segregation as a means of ensuring inequality, inferiority and stereotypes
- The role of textbooks in inhibiting students from dealing with conflict constructively

While addressing these deep-rooted issues is difficult in the midst of a crisis, it may be that small changes become possible in such times. Actions on a local level could include bringing different ethnic groups of children together for sport or cultural events, teacher training on active learning as a means to encourage participation, or classes on conflict resolution skills for children. Larger-scale actions may involve review of textbooks for biased messages, institutionalising human rights education within the curricula, and advocacy on access or discrimination issues.

Discipline

Children in many contexts describe their poor school experience in terms of teachers failing to respect children – using harsh language and, ultimately, physical violence, against them. Physical punishment may be triggered by many factors – overcrowded classrooms taught by untrained, overworked or underpaid teachers venting their feelings of inadequacy and their frustrations on pupils. The reality of corporal punishment is that it is ineffective, impedes learning, and causes physical and psychological injury. A conflict or disaster just makes the effects of physical punishment all that worse. In identifying new ways of disciplining, several points should be emphasised:

- Giving up corporal punishment does not mean giving up discipline: children need clear limits and guidance on what is right and what is wrong.
- In identifying alternatives, the focus should be to adopt a different approach that affirms children's good behaviour rather than punishing their bad.
- Children should be involved in establishing rules and determining consequences for breaking those rules.

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[6] Bush, Kenneth D and D Saltarelli, 'The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children', Florence, UNICEF Innocenti Research Centre, 2000.

> **Safe spaces for learning should…**
>
> Be established as soon as possible following a crisis
> Involve rebuilding of schools only when coupled with quality initiatives
> Immediately identify alternatives when displaced people are housed in schools
> After initial inputs, largely be the responsibility of the community
> Address food, health and environmental needs, and children's need to play
> Make the process of learning safe for children

FURTHER READING

Bergeron, G and J Del Rosso (2001) 'Food for Education Indicator Guide', Food and Nutrition Technical Assistance Project, Washington DC, Academy for Educational Development.

Bush, Kenneth D and D Saltarelli (2001) 'The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children', Florence, UNICEF Innocenti Research Centre.

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UNICEF (2001) *Focusing Resources on Effective School Health: a FRESH start to enhancing the quality and equity of education*, New York, UNICEF.

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World Food Programme (2001) 'School Feeding Works for Girls' Education', Rome, (www.wfp.org).

SAMPLE TEACHER WORKSHOP: LARGE CLASS SIZE

Because emergencies displace children, destroy buildings, and stop some teachers from teaching, classes that do run are often overflowing with students. While an ideal class size is around 30 children, it is not unheard of to have three times that number in class. This can make learning an unpleasant – or impossible – experience for children.

Participants:	15 primary school classroom teachers
Time frame:	One day, part of in-service training series
Location:	Primary school classroom and recreation ground
Materials:	Ball, food ingredients, flipchart, markers, pens, blank paper

Objective: Teachers will learn basic strategies to cope with large student numbers in class

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9:00   INTRODUCTIONS, *including workshop purpose and schedule*

Ball toss (15 mins) *Participants stand in a circle. One teacher holds the ball and says, 'my name is Xxxxx, and I will throw the ball to….'. As they speak, they throw the ball, the next person catches it, and they add their name. This continues until everyone has caught the ball and said their name. Then participants repeat the pattern, this time saying the next person's name first. Ask the group to go faster and faster. Once this is mastered, reverse the pattern.*

9:30   WHAT ARE LARGE CLASSES LIKE?

What are the challenges and opportunities? (30 mins) *Participants reflect on their own experience (as teachers and learners) to identify problems and advantages of large classes.*
- *Challenges – different ages, needs, abilities and past learning experiences*
- *Opportunities – children develop independent and co-operative learning skills*

10:00   HOW DO CHILDREN LEARN?

'Cooking' exercise (45 mins) *Introduce child-centred and active learning approaches. To illustrate the difference, one simple idea is to 'teach' the group to make a sandwich, or a local dish. First teach by rote learning, asking participants to listen and repeat the process used to make the food. Next, ask several members to take the ingredients you provide. Guide them through the actual process of making the food. Discuss the learning differences, focusing on:*
- *the role of the child – active learning through exploration*
- *the role of the teacher in facilitating this process.*

BREAK *(15 mins)*

11:00   STRATEGIES

Idea brainstorm (60 mins) *Participants brainstorm for strategies that they use when teaching large numbers of students at once. Choose three of the ideas for small groups to explore in further depth and then report back on to the large group. Some ideas that may be interesting are:*
- *Individual and Group Work – Participants identify activities appropriate for the following groupings: individual work, small groups, whole class*
- *Arranging the classroom – Participants plan alternative layouts which include areas where children can work independently, in small groups and all together*
- *Involving community – How can families support children's learning in the classroom and at home? What are obstacles to involving community? How might they be overcome?*

Teaching-learning resources (30 mins) *What resources are available? Give examples, showing their use for different activities. Ask participants for suggestions and discuss the following:*

- *Making resources from recycled materials*
- *Using the local environment in teaching and learning activities*
- *Creating and managing a learning centre for independent study*
- *Involving children and parents in making and managing resources*

12:30   LUNCH *(60 mins)*

13:30   WORKING WITH CHILDREN

Using games (30 mins) *Go outside and play a large group game from the local culture. Talk with participants about what children might learn from the game. Ask them to make a list of other large group games that could be used to help children learn and keep them occupied.*

Managing behaviour (30 mins) *Introduce the following techniques through asking three groups to perform role-plays. Participants should share their own experiences as well.*

- *Positive behaviour management such as positive feedback, star chart, etc*
- *Involving children in agreeing and upholding class rules*
- *Involving children in arranging the classroom, developing resources, choosing activities*

Inclusion (15 mins) *Participants consider the following questions: Who might the excluded groups be in your class? What are the obstacles to their inclusion in a large class? How can the environment be adapted to become more inclusive?*

BREAK *(15 mins)*

15:00   GETTING ORGANISED

Planning for large classes (60 mins) *Participants work together to devise lesson plans for a large class for either a day or full week of teaching, depending on time available.*

- *What are the learning aims for different groups in the class?*
- *What activities will be used for individuals, a small group, the whole class?*
- *Will students have a balance of activities guided by teacher and peer support each day?*
- *Will the teacher be able to observe each child at some point during the day or week?*

16:00–16:30   CLOSING

Wrap-up (30 mins) *Share the tips below for large classes. Ask participants to add to the list, based on today's discussions. Everyone should also fill out an evaluation form before leaving.*

Tips on How to Manage a Large Class[7]

1. When teaching a new or difficult skill, teach the class in groups of 15−20, instead of trying to teach the whole class at once.
2. Assign pupils to small groups of 5−7 and give them simple tasks or projects to do together.
3. Train all the pupils in how to lead a group. Give everyone the chance to be group leader.
4. When groups are working on assignments together, have them sit in a circle.
5. Match more advanced students with those who need help, asking them to mentor the other.
6. Play large group games with children that can teach them basic skills.
7. Establish simple rules of acceptable behaviour for everybody to observe.

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[7] Adapted from Pasigna, Aida L, *Tips on How to Manage a Large Class,* Improving Educational Quality Project, Institute for International Research, Inc, 1997

8. *Train students to complete class chores as part of the daily routine.*

SPORTS FIELDS MEASUREMENT

Football Pitch

A good level grass field is necessary for the game. The playing field measures 110m by 75m at its maximum and 100m by 64m at its minimum. The goal is 7.32m wide by 2.44m high. The corner flags are 1.5m tall with the corner radius line measuring 91cm.
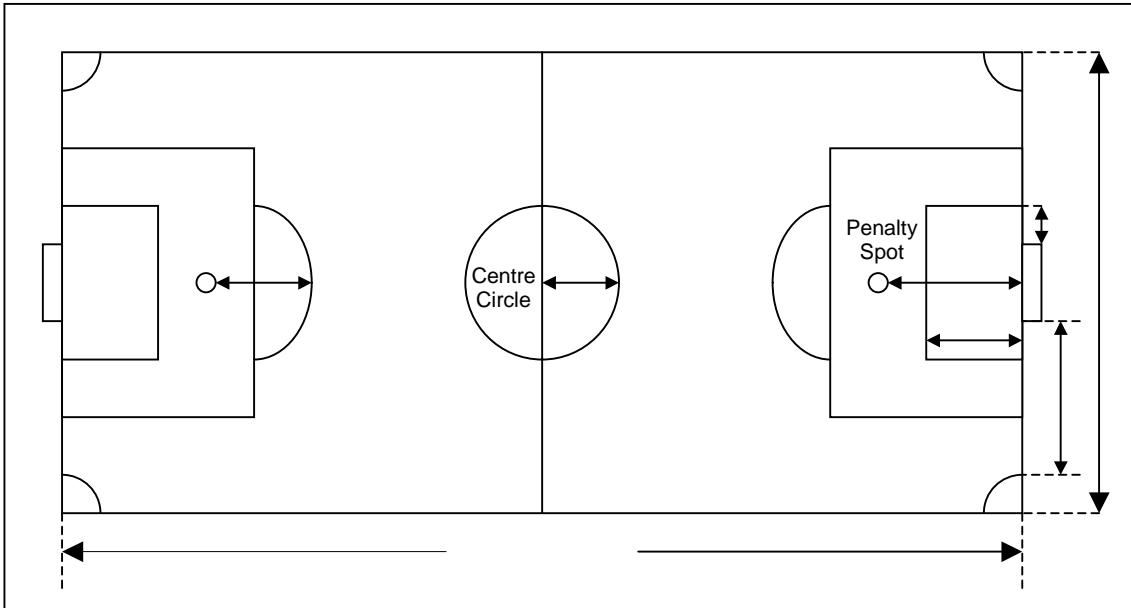
Volleyball Court

A volleyball court can be made of sand, earth or grass. The playing surface is 18m long by 9m wide. These lines should be at least 3m from all obstructions. A line is drawn across the centre separating the two courts, where the net is also hung. It is made of square black mesh, with a double thickness of white canvas, 5cm wide, stitched across the top. A flexible cable passes inside the band of the canvas and stretches the upper edge of the net; it is essential that the net is taut. In each court, an 'attack line' is drawn 3m from the centre line.
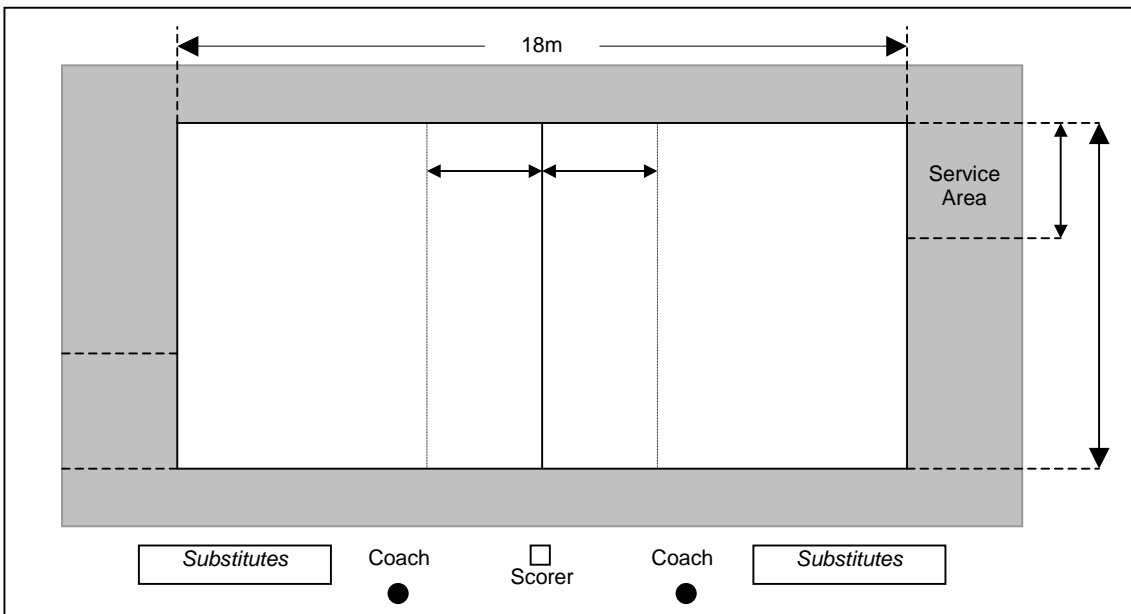
14. TEACHER TRAINING

Attached Tool: Basic Workshop Format, Sample Teacher Workshop: Active Learning

Teachers are the single most important shapers of student learning – a child's educational experience is dependent on teachers' knowledge and abilities. Emergencies place new and different kinds of demands on children, their communities and education systems as a whole. Training and support can help teachers respond to these pressures, cope with increased responsibilities, and ultimately see both themselves and their surroundings as a resource.

Why might you train teachers?

To increase education provision by:
❑ Filling a shortage of available trained teachers

To improve education quality by:
❑ Introducing relevant curricula to help children cope with the crisis
❑ Promoting new, effective ways of teaching and learning
❑ Increasing awareness of the impact of the emergency on children

To promote peace and facilitate restoration by:
❑ Developing peace skills such as negotiation
❑ Building confidence and morale among teachers and students

HOW IS TEACHER TRAINING DIFFERENT IN EMERGENCIES?

Regardless of circumstance, good education is good education. The same is true of teaching – skills important for good teaching will still support good teaching during a crisis. However, emergencies affect children in ways that teachers may not have seen. Teachers need to be prepared for these new needs, which often means expanding teaching skills beyond traditional methods. Workshops and other supports give opportunities for new and old teachers alike to gain fresh knowledge, strengthen skills, and practise new teaching methods.

