

ARC resource pack

Study material

Critical issue module 2

Education



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When referred to in the text, exercises and handouts are always from the list of training material at the end of the topic where the reference appears, unless the reference specifically points to other topics.

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This module is one of the following series of **ARC resource pack** modules.

Foundation modules

- 1 Understanding childhoods
- 2 Child rights-based approaches
- 3 Programme design
- 4 Participation and inclusion
- 5 Advocacy
- 6 Community mobilisation
- 7 Psychosocial support

Critical issue modules

- 1 Abuse and exploitation
- 2 Education
- 3 Children with disabilities
- 4 Sexual and reproductive health
- 5 Landmine awareness
- 6 Separated children
- 7 Children associated with armed forces or armed groups

All modules include:

- **study material** giving detailed information on the module's subject and a list of further reading
- **slides** giving key learning points and extracts from the study material, offering a useful resource when introducing training events and exercises
- **training material** for participatory workshops that comprises **exercises** giving practical guidance for facilitators and **handouts** for participants.

The following documents are also included in the ARC resource pack CD-ROM to ensure you can make the most of these modules.

- User guide
An introduction to the ARC resource pack and the relationships between modules.
- Training manual
Advice and ideas for training with ARC resource pack materials.
- Facilitator's toolkit
General guidance on how to be an effective facilitator, with step-by-step introductions to a wide range of training methods.
- Definitions of terms
- Acronyms

See **Guidance for training on critical issues** at the end of this document for further help in developing ARC workshops.

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Introduction

Education is the key that can unlock the doors to prosperity and development. It is a key index to measure development and communities often prioritise education as the only means to influence their future for the better. Education is a right of all human beings and in emergencies it is both life sustaining and life saving in providing physical, psychosocial and cognitive protection to affected children and adolescents affected by emergencies.

Education services are also one of the most important means of restoring the sense of pre-emergency routine in the lives of children and adolescents and their communities. Education in emergencies plays a key role in facilitating the psychological healing of children and adolescents by providing the necessary space for peer interaction and re-establishing a sense of normalcy post-emergency.

In this module, the term education is used to define a lifelong process where individuals continue to learn: they learn how to cope with their immediate environment; how to cope with life's challenges; how to equip themselves to understand the world around them; and how to access more knowledge, skills and information which may improve their prospects for growth and achievement. There is also an emphasis on understanding the vital need for re-establishing education during and after an emergency so as to minimise the psychological impact of the event and maximising the opportunity to strengthen pre-existing education structures.

Five topics are covered within this module, but there are also many educational issues, which are linked with topics in other Critical issue modules such as: **Critical issue module 4** Sexual and reproductive health; **Critical issue module 5** Landmine awareness and **Critical issue module 7** Children associated with armed forces or armed groups. Facilitators are advised to use the Education module alongside other modules, including Foundation modules, when dealing with issues of education in these other contexts.

Structure and content of this module

This module aims to provide senior managers, sector coordinators and field staff with adequate information in order to ensure that the right to education is fulfilled within their programme areas. It begins with an overview of the issue of lack of access to education and its effect on children in emergency and non-emergency contexts, cross referenced with the relevant legal instruments, that underpin the right to education, detailed in the following section. The next section enumerates the principles, priority areas and planning checklist of rapid assessments and rights-based situation analysis and their importance in identifying the gaps that impact the access to and content of education services for children and adolescents. Thereafter it gives practical information about how to respond adequately in setting up educational activities in emergency situations as well as longer term, elaborating the different levels of implementation in promoting the right to education. Finally, the vital role of monitoring by tracking key indicators that measure impact and process is discussed.

The table below outlines the structure and content of this module and also provides references to the Foundation modules relevant to each topic.



Introduction

Topic	Subject matter	Relevant foundation modules
Topic 1	The issue for children Examines the critical issues that impact the delivery of education services during emergencies and chronic crisis. The section lists the benefits and advantages of education in emergencies and development contexts and the repercussions of not establishing education during an emergency. It also provides an analysis of the stakeholders who are involved in ensuring that the right to education is preserved and the possible causes for the failure to do so.	Understanding childhoods Child rights-based approaches
Topic 2	The law and child rights Introduces the key policy and legal documents and minimum standards underlying the issue of right to education. It provides an overview of the framework, which provides the foundation for programming in right to education, outlining the rights, roles and responsibilities of duty bearers and their responsibilities as well as the mechanisms to ensure education for all.	Child rights-based approaches Advocacy
Topic 3	Assessment and situation analysis Focuses on key aspects to be considered when conducting rapid assessments post emergency and a child-rights situation analysis for longer-term programming. Looks specifically at the importance of identifying marginalised and most vulnerable groups of children and assessing and analysing the specific needs and issues surrounding these groups. It enumerates the vulnerabilities of specific groups of children and adolescents and the barriers to access to education.	Programme design Participation and inclusion Psychosocial support



Topic 4	Planning and implementation	
	Implementation strategies: responding to emergencies	
	Focuses on the key aspects of an education programme in emergencies and states the reasons why it is important to set up education services as soon as possible after an emergency. It also provides an overview of the standard best practices in delivering effective and responsive education programmes in emergencies.	Programme design Participation and inclusion Advocacy Community mobilisation Psychosocial support
	Education in the longer term: institution strengthening	
	Looks at how strengthening the institutions, responsible for the provision of education services, improve the quality and access to education for children and adolescents. It gives an overview of the different kinds of education, the factors that contribute to make education in schools more effective and how advocacy can play a key role in strengthening and improving the quality and range of education services for all children and adolescents.	
Topic 5	Monitoring, evaluation and learning	
	Covers the process of monitoring and evaluation by measuring what changes have been made in the lives of children and adolescents in accessing education.	Programme design Advocacy Community mobilisation

This module draws extensively on a number of key documents which should be referred to in full for those requiring a more detailed understanding of abused and exploited children (see the reading list at the end of the study material for resources).

The importance of the UN Convention on the rights of the child

The human rights of children are fully articulated in one treaty, the UN Convention on the rights of the child (CRC 1989), offering the highest standard of protection and assistance for children under any international instrument. The approach of the CRC is holistic, which means that the rights are indivisible and interrelated, and that all articles are equally important.



Definitions of terms

- **Curriculum** (plural curricula): A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place.
- **Early childhood education** covers the education of a child from the period from birth to eight years of age.
- **Peace education**: The process of acquiring the knowledge and developing the attitudes, skills, and behaviour to live in harmony with oneself and with others. Peace education is based on a philosophy that teaches nonviolence, love, compassion, trust, fairness, cooperation, respect, and a reverence for the human family and all life.



Topic 1

The issue for children

Key learning points

- Education is not only a right. It provides invaluable physical, social, psychological and emotional support and protection for children, which can be life sustaining and life saving in emergencies and in the long term.
- Wars, chronic conflict, poverty and discrimination are the leading causes of children being unable to fulfil their right to education.
- Without the stability of education, children are more susceptible to join armed groups, being forced into child labour and being exploited during emergencies.
- The core issues hindering progress in delivering on the right to education are access, quality of education, protection and financing.

All riches and gains can be lost but EDUCATION stays.

Small red plaque on the outside wall of the Ministry of Education, Science and Technology, Freetown, Sierra Leone

Emergencies such as wars and natural disasters deprive millions of children of education. It is estimated that approximately 50% of the world's reported 100 million school-age children who are not enrolled in school are living in crisis or post-crisis countries. The Ministry of Education in Sri Lanka reported that once the conflict ended, 75,000 students enrolled in first year primary school, compared to the 40,000 to 50,000 who enrolled each year during the war. At least one third of the children did not attend school because of the war.¹ According to ECOSOC, nearly half of all countries emerging from conflict relapse into violence within five years.² Conflicts destabilise government infrastructure, leaving gaps in the nation's education system. Schools are closed because of insecurity or destroyed during the fighting. Simply walking to class may endanger a student's life in conflict-prone areas. Natural disasters disrupt normalcy and cause widespread destruction of property and infrastructure, which can take years to rebuild and cause a huge hiatus in the provision of quality education services.

Today, there are 72 million children who are out of school. 55% of children out of school are girls.

2009 EFA Global monitoring report

Of the children enrolled in school, millions drop out or leave school without having gained the most basic literacy and numeracy skills. Pupil:teacher ratios in many countries are in excess of 40:1 and a severe teacher shortage exists, with an estimated 18 million teachers needed globally to achieve Universal primary education by 2015. Moreover, education is not benefiting all, and opportunities for adolescents and out-of-school youth remain low in many developing countries. Poverty, geographic isolation, gender, language and ethnicity are some of the main obstacles blocking the road.³

Without education, children face a severely limited future. Illiterate young people often face a future of poverty and violence and will lack the more complex skills needed to contribute to their society's peaceful reconstruction and development. Schools can help children to learn democratic behaviours; to develop respect for others and gain a



variety of conflict resolution strategies. Education plays a central role in peace building and development of democracy, and the interruption of education can have detrimental short and long-term consequences on the growth and development of children.

Impact of emergencies on children and education

Emergencies, both complex and of natural causes, can have long-term social, psychological and physical repercussions on the affected population, especially the most vulnerable. Children are at the centre of such events as they witness the worst ravages of man-made or natural destruction, at a young impressionable age. The impact of the event on the individual, society and the system as a whole has a direct affect on the lives of children. It is important to understand these issues in order to be able to gauge the role of education in preventing some of the consequences of a complex emergency or a natural disaster.

Table 1 below summarises the consequences of emergencies (man-made and natural) on the lives of children and on education.

Individual	Social	Systemic
Children witness violence, looting and widespread death and destruction.	Traditional cultural and psychological healing practices abandoned.	Government machinery, Ministry of Education weakened by conflict or losses caused by natural disaster.
Children are displaced with their families causing loss of familiar environment, friends, relatives, school, personal belongings.	Conflict between displaced and host communities and difficulties of adjustment leading to isolation and marginalisation.	Limited or no support to schools as governments overwhelmed with immediate needs of affected population.
Children witness or experience sexual abuse the latter puts them at risk of HIV and AIDS and other STDs.	Social networks weakened or destroyed by continued violence or large number of deaths caused by natural disasters.	Loss of teachers, teaching and learning material and supplies; school buildings used for shelter.
Family's ongoing stress of managing life and low morale affects children. Children witness to consequent domestic violence.	Cohesion and sense of belonging among family and community members weakened by economic stresses.	Quality of education low, already high rates of drop out, low enrolment and limited access before the emergency. Current situation leads to complete
Psychological impact, fear that event will recur, inability to carry out routine tasks, aggression, difficulty in concentration, loss of developed skills and other common stress reactions.*	Erosion of core values due to unpredictability of situation and loss of trust.	breakdown; lack of teachers, infrastructure and systems to support education needs of affected population. School personnel not equipped to address the emerging psychosocial needs of students in the classroom.

(*for more information, please refer to **Foundation module 7** Psychosocial support.)



Although, the overall impact of both man-made and natural disasters impact education in equally detrimental ways, it is important to note that complex emergencies and chronic crisis have a longer-term impact at the social and systemic level. This in turn erodes individual wellbeing to the extent that children who have grown up in situations of perennial conflict are likely to have fewer social support networks to depend on. Conflict also causes deeper psychological scars due to distrust, fear or witnessing the brutality of fellow human beings, often one's own family members; and a gradual breakdown of familiar community structures such as the school or educational institution. Educational management systems such as curriculum, physical infrastructure, school administration and human resources are in worse condition in countries affected by conflict, as years of instability deplete financial resources and motivation of the people to continue maintaining it.

Core issues hindering the right to education

Access

The vital question in relation to access is: How many children and youth, especially IDPs and refugees have access to some sort of education; how many don't?

There are currently 37 million children who live in fragile conflict affected countries and are out of school. Approximately 750,000 children have their access to education disrupted or miss out on education due to natural disasters every year.⁴

Access is one of the main reasons that children are unable to complete a basic primary education. Factors such as poverty, discrimination, social stigma, political turmoil reduce children's access to education. IDPs and refugee populations are the majority who are unable to reach education services or education services offered to them do not meet their needs and requirements. Children in these populations often find it challenging to access education in their host country or community due to:

- lack of schools or inadequate education system to support new entries
- overcrowding in trying to accommodate all children in already under-resourced schools
- different medium of instruction
- costs associated with school (school fees, uniforms, text books) unaffordable for impoverished families
- laws of the host country prohibit admissions
- recognition of years of schooling in country of origin
- paucity of secondary education options
- unavailability of non-formal and vocational education, accelerated learning programmes for options for school drop outs and children and youth reintegrated from the armed forces.

In addition girls, children with disabilities, street and working, orphan or separated children are especially prone to miss out on mainstream education.

(For more information please refer to Identifying the needs of the most vulnerable children in **Topic 3**)



Quality

Education quality assessments conducted in some countries of sub-Saharan Africa show that less than 25% of grade 6 pupils reach a desirable level of reading.⁵

Quality is one of the determinants of whether children who do enrol in school stay in school for the whole duration; how they are able to apply what they learn; what they are able to achieve. The standard of education delivered directly relates to the level of achievement of students who complete a certain level of education. The background of the student, the organisation of the education system and overall educational environment influences the learning levels of pupils.

Quality of education is affected by the following.

Teachers

- Lack of teachers in proportion to number of pupils (high teacher-pupil ratio causes stress and an impediment to learning). Recruitment of more teachers places financial constraints on less wealthy governments.
- Lack of proper training, monitoring and supervision of teachers that would equip teachers to handle stressful classroom environments, use positive discipline and respond to the psychosocial support needs of children.
- Teacher qualification is inadequate or absent due to lack of government certified teacher training programmes and institutes. In some countries, teachers have only up to a secondary school education. In others teachers may not have the right language skills to communicate with children from certain communities or regions.
- Teachers are often under-compensated or not paid at all for extended periods leading to strikes, resignations and poor quality of teaching in the classroom. There is not enough emphasis on teacher motivation programmes that would help teachers to deal with their own situation both in class and outside.
- Low percentage of female teachers is a direct consequence of low enrolment of girls in higher primary and secondary grades. This, in turn, perpetuates low enrolment of girls as their differential needs remain unmet and motivation to continue studies wanes due to lack of positive role models.

Curriculum

- The curriculum may not address the differential needs of refugee and IDP children including language and content.
- Teaching curriculum does not include lessons plans on participatory teaching methodologies and classroom management, which would aid the teacher in delivering content more effectively.
- Developmental subjects such as HIV and AIDS, sexual and reproductive health, disaster risk reduction, psychosocial support and self care may need to be included to respond to needs after an emergency.
- Curriculum and language can sometimes be used as political tools to cause dissent and propagate ideologies detrimental to children's development and wellbeing.

School infrastructure, text books and supplies

- Governments may not have the resources to supply textbooks to all the learners. Textbooks are often shared in the ratio of 1:2 or 1:4.



