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UNICEF BACK-TO-SCHOOL GUIDE

Evidence-Based Strategies to Resume Education in Emergencies and Post-Crisis Transition

unite for
children



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Cover photo: Côte D'Ivoire, 2011

On 5 May, children arrive at the primary school in Bloleu Village in Dix-Huit Montagnes Region. They carry backpacks provided by UNICEF.



South Sudan, 01 April 2006.

Participants rally to launch the **'Go to School' campaign**, in Juba, capital of Southern Sudan. They hold banners bearing the campaign slogan and the logos of several education partners, including UNICEF.

The campaign, launched on 1 April, aimed to enrol an additional 700,000 children in primary school, and, by the end of 2007, all school-aged children. UNICEF also provided basic educational supplies for 1.6 million children; accelerated training for teachers (at least 9,000 teachers are needed); and **public awareness campaigns** to mobilise children and parents to send their children - especially girls - to school.

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Introduction

What is a Back-to-School programme and why is it important?

Crises can bring education to a halt, depriving children of their fundamental right to learn and contributing to an atmosphere of chaos in already traumatized societies. With the introduction of the first UNICEF-supported Back-to-School campaign after the Rwandan genocide in 1994, '*Back-to-School*' (BTS) initiatives have become a powerful first response and strategy in facilitating access to protective learning environments for millions of children affected by conflict and natural disasters.

These initiatives have been implemented with great success in over 55 countries from the period of 1994-2012, including Afghanistan, Cote d'Ivoire, Haiti, Lebanon, oPt, South Sudan, and Uganda. Back-to-School Initiatives are characterized by 1) the establishment of robust targets for numbers of children to return to some form of education as quickly as possible after the onset of the emergency, 2) rapid deployment of education supplies and materials to aid in resumption of education, 3) establishment of some form of temporary learning infrastructure as needed combined, with the rapid repair of damaged schools, and 4) intensive advocacy, communication and social mobilisation efforts aimed at mobilising governments, communities, donors and partner organisations.

These efforts help provide a sense of normalcy, as well as safety and security from the heightened risk of violence and exploitation that children – particularly girls – experience during emergencies. By promoting stability and rights-based learning, they help strengthen countries' social fabric. UNICEF helps provide tents, supplies and human resources as part of its Back-to-School programmes. Working with partners, UNICEF has helped to organize mass Back-to-School campaigns and offers longer-term assistance to governments to support resuming quality education activities, rehabilitating schools and infrastructure, and developing accelerated and adapted learning strategies for children who have missed schooling. Back-to-School initiatives serve as opportunities to mobilise resources and introduce innovations that will improve the quality of the learning environment and catalyse the reconstruction of sustainable education systems over the long term. BTS can create the momentum to accelerate achieving Education for All (EFA) goals.

Back-to-School (BTS) initiatives have evolved in recent years to encompass multi-phase initiatives: Back-to-School, Go-to-School (GTS), Stay-in-School (SIS), and Welcome-to-School (WTS). These initiatives have taken place in countries during different phases of emergency. Many governments have now adopted such BTS initiatives as part of their annual education strategy, and use campaigns containing

social messages of inclusiveness to promote the attendance of girls and other marginalized groups as part of their sector programming. These campaigns have also involved efforts to improve quality education to keep children in school who have enrolled but for a range of reasons are likely to drop out of school.

Evidence base for Back-to-School programme successes and challenges

The *UNICEF Back-to-School Guide* was created from data and analysis gathered about Back-to-School programmes from 55 countries in all seven regions in which UNICEF operates, summarized in the companion piece, *Analysis Report of Back-to-School Initiatives (1994–2012)*. The *Analysis Report* synthesizes information, lessons learned, challenges, and similarities and differences among the BTS programs over the past two decades drawn from evaluation and donor reports, proposals, and interviews with field staff. The Guide also incorporates recommendations from UNICEF’s Core Commitments for Children in Humanitarian Action, and reflects the Minimum Standards developed by the Interagency Network for Education in Emergencies to align BTS actions to the recognized global standards for UNICEF and for humanitarian action in education.



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Uganda, 2007

Photograph from the official launch of the national **Go-to-School, Back-to-School, Stay-in-School campaign**, conducted on the grounds of Nampumpum Primary School, Kotido District, 13 February 2007. This Kotido function was the first in a series of regional launches throughout the 2007 academic year, in a targeted campaign by the Ministry of Education-Sports, with the support of UNICEF, WFP and other partners, to accelerate primary school enrolment, retention and completion in northern and north-eastern Uganda.

How to use the guide

The Guide is written for UNICEF programme officers and partners, including government and NGOs, who have the responsibility to restore education in emergencies, including education and protection officers as well as field staff and those seconded during emergencies. The Guide is organised according to seven categories of response actions that are essential in a Back-to-School campaign: leadership and coordination; planning and implementation; supplies and logistics; temporary learning spaces; social mobilisation, communication and advocacy; capacity-building and training; and sustainability. To help practitioners plan their BTS programmes, each section provides good practice lessons from the analysis of BTS campaigns in 55 countries, recommendations for response actions based on evidence from previous BTS efforts for practitioners who are planning and implementing BTS. In addition, challenges are also listed. These are demarcated by the following icons:



Good practice lessons based on the data analysis of Back-to-School initiatives drawn from the companion document to this guide, *Analysis Report*.