Who is trained?
- *Qualified teachers* can usually be found among affected populations. These professionals will need to refocus teaching in response to new needs of children.
- When teachers are not available, *educated community members* may volunteer to be teachers. They will need support in basic teaching and learning techniques.
- *Youth* can be peer educators or youth leaders, particularly in out-of-school education. Training in their role is important, as well as in teaching and learning skills.
- *Head or mentor teachers* will need training to better support and strengthen the work of other teachers. Sometimes this group may serve as trainers as well.

Time frame
During emergencies, there is a need for clear inputs within short periods of time. Traditional teacher training formats are seldom appropriate, as they typically last several years and do not focus on learning content essential in emergencies. When the time is limited, even a several-day workshop can begin to introduce certain key

concepts. In chronic crisis situations, there will be a need for extended training, often interspersed with mentoring and school support visits.

Forms of training

When deciding how training should be delivered, and over what period, the following options are possibilities to consider:

- Introductory course for new teachers or volunteers, followed by mentoring
- In-service workshops for experienced teachers on specialised topics
- Training 'master-teachers' to mentor or train other teachers
- Mobile teacher trainers who support clusters of schools
- Workshops supporting youth to take on role of peer educator or youth leader

These initiatives will not prepare teachers in the same way that a university course or teacher training college would, but in times of emergency the priority rests on flexibility and responsiveness.

WHAT SHOULD TEACHER TRAINING INCLUDE?

Workshops and support should focus on expanding learning content, strengthening instructional methods, and building general awareness of children's needs related to the emergency. All training should include an element addressing child protection and the responsibilities of teachers. Training should not overwhelm, but instead selectively address topics that are immediately useful to teachers at that time. The language of instruction should be one in which all participants can communicate.

Content

Where possible, the local curriculum should be used and training planned within that framework. Often, teacher workshops will need to focus on urgent issues not addressed by the existing curriculum. These areas can be incorporated into current subjects or taught separately. Both methods have challenges: integrating content into existing subjects is difficult for those used to teaching through lecture; finding time for additional subjects may be near impossible in a full classroom schedule.

Training Topics: Ideas on Content

The *Framework for Learning* (see *Learning Content* Tool) for children affected by emergencies is an overview of essential learning content for children in crisis situations. It can be used as a source of ideas for classroom content and a tool to augment the local curriculum. The framework offers three sets of topics, which can also be used in training.

❖ **Learning to Live where you Live**
These are *life skills* that help children to safely and productively participate in communities. Topics may include safety measures such as landmine awareness, environmental issues, vocational skills, health promotion including hygiene and HIV/AIDS education, understanding of conflict and diversity, and parenting skills.

❖ **Learning to Be**
These are *social* and *developmental* skills to help children to develop resilience, competence and a sense of belonging. Topics may include communication, peace education, conflict resolution, civic responsibility, child/human rights, psychosocial well-being, recreation and play, moral or spiritual education, physical development, and cultural identity and language.

❖ **Learning to Learn**
These skills are meant to help children to continue developing basic *academic competencies*. Topics may include literacy, numeracy, world learning, science, history and geography.

Methodology

Training in emergencies can introduce teachers to new teaching-learning methods. Children learn better through methods that are child-centred and active. These techniques are particularly important in emergencies where the messages and skills taught in school may be life saving, while the time children spend there may be reduced. For those teaching for the first time, these new concepts will need strong introduction and ongoing support. For those who have taught before, in-service workshops can offer means to improve pedagogic skills or gain added qualifications.

Training Topics: Ideas about Methodology

❖ **Child-centred learning**
Key concept: A shift from content-based learning (teacher-centred) to competency-based learning (child-centred) better addresses the educational needs of the whole child.

❖ **Active learning**
Key concept: Children pay more attention and learn better through participation and doing things than solely through more traditional teaching styles such as lecture or repetition.

❖ **Classroom management**
Key concept: The school environment should be based on respect for the child and support for each other – group work can help children learn together and not just from the teacher.

❖ **Lesson planning**
Key concept: Lesson plans guide teachers in what they plan to teach and how it will be taught. Basic plans include a learning objective, activity(s), materials, and time needed.

❖ **Use of teaching and learning aids**
Key concept: Teaching and learning aids – primarily drawn from local materials – are effective tools for promoting child-centred and active learning among students.

Awareness

Education takes on an increased importance in the lives of children during times of crisis, and can serve as a secure place where hope for the future is nurtured. In order to achieve these aims, teachers must have an increased awareness of children's

lives outside school and understand the great influence school has on students' experience in life. An increased attentiveness to the needs of children means that teachers can play a role in identifying children at risk of recruitment to the armed forces, for sexual exploitation, or experiencing abuse.

Training Topics: Ideas for Building Awareness

❖ **Inclusive education**
Key concept: Because all children have a right to education, teachers are obliged to make a special effort to reach those traditionally excluded – girls, disabled children, those from minority ethnic communities , etc.

❖ **Discipline in the classroom**
Key concept: Physical punishment, using violent means or embarrassing children, reinforces a violent society and perpetuates cycles of disrespect and hate.

❖ **Involving parents in a child's learning**
Key concept: It is essential for parents to actively contribute to children's learning, both at home and by periodically assisting in the classroom.

❖ **Role of a teacher**
Key concept: Essential qualities of a good teacher include respecting children as individuals, letting students know what is expected, and helping students to practise and learn from mistakes.

STEPS IN CARRYING OUT TRAINING

The following steps can be followed in planning effective training for teachers:
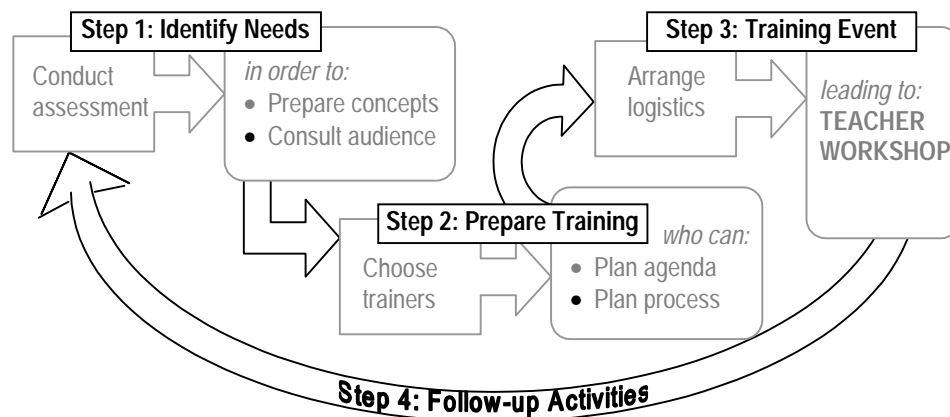
Step 1: Identify Needs

- *Conduct assessment* An assessment of teachers' skill levels and experience is important in identifying immediate and long-term training needs. Assessments should also explore gaps in curricula and weakness in teaching methodologies.

- *Prepare concepts and consult* Background concepts should be laid out to discuss planned teacher training with stakeholders. Teacher training should be negotiated with education authorities to gain their support. Following that, teachers need to be selected and sensitised regarding what will be taught in the workshop.

Principals and school supervisors should be included among the participants so that school leadership is aware of what was taught.

Step 2: Prepare the Training

- *Choose the trainers* Trainers, both those from the affected community and others, should have the following experience: training teachers using child-centred learning, experience in emergency situations, demonstrated communication and facilitation skills, and language skills or adept use of an interpreter.

- *Plan agenda and process* Teacher training might include sessions on learning content, methodologies of teaching, or specific crisis-related topics. Learning should be participatory to maximise teachers' learning and expose them to child-centred approaches. Teacher training should model the messages it is trying to convey, often requiring guidance from an experienced trainer.

Step 3: Training Event

- *Arrange logistics* The length and location of training should be adapted according to local needs. It is best to hold workshops in schools rather than hotels or other venues, as this puts learning in context. Costs will include transportation of teachers and lunches. Do not provide per diems unless absolutely necessary.

- *Hold teacher workshop* Hold the teacher workshop according to plan. Keep accurate records of schools and teachers attending. Make certain to note any changes to the agenda. Each event should have an evaluation at its close.

Step 4: Follow-up Activities

This should include some type of follow-up in schools to find out how teachers have used their learning in the classroom, give support in tackling problems, and provide an opportunity for teachers to feed back ideas. Two questions are key: (1) Have teachers absorbed the messages of the training, and are they practising in the classroom?, and (2) Is the education delivered after training more responsive to children's needs? A certificate should also be offered with information on the training, dates of instruction, and subjects covered in detail. Ideally education authorities will issue these. Individual recognition of qualifications is especially important in emergencies when records may be lost.

Training for teachers in emergencies should…

- ✓ Be provided early on in any education programme
- ✓ Be planned and delivered together with new supplies and curricula
- ✓ Be based on emergency-related needs and linked to the local curriculum
- ✓ Promote child-centred and active learning methods
- ✓ Be delivered by trainers who have a good understanding of local needs
- ✓ Include follow-up activities such as school support and accreditation

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Further Reading

Gardner, Howard (1993) *Multiple Intelligences: The theory in practice*, New York, BasicBooks.

Norwegian Refugee Council (2000) *Teacher Emergency Package: Trainer's support manual*, Oslo, Norwegian Refugee Council.

Richman, Naomi (1991) *Helping Children in Difficult Circumstances: A teachers' manual*, London, Save the Children.

Sesan, Barry (1996) *The Spark Handbook: A guide for teachers in Zambia's community schools*, Zambia, UNICEF and Ministry of Education.

UNESCO-PEER, *Be a Better Teacher*, Nairobi, undated.

BASIC WORKSHOP FORMAT

In emergency situations, individuals new to an organisation are often asked to take a lead role in delivering training. The concepts they are meant to introduce are often new to them. Trainers may have limited experience facilitating large groups in a workshop setting.

Laying out a format that can be followed for every workshop provides a structure for those new to facilitation. As trainers take increasing responsibility for planning their own events, this can inspire some degree of confidence. A template to use in planning training is outlined here. When workshops are over several hours long, this format should be repeated several times using a number of key messages and a variety of activities.

Planning

	TITLE OF WORKSHOP
Participants:	*Numbers attending and positions held*
Time frame:	*Number of hours/days, whether a one-off event or part of series*
Location:	*Where the workshop will occur and facility needs*
Materials:	*A list of materials needed to run the event*
Objective:	*The knowledge and skills to be gained by participants by workshop end*

Workshop Content

Key Message:	*What will be learned by the end of the workshop*
Issues:	*What makes us think the key message(s) is important*
Activity:	*A participatory activity that can be used to illustrate the key message. It is important that the activity be relevant and model activity-based learning. It is also best if the activity can be used directly by teachers in the classroom.*
Discussion:	*A series of questions that are designed for small groups to use. If there are enough facilitators they should each join a group, if not the questions can be written on a flip chart. Each small group briefly reports back to the large.*
Feedback:	*Each small group briefly reports back to the large. Any questions addressed.*
Conclusion:	*The trainer summarises points from the discussion and reviews the issues and key message. Did the session touch on all the points? Do participants understand and can they express the key message?*

Points to Remember

- *Know your subject well, but also recognise and use knowledge within the group*
- *Double-check that you have all the materials you will need*
- *Structure small-group work with a few focused questions so they are clear on their task*
- *If possible, have handouts for participants to take home*
- *Have frequent breaks, every 90 minutes or so*
- *In high security zones, small-group workshops are more feasible than large ones*

SAMPLE TEACHER WORKSHOP: ACTIVE LEARNING

Children learn better when they are participants in the process. In emergencies, active learning offers a way to engage students in structured activities. It also helps all children affected to become involved in and take greater responsibility for their own learning.

Participants:	25 primary school classroom teachers
Time frame:	Two days, part of in-service training series
Location:	Primary school classroom
Materials:	Flip chart, markers, notebooks, pens, blank paper, coloured pencils

Objective: Teachers create and practise using child-centred learning activities in lessons

Day One

9:00   INTRODUCTIONS, *including workshop purpose and schedule*

What's in a name? (15 mins) Ask each teacher to share the story behind their name (why it was chosen, who chose it, if it has special meaning, etc). Remind participants that names are closely linked with identity, and the Convention of Rights of the Child (CRC) even ensures that children are entitled to a name.

9:30   HOW DO CHILDREN LEARN?

Teachers' drawing (20 mins) Each teacher draws a picture of a time they remember learning as a child. Explain that learning is not only in school and that they can choose a time in or out of the classroom. Once finished, participants can take five minutes to share with their neighbour.

Active learning theory (10 mins) Explain theory behind active learning. Traditional learning teaches children what to believe and tries to make them understand, but rarely involves action. Active learning begins with children's action, asks them to develop their own understanding, and supports them in shaping their beliefs. Ask participants to look again at their drawing. Does anyone's drawing represent active rather than passive learning?

10:00   LEARNING STYLES

Poets, Artists, Actors and Singers (45 mins) Participants now have an opportunity to be famous. All those who want to be poets should form a group, likewise with artists, actors and singers. NB: size does not matter, as groups are based on preferences. Each considers the question 'HOW DO CHILDREN LEARN?' and responds through poetry, visual art, drama or song. Give groups 30 minutes before presenting.