- School buildings are inadequate or often non-existent in many situations. Children are packed in small classrooms, study under trees or in temporary structures made of thatch and bamboo, which do not insulate noise levels and are unsuitable for classroom-based activities.
- Lack of proper water and sanitation facilities, particularly for girls. It is one of the reasons pre-pubescent girls drop out of school, in fear of sexual harassment.
- Paucity of learning aids such as notebooks, slates, pencils, crayons etc and supplies such as desks, chairs, blackboards.

Protection

Educational facilities provide vital physical and emotional protection to children during emergencies and chronic crises. Children, enrolled in school, spend a major proportion of their growing up years in the school environment. Teachers and peers therefore play a major role in shaping a child's future. Parents and community members also view the school as a safe place where their children can be sent to learn and achieve.

However, educational institutions are often misused and veer away from being protective for children. During emergencies schools become a target and a resource and thus are not able to fulfil their first duty towards children: to provide a protective, safe and child-friendly space.

Protection is compromised when:

- schools are targeted by armed forces or warring factions as a weapon of war
- schools are used as shelters for IDP populations or as relief distribution centres as they may be the only concrete structure in the community
- corporal punishment is allowed to go undeterred
- gender-based violence or sexual harassment occur due to lack of linkages with community protection mechanisms or lack of supervision and management of teachers
- lack of non-formal education options and youth programmes for out of school children and youth, who then become easy targets for recruitment into armed forces and prostitution.

Finance

Education in emergencies is an under-funded sector for a variety of reasons. Some emergency-oriented donors see education as a development activity and would not earmark funds for immediate education response programmes, while education for refugees is specifically funded by donors with a refugee mandate⁶. Funding for education from the early stages of an emergency plays a significant role in delivering a holistic response with other sectors such as protection, health and food aid; it helps to build local capacity from the onset and for a smooth transition from response to recovery interventions.

There are number of multi-lateral, humanitarian funding mechanisms which have helped the funding of education. These are CERF (Central Emergency Response Fund), the country level pooled funding called the Common Humanitarian Fund (CHF) and the Emergency Response Fund (ERF). The Consolidated Appeals (CAPs) have also drawn attention to the importance of education in humanitarian situations and provide a mechanism for determining needs and tracking funding received across the sector.



Although there are encouraging signs of increased funding for education in emergencies, it remains inadequate when considering the vast needs of children in fragile, conflict affected countries. Moreover, governments in conflict-affected countries tend to prioritise military and defence allocation rather than education, leaving a large gap in provision of quality education services.

Training material for this topic

Exercise 1 The impact of emergencies on education

Exercise 2 Core issues hindering the right to education

Handout 1 Consequences of emergencies (man-made and natural) on the lives of children and on education

Handout 2 Suggested strategies for emergency-affected settings

Handout 3 Natural disasters and their initial impact

Handout 4 Analysing the issues



Topic 2

The law and child rights

Key learning points

- The right to education is a basic human right entitling children to a free and compulsory primary education without discrimination against those at home, displaced, refugees, or asylum seekers and should be available to all children irrespective of race, ethnicity, social class, gender, sexual orientation, caste, including children with disabilities, orphans, children living with HIV and AIDS and children affected by armed conflict.
- The key legal documents that outline the framework for the right to education are Article 26 of the Universal declaration of human rights and Articles 28 to 33 of the UN Convention on the rights of the child (the CRC).
- Global instruments such as the Education for all (EFA) goals, the Millennium development goals (MDG) and the Minimum standards for education in emergencies (MSEE) aim to ensure that right to education is fulfilled in development and emergency contexts by all signatory nations and governments.
- The right to education covers access, equal and inclusive education, effective and relevant learning, gender sensitivity, a supportive learning environment, and the active participation of students in the learning process.
- The key duty bearer in the educational process is the national government. Other duty bearers include parents, teachers and local and national institutions. In humanitarian situations and in the absence of a stable national government, international donors and aid agencies may take on some of the duties of the State.

The existing international standards provide a comprehensive legal foundation for the execution of **right to education** initiatives that ensures that all children participate in a productive, relevant and enriching learning process. A rights-based approach shifts the focus and role of young people from recipients to actors, empowering them to participate in decisions that affect their lives and emphasises the importance of choice and non-discrimination. A rights-based approach places people, ie. children, at the centre of their own development processes and empowers them to be able to claim their rights and make decisions that affect their lives.

This section is divided into two parts, the first part elaborates the parameters to meeting the right to education standards as outlined in the CRC, the Universal declaration of human rights and other international treaties (Table 1); the second part provides a greater understanding of the EFA goals and details the minimum standards pertaining to education in emergencies.



Articles of the CRC relevant to the right to education⁷

Article 28 Right to education

- 1 States parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall in particular.
 - Make primary education compulsory and available free to all.
 - Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need.
 - Make higher education accessible to all on the basis of capacity by every appropriate means.
 - Make educational and vocational information and guidance available and accessible to all children.
 - Take measures to encourage regular attendance at schools and the reduction of dropout rates.
- 2 States parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present convention.
- 3 States parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29 Quality, access, inclusion, non-discrimination

- 1 States parties agree that the education of the child shall be directed to the following.
 - The development of the child's personality, talents and mental and physical abilities to their fullest potential.
 - The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the charter of the United Nations.
 - The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own.
 - The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.
 - The development of respect for the natural environment.

Right to education

The broad parameters used to define **right to education** include issues of:

- access
- quality
- relevance and effective education
- gender sensitivity
- participation
- a supportive learning environment.

Each of these parameters is further elaborated for greater understanding of State parties and key actors, as summarised below.

Free access to education for all children

- Mandates education that is free and compulsory, affordable and accessible for all school-aged children at least up to the age of 18 (CRC).
- Active identification of excluded and at-risk children to get them enrolled in school and/or included in learning.
- Recognise the freedom of parents to choose education for their children, while observing the child's best interests.

Equal and inclusive education

- Ensure the same rights to education and equality of opportunity for all children, irrespective of their race, colour, sex, language, religion, opinion, origin, economic status, birth, social status, minority or indigenous status, or disability. It includes working children, children affected by HIV and AIDS, and children affected by conflict, displacement and physical, emotional and/or sexual abuse.
- Respect for diversity, non-exclusion and non-discrimination, or stereotyping on the basis of difference. It responds to diversity by meeting the needs of children according to their circumstances eg. based on gender, social class, ethnicity, and ability.

Effective and relevant learning

- Set minimum quality standards for education and ensures these standards are met by all educational institutions in the country.
- Promote the personal development of the individual child and ensures education content, method and scheduling are relevant and respond to the different circumstances and needs of children eg. according to their age, gender, culture, language and ability.
- Provide child-centred content and good quality materials and resources for gaining literacy, numeracy, and the essential knowledge and life skills. Teaches children how to question and apply what they have learned. Prepares students for further vocational training and employment.
- Promote good quality teaching and learning processes appropriate to the child's developmental age, specific abilities and learning style. Promotes active, cooperative, and democratic learning methods.



- Provide all children with a good start in life through quality community-based early childhood care and development (ECCD).
- Strengthen the family as the child's primary caregiver and educator.
Ensure every child understands the language of instruction (mother tongue teaching).
- Enhance teacher capacity, morale, commitment, status, and income, and teachers' recognition of child rights.
- Improve the quality of education by eliminating obstacles to teaching and learning, and ensures that the entire process of education conforms to principles of human rights.

Gender sensitivity

- Promote equality in the enrolment and learning achievements of girls and boys.
- Guarantee gender-sensitive facilities, curricula, textbooks, and teaching-learning processes that socialise girls and boys in a non-violent environment and encourages respect for each others' rights, dignity, diversity and equality.
- Promote gender equality by challenging gender discrimination, stereotyping and exclusion.
- Provide positive experiences for children and promotes safe, secure, supportive, encouraging, healthy learning environments that protect the health and psychological wellbeing of learners and teachers.
- Provide supportive, nurturing, positive experiences promoting children's wellbeing and sense of self-worth.
- Guarantee a child's safety and security through policies and practices, such as schools free of drugs and tobacco, corporal punishment, abuse and harassment.
- Provide adequate gender sensitive water and sanitation facilities.
- Inclusion of health education, particularly reproductive health, HIV and AIDS and life skills education including assistance with access to health services and counselling.
- Help to defend and protect all children from abuse and harm, both inside and outside the school and ensures that at-risk children are protected through community and school networks, campaigns, outreach and other protection mechanisms.
- Is concerned about what happens to children before entering and after leaving school.

Participation

- Recognise that children have competencies, knowledge and abilities, and are able to contribute these to society.
- Promote children's right to be heard and to express themselves at home, in school and in the community. Children who are listened to have higher self-esteem and greater self-confidence. Student-centred, activity-based learning methods enable children to take an active part in the classroom as well as in their communities. This influences their own learning and makes their education more meaningful, more relevant and more enjoyable.



- Ensure that parents, teachers and media provide children with adequate and relevant information.
- Promote the rights of learners, parents, teachers and other stakeholders to influence the decisions that affect them. Promotes the involvement of students, parents and teachers in curriculum development, choice of learning content, selection of learning material and in education reforms.
- Involve children, parents and community members in school management and supports the establishment of student and parent-teacher associations.
- Promotes children’s rights to privacy, play and a child-friendly environment.

The right to play

- Play is an essential part of the overall development, including social and personal skills, of children and must be included in school curriculum.
- Recreation is particularly important and must be provided for children in refugee and displaced communities.
- Site planning should provide adequate, safe space not only for school structures and the possible need for an expanded number of classrooms, but also for recreational activities organised within the school programme as well as through community organisations. Each refugee camp or settlement should have a committee to ensure that adequate facilities for recreation are provided through education and community-based programmes.
- In any thinking about the effects on children who have experienced war or displacement, the concept of play is centrally important and should be included in any education programme.

Table 2 Summary of CRC articles outlining the right to play and protection in education

Physical protection	
Articles 31 and 38	provides a safe, structured place to learn and play
Article 2	reaches out to all children, without discrimination
Article 19	offers means to identify children with special needs, such as experience of trauma or family separation
Articles 33 and 38	engages children in positive alternatives to military recruitment, gangs and drugs
Article 18	care and supervision can be provided by teachers, in consultation with the parent or guardian
Article 24	offers children basic knowledge of health and hygiene
Article 27	can improve children’s nutrition by the provision of nutritious daily meals as part of school feeding
Articles 32 and 34	prepares children for appropriate work which is not harmful or threatening their health or security



Psychosocial protection

Article 28	gives children an identity as students, averts inadequacy felt by children out of school
Articles 13 and 31	provides a venue for expression through play and cultural activities such as sports, music, drama, and art
Article 20 and 39	facilitates social integration of vulnerable children such as separated children and former combatants
Article 15	supports social networks and community interaction for children and their families
Article 38	provides a daily routine and offers a sense of the future beyond the immediacy of war or conflict

Cognitive protection

Article 28	helps children to develop and retain the academic skills of basic education, ie. literacy and numeracy
Article 17	offers means for children to access urgent life-saving health and security information
Article 29	furnishes children with knowledge of human rights and skills for citizenship and living in times of peace
Article 14	strengthens children's evaluative skills in responding to propaganda and disparate sources of information
Article 13	encourages young people to analyse information, express opinions, and take action on chosen issues

From: *The role of education in protecting children in conflict*. HPN Network Paper 42 Nicolai and Triplehorn, 2003

Global movements

Education for all

In 1990, the World conference on education for all, assembled in Jomtien, Thailand and adopted a declaration affirming the commitment to education for all. It was noted that despite the right to education outlined in conventions and declarations, many children and adults were still out of school and not receiving any kind of education. It was stressed that among the most urgent priorities was ensuring access to education services, improving the quality of education for girls and women and removing every obstacle that hampers their participation. It was also stressed that an active commitment must also be made to remove the educational disparities of under-served groups, notably working children, refugees, those displaced by war and children with disabilities.

10 years later, 164 governments and partners met at the World Education Forum held in Dakar and renewed their commitment towards the six EFA goals. **The Dakar framework of action (2000)** confirms the expanded vision of education outlined 10



years earlier and proposes a new set of six goals and associated strategies to be accomplished by 2015.

EFA goals (in summary)

- 1 Expand and improve comprehensive **early childhood care and education**, especially for the most vulnerable and disadvantaged children.
- 2 Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory and quality **primary education**.
- 3 Ensure that the learning needs of all young people and adults are met through equitable access to appropriate **learning and life skills** programmes.
- 4 Achieve a 50% improvement in levels of adult **literacy** by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- 5 Eliminate **gender** disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education.
- 6 Improve all aspects of a **quality education** and ensuring excellence for all, especially in literacy, numeracy and essential life skills, achieves standard and measurable learning outcomes.

The EFA goals are related to the Millennium development goals (MDG) in that increase in education levels directly impacts the overall economic, political and social development of countries. The second MDG goal of *universal education for all boys and girls by 2015* provides a clear indication of the link between poverty reduction and education.

INEE (Interagency network for education in emergencies)

The INEE is founded on the principles and goals of the CRC, the EFA and the Sphere project's humanitarian charter. It is a global, open network of non-governmental organisations, UN agencies, donors, practitioners, researchers and individuals from affected populations who have come together within a humanitarian and development framework to ensure that children's right to education is met in emergency situations, chronic crisis and early reconstruction phases.

INEE works to improve communication and coordination in the field of education in emergencies and post-crisis reconstruction by cultivating and facilitating collaboration and constructive relationships among its members and strategic partners. In this way, INEE creates opportunities for joint advocacy; resource and tool development; capacity building; and the promotion, implementation and evaluation of the INEE minimum standards.

INEE minimum standards for education in emergencies, chronic crises and early reconstruction⁸

Education in emergency situations is often not seen as a life-saving, humanitarian priority but a long-term development activity. As a consequence, humanitarian donors and implementing agencies tend not to prioritise education, and when they do emergency education, they tend to focus on school reconstruction or supplies. Appropriate education interventions in emergencies need to take quality and content



into consideration through investments in teacher training, curriculum development, and the development of schools as safe, child-friendly areas.

The Minimum standards for education in emergencies, chronic crises and early reconstruction (INEE minimum standards) were developed within the Interagency network for education in emergencies (INEE) as a tool to guide education practitioners, managers, policymakers and education and non-education professionals in programming for responsive, quality education initiatives. The INEE minimum standards were the result of a broad and consultative process that involved over 2 250 education authorities, NGOs, and UN agencies from over 50 countries in Africa, Asia, Latin America, Europe and the Middle East. They were designed to address the lack of awareness and standards on education in emergencies, taking into particular consideration that the Sphere project's humanitarian charter does not yet include education services as a key sector of disaster response.

The INEE minimum standards are divided into five core categories.

- 1 Minimum standards common to all categories** focuses on crucial cross-cutting approaches to implementation such as **community participation** and **utilisation of local resources** as well as ensuring that emergency education responses are based on an initial **assessment** that is followed by an appropriate **response** and continued **monitoring and evaluation**.
- 2 Access and learning environment** focuses on ensuring access to learning opportunities (formal and non-formal), particularly for the most vulnerable children during emergencies and chronic crisis. The section also concentrates on strengthening access through inter-sectoral linkages with, for example, health, water and sanitation, food aid and shelter, to enhance security and promote physical, emotional and psychological wellbeing of learners.
- 3 Teaching and learning** focuses on instruction that is inclusive, learner-centred and participatory and critical elements of effective teaching and learning:
 - curriculum
 - training
 - instruction
 - assessment.

It provides standards on teaching and learning that reduces barriers to learning and addresses the needs of all learners including those with special needs.
- 4 Teachers and other education personnel** focuses on the administration and management of human resources in the field of education, including recruitment and selection, conditions of service, capacity building, supervision and support. It aims at providing guidance on management of educational personnel to impact the overall quality of school administration.
- 5 Education policy and coordination** focuses on policy formulation and enactment, planning and implementation, and coordination at national and international levels that would ensure that the fundamental right to education for children is preserved, particularly in emergencies and chronic crisis situations. It behoves governments and the international community to act in consonance with international treaties and policies on right to education.

For more information, practical tools, good practice guides, policy documents and other resources, please visit the INEE website at <http://www.ineesite.org>

Policies for displaced, refugee and host populations

- The INEE MSEE presents standards upholding the 1951 convention relating to the status of refugees, Article 21 Public education, which declares that refugees are entitled to the same education as nationals at the elementary level and at higher levels should have access to studies, certificates, degrees, diplomas, remission of fees and access to scholarships. While not afforded special protection, IDPs should receive similar entitlements.⁹
- Current UNHCR education policy and recommended practices, outlined in the *Revised (1995) guidelines for education assistance to refugees* incorporate policies developed in response to the 1989 CRC, the 1993 UNHCR *Policy on refugee children*, the 1994 UNHCR *Refugee children: guidelines on protection and care* and Executive Committee (ExCom) 'Conclusions on refugee children'. ExCom has affirmed the fundamental right of refugee children to education and called upon all states to ensure that all refugee children benefit from primary education of a satisfactory quality that respects their cultural identity and is oriented towards an understanding of the country of asylum. It recognised the need of refugee children to pursue further levels of education (Conclusion no. 47 of 1987). ExCom also stressed the importance of educational programmes contributing towards refugee children's emotional stability and development and towards finding durable solutions for refugee children (Conclusion no. 59 of 1989). ExCom called on states to respect and observe rights that are of particular relevance to international refugee protection, especially to safeguarding child and adolescent refugees, including the right of children and adolescents to education (Conclusion no. 84 of 1997). In the 1993 UNHCR *Policy on refugee children*, one of the guiding principles is that in all action concerning refugee children, the human rights of the child are to be given primary consideration.
- The mandate of UNHCR has been expanded to include **persons of concern**, including **IDPs** who would fit the legal definition of a refugee under the 1951 convention. Additionally, the Office of the UN High Commissioner for Human Rights (OHCHR) *Guiding principles on internal displacement* states that internally displaced children have a right to education (OHCHR, 1998). In accordance with Principle 23, authorities concerned should ensure that internally displaced children receive free and compulsory primary education that respects their cultural identity, language and religion. The article also asserts that special efforts must be made to ensure the full and equal participation of women and girls in educational and training programmes. Regardless of whether or not the displaced are living in camps, educational facilities should be made available to internally displaced persons, particularly for adolescents and women.



International treaties and agreements related to the right to education

- Universal declaration of human rights (1948)
www.unhchr.ch/udhr/lang/eng.htm
- UNESCO Convention against discrimination in education (1960)
www.unhchr.ch/html/menu3/b/d_c_educ.htm
- Convention on the elimination of all forms of racial discrimination (1965)
www.unhchr.ch/html/menu3/b/d_icerd.htm
- International covenant on economic, social and cultural rights (1966)
www.unhchr.ch/html/menu3/b/a_ceschr.htm
- ILO Convention on the minimum age for employment (1973)
<http://www.ilo.org/ilolex/cgi-lex/convde.pl?C138>
- Convention on the elimination of all forms of discrimination against women (1979)
www.unhchr.ch/html/menu3/b/e1cedaw.htm
- Convention on the rights of the child (1989)
www.unhchr.ch/html/menu2/6/crc/treaties/crc.htm
- ILO Convention on the worst forms of child labour (1999)
<http://www.ilo.org/ilolex/cgi-lex/convde.pl?C182>
- Education for all: Dakar framework for action (2000)
www.unicef.org/efa/dakarfin.pdf

The key stakeholders in enabling the right to education

Those who are responsible for education of children include the following.

- **National governments** are responsible for:
 - allocating adequate resources to provide free basic education for all children
 - harmonising national legislation and policies with international human rights standards
 - setting, enforcing and monitoring education standards
 - promoting and monitoring the rights and wellbeing of all children in the country.
- **International donors** are responsible to ensure that their social and economic policies are based on and promote international human rights standards, such as free and compulsory education for all children. They are responsible to allocate adequate resources for education programmes. They have an obligation to ensure that debt payments and economic restructuring do not force poorer countries to cut back on the provision of basic social services, and leave poor countries without the resources to provide education for all children.
- **Parents** have primary responsibility for the care, support and guidance of their children and are the first educators.
- **Teachers** are responsible to ensure that teaching content and methods are based on human rights values and standards, and that children learn respect for human rights.



- **Private companies** the media and religious, political and cultural institutions providing education and information services, materials and resources are responsible to meet the standards of rights-based education.
- Every **child** has the right to education, the duty to comply with compulsory education requirements and the obligation not to hinder the education of others.

Training material for this topic

Exercise 1 Defining the right to education *The CRC and other legal documents*

Exercise 2 INEE Minimum standards for education in emergencies, chronic crises and early reconstruction (MSEE)

Handout 1 Quiz questions

Handout 2 CRC articles

Handout 3 Summary of the INEE Minimum standards handbook



Topic 3

Assessment and situation analysis

Key learning points

- Rapid assessments during the first week of an emergency are crucial in determining the urgent priorities and delivering a relevant immediate response.
- Parents, community members, educational authorities, teachers and children must play a central role in assessment and analysis of the post-emergency education context.
- **Do no harm** Psychosocial and other basic needs of children and caregivers must be prioritised during assessment to ensure that it serves the needs of the assessed and the assessor. Initial response actions could be built into the assessment structure, where possible and appropriate.
- Initial educational assessments must be conducted in conjunction with other sector teams (protection, water and sanitation, health, nutrition, livelihoods) as much as possible to prevent assessment fatigue for the affected population.
- Assessments should focus on both educational data (eg. the number of children affected, the number of children out of school before and after, the number of schools damaged) and qualitative information (eg. existing local capacity in education, community perception of educational needs and priorities, level of psychosocial impact).
- Qualitative and quantitative assessments should be planned and ongoing in the first three months to ensure interventions are relevant and can be linked to longer-term education development goals.

Assessment is a key component of the project planning cycle that leads to quality development and humanitarian aid programmes on the ground. Increasingly the emphasis on participatory, practical and responsive assessments has increased as a result of global lessons learned on developing intervention strategies and programmes based on actual needs rather than assumed ones. Assessment processes are also being used to determine and build on existing community capacities along with identifying needs, which serves to ensure that communities are involved from the onset of any intervention.

Assessments can occur at various levels and timeframes within programme development. For example, rapid assessments post-emergency, situation analysis for longer-term planning, baseline before start of project. It is important to keep the focus on what kind of information is collected and on keeping it actionable so that data analysis easily points towards the next steps to be taken to address key issues. This is particularly true of rapid onset emergencies but is also relevant for chronic crisis, reconstruction and development phases where the plethora of issues can be overwhelming and the temptation to analyse the various aspects of a problem can take precedence over what can be addressed effectively.

This section will look at two types of assessment. The rapid assessments and rights-based situation analysis will each cover the priority areas and principle approaches followed by sections on identifying the needs of the most vulnerable and on planning for an assessment or a situation analysis.



Rapid assessments

Cross-sector rapid assessments typically occur within the first week of an emergency and lasts for about three to five days. It is meant to provide a basic overview of the key priorities on the ground in order to kick-start a rapid response. Rapid education assessments (REA) are to be conducted through key informant interviews with key Ministry of Education personnel, key UN education staff, other INGO and NGOs active in the education sector, other secondary sources and informal and focus-group discussions with parents, teachers, children, school committee members, local government education authorities. Field visits to affected areas for assessments should necessarily be conducted with other sector teams so as to cover the broad range of issues and also reduce the burden on communities.

This type of education assessment broadly focuses on the following priority areas.

- Impact of the crisis on the education system. For example, schools, early childhood development centres and educational infrastructure damaged, children and teachers impacted.
- Availability of textbooks and supplies.
- The most vulnerable and marginalised groups of children (pre and post emergency or crisis) based on age, gender, social class, ethnicity, race, disabilities, HIV and AIDS.
- Psychological impact of the emergency on children and teachers.
- Teacher availability, status including salary level and level of training.
- School management committee or parent teacher association status.
- Pre-existing norms for adolescent and early childhood education.
- Existing educational capacity in terms of Ministry of Education, human resources, local and international NGOs in education, community structures supporting education.
- Existing curriculum and relevance in the context of emergency.
- Existing education projects.
- Security issues. For example, landmines, UXOs.

Principled approaches in rapid education assessments (REA)

The principles stated in the Sphere project's humanitarian charter, the International Red Cross and Red Crescent Movement code of conduct and the principles of human rights apply to all assessment and analysis processes and must mandatorily be adhered to.

- The humanitarian imperative comes first in that assessments should be appropriate and take into consideration the immediate needs of the affected population.
- Must be coordinated with other sectors (protection, health, wash, livelihoods, nutrition, shelter and food aid) and through the education cluster.
- Should be conducted in conjunction with local leaders, educational authorities, teachers and children.
- Identify key barriers to access and groups of children who are out of school.



- Identify opportunities for reaching the maximum number of children through some kind of educational service.
- Assessment should focus on identifying gaps and pinpoint under-served areas.
- Contextualise current, post-emergency education status within pre-existing educational situation to understand needs, gaps, key quality issues that can be addressed quickly and effectively.
- Educational rapid assessment should be conducted along with basic interventions such as play and recreation for children.
- Be aware that emergency situations are fluid and dynamic and information will change. Act on what is available and plan for changes.

Planning for a rapid assessment

Planning for any type of information gathering or assessment is essential in ensuring that data gathered is useful and easily actionable. Ideally, a child rights situation analysis of education must exist prior to an emergency so as to provide a background for analysis of rapid assessment data.

The following checklist is guidance on planning and executing an effective rapid assessment.

- Gather secondary information from Ministry of Education, UN agencies, other INGOs and NGOs.
- Design assessment framework:
 - objectives
 - indicators
 - qualitative information
 - timeframe
 - sample size
 - target population and/or geographical area
 - methodology
 - key informants.
- Develop or adapt assessment tool from existing format based on the context of the emergency. Make sure the tool is technically and culturally appropriate to the emergency and the region of operation. Field-test the instrument through focus group discussion with programme staff and/or educational personnel if possible. Translate to local language if appropriate.
- Identify assessment team and conduct workshop on:
 - assessment framework
 - methodologies
 - basic concepts of education in emergencies and working with communities
 - risk analysis.



Provide ongoing support to assessment team in documenting findings especially qualitative information.

- Share assessment report among education cluster members, Ministry of Education and other stakeholders including the affected population.

Rights-based situation analysis

A rights-based situation analysis is an essential starting point for understanding which groups of children in different areas and situations are denied the right to access education, who is responsible for delivering on this right and why they are unable or unwilling to do so. Efforts aimed at increasing access to education must primarily work with those responsible for providing it.

The table below indicates the main **priority areas** of a child rights situation analysis. These are divided into two main parts:

- 1 assessment** What is the problem?
- 2 analysis** Why the problem?

Assessment: what?

- **Which children are denied the right to education?**
Are there differences between different groups of children? Are there groups of children who are left out?
- **What are the trends?**
Getting worse, improving, staying the same.
- **Who are the key stakeholders, what are they doing, what is their capacity?**
Who is available to improve the situation? What are they already doing?

Analysis: why?

What are the causes? The immediate, underlying and root causes of the issues children face.

In relation to the problems faced by children and the rights that are involved: what is the accountability of **duty bearers**?

- Are they aware of the rights of children, and their own responsibilities and duties?
- Do they have the **capacity** to meet their responsibilities, do they have the **resources**, the **authority to act**, do they have **personal motivation**?

What is the situation of **rights holders**?

- Are they aware of their rights?
 - Are they aware of the duties and responsibilities of the duty bearers?
 - Do they have the **capacity to effectively claim** their rights?
-

Principle approaches in rights-based situation analysis

Section 3 in **Foundation module 3** Programme design provides full information on what this includes, the following points are a synopsis.

- Use participatory and inclusive approaches. Assessment must facilitate discussions with children of different age groups and backgrounds. Children can be meaningfully involved in situation analysis exercises as advisers, researchers, advocates, respondents, analysts and documenters.
- A risk assessment should precede any assessment or analysis: before each consultation or initiative, assess the risks participants may face by taking part and take steps to minimise these risks.

Apply the **do no harm** principle. Efforts should always be made to ensure that children's participation does not harm them in any way. This includes taking measures to protect children from abuse or coercion by those working with them.



Gain consent and provide information; families should be consulted well in advance.

Identifying the needs of the most vulnerable

The most vulnerable populations within communities are often left out from receiving key services and denied basic rights. These groups exist at the periphery and can often be hidden unless assessments are directed towards identifying their particular needs and priorities. Children from such vulnerable populations are doubly susceptible to being in the outskirts of all interventions planned within the community.

Who are the most vulnerable?

Accessing education can be much harder for some groups of children and adolescents than others. There are millions of children around the world who have never attended a day of school because of economic, social, political and cultural reasons. These children are denied their right to education and it is imperative that their specific needs are understood so as to make educational services accessible and relevant to their life.

The most vulnerable and marginalised groups of children who typically remain out of school or are forced to drop out are:

- girls and young women
- children with disabilities
- displaced children
- refugee children
- children returning home
- children who stay at home.

Girls and young women

Girls and young women are, by far, more vulnerable to being excluded from the educational process, or having it cut short, than boys are. Other factors such as disability, ethnicity, class or refugee status can further reduce their chances.

One or more of the following reasons may come into play when families are making difficult decisions about which, if any, of their children will receive and/or complete basic formal education.

- Poverty and hardship (affects boys and girls).
- Preference for boys' education if the family is poor.
- Cultural views against female education.
- Early marriage or betrothal.
- Teenage pregnancy or fear of it.
- Insecurity of travelling to and from school; insecurity within the school environment eg. sexual abuse and exploitation.
- Lack of proper clothing, sanitary materials and soap, needed after puberty.
- Gender roles requiring girls to undertake home duties during school hours (care of young siblings, fetching water, firewood, food rations).