7 Common Learning Styles

Seven styles (30 mins) Active learning is not only about motion. There are seven main ways that people learn[1]. Show chart on right and talk through each style. Were groups in 'Poets, Artists, Actors and Singers' connected to these styles? Does your choice mean anything about how you prefer to learn? Give participants five minutes to individually think about their own learning. Are two or three styles stronger for them? Discuss, emphasising that each person learns best through a
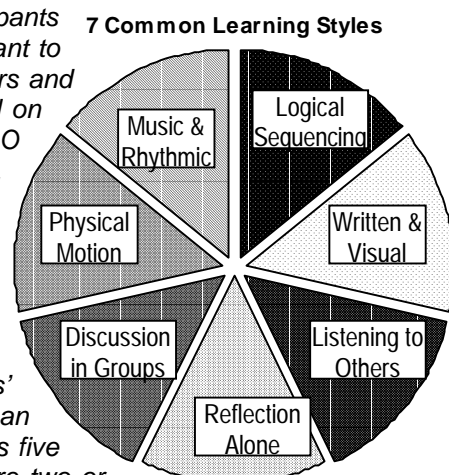
[1] Adapted from Gardner, Howard, *Multiple Intelligences: The theory in practice,* New York, BasicBooks, 1993.

different combination of styles.

BREAK *(15 mins)*

11:30   CHILD-CENTRED LEARNING, PART I

Teacher-centred vs Child-centred (15 mins) *Explain that teaching can be teacher-centred – focused on what the teacher wants to teach – or child-centred – focused on what is important for the child to learn. Ask participants what they think the differences between teacher-centred and child-centred learning might be. Draw a table for comparison as they brainstorm differences.*

Using child-centred activities (45 mins) *Identify five subjects taught in participants' schools, eg, maths, language, history, science and geography. In five small groups with each taking a subject, groups develop an activity for each of the seven learning styles. Hand out index cards to the groups for them to write one activity on each. NB: presentation happens later in workshop.*
<u>*Example:*</u> *For history, children could role-play a story (physical motion), lay out an event time line (logical sequential), or invite an elder to talk about the past (listen to others).*

12:30   LUNCH *(60 mins)*

13:30   CHILDREN IN EMERGENCIES

Photo Discussion (15 min) *Hold up a photo of a child who has somehow experienced crisis. In the large group, ask teachers to respond to the following questions:*
  (1) What do you see in the photograph?
  (2) How do you feel when you see it?
  (3) Where do you think the child is from? Do children elsewhere have similar experiences?
  (4) What do you imagine are the educational needs of this child?

Impact on the whole child (45 mins) *Break into new groups of five. Each group should draw the graph on the right on a large piece of paper. Thinking about their own context, the group will brainstorm ways the emergency has impacted on children personally, affected systems children rely on, and changed society as a whole in relation to children. After 30 minutes, groups report back.*
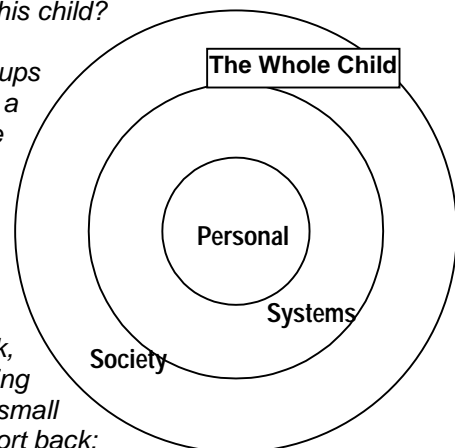
Framework for Basic Education for Children in Emergencies (45 mins) *Introduce the framework, explaining that this is a kind of checklist of learning important for children in crisis situations. Return to the small group in the last activity and discuss the following and report back:*
  (1) Which topics are most important where we live?
  (2) Are they taught in the school curriculum? Are they taught elsewhere?
  (3) Could some of these topics be integrated into subjects already taught?

BREAK *(15 mins)*

15:30   CHILD-CENTRED LEARNING, PART II

Using child-centred activities (45 mins) *Return to small groups from the morning. Groups will each choose one of the topics of the "Framework for Learning" and develop an activity for*

each of the seven learning styles. Hand out index cards to the groups for them to write one activity on each. NB: presentation happens later in workshop.

<u>*Example:*</u> *For 'cultural identity', in small groups children could list special things about their culture (discussion in groups), sing a song from their heritage (music & rhythmic), or draw a picture of what they are proud of about their home (written & visual).*

16:15–16:30   CLOSING

Day Two

9:00   WELCOME

Traditional song or game (15 mins) *The night before, ask for a volunteer to be prepared to lead a traditional song or game for this morning's warm-up.*

9:30   TEACHING AIDS

Identifying supplies (30 mins) *Return to the small groups which developed activities together yesterday. Each group should review the activity cards they wrote and make a list of supplies they would need to lead the activities. Groups come back together and make an overall list.*

Using local materials (30 mins) *In the same groups, ask participants to explore the local environment around the training venue. They should collect five different items that could be used as teaching aids for their activities.*

BREAK *(15 mins)*

Creating a box (60 mins) *Again in the same groups, participants sit together and create their ideal 'classroom activity box'. They should think of the following questions when deciding on items:*

    (1) Is it locally available?   *(4) Is it relatively inexpensive?*
    (2) Is it suitable for use in large classes?   *(5) Is it easy to carry?*
    (3) Does it encourage participation?   *(6) Can it operate without electricity?*

NB: The activity could be purely theoretical, but a better option is to have a number of items on hand likely to be included: balls, rope, charts, etc. Participants then assemble a box.

11:45   CO-OPERATIVE LEARNING

Co-operative game (15 mins) *Select a fun co-operative game to play with the group.*

Working in groups (30 min) *Participants have worked in several small groups during much of the training. Have them mix into new groups and discuss the following:*

    (1) What have we learned from the facilitator of this training?
    (2) What have we learned from each other? Has it been competitive or co-operative?
    (3) How could our students learn more from each other, rather than only from the teacher?

12:30   LUNCH *(60 mins)*

13:30   USING ACTIVE LEARNING TO TEACH *(break when needed)*

Planning lessons (30 mins) *Use a sample lesson planning form and remind teachers of the important pieces of planning a lesson. The small groups that had planned activities yesterday*

should re-group. They should plan two lessons using active learning, one from the school subjects and one from the 'Framework for Learning'.

Practice lessons (60 mins) *Each group has a chance to choose one lesson to teach to the group.*

Sharing activities (60 mins) *Participants are given a set of index cards to create their own 'ideas pack'. Groups should lay out cards they develop so others can copy or ask questions. Cards should include: activity name, subject matter, short description and materials needed.*

16:00–16:30   CLOSING

Wrap-up (30 mins) *Go around circle, asking each participant to say one thing they plan to use from the training. Summarise key messages for the group. Participants should fill out an evaluation form before leaving.*

15. LEARNING CONTENT

Attached Tool: Framework for Learning for Children Affected by Emergencies, Lesson Plan Format

Emergencies present an opportunity to influence or change what children learn so that it becomes more relevant to their everyday lives. Crises change an environment in such a way that new topics become urgent – landmine education, health and hygiene, conflict resolution – and new ways of teaching old subjects are necessary to better reach students. Introducing learning content or revising that which already exists, either in school or as a part of out-of-school activities, should help students better survive in changed circumstances, develop individually and socially, and build skills for lifelong learning.

Why develop learning content in crisis situations?

- ❑   There may be no accepted curriculum in use
- ❑   Language of instruction is unacceptable to the community
- ❑   Important survival skills and messages are ignored in existing teaching
- ❑   Content exists, but there is little understanding of methods for teaching
- ❑   Out-of-school education or other alternatives need learning resources

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In many crisis situations children have no access at all to organised learning experiences. In others, when schooling is already in place, there are questions as to whether learning is relevant or comprehensive. In either case, there are decisions to be made around what children learn and how they are taught.

HOW IS EDUCATION ORGANISED?

Learning is something nearly all of us do everyday. But daily experiences – the conclusions drawn and skills gained just by living – are not equivalent to what is meant by education. Education is learning that is organised and given structure. Whether taking place in an hour or extending over a full year, you can record key concepts that are taught and processes used to learn them. In organising learning structure two main tools are used by educationalists – curriculum and lesson plans.

Curriculum
A curriculum is a document that organises learning requirements and expectations for students over the long term. While a state curriculum is typically used to define what children learn in school, other curricula can be developed for out-of-school education programmes. In either case, a curriculum in its broadest sense will contain a selection of knowledge and skills deemed essential for participation in that society.

In many countries the state curriculum is demanding and is followed up through testing. In some places it outlines only the academic learning of traditional subjects such as mathematics, history or science. Where progressive thinkers have had more impact, curriculum can also suggest a wide variety of concepts relating to individual development and social skills. While a curriculum might say all the right things, what is written is not necessarily what is taught. Teachers often lack proper training and textbooks important for teaching certain aspects of the curriculum. At times a

curriculum is not fully appropriate to a child's life. It may have been planned at a central level, thus containing content of little relevance to local realities. What is taught can also be politically contentious, putting forth one group's viewpoint on history, nationality or language over another's.

Lesson Plans

A lesson plan is a set of instructions that a teacher follows or writes for her/himself to teach a specific lesson. It states what the children will learn during the class and how they will learn it. A lesson plan should:

- state an overall objective
- describe activities used in teaching
- outline the teaching methods to be used
- indicate the time required for each step
- state what materials are required
- conclude with an assessment component to check learning achieved.

The key role of a lesson plan is to help a teacher be prepared. Over time, lesson plans will collectively ensure that children are actually learning new things in the classroom. Qualified teachers may be familiar with planning lessons, but this cannot be assumed. In some countries a teaching qualification focuses on subject content (eg maths), and has very little method component. In such places, the idea of a lesson plan would be new to practising teachers. It is likely that few teachers will have had practice in identifying learning objectives and then linking them to activities. For volunteer teachers or activity leaders, lesson planning is an essential area of development. All teachers may need some support in developing lessons outside of the existing curriculum, as they may not be familiar with the subject matter or the ways it can be taught.

WHAT SHOULD LEARNING INCLUDE?

Choosing what to teach is one of the most difficult questions faced by educators – whether in preparing a national curriculum or simply instructing a few evening classes. There are many possible subjects and a nearly infinite amount of material to draw from. Because of the depth of knowledge that exists, education must be selective in its content. Limited time and resources mean that classes typically focus on core knowledge and skills as defined by that society.

In an emergency there is often a sense that changes are needed in what children are taught. However, before new materials are developed or specific alterations to curriculum are promoted, you should have a sense of what is important for children to know – not only as a result of the emergency but also for their lives as a whole. Only then is it possible to assess whether schools can provide the full range of learning content

Survival Skills

Developmental Skills

Academic Skills

or if out-of-school alternatives are necessary.

Survival Skills

In the changed environment of a crisis, children must first 'learn to live'. Survival skills are a central part of education in emergency situations. Children must have access to the essential knowledge and skills that will enable them to cope with the emergency. In stable situations, children typically learn core aspects of survival from their parents. Crises leave parents without the knowledge or capacity to take on this role. Thus, when an emergency disrupts systems, education must be rapidly delivered with a particular eye toward addressing survival needs of children. They need to learn to get through the day, with subject matter such as safety, health and environment taking on increased urgency.

Developmental Skills

At its best, education should never be only about survival, nor should it be only about academic aims. Children must 'learn to be', in which individual and social development skills are equally important. Structured learning opportunities can contribute to children's sense of themselves and their interaction within a community. Having at least one constant in a daily life full of change can help children continue growing, both individually and socially. This may be addressed by introducing certain subject content such as conflict resolution, human rights awareness or cultural activities. Alternatively, it may mean teaching other subjects in a manner that emphasises communication, encourages positive group interaction, and allows children to deal with the emotional impact of the crisis.

Academic Skills

Core academic skills, taught in a way that helps children 'learn to learn', cannot be ignored during times of crisis. Emergencies often delay children academically, either because they face a lack of organised learning experiences for a period or because learning is continually interrupted. Literacy and numeracy, as well as subjects such as history, science and the arts, are vital for an individual's independence and self-sufficiency. Continuing academic studies is important for learners who hope to advance to a higher level of learning. Opportunities to focus on and progress in traditional subjects can also be one mechanism for psychosocial support, as it provides a sense of normalcy and there are opportunities for accomplishment.

Framework for Learning[1]

To ensure that education delivered in crisis situations is relevant, Save the Children has developed a *Framework for Learning for Children Affected by Emergencies* (see attached tool). Originally prepared during the 1998 South and Central Asia regional education meeting, the tool has since been refined through use in several country programmes (notably Indonesia) as a foundation for project activities. The Framework for Learning is a tool designed to guide learning content – both that laid out in state curriculum and that taught in out-of-school activities. While the ultimate beneficiaries are children, teachers and programme staff can also benefit from the broader understanding it offers of what kinds of priorities might be set for education in emergencies.

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[1] First referred to as the Minimum Requirements Package (MRP) and then the Minimum Requirements for Basic Education in Conflict Areas (MIRBEC), the name change reflects recognition of the tool as a learning framework applicable in all emergency situations.

WHAT MAKES LEARNING EFFECTIVE?

A good curriculum is not enough to help children learn effectively. The methods used to convey new knowledge to children are critical. Essential aspects include:

Becoming Child-centred
Child-centred teaching and learning makes the progress of each individual child central to the education experience. In this way of teaching, the focus is on what children learn, rather than on what teachers teach. It is about improving a child's competency in essential areas, rather than only ensuring that certain subject matter is taught. Child-centred methods address the needs of the whole child – skills for survival, individual development and social interaction, and academic learning.

What does child-centred teaching look like?

- The focus is on what is realistic and important for a child to learn rather than exclusively using the framework of a detailed state curriculum.
- Children will engage with activities, usually in small groups, where they can learn from and with each other, not only from the teacher.
- Teachers use the experiences of children and what the children know as the starting point for designing activities and teaching new things.
- Teachers teach with empathy and understanding, regularly listening to students' thoughts.
- Co-operation is emphasised in schoolwork and games, rather than competition.
- Discipline uses positive mechanisms to support success rather than punishing mistakes.