- Gender roles limiting time for homework (cooking, washing dishes and/or clothes).
- Lack of female teachers in schools.
- Lack of separate facilities in schools (latrines and, in some cultures, separate classrooms or schools).
- Low teacher expectations and other study difficulties.
- Ineffective schooling (affects children's learning achievements and hence motivation, especially where parents are illiterate and tutors cannot be afforded).
- Completion of schooling may seem pointless (affects children if there is no recognised certificate or opportunity for further study after completing a course).
- Limited employment prospects for women.

Children with disabilities

Children with disabilities are the most neglected group in any society. A combination of factors such as social stigma, inability to cater to their special needs, lack of awareness among caregivers and the authorities keeps this group completely marginalised from the mainstream, particularly from accessing education. The challenge for governments, parents and others responsible for them is to ensure that these rights are protected and preserved.

The following points highlight some barriers that prevent children with disabilities from accessing education.

- Lack of understanding about the abilities and special needs of children with disabilities; that they can learn and develop effectively.
- Cultural belief that these children are a punishment or bad luck and so create a climate of fear and shame that keeps children hidden.
- Over-protection from parents and caregivers because of community cultural beliefs.
- Insufficient or lack of teachers and education managers specifically trained on special education to address the needs of children with disabilities or learning difficulties.
- Irrelevant and/or inappropriate curriculum and methodology for such children.
- No or limited equipment to support these children: wheelchairs, Braille machines, hearing support systems, appropriate teaching and learning materials for children with learning difficulties and lack of teachers with skill in augmentative communication.
- Difficulty of access, both distance to school and sometimes access within the school (steps, narrow doorways and steep inclines).

For more information refer to **Critical issue module 3** Children with disabilities.

Displaced children

Internally displaced persons (IDPs) are people who have fled their original place of habitation after a conflict or natural disaster and move to neighbouring areas within their own country. IDPs leave their homes, assets and livelihood on account of circumstances that render it unsafe and impossible for them to continue living there. The issues for IDPs are very similar to those of refugees. In fact security concerns may be more critical for IDPs as they are not given special status by the government but may be facing discrimination and marginalisation from host communities.



Access to IDPs can be very difficult as they often merge with host communities or live with extended family or relatives and do not receive humanitarian assistance from the government or aid agencies. The problem is exacerbated in cases where due to rapid onset emergencies or conflict, they are forced to flee and have lost their identification papers and certificates, making it difficult for them to prove that they are IDPs. If they are in settlements or camps, they suffer the same privations as refugees but without the same support structure. The newly developed **cluster approach**¹⁰ where agencies and organisations work together to bridge the gaps and overlaps between and among mandates, has been particularly relevant to IDPs.

Some of the specific issues concerning access to education for displaced children are as follows.

- Displaced children often miss out on education as they are unable to seek admission into schools in the area of their relocation due to discrimination, lack of documents and financial constraints.
- Children enrolled in school face difficulties adjusting as they may belong to a region of the country where the dialect or language used, culture and way of life is different from the host community.
- Children could face ridicule as they do not have uniforms, school bags and other learning materials.
- They do not have the space to share their experience of the traumatic event with others in the class or with the teachers as a result of which psychosocial support needs remain unmet.
- They may require specific assistance in coping with the curriculum in the host school, which may be absent.

Refugee children

Refugee children spend years living in temporary camps and face separation from their native communities, relatives, friends and families. New systems of schooling and other services are often set up in the camp from the foundation. This involves identifying and training teachers, and deciding on a curriculum. The other scenario is when refugee children, living with host families, go to schools in the country of asylum.

In both of these contexts, important, sometimes political decisions, on issues such as language of instruction, relevance of curriculum, and certification have to be made. Most refugees want to go home, so schooling should be compatible with the education system in their home country. 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 that they are able to find suitable employment opportunities. This becomes difficult when a host country is reluctant to accept that refugees may need services for the long term. Some of the issues concerning IDP children such as of adjustment to language and culture, financial constraints, lack of identity are also relevant for children in refugee populations. A severely affected age group among refugee populations are adolescents as explained below.

Adolescents

Refugee adolescents often tend to fall through the cracks in receiving humanitarian and educational assistance. Although they suffer the normal stresses associated with being a refugee and an adolescent, they are at high risk in refugee situations. Due to



the lack of structure and the continued exposure to violence and instability coupled with the prevalent hopelessness in refugee camps, adolescents are easy prey to substance abuse, sexual promiscuity and prostitution, indoctrination, military recruitment and criminality. They are often the worst victims of war, having been used as combatants and sexual slaves and continue to remain extremely vulnerable unless focussed interventions and activities are directed towards them.

In addition to the issues described above, adolescents may be vulnerable because of any one or more of the following.

- They missed years of education.

This group consists of orphans or separated, street and working children, who may have been forced to drop out of school, due to conflict or economic, social or political reasons. Having missed years of education it is difficult for them to re-enter schools where they left off, as they would be much older than the rest of their class and would have very different life experiences from their peers. This group requires specific types of educational services tailored to their needs and previous experience.

Refer to **Critical issue module 6** Separated children for more details on separated children.

- They were children associated with armed forces of armed groups.

This group have not only missed out on the benefits of education due to them, but they have also missed out on their childhood. They have been forced into a brutal way of life which makes adapting back into normal society very difficult. The *United Nations study on the impact of armed conflict on children* argues that education is a high priority for children associated with armed forces or armed groups. It helps the child to adapt to a normal life by providing structure and supporting the development of a new identity separate from that of a soldier, through interventions that help build self-esteem and peer relations. Education can encourage self-reliance and help provide a livelihood, ensuring survival and a future in society rather than a return to war and violence.

See also **Critical issue module 7** Children associated with armed forces or armed groups.

Children of returnees

Returnees are refugees or IDPs who, after the end of a conflict, return to their home country. Many returnees stay in capital cities or large towns, putting pressure on the education facilities of those areas. Most returnees have no money but are expected to rebuild homes, find employment and support community initiatives such as rebuilding schools. They sometimes face resentment from those who stayed and have the emotional stress of rebuilding relationships in their home areas as well.

Levels of destruction and violence, as well as length of asylum, greatly affect the educational needs of children of returnees.

The following are specific educational needs faced by children of returnees.

- Situations where there has been severe destruction due to a prolonged period of conflict, the entire education system needs to be rebuilt. Returnee children may not have the benefits of a quality education as rebuilding a system can take years.



- The quality of education, language of instruction and curriculum in their country of asylum could be very different from what is offered in their own.
- Teachers could often be returnees too and will have similar problems of adjustment as the children they are instructing.

Children who stay at home

Many children affected by conflict and natural disasters do not move and therefore do not have to deal with the impact of being uprooted. The instability of the environment around them could still have profound impact on their psychological wellbeing as they witness violence, widespread destruction, severe economic constraints and lack of opportunity. They are at risk of violence both external and domestic as stress takes a toll on family relationships. Schools may be destroyed or closed or school infrastructure being used for relief distribution or temporary shelters, disrupting the education of thousands of children. In several cases, education ministries react by ending the school term early. Educational services are often the first casualty when Governments are under pressure to maintain internal security and defence. This means that governments withdraw responsibility, putting the onus of managing educational institutions upon the community, whose resources are already stretched by the chronic crisis. Additional economic burden forces many children to help their parents make ends meet rather than go to school.

Analysis¹¹

The results of the assessment and situation analysis will inform intervention strategies. These strategies will include some elements of:

- **service delivery** providing education services in the absence of any other such services
- **capacity building** information, training and support provided to those who should normally be delivering the services
- **advocacy** efforts based on demonstrated evidence, to persuade those in authority to adopt certain policies or actions in order to protect children's rights to education. Whilst the early stages of an emergency will almost always result in service delivery, it is important to remember that the end goal is that those who are responsible for providing education to all children are willing and able to do so. **Topic 4, Implementation strategies: responding to emergencies** covers issues of service delivery in situations of emergency; **Education in the longer term: institution strengthening** focuses on institution strengthening in more settled situations. In terms of developing advocacy strategies, please refer to **Foundation module 5 Advocacy**.

Training material for this topic

- Exercise 1** Rapid education assessment
- Exercise 2** Identifying vulnerable populations
- Exercise 3** Analysis
- Handout 1** Community roles
- Handout 2** Planning in an emergency: situation analysis checklist



Handout 3 Information gathering and needs assessment questionnaire

Handout 4 Checklist for planning a rapid assessment

Handout 5 Identifying the needs of the most vulnerable

Handout 6 Analysis standard 1: initial assessment



Topic 4 Planning and implementation

Implementation strategies: responding to emergencies

Key learning points

- Children and communities prioritise education in emergencies as it provides stability and routine in their lives.

Quality education contributes to the positive development of children and adolescents by offering key life skills that instil self-confidence and can create conditions for a better future.

- Schools and pre-schools have an important role in protecting children from harm during emergencies by providing a physical and psychological space for healing and recovery.
- Emergency education programmes should be made available immediately after an emergency to reduce the risk of dropouts, child labour and sexual exploitation.

Education in emergencies typically comprises of normalising structured activities, schooling and other organised interventions for children and youth in the aftermath of a conflict or major natural disaster. The type of educational response depends on the nature of emergency, the capacity of the national government and the education status in country prior to the emergency. It is useful to take note of the timing of an emergency in relation to the school year, and to develop emergency response programmes that not only meet the psychosocial needs of children and adolescents quickly but also lead to completion of unfinished studies in time for a new school year.¹²

Although, the basic goal of education in emergencies is to restore learning and a safe schooling environment for children whose lives have been disrupted by a tumultuous event, it is imperative to bridge response activities with ongoing services with an increased focus on local capacity building and advocacy around key right to education issues.

Why education in emergencies?

- Education in emergencies **offers physical and psychological protection**. Having children in one physical space, identified by the community, prevents harm and reduces risk of sexual abuse and exploitation, kidnapping for trafficking. It offers a sense of security and comfort when children share common experiences and resume learning activities.
- Minimising the disruption of routine activities by restarting some kind of education and learning activity contributes to **faster recovery from a traumatic event**. Allows parents and caregivers to concentrate on rebuilding, knowing that their children are safe.
- Education **promotes peace and stability** and leads to greater prosperity in the long-term.



- **Communities prioritise education** especially when community managed schools are destroyed or disrupted in the aftermath of an emergency. Use of community resources in setting up schools can help build informal links between parents, community leaders and teachers, which are strengthened over a period of time.
- Delaying the re-establishment of schools till the relief phase is over increases the **chances of dropouts**. Increased financial pressures brought on by the emergency take precedence for parents and children are made to contribute to the household economy.

Education is almost always identified by refugees themselves as an urgent priority.

Since schools are likely to be targets, one of the elements of the planning process should be to establish alternative sites for classrooms, changing the venues regularly. In Eritrea in the late 1980s, classes were often held under trees, in caves or in camouflaged huts built from sticks and foliage. Similar arrangements were made during the height of the fighting in the former Yugoslavia, where classes were held in the cellars of people's homes, often by candlelight. During the field trip to Croatia and Bosnia and Herzegovina, many people stressed to the expert the importance of maintaining education, no matter how difficult the circumstances.

From: United Nations study on the impact of armed conflict on children, 1996

The range of emergency education interventions

Structured creative and expressive activities

These are activities that are organised during the initial weeks or months of an emergency to bring children back to school. Fear and unwillingness to leave parents or caregivers is common at such a time. Creative and expressive activities provide a sense of comfort for children and also build the foundation to introduce regular curriculum in a phased manner.

Such activities can be organised within a child-friendly space or any area identified and established as a safe place for children and teachers to meet. Creative and expressive activities have the following benefits following an emergency.

- Enhance children's understanding of events.
Education can play a vital part in facilitating children to discuss experiences of violence, danger, displacement, causes of natural disasters. Such discussions develop both individual and shared understanding of the meaning of these events and helps personal coping. It is however important that such discussions are facilitated in such a way that it promotes dialogue and discussion, not merely conveying factual information, in order to enable children to **process** information and make sense of it in their own lives.
- Provide avenues for the expression of feelings and opportunities for more personal support.



Children express feelings in different ways. Activities such as drawing, art, drama, and storytelling are methods that ease the process of sharing for children. It creates a responsive environment where children can articulate their experiences of the traumatic event through different media and in the midst of peers and teachers who they trust. Creating such an environment after an emergency is crucial in promoting psychosocial wellbeing and allowing children to deal with the grief of their losses.

- Provide a daily structure, purpose and meaning for children.

One of the most obvious impacts of conflict, displacement or a natural disaster is that it tends to disrupt or destroy social institutions such as schools. The loss of familiar people and surroundings, loss of a sense of order, structure and predictability to their lives and the loss of a clear sense of their future can have very detrimental effects on children and youth. Restoring learning activities as soon as possible mitigates the risks and provides a sense of purpose.

Formal education system

Support to formal education can be at various levels and multi-pronged. The immediate needs must be understood within the context to provide appropriate services that can reinstate the formal education system in the emergency affected country or region.

Formal education initiatives:

- Offer relevant content based on the nature of the emergency. Material on landmine and UXO awareness, specific health and hygiene, common psychological reactions, HIV and AIDS information and peace building messages may need to be included in the curriculum.
- Support community managed formal and non-formal schools to restart education by building temporary structures where classes can take place.
- Support Ministry of Education and local education departments of education to conduct REA or deliver support to primary and secondary schools.
- Facilitate procurement and distribution of textbooks and relevant educational materials.
- Increase access for IDP and refugee children by setting up or supporting formal primary and secondary schools in conjunction with communities, government or local NGOs.
- Offer opportunities for capacity building on education in emergencies, inclusive education and other context relevant topics for Ministry staff, local education authorities, teachers and school personnel.
- School fees and associated costs of schooling may deter parents, especially refugees and IDPs, from sending children to school. Advocate with authorities to waive school fees and make provisions for support to families or to schools to cover expenses.
- Teacher compensation is often a major cause for teacher's strikes and high turnover. Support authorities to meet immediate needs and advocate with government departments for better allocation of resources in the long term.



Teaching and learning materials and school supplies

There is often a shortage of classroom supplies and textbooks pre-crisis which is exacerbated by emergencies. Providing the basic tools necessary to restart learning activities is a key component of emergency education programmes.

- Make available supplies such as blackboards, notebooks, pencils, erasers, paper and other specific teaching aids that would help teachers to resume classroom based activities.
- Supply materials should be tailored to local needs and procured locally as much as possible.
- Classroom materials such as desks, tables and benches, tarpaulins may also be included.

Teacher training and recruitment

This is the most essential component of response programmes as the effectiveness of interventions is dependent on the skills of the teacher and the quality of teaching. It is important to remember in an emergency that teachers are also survivors and have undergone a stressful and traumatic event. Support to teachers is therefore vital in ensuring that children are well cared for and their needs are addressed.

- Identify qualified and motivated teachers from within the community. In refugee and IDP situations, this is very important.
- Special attention needs to be put on inclusion of female teachers and female members of the community in order to balance gender perspectives and meet the differential needs of girls in school.
- Facilitate space for teachers to share their experience of the emergency and provide information on stress and self care.
- Provide adequate training, follow-up supervision and ongoing support to teachers on dealing with the post-emergency needs of children. Ensure that training is culturally, linguistically and technically appropriate to the context.
- Set up a feedback system so as to engage teachers in developing relevant curricula, including culturally acceptable psychosocial support mechanisms, suited to the prevailing situation.
- Lack of qualified teachers tends to be a common problem in most developing countries. Identify and recruit capable members of the community who may be able to serve as teachers. However, set up stringent systems of support and supervision to ensure the protection of children.

Non-formal education or alternative schooling

These kinds of programmes are aimed for children who are unable to access school due to systemic causes such as poverty, distance to school due to remoteness of their location, child labour, refugee status. Provisions to include them in the learning process could include the following.

- Basic literacy and numeracy education should be made available as soon as possible to all children.



- Set up special shifts or flexible timings and a need based curriculum in collaboration with the school to enable working children to receive education.
- Accelerated learning programmes for children who have missed out on education and are older for their class. Programmes can be developed based on current curriculum to enable them to re-enter the formal system at a certain level.
- Life skills, vocational and technical education which provides opportunities for employment and engagement in income generation activities.
- Gender-specific information needs to be included based on the cultural context.
- Youth clubs and centres that cater to specific needs of adolescents and youth out of school. Life skills and sexual and reproductive health education and recreational activities may be a part of the curriculum.

Early childhood care and development (ECCD)

Developing countries often lack formal provisions for ECCD for children prior to primary school age. Emergencies are a good opportunity to fill this gap.

- ECCD centres may be initially set up as child-friendly spaces (CFSs) and formalised after the initial response phase.
- Make available an active learning, play-based curriculum that focuses on cognitive, communication or language and social or emotional skills to enhance gross and fine motor development.
- Nutritional supplements should be provided where possible.
- ECCDs can be a vital place for information dissemination on nutrition, maternal and child health and general health and hygiene messages to pregnant and lactating mothers.

Standard best practices

Community-based approach

Education is an automatic part of the social structure of the community and it is more often than not that emergency affected populations set up some kind of educational facility voluntarily. Hence, it behoves stakeholders in education to not only support such community initiatives but also to actively engage them in the planning and decision-making of the nature of interventions. Community members must be a part of the smooth implementation of educational services in order to ensure that they are responsive to the needs of the population. Ensure that participation and partnership is genuinely sought by demonstrating commitment to it and delivering on planned tasks.

The community ownership of education programmes from planning and management to monitoring and evaluation strengthens the internal bond between communities affected by conflict and natural disasters. The process of collaboration towards a common goal also helps communities to build cohesion and self-confidence by taking control of one part of a social function.

Communities can be engaged during an emergency.

- Actively seek out formal and informal community leaders, women, teachers and volunteers and other local resources during assessments.



- Facilitate community meetings to discuss educational priorities and details regarding placement and setting up of temporary school, type of support needed, possible solutions to include children out of school, alternative schooling options.
- Clearly define roles and responsibilities for the set up of educational interventions and ensure that commitments are kept from both ends.
- Women may be actively prevented from participating in discussions and decision-making processes within the community and with external agencies. Setting up an organised body, which includes women and representatives of other disadvantaged and marginalised groups helps to ensure that the needs and views of such groups are included in the planning process.
- Value and encourage community contributions (human, material) to the process of setting up educational services.

School management committees (SMC)

Although governments are the primary duty bearers for ensuring the right to education in all circumstances, it often happens that community-based organisations and structures take over this role for the benefit of its children. The SMC is such a body that often takes on the role of managing schools within the community. The status and activity of SMCs may vary from place to place from being quasi-governmental and inactive to completely independent and extremely active. The most effective system in humanitarian situations, particularly refugee situations, is to set up or re-activate an SMC or to support an existing one.

The following factors must be considered when working with an SMC.

- Ensure representation of the pupils and students, including:
 - adult learners
 - the parents and guardians
 - teachers and others involved in the delivery of education, local political leaders
 - religious and/or community leaders
 - women
 - members of different ethnic groups and tribes.
- Make available data and information on educational data, government policies and educational relief packages by other agencies and donors.
- Ensure that voices of children and marginalised groups in the community are well represented in the SMC.
- Feedback information and needs expressed by SMC members to interagency emergency coordination forum to make sure that immediate and mid-term needs are met by concerned parties.
- Offer opportunities for capacity building on concepts of school management and administration, financing and budgeting, inclusive education and advocacy, emergency preparedness (see below) and other relevant topics.



Coordination

Emergency education programmes can be effective, responsive and of a high quality only when implemented in collaboration and coordination with other stakeholders in the sector as well as across the different sectors in a humanitarian operation. This approach, also known as the humanitarian cluster approach, aims to enhance greater impact, prevent duplication of efforts and minimise gaps in response and ensure greater accountability.

To this end, the **Global Education Cluster**¹³ was set up towards the following objectives.

- Promote understanding of the role of education in emergencies across the other sectors.
- Facilitate joint needs assessment, planning and development of a cluster strategy for education preparedness and response in country.
- Coordinate the work of all agencies involved in education; **who** is doing **what** and **where** (also known as the 3Ws) to minimise gaps and duplication.
- Promote accountability and adherence to internationally recognised standards and guidelines such as the INEE Minimum Standards.
- Capacity building of a cadre of professionals in leading emergency education responses.
- Maximise funding opportunities for education in emergencies programmes.

The cluster is an important vehicle for education work in emergencies. All activities beginning with assessment, planning to implementation must be carried out in conjunction with the education cluster in country.

Coordination in the cluster approach should involve the following.

- Ensuring that education response plans are shared with the Ministry of Education, UN agencies, international NGOs, local NGOs and CBOs, and other education partners to confirm roles and responsibilities: areas for assessment; temporary learning spaces; supplies; emergency curriculum planning; teacher training; monitoring.
- Key response objectives are in line with the cluster response strategy.
- Use the INEE minimum standards as a guide and ensure all cluster members and their partners have access to the standards.
- Appeal for funding for priority programmes through the cluster.

Cross-sector coordination¹⁴

Work with other sectors is of paramount importance for effective, holistic response on the ground. Links with other sectors must be established as soon as possible so that initial assessment and planning are integrated. Some obvious links with other sectors follow.

Protection There are clear links between the education and protection sectors, because providing quality education protects children's rights and contributes directly to their wellbeing. Education can also protect against trafficking and exploitation and recruitment into military groups and gangs. Collaboration may allow for:

- creating safe spaces for children



- training teachers on psychosocial impact and support
- issues of gender-based violence
- vulnerability to HIV and AIDS
- developing codes of conduct for education personnel.

Staff from both sectors should develop joint strategies to integrate vulnerable children into schools, and identify children with special needs.

Camp management and shelter Work closely with camp management and shelter to help recreate a familiar social structure, and bring a sense of normality to children's lives, as well as their parents and communities. It is important to plan child-friendly spaces and recreation areas together, ensuring they meet the minimum standards for safe and protective environments (*INEE good practice guides*, www.ineesite.org/gpg). Consider safe distances to identified spaces, and providing separate latrines for girls and boys. Joint planning of school shelters for children is also vital and should adhere to minimum standards.

Livelihoods During an emergency and after, people may have very limited means of earning an income. Even where schools stay open, children may not be able to attend because they need to work and support the household. It is important to link with livelihoods programmes to ensure targeting of families unable to send children to school due to economic reasons; to explore opportunities for emergency livelihoods programmes within the school.

Water, sanitation and hygiene (WASH), health and nutrition Schools and temporary learning spaces may be used to provide an environment where children can access other services such as food and clean water, gender-appropriate sanitation (INEE Gender Task Team, 2006), healthcare and recreation. Work closely with health staff, to develop relevant curricula and support materials that carry life saving messages. It's also vital for the nutrition sector to take advantage of such curricula to ensure that nutrition work complements education programmes.

Logistics None of the above can be achieved without working closely with logistics at all stages. Planning in particular is key to ensuring accurate and timely delivery of supplies and also movement of staff.

Early recovery Links to the early recovery cluster are vital, as education spans the emergency-development continuum. Joint planning for longer-term reconstruction and rehabilitation should be part of the emergency response between organisations who may have different focuses: humanitarian or development.

Advocacy

Advocacy plays an important role during an emergency as there might be many instances where non-implementation of existing policies is leading to further exclusion during an emergency. Advocacy, combined with support for schools through providing supplies, helping with repairs or measures to make schools safer for all children can not only increase enrolment rates but help children stay in school and complete their education. Issues such as school fees, teacher compensation, and displacement are the major causes that prevent parents from sending children to school following an emergency. Additionally, 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 take on more children. Communities may not see the value of education for girls, or may not regard schools as safe spaces for them to be. Advocacy with local authorities, parents and community members can go a long way in mitigating some of these factors and bringing children to school.

Common points for advocacy during emergencies.

- Administrative flexibility with school enrolments ie. the need for documents and identification. Often families lose vital documents during an emergency or natural disaster and it becomes a hindrance for them in accessing services such as education.
- Depending on the timing of the emergency in relation to the school year, it is important to reconsider exam dates. Impending exams soon after a major emergency is a common cause of stress among children and parents.
- Flexibility with school curriculum to include vital emergency related information and messages and space for play and recreation. Teachers and school authorities are often reluctant to deviate from curriculum as return to routine is perceived to be about getting back to classroom teaching as before.
- Waiver of school fees and other costs related to education. School authorities need to be supported from the government or from other agencies so as to reduce the burden on parents immediately after an emergency.
- Inclusion of children out of school, marginalised and vulnerable groups through alternative schooling options.

It is important to note that certain aspects of advocacy might be more challenging than other, especially in countries with military, dictatorial governments. In such instances, it is important to demonstrate credibility and neutrality to be more effective.

For more information, please refer to **Foundation Module 5 Advocacy**.

Emergency preparedness and disaster risk reduction

Preparedness measures in countries prone to rapid onset natural disasters have proven to be highly effective in preventing mass casualties during an emergency. Although the nature of emergencies is that they are highly unpredictable and the magnitude can never be truly estimated beforehand, simple preparedness measures within the community help in mitigating the risks.

Preparedness in education can be divided into two aspects.

- 1 Organisational preparedness to respond to educational needs in emergencies.
- 2 Disaster risk reduction education through schools to create a culture of preparedness in disaster prone communities.

Organisational preparedness involves decisions at a strategic level to include education in broader emergency response plans. It involves a series of steps from assessment, planning, identifying and recruiting emergency response staff, building staff capacity, pre-positioning of education supplies to wider coordination with government, UN and the NGO community.

Developing an education emergency response plan involves the following discussion.

- Understanding of current educational context (child rights situation analysis) and the education strategy in country.



- What is the organisational mandate for education in emergencies?
- What kind of emergencies is likely to occur? How will existing education projects be affected if an emergency occurs?
- What would be the priorities of response work that would complement existing projects? Which existing links with local and national bodies can be useful?
- What is the existing staff capacity? What are the additional requirements? What are the capacity building needs? How can they be met?

Disaster risk reduction (DRR) is any activity carried out by a village, community, aid agency or government that helps prepare for, reduce the impact of, or prevent disasters. These activities can be policies, strategies and practices that are developed and applied to minimise vulnerabilities and disaster risks throughout a society (Save the Children Alliance, 2008).¹⁵

Disaster risk reduction is an important interface between relief, recovery and development. It is imperative to address DRR as early as possible in the development cycle in order to avoid the recreation of risks, or potential magnification of risks. Assessment should not only cover impact, but also underlying causes, vulnerabilities and capacities.¹⁶

DRR can be woven into both non-emergency long-term and post-emergency education programmes. In fact, well-implemented DRR through ongoing long-term programmes tend to aid emergency responses as staff, communities and schools are better prepared to respond and cope with ensuing crises. DRR approaches must have a long-term perspective and be suited and tailored to the realities of the context. It is of primary importance that the programme development processes are aimed to facilitate ownership of and confidence in the risk reduction strategies so as to be effective and life saving in the event of an emergency.

Education in the longer term: institution strengthening

Key learning points

- Long-term benefits of education include the strengthening of human resources, improved development prospects, new attitudes and systematisation of existent educational practices.
- Institution strengthening in terms of working with and supporting national ministry of education personnel is essential to implement quality, inclusive, relevant education policies and practices.
- Careful and timely planning and preparations must be made for education before and during the return of displaced persons and refugees to their country or area of origin.
- Senior managers have a vital role to play in facilitating effective coordination between governmental bodies and other concerned agencies in both the host area or country and the home area or country.

In more settled situations, agencies will want to work in conjunction with government structures and with other key stakeholders to (re)build and strengthen existing provision to education. The first part of this topic provides an overview of different



types of education provision. The second part provides detailed information around the more practical aspects of supporting the development of effective education.

Long-term benefits

In terms of country programmes, there are a number of obvious long-term benefits to ensuring a quality education system for refugee children and adolescents. These include the following.

- **Strengthening human resources** Educated refugees are better prepared to contribute to the reconstruction of their homelands after repatriation. If refugees resettle outside their country of origin, knowledge and skills can help them build a new life for themselves. In either circumstance, the more quickly the refugees themselves can manage the challenges at hand, the less foreign assistance is likely to be needed to maintain subsistence levels.
- **Improving development prospects** While it is unlikely that refugees will remain in flight throughout their lives, their education, or lack thereof, will have an important lifelong impact. The interruption of a significant portion of an entire generation's education because of an emergency can have devastating effects on development.
- **Fostering new attitudes** Education programmes that include culturally appropriate curricula and address topics such as conflict resolution, peace education, HIV and AIDS awareness, and trauma (see **Topic 5**) equip refugees with methods for dealing with the past and looking productively at the future.
- **Improving educational practices** The vast majority of today's refugees and displaced populations are located in the developing world where most teachers still follow traditional instructional practices. Refugee education programmes provide an opportunity to train teachers in more modern and participatory child-centred teaching methods (although care and sensitivity need to be applied here in order not to alienate teachers, parents and/or the students themselves). Similarly, techniques in school administration, record keeping, gender sensitivity and other educational practices can also be introduced. If parents and community leaders are encouraged to take on responsibilities for refugee education programmes, a level of community participation may sustain itself when other agencies have withdrawn.

All these steps have long-term benefits for local and national education systems; improving standards and attracting more students to stay in school longer.

Different kinds of education

Education in the broadest sense of the word is a lifelong process, which begins at birth, with much of it taking place outside a formal school setting. Education does not have to involve regular, chronological progression with a set beginning and end. An education system in a stable country with adequate resources is made up of a number of different elements or stages, which are not all related to age, or the level of learning. In an ideal world everyone would have the opportunity to continue learning in different ways at different times throughout their lives, in and out of the classroom.