Learning through Activities
Learning is effective when a child can act on what was learned. This means that teaching must link the knowledge and skills of a certain subject with the competency to use them. Rote learning, with children mimicking the teacher, is not enough. While education should definitely include the theoretical, it must go beyond and engage the learner in practical use of an activity or discussion of a new awareness. The approach recognises that when children play, they are often engaged in serious activity designed to learn something they want to know or understand.

What does active learning[2] look like?

- Most lessons include an activity as a central component of their plan.
- A variety of activities are used, ranging from discussion, to games and physical movement.
- Students engage with their whole physical body, their intellect, and their emotions.
- Children are encouraged to explore and find out what they can for themselves.
- It is developmentally appropriate for all age groups, as activities are designed to match the skill levels and ways of understanding of students.
- Activities are purposeful, with a focus on what it is that children need to learn.
- Resources from the surrounding community – both supplies and people – are used.

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[2] See Save the Children, *Active Learning: Supporting quality improvements in Pre- and primary education,* Save the Children South East Asia, 2002

Both Structure and Creativity

Education should be provided in a structure that establishes expectations for both teachers and students. This is especially important in emergencies when the world seems out of control. The lack of conventional boundaries can cause erratic behaviour in some people and leave others with a sudden lack of competence to deal with the world. In this environment, a child's sense of security is dependent on the certainty and familiarity of a routine. Still, structure does not necessarily equal rigidity. Affording children a space for expressiveness is equally important.

What do structure and creativity look like in the classroom?

- A daily schedule for education is established and followed.
- Children receive frequent assignments on which they receive prompt feedback.
- Discipline is managed through a group contract with children regarding appropriate classroom rules and behaviours.
- There are opportunities for children to give opinions and share their views in a variety of ways – discussions, drama, drawing, etc.
- Teachers praise a child's effort rather than focus on whether they are right or wrong.

ISSUES OF CURRICULUM

Changes to content

During or after a crisis, the established curriculum document may need changes to make it relevant to children in new circumstances. Where the established curriculum has been narrow or rigid, this is an opportunity to expand awareness of other learning needs. Transforming curriculum is a slow process, requiring collaboration with and approval from government bureaucracies. Sometimes it is possible to work with schools to adapt their curriculum or include new subject matter. Often it is not, and urgent issues for children must be addressed through learning outside of school.

Home country vs host country curriculum

Familiar classroom materials and teachers provide a sense of security and identity for children who have been displaced. For refugee children, the curriculum used should ideally be that of their country of origin. This encourages return home and facilitates reintegration once they have arrived. In situations of extended asylum, ministries of education may facilitate conversion from one curriculum to the other, particularly for those who plan to enter secondary or tertiary schools. Although difficult, it may be possible to arrange for certification by the home country of courses completed in the host country. High-level agreements between governments would typically be necessary, sometimes at the regional level.

Language of instruction

The language that is used for study is one of the most important aspects in education. It affects both the quality of learning and, in times of crisis, often creates a political statement. Studying in their mother tongue is particularly important for younger children, helping them to understand the material they are trying to learn and to retain use of the language. Where it is not possible to use the mother tongue, some other means must be found to ensure that children understand (eg, bilingual parents who can act as classroom assistants).

TOOLS TO USE

The mother tongue of minority ethnic communities, a group often affected by conflict, is rarely that of mainstream society. Whether in their home country or as refugees in a host country, these children are likely to use a second language for the majority of their education. Similar to the selection of curriculum, as much as possible the selection of language should prepare children in several ways – both facilitating children's integration into the society around them in cases of long-term displacement, and leaving doors open for families to return. Because language of study raises so many issues, the best policy for selection is one that prioritises the wishes of the beneficiary communities themselves.

> ***Learning content should…***
>
> ✓ Be chosen based on an understanding of the existing state curriculum
> ✓ Introduce and strengthen skills in the areas of survival, individual and social development, and academic learning
> ✓ Place equal emphasis on methods of teaching, encouraging child-centred techniques, active learning, and both structure and creativity
> ✓ Consider changing or going outside the existing curriculum when content does not address the full range of learning needs for children
> ✓ Prioritise the use of a familiar curriculum, ie home country for refugees
> ✓ Be presented in a language children understand
> ✓ Use lesson plans as a means of organising each class or each day

Further Reading

Archer, David and Sara Cottingham (1996) *The REFLECT Mother Manual: Regenerating Freirean literacy through empowering community techniques,* London, ActionAid.

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Hawes, Hugh (ed) (1997) *Health Promotion in our Schools*, London, Child-to-Child Trust.

Norwegian Refugee Council (with UNESCO-PEER) (2000) *Teacher Emergency Package Teacher's Guide: Basic literacy, numeracy and themes for everyday living*, Oslo, Norwegian Refugee Council.

Save the Children (2002) *Active Learning*: *Supporting quality improvements in Pre- and Primary Education*, Save the Children South East Asia.

Save the Children (1999) *Mines – Beware! Starting to teach children safe behaviour,* Sweden, Rädda Barnen.

UNESCO-PEER (1999) *Environmental Education, Grades 1-8*, Nairobi and UNHCR, Geneva.

UNHCR (2001) *HIV/AIDS Education for Refugee Youth: The window of hope*, Geneva, UNHCR.

Welbourn, Alice (1995) Stepping Stones: A training package on HIV/AIDS, communication and relationship skills, London, ActionAid.

Framework for Learning
for Children Affected by Emergencies

The *Framework for Learning* emphasises the need for a holistic view in educating the child. The package is based on the Convention on the Rights of the Child, with its call for universal basic education, and focuses on the participation of children. The content advocates for the applicability of education to real life and promotes the use of a variety of teaching and learning approaches.

Education for children affected by emergencies should equip learners with:
- ***Survival Skills,*** to safely and productively participate in communities
- ***Individual and Social Development Skills,*** to develop resilience and competence and a sense of belonging
- ***Academic Skills,*** to develop basic academic skills of literacy and numeracy.

SURVIVAL SKILLS: LEARNING TO LIVE WHERE YOU LIVE

THEME	PURPOSE
Safety Measures	To understand the dangers in the immediate environment and be capable of implementing survival strategies (this could include landmine awareness, small arms safety, camp living and health and sanitation)
Vocational Skills	To acquire practical vocational skills that enable the reconstruction of homes and livelihoods, with appropriate economic skills and an understanding of budgeting, marketing and small business
Health Promotion	To understand basic health and survival issues, develop practical skills and implement strategies to reduce health risks. ✓ *Community Health* To promote and improve individual, family and community health and well-being ✓ *Reproductive Health* To facilitate informed choice based on HIV/AIDS and other risks ✓ *Environmental Hygiene* To be able to proactively address personal and environmental hygiene issues that include appropriate water, sanitation and waste disposal resources and practices
Analysis and Understanding of Context	For children to understand the effects of a disaster or conflict, what is going on around them, and how this impacts on their lives, their families and their communities
Understanding Unity in Diversity	To recognise the similarities between and respect the diversity of people from different cultural, religious, ethnic and political groups
Environmental Education	Children recognise and understand the direct effects of the disaster or conflict on the environment, as well as the impact of human activities
Parenting and Caregiving	To enable and encourage caregivers (children, youth, adults in the family and community) to take an interactive role in the children's care and emotional, intellectual, physical and social development

DEVELOPMENTAL SKILLS: *LEARNING TO BE*

THEME	PURPOSE
Social Development	To be able to confidently participate, interact and take responsibility at individual, family and societal level in all aspects of everyday life
Communication	To be able to effectively communicate in a variety of ways and situations in a manner which respects, understands and recognises others. This includes watching, listening, talking, participating and interacting
Social Harmony, Peace and Tolerance	To understand, respect and be open to differences in opinion, religion, ethnicity and background with a commitment to overcoming discrimination and building a tolerant community inclusive of and responsive to all members
Conflict Resolution	To develop capacities and use peaceful means to resolve day-to-day conflict
Moral Education	To observe and respect the moral and ethical codes of their own society and of the host community, drawing on positive aspects of the culture
Civic Responsibility and Ability to Effect Change	To demonstrate the initiative and confidence to represent and promote the best interests of individuals, family and the community
Awareness of Rights, Responsibilities and Obligations	To understand and respect that all individuals have basic human rights and to take practical measures to advance them in their daily life
Psychological Development	To strengthen self esteem and ability to cope and to be resilient within the changing circumstances of the day-to-day context in which they live, toward becoming an independent, capable and responsible person
Emotional Well-being and Development in Conflict	To provide support and encouragement to children so they are better equipped to maintain an emotional balance within the changing circumstances created by the conflict
Recreation and Creativity	To allow the time and space for leisure, with the opportunity to participate in and express themselves through a variety of recreational activities
Coping with Effects of Instability	To cope with fear and stress and develop the capacity to recognise the impact of disaster or conflict on themselves and their families and to develop practical coping mechanisms to deal with these
Spiritual Development	To allow for individuals' spiritual development (thought, conscience, religion) within the socio-cultural context
Physical Development	To develop a variety of physical skills to improve physical health and mental well-being, including strength, agility and stamina
Cultural Identity and Heritage	To appreciate their own culture in order to develop a sense of belonging, while enabling functional integration into and appreciation of the host community
Language (mother tongue)	To learn their own mother tongue in order to function within their own culture and community in addition to other languages as appropriate

LEARNING SKILLS: LEARNING TO LEARN

THEME	PURPOSE
Functional Literacy	To be able to effectively use reading, writing and oral skills for enjoyment, to acquire information and to interact with others
Functional Numeracy	To be able to apply basic mathematical skills in order to undertake financial transactions, use basic measurements, and think analytically in daily life
World Learning	To understand and appreciate one's relationship with one's physical and social environment and the wider world
Science	To develop an investigative approach to learning about the world and the way things work
History	To develop a sense of history and change
Geography	To give children a sense of themselves, their family and community, in relation to their environment and the wider world
The Arts	To appreciate a community's artistic heritage and develop skills of communication and expression in select mediums

LESSON PLAN FORMAT

One basic structure that can be used in lesson planning is as follows:

Subject: The overall name of the course, ie, mathematics, language, history, etc

Topic: The specific topic to be covered during the lesson

Date: The date of the lesson

Objectives: These indicate what the students should be able to do by the end of the lesson. Each objective should be written in behavioural terms, such as:

- …will be able to name one item that begins with each of the letters of their alphabet
- …will have created and sung a simple counting song
- …will be able to play catch as part of a traditional game

Introduction: The introduction sets the stage. It is a time for establishing a relationship with the children; a time to explain activities so that children know what to expect; a time to organise any groups you plan to use and provide them with a warm-up activity which gets them thinking.

TIME	ACTIVITIES	MATERIALS
Write an estimate of the time required for each step.	A written list of instructions about what activities will be done at each stage. Make provision for review, introductions, practice, and a closing activity. Include as much detail as possible to be well prepared and not forget anything. This includes how the activity will be structured – individual work, whole group, etc. Be sure to include what the teacher will do and what the students do.	Include a list of all equipment and materials needed, how much, how many, and preparations which must be done before class. Materials are all the things you will need for the lesson, for example, sports equipment, paints, storybook, paper, and so on.

Evaluation: How will you know that the students have accomplished the objectives? Write down the formal or informal method of assessment you plan to use. Getting the children's feedback on what they have learned is especially useful at this time.

Comments: How would you do the lesson differently next time? What are special points to remember? Is one activity particularly effective?

16. PSYCHOSOCIAL SUPPORT

Attached Tool: Sample Teacher Workshop: Psychosocial Support

The term *psychosocial* underlines the link between an individual's personal experience and the society around them (psycho = individual, social = the wider group). *Psychosocial support* recognises the importance of the social context in addressing the psychological impact of stressful events experienced in emergencies. In practice, this means facilitating the reconstruction of local social structures (family, community groups, schools) which may have been destroyed or weakened by an emergency, so that they can give appropriate and effective support to those suffering severe stress related to their experiences.

Why psychosocial support as part of education?

❑ Teachers can provide a stable, affectionate relationship for a child.
❑ Education staff can be aware of those having special difficulties in coping.
❑ Time can be dedicated to better understanding the crisis and its impact.
❑ Successes in learning will increase the self-confidence of a child.
❑ Local sports and art, such as drama and dance, help children relax, develop, value their cultural identity and build a sense of belonging.
❑ Schools and structured activities reinforce the social web of community.

All sectors of humanitarian response play a role in psychosocial well-being, as means of aid delivery and relationships in a community all have a certain impact. How food aid is distributed, methods of health or sanitation promotion, or the accessibility of legal systems can profoundly affect both a community's psychological healing and its social interaction. Education interventions play a particularly important role for children in strengthening resilience, both on individual and group levels.

PRINCIPLES AND APPROACHES

Members of the International Save the Children Alliance came together in the mid-90s to form a working group addressing issues faced by children in armed conflict or those who have been displaced. One of their first efforts was a paper proposing common lessons on psychosocial support. The result, entitled *Promoting Psychosocial Well-being Among Children Affected by Armed Conflict and Displacement,* offers some basic principles which serve as a foundation for addressing psychosocial needs.

Principles of Psychosocial Support

1. Apply a long-term perspective that incorporates psychosocial well-being of children.
2. Adopt a community-based approach that encourages self-help and builds on local culture, and realities and perceptions of child development.
3. Promote normal family and everyday life so as to reinforce a child's natural resilience.
4. Focus on primary care and prevention of further harm in the healing of children's psychological wounds.
5. Provide support as well as training for personnel who care for children.
6. Ensure clarity on ethical issues in order to protect children.

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7. Advocate children's rights.