In some circumstances, an individual may be able to progress through different parts of the education system beginning as a young child and continuing on to adult life. But for many, this is not the case. Some people receive a few years of primary education only. Others learn to read and write as adults. Some may train in a vocational skill or



learn on the job to earn a living. A few have university degrees but may be unable to find a job. Many have no official educational qualifications but plenty of useful practical experience and life skills.

In situations where children and young people have been forcibly displaced, it may not be realistic to try to set up an entire school system or even focus on building primary schools. In fact, treating education as something that only takes place in schools is almost bound to end up excluding some individuals and groups within the community due to limited resources and issues of power and representation. Each refugee situation is different, and there is no one simple formula for working out which kind of education is useful and for whom. There are, at most, some general principles, which apply to many, but not all, situations.

Most existing international support for refugee education is focused on primary schools and non-formal education programmes. There are relatively few pre-schools or secondary education programmes. However, it may be important to consider organising early childhood development activities because there are many advantages to learning to play and interact with others at an early stage and such programmes have a particular role to play in situations where stability to children's lives has been threatened or disrupted.

In such situations, it is easy to focus on the needs of the youngest children at the expense of adolescents and adults. There are at least three groups of older people who need to be included in any education plan:

- those starting from nothing
- those wanting to re-enter education
- those wanting training in vocational skills.

This section covers a range of long-term education strategies, which serve to support the developmental needs of children and adolescents (as described above). The topics are:

- 1 promoting a rights-based child-friendly school
- 2 strengthening management and administrative systems
- 3 capacity building: teachers and education personnel
- 4 appropriate curricula.

There is an additional section on planning the successful return and reintegration of refugee populations into education services from the host to their own country.

Foundation module 1 Understanding childhoods and **Foundation module 4**

Participation and inclusion should be read in conjunction with this topic.

Long-term education strategies

Promoting a rights-based, child friendly school

There are key features, which encourage children and young people to learn effectively in school. A rights-based, child friendly school:

- reflects and realises the rights of every child in the community
- sees and understands the whole child in a broad context



- is child centred and keeps the learning, emotional and physical needs at the centre of all its programmes and activities
- is gender sensitive and girl-friendly
- promotes quality learning outcomes
- provides education based on the reality of children's lives
- is flexible and responds to diversity
- acts to ensure inclusion, respect and equality of opportunity for all children
- promotes mental and physical health
- enhances teacher capacity, morale, commitment and status
- is family focussed
- provides education that is affordable and accessible
- is community-based.

Strengthening management and administrative systems

Whatever the size of the education programme, clear and sound administration systems are likely to result in the best use of resources available. School administration and management needs consideration of the following key aspects:¹⁷

- school approvals and recognition, school staffing and staff recruitment
- school property and operational funds
- student admissions, grading systems and student promotions
- employment and termination of staff
- teacher and student code of conduct, handling of grievances and conflicts
- academic calendars, instructional periods
- guidelines for parent-teacher associations
- guidelines for school construction projects
- guidelines on training workshops.

Within individual schools, good management and organisation procedures enhance the quality of the education provided for children. It will be the work of the head teacher and the local governing body of the school to make informed decisions about these issues within their own local context. They and their supporting agencies should be working towards achieving minimum standards on: class sizes, materials, books and equipment, in-service teacher-training provision; and mobile education advisors.

Capacity building: teachers and educational personnel

- Teachers are a vital resource; careful consideration about selection and appointment of teachers is essential.
- Investment in training and rewarding teachers will result in the provision of a more effective education for the children.



Training and guidance of refugee teachers in Uganda

Primary education has been well developed in the transit centres and refugee settlements of northern Uganda, where refugee students follow the Ugandan curriculum, and an increasing number are doing well in the Uganda Primary School leaving examination. Noteworthy is the attention given to teacher training, with courses during vacations supplemented by two-day training courses given during term time in different locations. The Jesuit refugee services (JRS) project in East Moyo has four education advisers who give in-school guidance to refugee teachers and mark their monthly study assignments, additional to the two field supervisors responsible for administration and discipline. Some teachers are also sponsored by JRS for O-level courses and for professional teacher training by distance methods.

Teachers: the key resource

Teachers are the key resource when it comes to providing effective and appropriate education for children and young people, whatever the context. The following points are intended to guide facilitators in leading discussions about selecting and rewarding appropriate teachers.

What makes a good teacher?

What helps teachers do their job well? Most of the answers are things, which are the responsibility of the education system for which they work. Teachers are most likely to do their job competently if they are paid well (enough not to have to divert their energies by doubling up with their jobs), and are not overburdened by impossibly large classes or by an over-bureaucratic education system. Children get a more helpful start in life from teachers who were recruited for appropriate reasons (ie. the desire to help children to learn and develop), have had appropriate training (which provides the understanding and the skills to do this), work within a flexible system which encourages them to use their own creativity, and have regular opportunities to extend their skill and meet other teachers to share experiences.

From: *A chance in life: principles and practice in basic primary education for children*¹⁸

In under-resourced situations this may sound like an impossible wish list. It is, however, important for those involved in the selection, recruitment and management of teachers to strive towards meeting the following standards.

Selecting appropriate teachers

Ideally, select teachers or facilitators who are members of the community, especially in refugee situations. This helps to ensure that children are taught in their mother tongue by people familiar with the culture and background.

It is desirable that the organisation and its operating partners, in collaboration with community representatives, ideally the school management committee (as described in the previous section), play an active role in choosing **criteria for selection of teachers or facilitators** and in the actual selection of candidates (including testing of their basic writing and numeracy skills). Another consideration is to have both male and female teachers. The selection criteria should be developed to promote gender equality. Even if female teachers are less well qualified, they are likely to stay within the community and profession, and can benefit from additional training as necessary.



Teacher training in the aftermath of the Tsunami¹⁹

Following community assessments and discussions in the Banda Aceh INEE minimum standards working group, the idea began to germinate to revitalise the system of grouping schools, known as **Gugus** in Indonesian. The Gugus system grouped schools, and designated one school as the central meeting and training place for teachers and administrators from surrounding schools. The Gugus system had been shut down prior to the tsunami because of the conflict in Aceh. The IRC decided to build upon this organisational system, as a way of tackling the desperate shortage of trained teachers and meeting the Teaching and learning minimum standard on training, which states: *teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances* (minimum standards p59). In coordination with the Ministry of Education, and in partnership with Syiah Kuala University and the University of Pennsylvania, the IRC began training teachers from the designated Gugus schools who could later act as mentor teachers to new, untrained teachers within their school groupings. As a result of this initiative, 100 teachers were trained as mentors, who in turn trained new teachers and lessened the severe teacher shortage in the area.

Pay and incentives

This issue of payment or incentives for work is complex. There is no single correct practice but the INEE Guidance notes on teacher compensation provide a suggested framework, as well as key points, for education authorities and staff within UN agencies, teachers unions, community-based organisations, NGOs and donors to reflect upon as they plan and implement education programmes.²⁰ In theory, payment for the provision of education should be the responsibility of the host government, and every effort should be made to encourage the government in question to provide educational facilities.

It is likely however, that in a number of situations, governments will not provide teachers with salaries. Decisions will then have to be taken by the appropriate bodies as to how best to reward teachers for work. The following points may be helpful in arriving at the most appropriate decision in a local context.

- Incentives are generally preferable to salaries in that they are less likely to raise expectations of teachers who may be looking for secure employment.
- Agency contributions to providing financial incentives for teachers tend to be short-term commitments (three to six months). Thereafter, other local solutions should be put in place.
- Agency contributions can also be sought to fund teacher training. Through these events, teachers are in effect paid to continue to teach for some time.
- The exception to the above comes in situations where there is no infrastructure and no prospects that local solutions will be put in place in the foreseeable future. In such situations, agencies are likely to be obliged to intervene with the provision of salary payments or cash and food for work.

Educational personnel

Educational personnel comprise of local and national level education authorities, key Ministry of Education staff and administrators who are generally responsible for the



implementation of formal primary and secondary education in country. It is vital to work this group during the development phase to ensure that gaps in service are identified and the ministry is supported in meeting the challenges.

Working with educational personnel includes joint programme planning, identifying capacity gaps and offering practical skills development on broader education management and administration issues.

Appropriate curricula

In many countries, the education system and the curriculum are heavily centralised. Any disruption in communication whether due to a natural disaster or a conflict will disrupt the implementation of education. In this situation the implementation of the curriculum may be very fragile.

In situations of natural disasters, the national curriculum is probably going to still be valid. The issue of curricula in this situation is whether there should be additions to the curriculum to respond to the specific needs and if so, how does this integrate with the curricula in unaffected areas of the country. The pragmatic difficulties then are issues of timetabling and ensuring that the teachers that are available are suitable for teaching.

In refugee and IDP situations there are additional issues, which need a thoughtful and rights-based response.

- Which curriculum should be used: the home country or area (favoured because it helps repatriation) or host country (favoured when the home country curricula is unacceptable for political reasons or inaccessible)? There is a possibility (usually when there is no home country curriculum that is acceptable and differences of language preclude the host country curriculum) that a third country curriculum is used. The important point here is that the choice of curricula should ensure access and inclusion of all children.
- What is the language of instruction? If it is different to the language previously used, what structures will be put into place so that students can learn the new language?
- Should additional subjects or topic areas be included according to need, and if so, what will be added? How will it be included? What measures will be put into place to ensure that this subject or topic can be integrated into the formal curriculum in the future?
- What teaching and learning materials will be used? Where will the textbooks come from? What permission needs to be gained and what numbers will be required?
- Where will the teachers come from? Do they know the curriculum that will be used? Are they trained?
- How will the studies be recognised? Will the ministry of education that owns the curriculum in use be willing to examine and certify the students? What alternatives need to be considered?
- If additions or modifications are made to the curriculum, will the teachers be trained appropriately? Will these subjects or topics be included in certification?



Some of these issues belong in the management of education programmes, but if they are not thought through and planned for the default decisions may undermine the effectiveness of the education programme.

Should topics or subjects be omitted?

There are some subjects that in a refugee or post-conflict situation add to the conflict or have the potential to do so. Sometimes social science or the specific subjects within it (history, geography, civics education, moral or religious education) are better left untaught until the areas of dispute are clarified. Apparently simple things, like the names of rivers, state or regional borders, through to the more complex such as systems of government, the history of various ethnic groups, migration patterns, all of these can be very biased and can contribute to future cycles of conflict.

What else should be taught?

In addition to the possible topics that can be included after an emergency (refer to **Topic 4**), a number of other subjects become relevant in the longer-term development of emergency affected populations.

These subject areas may include:

- language instruction (for refugees in a country with a different official language)
- vocational and technical education for ready employment in another country
- cultural sensitivity (of the host country if refugee)
- participatory teaching and learning methodologies
- non-formal education curriculum to include life skills, literacy, numeracy, sexual and reproductive health.

Peace education and human rights education

UNHCR originally developed what is now the **INEE Peace education programme: skills for constructive living**. This has been the most widely used peace education programme in situations of emergency and reconstruction. It promotes the development of constructive skills and behaviours that promote peaceful behaviour including problem solving and reconciliation.

It has both formal and a non-formal education sections. The formal curriculum goes from the first grade of schooling until the tenth grade and the non-formal or community programme is conducted as a series of three-hour sessions forming a workshop. The workshops are open to all. There is also a teacher training component as the methodology for teaching the course is rights-based and without specific teaching skills the programme will not be successful.

Education for child and adolescent health

Health and sanitation are generally included in all formal curricula. However, while it may add to the feeling of normalcy and security to use an established curriculum, often the health messages contained are close to irrelevant. For example, telling children to wash their hands after using the toilet and before eating assumes a ready water supply, soap and a situation that allows the children to maintain a general level of cleanliness. In emergency situations one of the key features is often an extreme lack of clean water. In refugee situations where the water is rationed, such as in the aftermath of a natural disaster where water supplies have been disrupted through broken pipes or water courses have changed (springs dried up and so on), clean water is at a premium and the messages of sanitation become merely academic.



Health education must be in step with the sanitation facilities that are being provided. This is one of the points of cross-reference between school management and curricula. While no school should be built or renovated without water and latrines, often schooling takes place in buildings that do not have these facilities.

Health education is one area where it is particularly useful to encourage and support teachers and community groups to design their own programme, so that the programme responds to the real needs in the community and a real sense of ownership develops.

Education for sexual and reproductive health and HIV and AIDS

Education about HIV and AIDS and other sexually transmitted diseases and sexual and reproductive health should be part of the ongoing, long-term programme as it is meant to influence behaviours and change intrinsic attitudes, which are exacerbated during emergencies.

Any education intervention which is related to the sexual health of young people requires very sensitive handling, especially if societies prohibit or discourage family planning or in societies that regard such provision to unmarried youth as an encouragement to promiscuity. Health education and promotion in schools needs to be accompanied by a similar campaign in the community, to reach out-of-school children and youth as well as to reinforce the message received with parents and community members.

It is necessary to provide people with factual information about sexual and reproductive health including contraception in a language that they fully understand.

Adults generally believe that children are not mature enough to understand many issues, and this belief then limits what is thought suitable to teach them. A dramatic example of this occurred in the Morrumbala district in Mozambique, where Save the Children supported district education officers to rebuild schools after a long period of conflict. 60% of the population are returnees from refugee camps in Malawi, where there are high levels of HIV, and it is not uncommon for girls of 10 and above to have been used as sexual partners by adult men. Mozambican staff began to raise the question of HIV and AIDS awareness education as part of the school curriculum. Local adults reacted by denial; the education officials said they knew nothing about AIDS and doubted whether it existed. Some of the teachers and parents said they knew there was a danger, but denied that children knew anything about sex. By contrast, the children were realistic; they had seen people in the camps die with AIDS-related illnesses and they knew that transmission was sexual. Their drawings made it clear that adult sexuality was far from an unknown area. The children's knowledge and directness came as a surprise to adults in their own community, who now support the training of teachers on HIV information.

From: *A chance in life: principles and practice in basic primary education for children*²¹

For more information on this topic, please see **Critical issue module 4** Sexual and reproductive health.



Substance abuse education

Substance abuse seems to proliferate in conflict and post-conflict situations. There is ample evidence of drugs being used to coerce children associated with armed forces or armed groups (CAAFAG) and in situations of extreme stress, drug consumption seems like a solution. The breakdown of the traditional constraints exacerbates the problem. If schools are seen as a possible market, then there is a problem of dealers and the education system is exposing the children to danger rather than protecting them.

Education and return

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

Reconstruction is also hampered by lack of capacity and resources in the post-conflict stage and competition for resources means that some refugees barely survive in the early years following repatriation. Refugees and displaced people have useful survival skills and may be flexible and better able to adapt in a post-conflict phase than those who have remained at home. A returned population may have a better standard of education than has been available in a shattered homeland. Among those educated in exile, there may be people educated in third countries and on scholarships who have vital knowledge and skills, which are lacking in the home country following years of conflict.