Northern views of childhood and their emphasis on the vulnerability of children often lead to an individual or health-based approach for psychosocial support. This approach generally sees children as passive victims, disregarding the broad range of social factors that protect them. Agencies whose work is based on this approach may actually undermine the natural resilience of children, making them more susceptible to the effects of a crisis. In Southern cultures, a greater emphasis is placed on the community and collective experience. Cultural concepts such as community involvement, cleansing from the past, and focusing on the future need to be included in psychosocial programming.

PSYCHOSOCIAL IMPACT

In normal life, stress can be useful when it challenges people to learn and develop – this is *normal stress*. Stress that is negative or damaging is known as *unhealthy stress*, while *traumatic stress* is the result of a sudden, painful or shocking experience. In emergencies, unhealthy and traumatic stress can lead to *distress* in children. *Distress is a normal reaction to abnormal events.* In crisis situations, very few children are considered 'traumatised' to the extent that they would need individualised assistance.

What causes stress in an emergency?
Children's well-being and development depend very much on the security of family or community within a predictable environment. These are undermined in emergencies through a range of events and experiences. Some causes of stress might include:

NATURAL DISASTERS	COMPLEX EMERGENCIES
• physical injury • loss of home and public services • loss of parent or other relatives • displacement from home • heightened poverty • sense of vulnerability	*Any causes of natural disaster stress, plus:* • communities divided by conflict • long-term separation of families • living as a refugee or IDP • exposure to violence as witness or victim • participation in conflict • broken-down trust in society

What are symptoms of distress?
The psychological impact of emergencies and conflict on an individual child's life will depend on a range of contextual and personal factors. In general, children are remarkably resilient, with most learning to cope with their changed environment with little or no outside support. However, some children are better able to deal with stress than others. For a few, emotional reactions of stress may be long lasting, especially for those living in chronic or ongoing conflict.

Factors such as gender, disability and social status are important in determining different psychological responses, but little is known of their exact influence. What *is* clear is that children in caring and supportive families tend to withstand severe psychological stress better than others. Stable and affectionate relationships between children and their closest caregivers can protect children from distress, especially if the adults are able to maintain their caring roles.

Children from different age groups react to stressful experiences in different ways. Generally speaking, symptoms of distress can include the following:[1]

AGE GROUP	POSSIBLE SYMPTOMS
Very Young Children (0–5 years) *Not able to rationalise what is happening around them and not able to understand the concept of death, equating it with separation*	• anxious clinging to caregivers • temper tantrums • regression, eg in speech development • fear of going to sleep • nightmares and night terrors • excessive fear of real or imagined things, eg, thunder, monsters
Young Children (6–12 years) *Can recall and rationalise events in a more logical way. They will often use fantasy to deal with a stressful event, eg re-enacting or imagining a different outcome. They are more prone to feelings of guilt that they have not prevented bad things from happening*	• poor concentration, restlessness or bad behaviour in school • anxious behaviour including hyperactivity, stuttering and eating problems • psychosomatic complaints, eg, headaches, stomach pains • behavioural change, becoming aggressive or withdrawn and passive • sleeping problems • regression – acting like a younger child
Adolescents (13–16 years) *Have a good understanding of what has happened and also what the consequences might be. They are dealing with the emotional and physical changes of adolescence as well as coping with events and experiences related to the emergency*	• self-destructiveness and rebelliousness, eg, drug taking, stealing • withdrawal – cautious of others and fearful of the future • anxiety, nervousness • psychosomatic complaints

Remember that some children may not show symptoms of distress because they have become 'accustomed' to violence or insecurity. This does not mean that children are not negatively affected by their experiences.

Secondary stress
Children are affected by their past experiences, but it is important not to ignore the impact of present circumstances and challenges on their psychological well-being. Ongoing insecurity, coping with extreme poverty or without a parent, and vulnerability to exploitation or abuse are all causes of secondary stress for children in emergencies.

Well-intentioned but inappropriate interventions to help children with their 'trauma' can also be a major cause of secondary stress. This may include unnecessary separation from caregivers such as when children are placed in an institution, or cases where children are made to recount and relive their experiences without adequate preparation or follow-up support from family or carers.

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[1] Adapted from Macksoud, Mona, *Helping Children Cope with the Stresses of War,* New York, UNICEF, 1993.

HOW CAN EDUCATION HELP?

Psychosocial support to children in emergencies requires *an integrated approach* which addresses children's survival and protection needs while emphasising the importance of family, community and local cultural beliefs and traditions in helping children to cope with the impact of the emergency. Education is just one aspect of this process, but an important one.

Going to school
Simply going to school can represent a return to normality for children and the wider community. It provides stability and routine in disrupted lives, and it is also a place where it is legitimate for children to think about other things, play, achieve success, and think about the future. When children go to school, parents and carers who are living with enormous pressures can get on with their daily survival tasks without worrying about their children – this can reduce stress levels at home significantly.

A supportive educational environment
The aim should be to create an environment where children can express themselves and reflect on their experiences. This should be done without forcing children to tell their stories or confront difficult issues before they feel they are ready to do so. It is also essential to have the necessary support structures in place to help children deal constructively with their emotions. The following aspects should be considered:

- Prevention of discrimination and bullying
- Constructive handling of challenging behaviour
- Intolerance of violence, including corporal punishment
- Use of local language(s)
- Cultural sensitivity
  - ✓ Promoting a culture of acceptance and respect for others
  - ✓ Promoting a culture of mutual support
  - ✓ Developing participatory approaches by involving children, families and the wider community in school management

Responding to needs
Good quality education is responsive to children's needs, which means taking account of their past experiences and helping to develop skills to cope with present and future challenges. Good quality education in emergencies, then, should be particularly responsive to children's psychosocial needs by taking them into consideration in *all* areas of school life. This means that *all* educational activities have the potential to offer psychosocial support although this may not be the primary or stated objective. In addition, it is sometimes appropriate for some activities to deal more specifically with the psychosocial needs of children.

Understanding the problems
In order to offer appropriate psychosocial support through activities which do not risk harming children by creating further or secondary stress, teachers and other educators first need to get a clear understanding of what the problems are, both collectively and in individual children. Basic ways of understanding distress include:

- *Observing children's behaviour and interaction with others* – It may be useful to refer to the 'symptoms' above. If a child's changed behaviour is not understood as distress, the adult reaction may be to punish, reject or simply ignore a child.

- *Listening to what they tell us* – In order to help children talk and share their feelings, create a supportive educational environment where teachers regularly interact with children on an individual level.

Recognising and building on resilience

Educational activities that aim to give psychosocial support should recognise and build on the experience and potential of children who have been affected by the emergency. Valuing and emphasising their skills, personal resources, resilience and capacity to overcome challenges can help children to build self-esteem and confidence and take a positive attitude to their future.

TYPES OF ACTIVITIES

When determining the kinds of activities that will best provide psychosocial support, consider the balance between a group and an individual focus. Because children generally do show a fair amount of resilience, group activities will provide enough support for the majority of young people. Individual attention on an informal level (such as a teacher comforting a distressed child) will often be sufficient for many children to cope with the emergency. A very, very few may need access to professional help. Referral options should be available and appropriate to the cultural context.

Group Work

Working together in groups, particularly on creative activities, can be a supportive and non-threatening way for children to deal with painful issues. While in groups, children can help each other by sharing their feelings and ideas, giving each other moral support, and exploring issues of difference and diversity. It is important as well that children are given the opportunity to take responsibility for each other and for the behaviour of the group. Adults can help this process by providing opportunities to explore these ideas and assisting as children address real life problems in the group.

Activities that offer children psychosocial support:[2]

- Play, recreation and games – particularly those typically played in the culture
- Sport – especially team work, to help children's self-esteem and co-operative skills
- Oral history projects – children learn about themselves and the value of different cultures; this also strengthens inter-generational communication and understanding
- Drama – children can explore controversial themes in a safe way
- Music, singing and dance – allows for expression, co-operation, affirming cultural identity
- Art – useful to help children express themselves and explore themes – individually and collectively, does not have to be intended as a 'therapy'
- Writing – stories, poems, diaries, letters – these activities promote literacy as well as helping children to come to terms with their experiences
- Gardening and nature – developing practical, positive skills and taking pleasure in nature

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Individual Support

Teachers may be able to offer support to individual children where they notice symptoms of severe stress, particularly changes in behaviour. By talking in confidence and involving parents or carers where necessary, the teacher can discuss with the child what would help them. This might include providing the opportunity for the child to talk if they want to, maybe with a few selected friends. Other options are suggesting they write or draw about how they feel or what has happened to them, or perhaps writing a letter to someone who has died or disappeared with all the things they would like to tell them (not necessarily to show anyone).

Teachers and other educators may want to know basic information about each child:

- who makes up their nuclear family
- housing situation
- work situation of parents
- effects of emergency on the family

- child's health and special needs
- any special interests of child
- current worries and stresses

Peace Education

In situations of conflict, specific activities can be designed to develop the skills needed for building lasting peace, such as negotiation and conflict resolution, learning about and valuing different cultures, etc. These activities can help children to take a positive and constructive attitude to the future by identifying alternatives to violence and revenge. A number of peace education curricula exist, but often structured discussions regarding human rights, the impact of conflict, and ways of coping are equally useful, if age-appropriate and drawn from familiar examples.

Community Involvement

Community involvement in schools and education programmes is essential so that children and teachers, as well as the educational process, are supported. Involvement of the community in education can also contribute to the psychosocial healing in the wider community. Bear in mind that being actively involved in school management or other aspects of a child's education may be new for many parents. It can be helpful to be open with parents and carers from the start, with an introduction meeting explaining how and why it is important for parents to be involved.

ROLE OF TEACHERS

In all the above areas the role of the teacher is crucial. If teachers and other educators are to provide effective psychosocial support, they need to be equipped with skills and coping strategies to help children in distress.

Cultural Sensitivity

The teacher should have an in-depth understanding of local culture, history, traditions and political realities. Without this, there is a danger that educational activities aimed at helping children in distress will instead be, at best, ineffective, and at worst, damaging. In most cases, teachers are drawn from the local community, but where

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[2] From Richman, Naomi, *In the Midst of the Whirlwind: A manual for helping refugee children,* London, Save the Children, 1998.

there are refugee groups from other cultures, there may be a need for special orientation for teachers.

Communication skills[3]

Developing good communication skills is essential, and this should be included in any training programme for teachers and educators in emergencies. As well as requiring cultural sensitivity, good communication skills are dependent on an awareness of your own culture, beliefs, attitudes and practices, and acknowledging and accepting differences in ways of life.

- Communication is a two-way process. It involves:

• paying attention to another	• using simple language
• being a good listener	• using open questions
• being aware of non-verbal communication	• making sure you are understood

It is also important to identify and develop ways of tackling blocks in communication such as language issues, lack of trust, painful issues, and fear of repercussions.

Drawing on the personal experience of the teacher

Teachers and other educators may be struggling with stress related to their own experiences. They may feel they lack the skills to deal with the psychosocial problems among their students. Support teaching staff in recognising and valuing the skills that they have developed through their own experience of the emergency.

Supporting teachers

Providing educational and psychosocial support to distressed children will inevitably be challenging and exhausting. If teachers are to be effective in this task they need good support to avoid burnout:

- Attitude – need to emphasise in training that an individual teacher can't do everything or solve all the children's problems
- Rest and relaxation – need to take regular breaks
- Rotating responsibilities – vary activities with colleagues
- Support and supervision – staff meetings, in-service training, peer support, etc
- Improving skills – sense of professional progression, self-esteem and motivation

> ***Psychosocial support in education should…***
>
> ✓ Be based on accepted psychosocial principles and approaches
> ✓ Consider culture as a primary guide toward shaping interventions
> ✓ Focus on providing good quality education that addresses the full range of needs of the learner – psychological and social, as well as cognitive
> ✓ Include recreation such as sports, games, art, drama, music, etc
> ✓ Balance efforts between group activities and individual attention
> ✓ Attempt to include the family and community in children's learning
> ✓ Value teachers' relationships to students as key in offering support

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3 For more detailed advice on this area, please consult Richman, Naomi, *Communicating With Children: Helping children in distress*, Development Manual 2, London, Save the Children, 1993.

Further Reading

Bracken, P and C Petty (eds) (1998) *Rethinking the Trauma of War*, Save the
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International Save the Children Alliance (1996) *Promoting Psychosocial Well-being
    Among Children Affected by Armed Conflict and Displacement: Principles and
    Approaches*, Geneva.

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    Training Module*, Oxford, Refugee Studies Centre, revised edition
    (earlybird.qeh.ox.ac.uk/rfgex/).

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    children*, London, Save the Children.

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    training pack to support work with young refugee children*, London, Save the
    Children.

Tolfree, David (1996) Restoring Playfulness: Different approaches to assisting
    children who are psychologically affected by war or displacement, Rädda
    Barnen.

SAMPLE TEACHER WORKSHOP: PSYCHOSOCIAL SUPPORT

A teacher workshop on psychosocial support might cover the topics described below. Throughout the day, participants should be encouraged to:
- draw on their own experience as individuals living through the emergency
- link discussions and activities directly to their current teaching challenges
- make concrete plans for putting ideas into practice when they return to the classroom.