Case study: Sudanese return home after 21 years of conflict

During the nearly 40 years of conflict in southern Sudan an estimated two million people died, four million were displaced internally and at least 500,000 fled to neighbouring countries. Systematic targeting of civilian populations by armed forces, during which assets were looted, burned or destroyed, disrupted livelihoods and caused widespread displacement and food insecurity. Periodic floods and droughts exacerbated the already intense suffering. The many years of conflict and natural disaster, compounded by the absence of a national government with either the will or capacity to provide security and services, have led to southern Sudan's current state of extreme fragility. The shakiness of the peace agreement two years on and the need to build new government structures and capacity, as well as infrastructure and basic services, all from scratch, are only some of the major challenges that will have to be overcome to address the symptoms and causes of fragility and ensure that poverty and underdevelopment are addressed.

Education indicators are one of the worst in the world. Less than 25% of an estimated 2.2 million school-age children are enrolled in primary school. As of 2006, there were only 2,292 schools in southern Sudan, less than 20% of these with permanent structures. There is also a severe shortage of teachers, most of whom have not even completed primary school. Only 14% of teachers are female, which also contributes to the exceedingly low enrolment of girls in schools. Three times more boys than girls attend school and dropout rates for girls are the highest in the world. In 2005, only 500 girls completed all eight years of schooling.

The potential return and reintegration of up to three million IDPs and refugees presents an additional challenge for southern Sudan given the lack of basic services and economic opportunities in the country.

Adapted from: *Treading a delicate path: NGOs in fragile states: a case study of southern Sudan, 2007*

Planning the return

Whether the return is organised gradually by the refugees, is part of a large operation supported by international agencies, or occurs suddenly through force, a lot of preparation and planning is needed to set up education and other basic support services in the country of return. This is hardly an overnight process and can lead to huge problems, especially if the return is spontaneous at the end of a conflict.



Case study: refugees and asylum seekers from DRC in Zambia

Zambia hosted nearly 113,200 refugees and asylum seekers, roughly 55,400 refugees from the Democratic Republic of Congo (Congo-Kinshasa), 40,800 from Angola, 4,000 from Rwanda, and some 1,400 from Burundi. Most of the Congolese refugees in Zambia sought haven from civil war between 1996 and 2002. Angolans began arriving in the 1970's with the outbreak of their civil conflict which lasted nearly three decades, while many of the Rwandans arrived in the wake of the 1994 genocide.

A repatriation programme for Congolese refugees began in May, but the Office of the UN High Commissioner for refugees (UNHCR) suspended it after insecurity forced its staff out of the town of Moba in Katanga, the return area of Congo-Kinshasa in August. The operation resumed in November and some 7,300 refugees of the originally targeted 20,000 refugees repatriated.

Close to 60,000 refugees lived in camps and settlements, while 50,000 mixed in with the population throughout the country. Two refugee camps, Kala and Mwangi were in the north, as was Meheba settlement, while Mayukyuwa settlement was in the northwest.

Education

The Refugees Act restricted access to the settlements but the government allowed humanitarian agencies to aid refugees. In camps, UNHCR funded and supervised health centers run by its partners to provide basic health services to refugees and the local population.

Zambia maintained reservations to the 1951 Convention's right of refugees to primary education. UNHCR provided primary education in camps and settlements.

United States Committee for Refugees and Immigrants, world refugee survey 2008, Zambia 19 June 2008

<http://www.unhcr.org/refworld/docid/485f50ddc6.html>

Early and thorough preparation is vital in terms of facilitating a return for refugees where they are prepared for the likely life-style changes that they will experience and that they are able to make constructive use of the educational provision that they received in exile. Senior Managers have an important role to play in encouraging effective coordination between the governments and international agencies concerned.

Documentation and certification

Organisations concerned with refugee education need to keep detailed records of all types of training and education conducted in exile and to provide certificates for all exams that children sit for and all in-service training in which teachers participate. These organisations should establish (as early as possible) from the home country what records will be needed in order that children can continue their studies and teachers their teaching work when they return. Recognition of teachers who have been trained in exile is often a problem on their return to their home country. Guatemalan teachers who were trained in exile in Mexico in the mid-1990s found that their qualifications were not recognised on their return to Guatemala. This resulted in an enormous waste of resources and skills at a time when it was most needed.

Training for the return

Some programmes have deliberately used the period in exile to train people for life at home.

There is great potential during the time leading up to the return for teachers and others to work with children and adolescents on:

- **peace building** Especially in situations where there is likely to be rivalry or ethnic discord (see **Topic 5** for more information on peace education)
- **cultural identity** Helping children and adolescents to re-connect (or in some cases, to connect) with their own culture; to help them to understand and manage the cultural challenges that they are likely to face on their return.

During the return

When the return is imminent, the following steps are likely to be useful.

- 1 Every refugee who has participated in education during exile, formal or non-formal, needs documentation showing the kind of education and the level reached.
- 2 Teachers need transcripts showing their service and training.
- 3 A representative needs to be sent ahead to the home country to arrange for the transfer of students at the end of their current term or year (not in the middle, if at all possible).
- 4 Other agencies, such as those providing food, should be aware that all students may not leave at the same time. Some rations need to be reserved for those who have to complete their term before returning.

Upon arrival

Basic initiatives such as maintaining or establishing an office in the home country, as soon as possible, can make the whole process of reintegration much more effective. This office can serve as a coordinating body:

- handling records
- speaking on behalf of the students
- holding seminars and workshops for the teachers and administrators who will be working with the returnees
- conducting surveys which will establish the numbers, basic needs, levels, educational histories and social situations of the returnees.

Education for reintegration

Ideally, policy and planning for the reintegration of returnee communities into the educational process will be part of a wider educational rebuilding process coordinated with the appropriate home government bodies and other relevant agencies.

Reintegration and renewal cannot be achieved overnight and there is often a need for emergency strategies, in some cases similar to those used in exile, to serve educational needs in the meantime. In some cases, learners can be absorbed into the existing services on a temporary basis. In others, enormous increases in new places and facilities are required.



In teacher training there might be a need for bridging strategies for returnee teachers through the provision of short courses. Educational books and materials may be in short supply, making improvisation and flexibility essential.

In most post-conflict situations the most urgent need is education and training to enable people to earn a living. High unemployment is a major threat to peace.

This means that the top priorities are:

- 1 basic education, including literacy, numeracy and other life skills
- 2 vocational training and technical skills which are **linked to real employment opportunities**.

Yet these needs are not always recognised by the home government.

Collaboration among key players

Working in partnership with host countries, the 1951 UN Convention relating to the status of refugees mandates that host countries accord to refugees the same treatment in education as is accorded to nationals. In reality, however, the majority of today's host countries are unable to provide sufficient educational opportunities even for their own citizens. Consequently, UNHCR and other international agencies sometimes assist host countries to meet the education needs of both local and refugee populations.

- **Working with countries of origin** international aid can assist coordination between the government of a refugee community's home country and the refugees themselves to operate school programmes.
- **Working directly with refugee communities** in certain circumstances, refugees are forced to reside in camps and are not given the option of attending local schools. In these circumstances, international assistance can build on the expertise, initiative and resources of the refugees themselves to develop both formal and non-formal education programmes. However, these programmes are more likely to be sustained if resources are invested either by the home or host country.
- **Setting up good local education committee** this point is covered in **Topic 4**, and includes suggestions for who might be represented on such a committee. It is equally relevant and important to set up such a committee in more stable situations, such as those described in this topic.

Training material for this topic

- Exercise 1** Why education in emergencies?
- Exercise 2** Education interventions and standard best practices
- Exercise 3** Emergency preparedness and disaster risk reduction
- Exercise 4** Designing an appropriate programme
- Exercise 5** Education for returnee populations
- Handout 1** Case study
- Handout 2** Reading list
- Handout 3** Checklist of educational opportunities



Handout 4 Education checklist for senior managers



Topic 5

Monitoring, evaluation and learning

Key learning points

- Setting up a monitoring and evaluation framework is linked to the overall objectives and outcomes of the education programme.
- It is crucial to include both quantitative and qualitative indicators to measure impact of education in emergencies programmes.
- Monitoring and evaluation (M&E) is a combination of process and impact. Process also includes child participation and inclusion in planning, monitoring and evaluation of programmes.
- All stakeholders in the education programme (emergencies and long-term development) should be aware of and involved with the monitoring of programme progress and the evaluation of success and lessons learned.
- All stakeholders involved in the education programme must participate in capacity building activities on basic M&E concepts, methods and principles.

M&E is an intrinsic part of programming in emergencies as well as long-term development. M&E is necessary for programme managers and staff to assess the quality and appropriateness of activities and/or services and the extent to which the programme is reaching its intended audience. With adequate data, one can compare sites, set priorities for strategic planning, assess training and supervisory needs and obtain feedback from the target audience or programme participants.

M&E is vital in emergency situations to ensure humanitarian accountability to affected populations, donors and the wider humanitarian community. Developing and adhering to a basic M&E framework is crucial in humanitarian aid operations so as to be able to monitor the effectiveness of interventions and services in the context of the rapidly changing external and internal environment.

Below is a summary of key definitions of terms in the monitoring and evaluation framework.

Key definitions

Accountability means ensuring that the people affected, children, men and women, are involved in planning, implementing and judging your response. Everybody is accountable to their beneficiaries and powerful groups such as governments and international donors.

Monitoring is the ongoing collection of relevant data. It helps you to know whether your programme is on track, and if not, it should help you identify changes you need to make. It provides the data and information necessary to reflect on the work being done.

Analysis is looking at the different data collected from process and impact indicators and understanding what it shows.

Review can take place at any time and look at any aspect of recent work. If necessary, it can focus on activities and process indicators to see how successful



your work is and how much progress you have made towards achieving your aims.

Evaluation can take place at certain times throughout the programme cycle, but not as often as monitoring; perhaps once a year. It looks more specifically at the progress of the programme in relation to its objectives. Evaluations use the data you collected during monitoring to compare how things are now with how they were at the beginning. Process evaluation tells you if your programme is running as intended. Impact evaluation tells you how far you have come in achieving your objectives. Evaluation is the first step in understanding your impact; how what you do affects children's lives.

Impact assessment generally happens less frequently than evaluations. You can use the information collected during monitoring and the analysis done through evaluations to look at the bigger picture in the longer term. An impact assessment will tell you what lasting and significant changes your programme has brought about and how. It looks at any unexpected negative changes as well as planned changes.

Impact assessment is not the final step, but the beginning of another cycle of doing and learning as you go along. It is about understanding the link between what you do and the changes that occur. There are many ways of going about it. It differs from evaluation by giving much greater consideration to contextual influences that affect impact, and the overall changes the programme brings to the lives of children and young people.

Adapted from Save the Children, 2007 and Oxfam, 2007

Good M&E framework and processes have the following benefits.

- Programme process and impact can help institutionalise programmes, in that stakeholders and the community understand what the programme is doing, how well it is meeting its objectives and whether there are critical needs inhibiting progress.
- Programme impact can be used for educational purposes directed toward the board of directors, current and prospective funding agencies, local government officials and key community members, such as local leaders, youth and parents. Sharing results can help programmes establish or strengthen the network of individuals and organisations with similar goals of working.
- The dissemination of M&E results, both those that show how a programme is working and those that find that some strategies are not having the intended impact, contributes to global understanding of what works and what doesn't in improving children's access to education. This advances the field by building a body of lessons learned and best practices that can strengthen these programmes around the world.
- M&E results can develop a sense of ownership through participation, improve coordination and mobilise support for youth and the array of programmes that foster their development.

The following steps are included in an effective monitoring and evaluation process.

- Agree on the scope, objectives, activities and outcomes of the planned programme with stakeholders.
- Develop a work plan based on agreed activities.
- Define indicators that will measure the outcomes against the work plan.



- Continue monitoring; systematic and consistent data collection on those indicators.
- Analyse the information gathered.
- Provide training and workshops for all stakeholders on basic concepts, methods and principles of M&E.
- Compare the results with the initial goal and objectives of the programme.
- Share results with stakeholders, including children.
- In order to carry out effective monitoring and evaluation, a work plan has to be developed. Such a plan will include several kinds of information.
- Tasks involved in carrying out monitoring and evaluation, such as involving stakeholders, assessing the information.
- Needs of the project, communicating M&E results and modifying the scope and number of targets as well as an intervention based on results.
- Timelines for each of these tasks, with a space to check off when each is completed.
- Lists of who is responsible and who will be involved in each stage of monitoring and evaluation.
- Financial resources needed to complete each task.

Below is an example of the goal, objectives, activities, and indicators (both process and impact) from a programme.

Sample goal, objectives and activities

Goal

Support the re-establishment of schools and continuation of learning in areas of return for 15,000 children, by providing schools with temporary rehabilitation shelter materials, and also basic teaching and learning supplies.

Objective 1

Facilitate access to school for 15,000 children by providing basic rehabilitation materials for temporary school shelter, including tarpaulin and other basic supplies in 32 affected locations.

Activities

- collaborate with school management councils and district education officers to conduct assessment of needs for provision of basic temporary shelter materials in each school
- meet with school management committees for managing shelter materials
- demonstrate temporary shelter set-up with community and school management councils or representatives
- distribute materials for temporary school shelter including tarpaulins, plastic sheeting, rope or other materials based on material needs assessment
- monitor materials distributed and materials used.

Process indicators



- number of schools with land cleared for shelter installation
- number of meetings held at each location
- number of school shelter materials distributed
- number of meetings held with community representatives and school management councils
- 32 schools are resourced with basic teaching and learning materials (blackboards, chalk, notebooks etc have been distributed).

Impact indicators

- 80% of target number of children enjoy regular access to the identified schools.

Objective 2

To facilitate teaching and learning by providing materials, including blackboards, chalk, teachers notebooks, children's notebooks, pencils and other basic stationary.

Activities

- procure materials
- develop distribution plan in collaboration with schools
- distribute basic classroom materials, including blackboards for each class, chalk, teacher's notebooks, children's notebooks, pencils and other basic stationary based on assessment needs
- monitor use of materials.

Process indicators

- number of materials distributed in each location.

Impact indicators

- 80% teachers in targeted schools make regular use of teaching and learning materials
- 32 schools are resourced with basic teaching and learning materials (blackboards, chalk, notebooks etc have been distributed).

Objective 3

Provide participatory training for 150 teachers and 28 education officers in communicating important, lifesaving information, through participatory methods, to spread the priority health messages including the prevention of cholera, malaria, and other waterborne disease and also messages of emergency preparedness.

Activities

- provide workshops on emergency preparedness for education officers, who in turn will provide workshops for teachers (using children's magazine, classroom board game and poster)
- with emphasis on methods to increase participatory learning for children, conduct a three-day workshop for teachers (supported by education officers) in emergency preparedness (teachers will later develop ideas to integrate the concepts into

lessons and are supported in producing classroom and school level emergency plans)

- conduct follow-up visits to schools to support and consult teachers.

Process indicators

- number of training workshops conducted
- number of teachers participated in training
- number of education officials participated in training
- number of teachers have participated in training and/or number of workshops.