Participants:	20 teachers and youth activity leaders
Time frame:	One day, part of in-service training series
Location:	Primary school classroom and recreation ground
Materials:	Flip chart, markers, notebooks, pens, blank paper, coloured pencils

Objective: Participants understand the importance of activities in psychosocial support

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9:00   INTRODUCTIONS*, including workshop purpose and schedule*

What is psychosocial support? (30 mins) *In small groups, participants reflect on the psychological impact of the emergency on themselves, and identify what they have found helpful in handling their own stressful reactions. Draw out the importance of: family and community understanding, sharing and support, stability, reconstruction, positive focus on the future, recreation, creativity, self-expression, etc.*

9:30   ROLE OF EDUCATION

Learning (30 mins) *Each teacher draws a picture of a time they remember learning as a child. Explain that learning is not only in school and that they can choose a time in or out of the classroom. Once finished, participants can take five minutes to share with their neighbour.*

Key points to introduce:
- ✓ *School is a key source of stability and continuity for children (and the wider community) in emergencies: teachers should ensure that school is safe and supportive, responds to the needs of all students, and promotes peaceful and constructive solutions for the future.*
- ✓ *Education is just one aspect of psychosocial support for children: survival, protection, family and community support, and traditional healing processes are equally important.*
- ✓ *Children in emergencies are vulnerable to secondary stress: teachers should be aware of the dangers of inappropriate interventions such as encouraging children to relive experiences before they are ready or without adequate support.*

Teachers: (30 mins) *Each teacher is then asked to add a teacher to their picture if they do not already have one drawn. In small groups, participants list qualities that make a good teacher.*

BREAK *(15 mins)*

10:45   IDENTIFYING THE PROBLEMS

Recognising the signs of stress in children (30 mins) *Introduce symptoms of distress for different age groups. Participants could match symptoms on cards to different age groups, then discuss together how these symptoms relate to different stages of child development.*

Communicating with children (30 mins) *Role-play, observation and feedback could be used to raise awareness of the following: listening skills, non-verbal communication, simple language, open-ended questions, and recognising and overcoming blocks in communication.*

Positive behaviour management (45 mins) *Participants reflect on challenging behaviour which they have experienced in the classroom – could it have been related to stress? Consider how positive techniques might have been used in these instances, including the following:*
✓ *Positive feedback (individually and collectively), star chart, etc*
✓ *Involving children in decision-making. Involvement in setting and upholding class rules*
✓ *Discussing behavioural problems with children individually or in a group (eg circle time)*

12:30   LUNCH *(60 mins)*

13:30   RESPONDING TO CHILDREN'S PSYCHOSOCIAL NEEDS

Creating a supportive environment (30 mins) *Participants identify an 'ideal' supportive environment for distressed children by brainstorming characteristics which it should and should not have. Group suggestions into different areas, such as:*
✓ *prevention of discrimination and bullying*
✓ *cultural sensitivity*
✓ *promoting a culture of mutual respect and support*
✓ *pleasant and welcoming physical environment*
Participants discuss practical strategies for ensuring that each area identified is addressed.

Support through group work (30 mins) *Participants consider the following questions before developing action plans (working in pairs) for introducing group work in their classrooms:*
✓ *What kind of educational activities can be done in groups?*
✓ *How can working in a group help children in distress? What are the dangers?*
✓ *How can children be involved in taking responsibility for each other and for the behaviour of the group? (eg agreeing 'rules' to ensure that the group is inclusive and supportive)*

BREAK *(15 mins)*

Support to individual children (30 mins) *Participants might use role-play and/or draw on their own experiences of helping individual children in severe distress to explore challenges and options at each of the three following stages:*
✓ *identifying symptoms – of severe stress and/or changes in behaviour*
✓ *finding out more – talking in confidence and involving parents/carers where necessary*
✓ *working with child to identify action which will help them, eg, talking with close friends, expressing themselves through drawing or writing, referral to health or social services*

Support through different activities (60 mins) *Participants consider the following areas of educational activity: How might they help children cope with stress? What specific activities have you used/ could you try?*
✓ *play and games – sport, recreation, imaginative play*
✓ *creative activities – music, dance, drama, writing, art*
✓ *cultural activities – traditions, oral history*
✓ *environment and health – gardening, nature, clean-up, preventive health*

16:15–16:30   CLOSING

Teacher support systems (15 mins) *Go around circle, asking each participant to say one thing they plan to use from the training. Thought should be given to looking after yourself -*

setting limits, rest and relaxation. Each individual should identify what their sources of support are – supervision, training, peer support.

17. SCHOOL COMMITTEES

Attached Tool: Sample School Committee Workshop

Increased community involvement in local schooling through school committees can improve education quality in all contexts, including emergencies. In different places, these groups can be known by a variety of names, including Community Education Committees (CECs), School Management Committees (SMCs) and Parent Teacher Associations (PTAs). School committees should help to build the role of the community as *partners in* rather than *recipients of* education programmes.

Why school committees in emergencies?

q Empower communities in situations of dependency on aid
q Facilitate psychosocial healing within the community by focusing on the development of children and future aspirations
q Develop practical skills in key community members who will play a role in rebuilding social structures
q Ensure that education provision responds to the real needs of children in a context of rapid change (social, political, economic)
q Establish participatory structures needed for transition from emergency education provision to long-term, appropriate and sustainable education.

LINKING SCHOOL TO COMMUNITY

When they work well, school committees represent an *interface* between the school and the community:

Education, after all, is a process through which adults in a society equip their children for adult life, and school is an extension of this process. Schools tend to be unresponsive to the real needs of children where they have become remote from the adults who actually know the children, or are seen by adults as institutions run by professionals, and therefore nothing to do with them. In these cases, schools are unlikely to offer an education that is effective or useful.[1]

How does a school committee help the school?
A school committee can help the school by:
- supporting teachers and administration to manage and develop the school
- mobilising the wider community to give practical support in improving schools
- serving as a link to the community to help teachers get a better idea of children's needs.

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[1] See Molteno, M (ed), *Towards Responsive Schools*, London, Save the Children and DFID, 1999.

How does a school committee help the community?
A school committee can help the community by:
- creating a sense of ownership of their children's education, with their concerns and priorities represented within the school
- working with community members to understand the school's aims, the challenges it faces, and the educational approaches it uses
- encouraging families to give appropriate support at home to children's education

WHAT DOES IT DO?

For a school committee to be effective, it should share, along with the school administration and teachers, responsibility for central aspects of decision-making and school management. Responsibilities might include the following activities:

> ***Responsibilities of School Committees***
>
> *Planning*
> - Short and long-term planning for school improvement
> - Identifying problems and solutions; prioritising action
> - Delegating or allocating responsibility for different tasks
>
> *Resources*
> - Identifying resources needed – human and financial
> - Mobilising resources, ie identifying sources of income or mobilising voluntary help from the community in practical projects (eg building latrines) or school activities (eg outings, sports days)
> - Allocating and monitoring use of resources
>
> *Improving what happens in schools*
> - Staffing: drawing up job descriptions, recruiting
> - Development of school policies, rules and regulations
>
> *Accountability*
> - Developing and maintaining links with the community – parents' meetings, awareness-raising campaigns, etc – to help families find ways of supporting the activities of the school as well as supporting their children's learning
> - Monitoring and evaluation of school performance
> - Reporting back to community and education officials
> - Ensuring child rights and equality are respected in all areas of school life
> - Input into the curriculum – local content, culture, skill areas, etc

Achieving this level of participation and partnership is challenging and probably daunting to those involved in the process. It may be necessary to start by focusing on just a few of these responsibilities – adding new ones as school committee members build up their confidence and skills.

What is the role of the headteacher or principal?
The headteacher or principal has a role to play in the school committee, but with the primary responsibility for day-to-day administration and running of the school with the assistance of the teachers. The headteacher is answerable to the school committee and officials from the education authority. In some contexts, the headteacher may not be used to working in this way, and may feel their status is threatened by the existence of a school committee. For the committee to work well, these tensions may need to be mediated, possibly by clear and unthreatening training on roles.

MEMBERSHIP

Who should be on the school committee?

The school committee needs to be big enough to ensure *broad representation*, but not so big that meetings are unmanageable and ineffective. This involves probably between 7 and 15 members, including the principal and one or two representative teachers. It is very important that the committee reflects the range of perspectives within the community, including strong participation of women (where possible, having equal numbers of men and women) and representatives of different social groups, ages, and organisations. The following groups should be considered:

- Minority and disadvantaged groups
- Community members with and without children at the school
- Religious leaders

- Youth groups or student representatives
- Businessmen and women
- Local NGOs

What kind of person can be a member?

A first glance at the list of school committee responsibilities may give the impression that members must be highly educated, skilled and experienced individuals. But, for many of the tasks, the qualities most needed are common sense and an awareness of local possibilities. While it is useful to have experienced members on the committee, if all sectors of the community are to be represented ensure that those with little education or experience are encouraged to participate and are supported in doing so. Qualities important in a member include:

- Committed to improving children's education
- Prepared to commit his or her time voluntarily
- Able to work well in a team, providing constructive criticism and advice
- Fair and without bias against any group in the community
- Capable of understanding school financial management and ensuring transparency and accountability

Much of the detail of school management can be quickly learnt 'on the job'. It is important to create an environment where more experienced members help new members to understand terminology and procedures.

What are the benefits of being a school committee member?

Being an active school committee member can be demanding and time consuming. Emphasise to potential school committee members that participation can bring them direct and indirect benefits too. Some of these include:

- Increased knowledge and awareness of education processes
- New skills and confidence in identifying and solving problems
- Sense of empowerment as they gain greater control over an important aspect of community life – the education of their children
- The potential to ensure continuity of education systems during future periods of instability or other challenges such as dwindling resources

STEPS IN SETTING UP

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┌──────────┐   ┌──────────────────┐   ┌──────────┐   ┌────────────┐   ┌───────────┐
│ Review   │   │ Think about the  │   │ Educate  │   │ Decide     │   │ Support   │
│ existing │──▷│ nature of the    │──▷│ stake-   │──▷│ how the    │──▷│ the school│
│ structures│  │ community        │   │ holders  │   │ school     │   │ committee │
└──────────┘   ├──────────────────┤   └──────────┘   │ committee  │   └───────────┘
               │ Think about the  │                   │ will be run│
               │ education        │                   └────────────┘
               │ professionals    │
               └──────────────────┘
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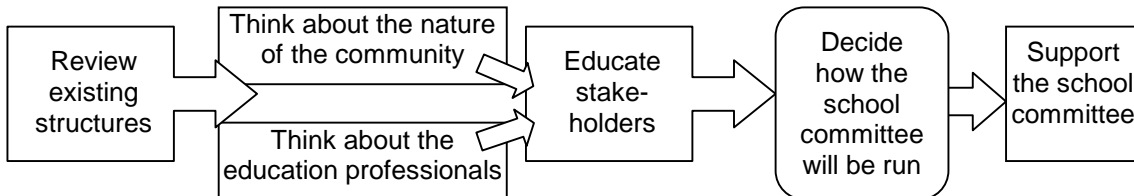
Review existing structures

The concept of community participation in school may be new and alien in contexts where education is something provided and managed by government officials and education professionals. On the other hand, communities may already have existing systems of participation in education processes. If so, it is important to understand what these are and how they work. School committees should build on rather than replace existing structures. Questions to ask when making this analysis include:

(1) How has the community been affected by the emergency?
(2) What skills and resources are there in the community?
(3) What are the implications for establishing a school committee?

Think about the nature of the community

In an emergency context, the community served by the school may be recently formed – displaced families in a camp, for example, may not have come from the same geographical areas or even share the same cultural background. This will have an important bearing on the make-up and running of the school committees. Emergency contexts may also be characterised by tensions, divisions or conflict within the community, while ongoing conflict or displacement may create a constantly changing community as families move from one place to another. When thinking about the nature of community, consider:

(1) Is the community new or already established?
(2) What are its strengths and weaknesses? Are there tensions or divisions?
(3) What groups will it be important to involve in the school committee?

Think about the education professionals

Teachers and school administrators can potentially play a strong role within school committees, and in supporting the school in general. Because the success of a school committee will directly impact on their work, teachers typically see great value in strengthening education-related networks. To better understand the role that education professionals can play, take the following into account:

(1) How experienced are they in teaching, supervising and managing?
(2) What training have they received or will they receive?
(3) How well do they know the community? What are their links to the community?
(4) What is their experience of involving the community in school management?

Educate stakeholders

Education professionals, parents and key community members should all be familiar with the concept of the school committee and committed to its aims. To facilitate this,

a community meeting involving all stakeholders should be called. Also, any teacher training should include a session on the importance of community involvement in school management. During these events:

- Introduce the concept of the school committee.
- Be clear about the commitment it would involve and the fact that there will be no payment to members.
- Explain the benefits to individual members and the community as a whole.
- Explain the roles and responsibilities of the school committee – listen carefully to and respond to people' fears and concerns.
- Encourage and take on board suggestions from the community.

With input from the community, decide how the school committee will be run
Be clear with the community in laying out expectations. School committees cannot solve all the problems faced by schools trying to provide quality education. Be realistic about how much members can achieve, and find ways of encouraging moral and practical support from the wider community, rather than making impossible demands. The existence of a school committee should not prevent other parents and community members from getting involved in their school – one of the tasks of the committee is to develop ways of getting other community members involved in different activities. Structural questions to ask include:

(1) How many people will be on the committee?
(2) What are the criteria for committee members?
(3) How will they be elected and how often?
(4) What 'offices' will there be within the committee and how will they be elected?
(5) How often will the school committee meet and how will they report back to and involve the wider community?

Supporting the school committee
If the school committee is to be effective it is essential that it and its individual members are supported in carrying out their tasks and developing skills. The following support mechanisms might be considered:

Induction for new members
Existing school committee members should give an induction for new members. If the school committee itself is newly established, members of committees in other communities may lead the induction, along with project staff. Key information documents should be shared with members. A longer-term 'mentoring' programme could be set up matching new and existing school committee members.

Training for school committee members
Ongoing training for school committee members is essential. Topics might include roles and responsibilities of the school committee, planning and financial management, communication and negotiation skills, or children's rights.

Facilitating participation
Family and logistical considerations can sometimes limit participation in school committees. To address this, depending on the context, a project may consider supporting members attending meetings with childcare and transport.

RISKS TO SCHOOL COMMITTEES

Overstretched resources
Emergencies stretch the resources of communities in many different ways – resources that may have been scarce even before the emergency struck. While recognising the limitations in the time, money and energy available to community members, it is still important to encourage participation in school management to ensure that the education provision available is good quality and useful to children and the wider community.

Existing power structures
There may be initial suspicion that the hidden objective of establishing a school committee is for education providers (the government or NGOs) to 'offload' responsibility for education provision onto the community. These fears should be met with transparency about the aims and objectives of establishing a school committee, together with clearly defined and communicated roles and responsibilities of the school committee, headteacher, teachers and education officials.

Overburdening and exploitation
There is a danger that school committee members – who probably already have many demands and stresses in their daily lives – will be overburdened with demands on their time, heavy responsibilities, and expectations from the community that they have the power to achieve more than is really possible. At the same time, school committees have the potential to be exploited by individuals and groups for their own purposes, such as in the control of financial resources or wielding political influence. Existing local power structures and struggles must be understood so certain individuals or groups do not dominate the committee.

> *School Committees should…*
> Build on existing mechanisms for community participation in education
> Be broadly representative of the community, including women and other disadvantaged groups
> Take into account divisions and power struggles within the community
> Be transparent and accountable to the community
> Base all their activities on a sound understanding of child rights
> Be supported through training and other mechanisms to carry our their responsibilities effectively

Further Reading

Save the Children (2002) *Community Participation in Education Quality,* SC UK Quality Education Guidelines, London, Save the Children.

UNICEF (2000) *Community Education Committee (CEC) Training for Empowerment Training Guide*, Nairobi, UNICEF.

UNICEF (2000) *Community Education Committee, Supporting your Children's Education*, Nairobi, UNICEF.

SAMPLE SCHOOL COMMITTEE WORKSHOP

Training is important for both new school committee members (in order to understand their role), and those who have already been serving (in order to function more effectively as a team). A simple workshop that introduces members to how a school committee works is outlined here.

Participants:	Ten school committee members
Time frame:	One day
Location:	Primary school classroom
Materials:	Flip chart, markers, pens, blank paper, coloured pencils

Objective: School committee members together will be prepared to take on responsibilities

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9:00   INTRODUCTIONS, *including workshop purpose and schedule*

School drawing (15 mins) *Participants each draw a picture of their vision of a good school. As members introduce themselves, they should share their picture and describe the picture and what is included in their vision.*

9:30   GUIDELINES FOR A SCHOOL COMMITTEE

Shared beliefs (30 mins) *The Convention on the Rights of the Child is introduced and participants are asked to share what they know about the instrument. Article 28, directly calling for free and compulsory education for all, Article 29, which details the importance of quality and relevance, and Article 31, protecting a child's right to recreation and culture, should each be highlighted. Participants discuss these in relation to their own culture and context.*

Operations (45 mins) *Discussion on information such as:*
- *Responsibilities of the school committee*
- *Responsibilities of individual members of the committee*
- *Relationship to school administration and teachers*
- *Meetings and decision-making process*

BREAK *(15 mins)*

11:00   PARTICIPATION AND OWNERSHIP

Encouraging attendance (45 mins) *One of the major roles of a school committee is to encourage parents in the community to send their children to school. Participants should discuss which children are not currently attending school and identify strategies that would bring them in. Is a special campaign necessary, eg, for girls? Would tuition waivers help the poorest children?*

Involving the community (45 mins) *Holding regular meetings with the community regarding the school is important in order to build ownership. Discuss what elements make a meeting effective, eg, an agenda, a secretary, keeping to time. Participants then should:*
- *Identify priority issues to discuss with the community in a next meeting.*
- *Identify decisions that should be made with community input.*
- *Brainstorm ways that other community members could get involved in the school, eg, building repairs, volunteering in the classroom, leading a drama, etc.*
- *Set the date and location for the meeting.*

12:30   LUNCH *(60 mins)*

13:30   SCHOOL PLANNING

Education authority (30 mins) *Invite someone from the ministry of education or the recognised education authority to speak about the government's role in managing schools and the education system. They should talk specifically about personnel involved with this community's school, explaining their responsibility for making decisions. The representative should share what they see as the role of the school committee.*

School improvement (45 mins) *With the representative of the education authority participating, the group should brainstorm top priorities in terms of school improvement. Options for achieving these improvements are then discussed. Begin the development of a plan.*

What will you do?	Who is responsible for doing it?	Who should be involved?	When will it be done?

BREAK *(15 mins)*

15:00   RESOURCE MANAGEMENT

Each of these tasks may be eventually devolved to one or two members of the school committee. However, all members should be aware of the basics of management.

Finances (15 mins) *Introduce participants to the overall finances of the school with a discussion of the budget. Income sources and expenditures should be shared. Participants discuss their responsibility to the school in relation to finances. These might include soliciting community contributions, working with the education authority, or applying for grants.*

Inventory (15 mins) *Share a current inventory list with school committee members (if one is not available, this will be one of the first tasks of a member). Discuss the importance of regularly updating the list of assets, and ensuring that they are being used for school purposes. Inventory controls may be the responsibility of a teacher, along with a committee member.*

Building and environment (15 mins) *Discuss the state of the school building and its surrounding environment with participants. Identify priority improvements that the committee should be responsible for, perhaps soliciting support from the community to complete.*

- ***Record keeping (15 mins)*** *Quickly play the 'telephone game'. Have participants stand in a line. Whisper a short, but complicated message to the first in line. The message is then whispered to each person in succession, with the last person asked to say the message out loud. Discuss the difficulties of memorising information and explain the concept that government works 'on paper'. Participants should brainstorm types of records the school should have:*
- *Student registration & attendance*
- *Student grades & examination results*
- *Teacher attendance*

- *Minutes of staff meetings*
- *Minutes of school committee meetings*
- *Financial records*

- *Rules and regulations*
- *Inventory lists*

16:00–16:30   CLOSING

Wrap-up: (30 mins) *Members each share one expectation for the school committee over the next year. Meeting dates are set. Participants should also fill out an evaluation form before leaving.*

18. MONITORING AND EVALUATION

Attached Tool: Indicators of Quality, Objectives and Minimum Standards for UNHCR-funded Schools

Education in emergency situations must be accountable both to affected communities and to funders. Most aid work is designed to include a monitoring and evaluation structure meant to facilitate this process. While it is good to know if a project did what is said it would do, learning from an experience is equally important. Systems designed to ensure accountability should increase understanding of critical education issues and draw lessons that can be used to improve response and inform policymakers.
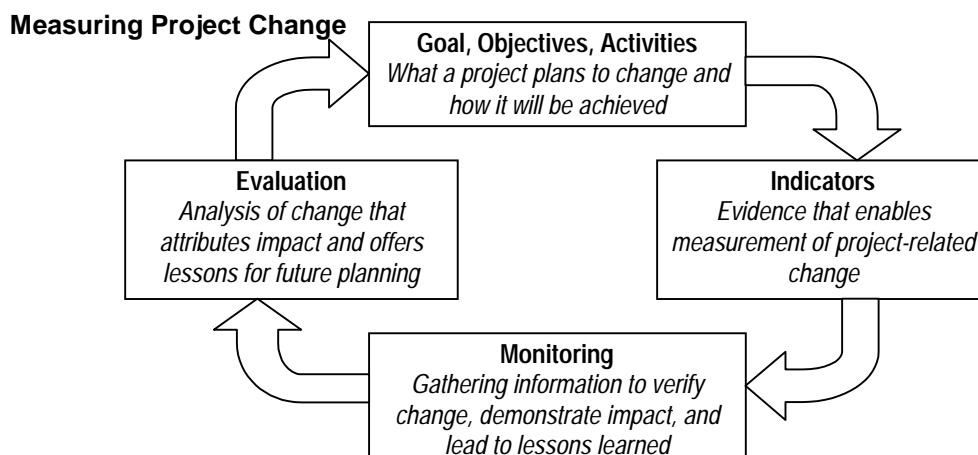

What can monitoring and evaluation achieve?

❑ Gather together information that can be used to analyse the success of an education response
❑ Review quantitative and qualitative aspects of education work
❑ Allow for observation of teachers and classroom activities
❑ Provide an opportunity for children, their parents, teachers and others to have a say regarding the outcomes of the project
❑ Identify failures of education services so they can be addressed
❑ Learn lessons about what works so that success can be repeated

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Processes for monitoring and evaluation are often presented in the form of highly sophisticated systems that first seem accessible only to specialists. It does not necessarily need to be like this, and in terms of emergency programmes, it is rarely practical. Ultimately, success should be judged on a very basic question:

Are children gaining the essential knowledge, skills and attitudes to cope with the crisis faced by themselves and their community?

ACCOUNTABILITY FOR CHANGE

In order to ensure accountability and increase effectiveness of response, checks and balances must be in place to measure and apply the desired change. An overall system of accountability will look something like the following:

Measuring Project Change

Goal, Objectives, Activities
What a project plans to change and how it will be achieved

Indicators
Evidence that enables measurement of project-related change

Monitoring
Gathering information to verify change, demonstrate impact, and lead to lessons learned

Evaluation
Analysis of change that attributes impact and offers lessons for future planning

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Who are we accountable to?

Accountability implies a certain responsibility – both to deliver a promised change and to report back regarding achievements. Traditionally, programmes have recognised accountability to beneficiaries (primarily delivering change) and to donors (mostly reporting back). While it is recognised that different audiences are interested in different things, best practices in monitoring and evaluation now encourage broad-based involvement of all stakeholders. This includes greater participation in the processes of monitoring and evaluation, as well as increased transparency and sharing of project results.

Stakeholders with a role or a particular interest in monitoring and evaluation include:

- Children
- Schools and their staff
- Partner organisations
- Government authorities
- Project staff
- Donors
- Policymakers
- Public in donor country

For each constituent group, it must be decided what information they need, how it can be communicated to them, and how they can best feed back.

GOAL, OBJECTIVES, ACTIVITIES

Education in emergency contexts, like all development and aid initiatives, aims to bring about change. The plan for change is generally laid out through a project goal and specified objectives. During the planning process staff identify the overall aim of a project, the specific impact desired, and how the change will be carried out. This is often developed within a logical framework (log frame).

What kinds of educational change do we mean? Possible goals or objectives for education in emergencies might include:

- Improve children's life, developmental and learning skills.
- Extend access and gross enrolment ratios.
- Develop teaching quality to better reach children affected by the emergency.
- Enhance psychosocial well-being of children.
- Increase participation of marginalised groups in education.
- Decrease community tensions and enhance integration.
- Expand capacity of governments and partners to provide education during crisis.

INDICATORS

Directly linked to project design, indicators are chosen that will serve as measurable evidence to gauge project success. Selection of indicators is an integral part of project design. They are typically tied directly to project objectives or activities as evidence that shows that something has happened or an aim has been reached. Indicators are a framework for systematic monitoring and evaluation. Some flexibility to adapt or develop new indicators may be necessary as new challenges are faced and more is learned about existing needs.

What do they look like?
Indicators show how a certain aspect of a project can be measured. In some cases, indicators will lay out a benchmark that can be judged as 'yes' or 'no' – it was either achieved or it was not.

Objective: Health education curriculum adopted in all project schools
Indicator: ❖ Teachers trained in and using health curriculum within one month

Other indicators may be selected to give more information on how, or to what extent, an objective has been met.

Objective: Improved understanding among communities, teachers and pupils of issues preventing education access of certain groups of children
Indicator: ❖ Number of discussions held regarding access to education and profile of participants

In proposals and logical frameworks it is useful to distinguish between process and impact indicators (ie what was done vs what changed for children).

Objective: Support the affected community in provision of structured learning and recreation opportunities for its children
Process Indicators: ❖ Number of sites established as safe areas for school and recreation
❖ Quantity of supplies delivered and distribution records maintained
❖ Attendance and content record for training and technical assistance

Impact Indicators: ❖ Each child has school established within 2 kilometres of their home
❖ Structured education and recreation offered daily at each location
❖ Attendance records establish initial percentage of child enrolment with increased attendance evidenced by project end

What do they tell us?
Indicators should tell us about provision and quality of education. Our aim as an organisation is to ensure that education is not only provided and accessible, but that it is of good quality, so it is essential that indicators cover both of these aspects.[1]

Indicators telling us about provision may include:
❖ Availability of educational facilities
❖ Number of qualified teachers available
❖ Disaggregated rates for enrolment, attendance and completion

Indicators telling us about quality of education may include:
❖ Student satisfaction and confidence
❖ Achievement and pass rates of students
❖ Level of and content of teacher training
❖ Dropout and repetition rate by sex and grade level

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[1] For further information on quality indicators, refer to Save the Children, *Measuring Change in Education, SC UK Quality Education Guidelines*, London, Save the Children, 2002.

Some indicators may fall into both categories:
- ❖ Student/teacher ratio
- ❖ Participation of vulnerable groups (girls, disabled, minority ethnic communities)
- ❖ Accessibility (location, facilities, timetable)

MONITORING

Monitoring, sometimes known as a means of verification, gathers information that will inform whether and to what extent indicators have been achieved. Establishing a system of monitoring provides ongoing follow-up to know where a project stands at any one time. Do not limit the focus of monitoring to what happens within schools, but work with the community to gather information on education needs, challenges, and the impact of any intervention. This is particularly important where project objectives include reaching marginalised children who may not be attending school.