Impact indicators

- 80% of schools are regularly including aspects of emergency preparedness in their teaching
- 80% of teachers teaching key messages using child-friendly, participatory teaching and learning techniques
- 28 district's education officers supporting schools with regular school visits to support implementation of emergency preparedness in schools
- 80% of children in 32 schools able to discuss and share important health and other life-saving messages.

Adapted from: *Education in emergencies: a tool for starting and managing a programme*, Save the Children, 2008

The important questions to ask when developing an M&E framework are as follows.

- What information is needed that would measure impact?
- When is this information to be collected?
- How is this information to be collected?
- Who will collect this information?

During emergencies, monitoring systems need to be practical and easy to execute by field staff with broad indicators that can measure the impact of programmes on children. Some examples of the kind of information emergency-education programmes need to collect:

- the number of children accessing some kind of education services
- percentage increase in children enrolled
- the number of teachers receiving basic training on education in emergencies
- the number of children receiving individual learning aids
- the number of schools receiving school supplies and teaching aids.

Data analysis

Use of the information collected is as important as collecting the data. All analysis should have data that includes:



- 1 indicator definition (qualitative, quantitative)
- 2 data source
- 3 method of collection
- 4 data collectors
- 5 data analysis procedures.

Any anomalies in the collection process must be recorded to aid the process of analysis.

Although a lot of work may go into the compilation and examination of the facts covered in the monitoring and evaluation process, the final most important stage is to use the information as another effective tool in future programming. A direct outcome of ongoing data analysis is **periodic reviews** of ongoing activities and processes. Reviews allow for modification in strategies and interventions based on feedback and field findings on the effectiveness of ongoing activities.

The important aspect of data analysis is documentation. As mentioned above, the analysis must be documented in the form of a report and disseminated among the programme's stakeholders, possibly supported by oral presentations.

Evaluation

The INEE Standard 4 on evaluation states that:

There should be a systematic and impartial evaluation of the education response in order to improve practice and enhance accountability

Evaluation of policies, programmes and outcomes must be built into the programme design at the outset. Evaluation process must necessarily be participatory and children community members, school management committees, local and national authorities and marginalised groups should be a part of evaluating the programme's activities and outcomes. Lessons and best practices should be shared widely in order to influence future programmes and post-emergency advocacy.

Evaluations include **qualitative** and **quantitative data** to provide a holistic picture of the response programme.

Qualitative information that measures **process** of programming.

- The degree to which there is an improvement in outcomes for children (improved enjoyment of rights): examples of indicators, practical illustrations.
- Appraisal of human, material and financial inputs, learner access, retention, inclusion and protection.
- Teaching and learning processes.
- Recognition and certification of learning and in-service training. Impact on individual learners, including opportunities for further studies and employment and impact on the wider community.
- The degree to which children have been involved in planning, monitoring and evaluating of the programme; their perception of their own participation in the programme. There exists a broad framework for measuring the effectiveness of participation that uses different tools to assess and analyse three aspects of



participation: the scope, the quality and the impact (see also **Foundation module 4** Participation and inclusion).

Quantitative data that points towards overall impact of the programme: ²²

- net enrolment rates, gender disaggregated: ultimate impact group
- drop-out rates, disaggregated by key groups: ultimate impact group
- teachers using child-friendly methods: ultimate impact group
- children's contribution to designing child-friendly approaches
- survival, retention and completion rates, disaggregated by key groups
- national and provincial education budgets
- effectiveness and parent participation in parent-teacher associations
- national legislation and educational policies.

An evaluation report should emphasise only the most important and useful findings, highlighting information that will shape the decisions made by staff, donors, policymakers, communities and youth. Descriptive information, such as the background of the programme, should be kept to a minimum, as many readers will be familiar with the programme. An executive summary (ie. an overview of the main findings) should also be created. This summary should be written so that it can be distributed independently, for example, to policymakers who may be

Support to the education management information system (EMIS) ²³

The existing EMIS may be destroyed or disrupted as a result of the emergency. Basic data collection and processing systems should be restored as soon as possible to enable the Ministry to collate valuable information on the extent of damage to the education system. Restoring or setting up an EMIS involves considerable investment of time, finances and commitment and also interagency coordination. An important aspect of the EMIS is setting up software systems in each of the local level district offices linked with the central office and having trained personnel feeding data into the system.

Training material for this topic

- Exercise 1** Monitoring education programmes
- Exercise 2** Review and evaluation
- Handout 1** Key definitions
- Handout 2** Analysis standards 3 and 4; monitoring and evaluation
- Handout 3** Challenges in monitoring and evaluation



Endnotes

- 1 *The impact of war on children in Sri Lanka* Sri-Jayantha A
http://www.sangam.org/ANALYSIS/Children_1_28_03.htm
- 2 *The silent avant-garde* ECOSOC ad hoc advisory groups on African countries emerging from conflict, Department of economic and social affairs, UN, NY 2006
- 3 *Education in emergencies : a toolkit for starting and managing a programme* Save the Children, 2008
- 4 *Delivering education for children in emergencies: a key building block for the future* Save the Children, 2008
- 5 *Education for all global monitoring report: inequality why governance matters* UNESCO and OUP, 2009
- 6 *Global survey on education in emergencies* Women's commission for refugee women and children, 2004

United Nations Convention on the rights of the child, 1990
<http://www2.ohchr.org/english/law/crc.htm>
- 7 See: *Minimum standards for education in emergencies, chronic crises and early reconstruction*, December 2004
www.ineesite.org/standards
- 8 'Education policy and coordination standard 1' *INEE Minimum standards handbook*, 2004 p75
- 9 The cluster approach was developed in 2005 and has been successfully implemented in several countries in crisis and is now the standard coordination mechanism in emergencies. The approach provides an opportunity to build on the respective strengths of various agencies and organisations and compensate for weaknesses.
- 10 For more information on situation analysis as it relates to children and conducting assessments, see **Foundation module 3** Programme design
- 11 *Learning for a future: refugee education in developing countries* UNHCR, 2001
- 12 *Delivering education in emergencies: a key building block for the future* Save the Children, 2008
- 13 *Education in emergencies: a toolkit for starting and managing a programme* Save the Children, 2008
- 14 *Reducing risks, saving lives* Save the Children, 2008
- 15 *Good humanitarian donorship and disaster risk reduction* Ministry of Foreign Affairs, Oslo, Norway July 2007
- 16 *Rules and regulations for the IRC refugee schools programme* International Rescue Committee, 1998
- 17 *A chance in life: principles and practice in basic primary education for children* Save the Children Fund UK, London 1998
- 18 *INEE Case study on the utilisation of the INEE Minimum standards: participatory assessment and teacher training in the aftermath of the Tsunami*, 2005



- 19 *INEE Guidance notes on teacher compensation in fragile states, situations of displacement and post-crisis recovery*, March 2009
www.ineesite.org/teachercomp
- 20 *A chance in life: principles and practice in basic primary education for children*
Save the Children Fund UK, London 1998
- 21 *Getting it right for children, a practitioners' guide to child rights programming*
International Save the Children Alliance, 2007
- 22 INEE MSEE Standard 3: Monitoring



Further reading

- *A chance in life: principles and practice in basic primary education for children* Ogadhoh K and Molteno M, Save the Children, London 1998
- *A compilation of best practices for school feeding programmes* CRS, 1996
- *Children, education and war: reaching Education for all (EFA) objectives in countries affected by conflict* Conflict prevention and reconstruction unit, WB. 2002
- *Education in emergencies: a toolkit for starting and managing education in emergencies* Nicolai S, Save the Children, London 2003
- *Education: care and protection of children in emergencies, a field guide* Triplehorn C, Save the Children, 2001
- *Handbook for emergencies, second edition* UNHCR, 1999
- *Global survey on education in emergencies* Women's commission for refugee women and children, New York 2004
- *Learning for a future: refugee education in developing countries* UNHCR, 2001
- *Rapid educational response in complex emergencies: a discussion document* UNESCO, UNHCR, UNICEF, 1998
- *Restoring playfulness* Tolfree D, Radda Barnen, Stockholm 1996
- *Starting young: principles and practice in early childhood development* Molteno M, Save the Children, London 1996
- *Technical resource kit for emergency education: guide and mini-workshop: using the kit for understanding the basics of education in emergencies* INEE, 2004
- *The education imperative: supporting education in emergencies* Academy for Educational Development (AED) and the Women's commission for refugee women and children, 2003
- *Thematic studies, education in situations of emergency and crisis: challenges for the new century* UNESCO, 2000
- *The role of education in protecting children in conflict* HPN, ODI, 2003
- *The role of education in protecting children in conflict* Nicolai S and Triplehorn C, Humanitarian practice network, ODI, 2003
- *Uduk refugees in Ubonga* Desta F, Radda Barnen, Stockholm 1998
- *Working paper no.1: promoting psychosocial wellbeing among children affected by armed conflict and displacement* International Save the Children Alliance working group on children affected by armed conflict and displacement, Geneva 1996

Websites

- Education Cluster
- <http://www.humanitarianreform.org/humanitarianreform/Default.aspx?tabid=115>
- INEE
- <http://www.ineesite.org>



Further reading

- The 'one-stop shop' for resources, tools and guidance on education in emergencies and post-crisis reconstruction.
- OHCHR
<http://www.unhchr.ch/html/menu2/hrissues.htm>
This site is dedicated to human rights issues with links to education including documents by the Special Rapporteur.
- Partnership on sustainable strategies for girls education
http://www.girlseducation.org/PGE_active_pages/CurrentActivities/main.asp
Provides information on the UNGEI initiative, designed to contribute to the elimination of gender discrimination and gender disparity in education systems.
- Save the Children
- http://www.savethechildren.net/alliance/what_we_do/rewritethefuture/resources/index.html
- The Save the Children Rewrite the Future site has resources on education in emergencies, especially for advocacy.
- UNESCO
<http://www2.unesco.org/wef/en-conf/dakframeng.shtm>
Information on Education for all, including various legal instruments on this subject are presented in this website.
- UNESCO
<http://www.unesco.org/cpp/uk>
A web page on peace education.
- UNICEF
<http://www.unicef.org/pdeduc/education/build.htm>
This UNICEF site presents policies and strategies of the agency on the child's right to education. Some useful information can also be found on girl's education.



Guidance for training on critical issues

All Critical issue modules follow the same pattern of five topics.

- **Topic 1** The issue for children
- **Topic 2** The law and child rights
- **Topic 3** Assessment and situation analysis
- **Topic 4** Planning and implementation
- **Topic 5** Monitoring, evaluation and learning

Anyone facilitating a training or awareness-raising event on a specific critical issue should refer to the recommended **key learning objectives** below for each of these topics. With each of the sets of learning objectives is a suggested **sequence of information** to be followed when tackling the topic, in order to ensure that the learning objectives are achieved.

Topic 1 The issue for children

Key learning objectives that participants should be able to:

- describe why and how this critical issue impacts on the lives and rights of children in humanitarian settings
- be motivated to address these issues effectively.

Sequence of information

- 1** What this critical issue covers (might include definitions, different situations, manifestations, interpretations).
- 2** How it impacts on children (at different ages and stages; in different situations; considerations of gender and exclusion).
- 3** Why it is important to respond.

Topic 2 The law and child rights

Key learning objectives that participants should be able to:

- cite and justify relevant legal instruments and standards in relation to this critical issue
- identify key duty bearers in relation to the issues addressed in this module
- cite and respect key guiding principles in addressing these issues.

Sequence of information

- 1** Relevant legal instruments and standards.
- 2** Relationship between duty bearers and rights holders.
- 3** Guiding principles.



Topic 3 Assessment and situation analysis

Key learning objectives that participants should be able to:

- describe why rights-based assessment and analysis are essential components of any programming in humanitarian environments
- develop a plan and process for assessment and/or analysis that is informed by rights-based principles and approaches; and which addresses the specific issues raised in a particular module
- identify challenges that they may face.

Sequence of information

- 1 Why assessment and analysis is essential
- 2 Difference between assessment and analysis and where each is appropriate
- 3 Core principles
- 4 Key tools
- 5 Challenges and opportunities
- 6 Plan for assessment and/or analysis

Topic 4 Planning and implementation

Key learning objectives that participants should be able to:

- describe principles and approaches that should be part of any and all implementation strategies
- reflect on how these approaches should apply to the different implementation strategies that address the issues raised in a situation analysis
- make informed decisions about which of these strategies to prioritise and how to implement them effectively.

Sequence of information

- 1 Relevant guiding principles:
Working to common goals
Coordinated approach
Participation and inclusion.
- 2 Prevention and implementation strategies:
The three pillars
Monitoring and reporting on progress in achieving children's rights.
- 3 Prioritisation and operational guidance



Topic 5 Monitoring, evaluation and learning

Key learning objectives that participants should be able to:

- describe overall (dimensions of) change to which all child rights-based programmes are working
- describe how interventions proposed in relation to this critical issue contribute to this process of change
- develop relevant indicators of progress at output and outcome levels
- use participatory and inclusive approaches in gathering and analysing indicators.

Sequence of information

- 1** Overview of dimensions of change to which all child rights-based programmes are working.
- 2** Clarity about relationship between impact, evaluation and monitoring processes and indicators required at each level.
- 3** Development of sample indicators for each level.
- 4** Guidance about appropriate and inclusive methodologies for M&E.

Links to Foundation modules

It is important to refer to relevant Foundation modules when gathering information to support activities in relation to individual topics. The links between Critical issue topics and Foundation modules are outlined below.

- **Topic 1** The issue for children
Foundation module 1 Understanding childhoods
- **Topic 2** The law and child rights
Foundation module 2 Child rights-based approaches
Foundation module 5 Advocacy
- **Topic 3** Assessment and situation analysis
Foundation module 3 Programme design
Foundation module 4 Participation and inclusion
- **Topic 4** Planning and implementation
Foundation module 4 Participation and inclusion
Foundation module 5 Advocacy
Foundation module 6 Community mobilisation
Foundation module 7 Psychosocial support
- **Topic 5** Monitoring, evaluation and learning
Foundation module 2 Child rights-based approaches
Foundation module 3 Programme design

For further guidance on developing and running training and awareness-raising events please refer to the **Training manual** and **Facilitator's toolkit** on the ARC resource pack CD-ROM.



Planning guide

Ideally anyone facilitating a training or awareness-raising event should work with a small planning group of resource people who have a good understanding of the local area and the targeted training group. They need to ensure that:

- they agree the best possible capacity-building intervention with the commissioning manager for the event
- they make rights **real** in any workshop, for example by building in field visits, showing relevant videos and DVDs, encouraging personal reflections and developing a workshop **bill of rights** with the participants
- they emphasise participation, inclusion and accountability at all stages.

The table below can be used when considering how best to present or enable participants to achieve the **key learning objectives** of each topic covered.

Sequence of information	Methodology eg. exercises, discussions	Comments eg. specific target groups