How is it done?
Monitoring systems measure progress toward a project's goal and should be in place from day one of a project. They don't need to be complicated, but they do need to be clearly defined, understood by all involved in using them, and directly tied to indicators. Some examples of monitoring tied to objectives and indicators are:

Objective:	Health education curriculum adopted in all project schools
Indicator:	❖ Teachers trained in and using health curriculum within one month
Monitoring:	❒ Participant evaluation of health education workshop
	❒ Teacher lesson plans
	❒ Observations during school visits

Objective:	Improved understanding among communities, teachers and pupils of issues preventing education access of certain groups of children
Indicator:	❖ Number of discussions held regarding access to education and profile of participants
Monitoring:	❒ Minutes of meetings with key discussion points
	❒ Attendance at discussions

Other monitoring systems for education in emergencies might include:
- ❒ Monthly reporting process based on a logical framework: for each objective, details of activities are recorded, along with achievement of process indicators
- ❒ Regular check-ins with local partners to review programme activities, discuss problems encountered, and outline next steps
- ❒ Records of numbers and profiles of participants, attendance records
- ❒ Qualitative review of curriculum, lessons or other resources
- ❒ Regular class observation and teacher evaluation
- ❒ Student pre- and post-tests and processes of continuous assessment
- ❒ Consultation with students on progress and changing needs
- ❒ Meeting with parents and key community leaders to get feedback

Who does it?
As well as project staff, involve project beneficiaries in the process of monitoring wherever possible. Teachers should be responsible for keeping basic records. Teachers can also be involved in the wider process of monitoring through peer

mentoring and observation. These activities have the added benefit of raising awareness of education issues and increasing confidence and self-esteem. The community leaders should be involved in monitoring the distribution and use of materials, as well as monitoring the activities of the school committee. Children can be trained to monitor certain aspects such as student and teacher attendance.

A system for cross-checking information that is gathered through the monitoring process is essential in order to ensure consistency and reliability. This might include:
- Teacher self-evaluation compared with external or peer observation
- Record of materials received checked monthly by school committee member
- Children consulted on what they experienced

What resources are needed?
Quality monitoring will invariably involve resources and their associated costs. Staff time is essential, as is a means of transport and materials such as attendance books or a central computer database. In addition to the direct costs of monitoring, take training needs into account. Training in monitoring methods should form part of any teacher training initiatives, and community members involved in monitoring will also require training which may be carried out through the school committee. The costs of monitoring, including training, need to be taken into account in any funding proposal.

EVALUATION

An evaluation is used to analyse success in respect of the established project design and indicators. An evaluation will draw conclusions regarding achievements, challenges, and impact of an intervention. It usually takes place at the end of the project, producing recommendations for future work, although longer projects may have a mid-term evaluation in which case conclusions drawn can be used to make adjustments to ongoing work.

How is it done?
Evaluation of education in emergencies might include:
- Review and summary of information gathered through monitoring
- Direct programme observation
- Interviews with key informants, including children
- Feedback through community forums
- Reports from counterpart organisations

Who does it?
Evaluation requires judgements to be made about what conclusions can be drawn from the information gathered. Because of this, external professionals are likely to have a lead role in the evaluation process. This does not mean that teachers, community members and children are not involved in an evaluation – in fact, it is essential that they are consulted and that their views and observations are taken into account. This is commonly done through interviews or focus groups. While some teachers and community members may also be able to take part in carrying out the evaluation, it is likely that they will require additional training in order to do so.

In order to ensure reliability of conclusions reached in the evaluation, all information received should be cross-checked. This is particularly important where subjective

observations or opinions have been recorded. In fact, evidence of differing opinions and perspectives can give important insights into the context and the impact of the project. Triangulation – comparing information collected in different ways from different sources – is useful in checking qualitative information for reliability or bias.

What resources are needed?
As with the monitoring process, time and funds need to be allocated for evaluation at the planning stage. Training requirements for those involved in gathering data and the need for external evaluation support should be taken into account.

CHALLENGES IN MONITORING AND EVALUATION

Although the monitoring and evaluation process is conceptually fairly simple, in practice there are many issues that might make it difficult to accurately judge a project's success. Most of these challenges will not be fixed, but they can be mitigated through awareness and a strategy to cope with the difficulty.

Core challenges to monitoring and evaluation for education in emergencies include:

- Projects are often under-budgeted, as monitoring and evaluation activities are not taken into full account during the proposal process.
- Completing a set of activities does not always achieve the desired objective.
- Some objectives, eg psychosocial well-being, are inherently difficult to measure.
- Frequent population shifts mean student achievement is difficult to measure.
- Due to lack of expertise, projects may employ invalid or unreliable methods for collecting data. Lack of training on data collection can also lead to unreliable results.
- There is little consistency among agencies' data collection forms meaning it is difficult to compare projects on an inter-agency level.

Monitoring and evaluation of emergency education should…

- Involve all stakeholders, including children
- Be planned in advance, with adequate time and budget allocation
- Focus on education quality as well as provision
- Focus on education issues in the community as well as in school
- Employ a range of methods to gather quantitative and qualitative data
- Be systematic, well documented and transparent
- Include systems for cross-checking data
- Produce results that can be easily communicated to all stakeholders

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Further Reading

Gosling, Louisa with Mike Edwards (1995) *Toolkits: A practical guide to assessment, monitoring, review and evaluation*, London, Save the Children.

Johannessen, Eva Marion (2001) 'Guidelines for Evaluation of Education Projects in Emergency Situations', Oslo, Norwegian Refugee Council.

Save the Children (2002) *Measuring Change in Education*, SC UK Quality Education Guidelines, London, Save the Children.

INDICATORS OF QUALITY

Several Save the Children education programmes – notably Bosnia, Sri Lanka, Myanmar and Indonesia – have worked with teachers and children to develop practical indicators of quality to be used directly in schools. The value is partly in the process: indicators are debated and decided on within a project. These indicators would not be written into a project proposal; however, they can be used as a monitoring tool on staff visits or periodically within a school. Examples of each indicator are shown through a photo taken to illustrate what the classroom looks like if the answer is 'yes'.

Is this school good for children?

- School is a place where children learn. If it is open, friendly and welcoming then children will feel safe and comfortable. Then they will learn better.
- How do we know if our school is good for children? We can look for things that show we care about children and are concerned for their safety and well-being.
- Start with what you can see happening in school. Look at the list and mark YES.
- Look at the list and see what is not happening yet. Make a plan and set a time line.
- In one month, do the checklist again. Has the school made positive changes?
- Do the checklist on a regular basis and keep a record of the date. Improvement will be shown each time you check.

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1. Teachers smile frequently and speak in a friendly tone.	**YES**	**NOT YET**
2. Teachers listen attentively to children.	**YES**	**NOT YET**
3. Teachers bend down to children's level and make eye contact.	**YES**	**NOT YET**
4. Teachers call children by name.	**YES**	**NOT YET**
5. Teachers help children deal with feelings and help children solve problems in a positive manner.	**YES**	**NOT YET**
6. Teachers treat all children with respect.	**YES**	**NOT YET**
7. Children treat each other with respect.	**YES**	**NOT YET**
8. Children treat teachers with respect.	**YES**	**NOT YET**
9. The school is neatly organised with learning resources accessible to children.	**YES**	**NOT YET**
10. Children's work is displayed at their eye level.	**YES**	**NOT YET**
11. The building and immediate outside area are as safe and clean as possible.	**YES**	**NOT YET**

12. The daily programme includes small group activities. **YES** **NOT YET**

13. Children spend more time in class doing things than they do waiting, or listening to the teacher. **YES** **NOT YET**

14. The daily programme allows children some choice in activities. **YES** **NOT YET**

15. Teachers focus on what children learn and what they can do. **YES** **NOT YET**

16. Teachers use small group time to move from group to group and from child to child for brief conversations and positive encouragement. **YES** **NOT YET**

17. Teachers develop activities for children using a range of resources. **YES** **NOT YET**

18. Local children and refugee children have access together to to school resources. **YES** **NOT YET**

19. There are mats available for floor activities. **YES** **NOT YET**

20. Parents are welcomed in the school. **YES** **NOT YET**

21. Teachers greet parents warmly by name. **YES** **NOT YET**

22. Parents work in the school on a regular basis and help support the school in other ways. **YES** **NOT YET**

23. An up-to-date and attractive parent corner or information board is maintained. **YES** **NOT YET**

24. Parents meetings are held at least every term. **YES** **NOT YET**

25. Information on the progress of each child's learning is recorded. **YES** **NOT YET**

26. Some of the child's work is kept by the teacher, some is displayed and some is taken home by the child. **YES** **NOT YET**

27. Drinking water is available to children who do not bring their own. **YES** **NOT YET**

28. There is a place for children to wash their hands. **YES** **NOT YET**

29. Separate girls' and boys' latrines are available in a safe location. **YES** **NOT YET**

30. Teachers say goodbye to children before the children go home. **YES** **NOT YET**

OBJECTIVES AND MINIMUM STANDARDS
FOR UNHCR-FUNDED SCHOOLS

The following objectives and minimum standards are either based on international education statistics for developing countries in Africa and Asia, or were recommended in various UNHCR meetings. They are taken from the Action for the Rights of the Child materials

Primary (grades 1 to 8)	Secondary (grades 9 and above)	In-service Teacher Training
Objective -Provide basic education (sustainable literacy/numeracy and life skills) -Meet psychosocial needs of displaced/traumatised children and adolescents -Provide foundation for secondary education (high achieving students) -Prepare children/youth for repatriation, reintegration or local settlement	**Objective** -Prepare youth for nation-building/socio-economic development -Prepare youth to face life with self-confidence and necessary skills -Prepare high achieving students for post-secondary education both vocational and academic	**Objective** -Develop professional teaching skills through in-service teacher training -Update teachers on subject knowledge, psychosocial issues, and life skills such as health, environment, conflict resolution and human rights -Prepare teachers for repatriation, reintegration or local settlement
Characteristics of the programme -Pre-school classes for children under six not funded by UNHCR except for materials and training -School curriculum based on the country or area of origin -Language used as in the country of origin schools -Target of primary schooling for all -Special afternoon classes for out-of-school children/adolescents with appropriate curriculum -Minimum of four hours/day above class 1, six hours/day after class 4 -Minimum of five days a week -Short vacations to increase hours of schooling per year -Final examinations recognised by education ministry of country of origin -Community support mobilisation through Community Education or Parent Teacher Association	**Characteristics of the programme** -School curriculum based on the country or area of origin -Language used as in the country of origin schools -Secondary education in refugee community-based schools for high achieving students -Special afternoon classes for out-of-school children/adolescents with appropriate curriculum -Minimum of six hours/week -Minimum of five days a week -Short vacations to increase hours of schooling per year -Community support mobilised through Community Education Committee or Parent Teacher Association -Final Examinations recognised by education ministry of country of origin	**Characteristics of the programme** -Teacher selection based on tests or performance at new teacher workshop -Training to include pedagogy, school subjects, meeting children's psychosocial needs and messages regarding sanitation, health, environmental awareness, conflict resolution and human rights, etc -Teacher training to be documented and recognised by the country of origin -In-service training for all teachers during holidays/ at weekends/on special days, at least ten days per year -In-school training by project education advisers and school mentors -Refugee teachers to benefit from national training programme and vice versa as applicable

TOOLS TO USE

Primary (grades 1 to 8)	Secondary (grades 9 and above)	In-service Teacher Training
Minimum Standards Class size -35 to 40 pupils in lower classes on an average day -25 to 30 for multi-grade classes -'Class teacher' system up to at least grade 6	**Minimum Standards** Class size -35 to 40 students on an average day -25 to 30 for multi-grade classes -'Subject teacher' system	**Minimum Standards**
Materials -Grade 1 to 4: slates, chalks, 2 exercise books -Grade 5 to 6: at least 4 x 100-page exercise books -Grade 7 to 8: at least 6 x 200-page exercise books -One reading and one arithmetic textbook per student -Reading material, resource centre -At least one set of all other textbooks (50 copies) per school	**Materials** -Grade 9 and above: 2 x 200-page exercise books per subject -One textbook per student per subject -Other reading materials in resource centre	**Materials** -One complete set of teaching manuals per school -materials for preparing teaching aids
Infrastructure -Classroom size: about 6m x 7m -Toilets and drinking water supply in all schools -Lockable storage in each school -Playground sufficient for recreational activities -Staffroom in each school -Reading room/resource centre in each school -Community support in site clearing and construction	**Infrastructure** -Classroom size: about 6m x 7m -Toilets and drinking water supply in all schools -Lockable storage in each school -Playground sufficient for recreational activities -Staffroom in each school -Reading room/resource centre in each school available to the community in the evening when possible	**Infrastructure**
Equipment -Simple clean seating for all students, based on local practice -Minimum 2m x 2m blackboard space per class, regularly repainted -Portable number chart per class -One globe per school -Minimum of one large world map, one country of origin map and one asylum country map per school, with smaller versions in classrooms for regular reference -Laminated wallcharts in each classroom to make 'supportive learning environment' -Other educational materials as appropriate -One mimeograph and laminating machine per project office -Sports equipment in each school -Chair and table for each teacher	**Equipment** -Simple clean seating for all students, based on local practice -Minimum 2m x 2m blackboard space per class, regularly painted -One globe per school -Minimum of one large world map, one country of origin map and one asylum country map per school, with smaller versions in classrooms for regular reference -Laminated wallcharts in each classroom to make 'supportive learning environment' -One science kit per school -Other educational materials as appropriate -One mimeograph and laminating machine per project office -Sports equipment in each school -Chair and table for each teacher	**Equipment**

SAVE THE CHILDREN TEXTS

Bracken, P and C Petty (eds) (1998) *Rethinking the Trauma of War*, Save the Children.

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