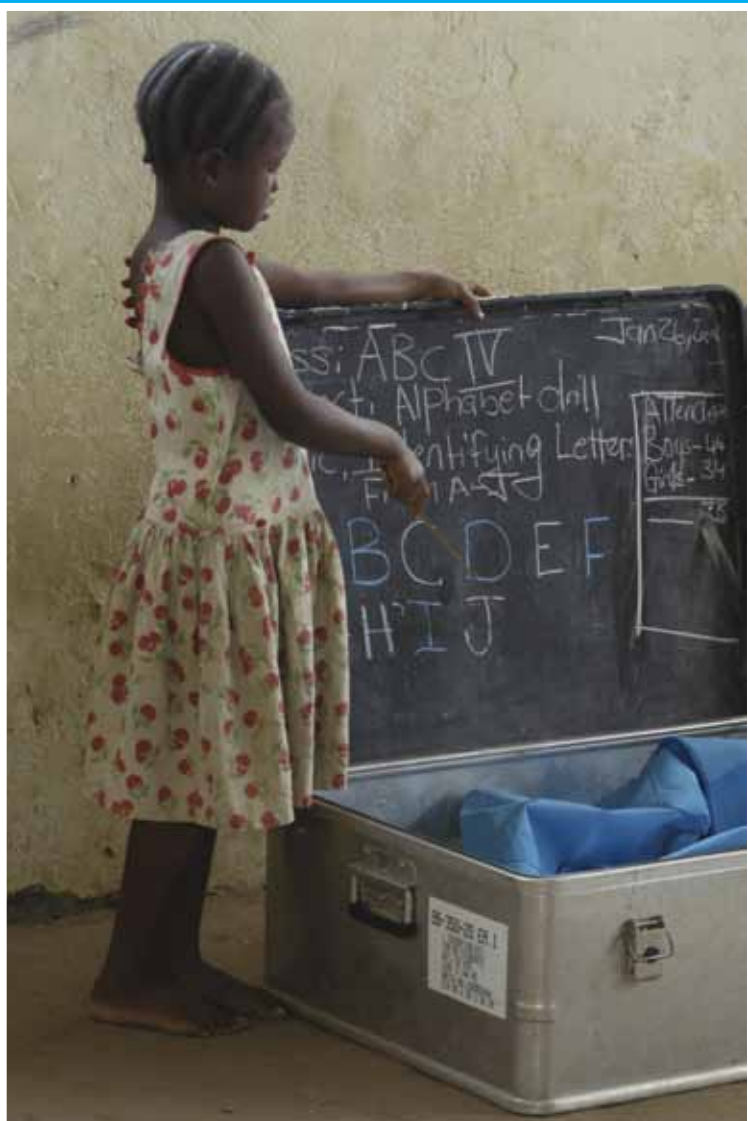


Recommended response actions drawn from UNICEF's CCCs, INEEMS, and the good practice recommendations from the *Analysis Report*.



Challenges encountered by countries identified in the *Analysis Report*, which practitioners should keep in mind as they plan their initiatives.

In focusing specifically on the actions needed to conduct BTS initiatives in emergencies, the *Guide* is meant to augment other tools developed to aid step-by-step education in emergency programming, from contingency planning to response and recovery. UNICEF officers are encouraged to review the *Guide* as part of their contingency planning to provide a framework for education in emergency preparedness and response planning.



Liberia, 2004.

A girl identifies letters of the alphabet written on the inside lid of a **'school-in-a-box'** in the Wilson Corner camp for internally displaced persons, near Monrovia, the capital. The lid has been painted black for use as a chalkboard slate. **Temporary learning spaces**, provided with 'schools-in-a-box' and other basic educational materials, were part of a larger UNICEF-supported initiative to ensure a 'child-friendly space' in the camp.

UNICEF also led a **US \$6 million 'Back-to-School' initiative**, launched in November of 2003, targeting the return of 750,000 to basic learning.

Summary of What Works in Back-to-School (BTS) Programmes

Quick Response Time

- Available and adequate donor funding
- Quick cleaning and re-opening of schools
- Pre-positioned educational supplies and materials in place
- Active community mobilisation and support to transport materials to schools
- Good coordination by education authorities at district levels in affected areas
- BTS or education in emergency plan in place prior to the disaster
- Clear communication between sectors within UNICEF and across UNICEF sub-offices

Effectiveness: Reaching All Children

- Advocacy and visibility of the BTS campaign
- Timely donor support and funding
- Strong inter-agency and cluster coordination, clear roles and responsibilities
- Establishment and/or strengthening of school/community committees
- Coordination of interventions at the district level and with all stakeholders
- Teacher training alongside distribution of educational materials
- Well planned, time-bound and monitored reconstruction efforts
- Strong advocacy to donors by UNICEF, MoE and partners
- Strong logistical support including transport to hard-to-reach areas
- Adequate logistics to ensure all affected communities are reached in a timely manner
- Sufficient UNICEF staff

Relevance: Meeting the Needs of Children

- Alignment of the BTS strategies or activities with existing education policies and priorities
- Appropriate and sufficient education supplies for all teachers and students
- Social mobilisation and active involvement of all school community members
- Appropriate quality teacher and community capacity-building and training
- Planning that considers local context, ways of operating and meets community needs

Sustainability: Maintaining the Gains of Back-to-School in Education Sector Programming

- The promotion and advocacy of key government focus areas within BTS initiatives, such as inclusion, gender, accelerated learning or alternative learning programmes and Child-friendly School (CFS) approaches.
- Sustainable systems building and transfer of skills to MoE authorities at all levels
- BTS initiatives that make linkages with priority education sector plans, policies and ongoing programmatic work, including Education For All (EFA) and the Millennium Development Goals (MDGs).
- Sustainable outcomes that develop and maintain individual and systems capacity, that focus on quality of teaching and learning, and that increase student retention in schools, are needed.

Relevant UNICEF Education Core Commitments for Children in Humanitarian Action and Interagency Network for Education in Emergencies Minimum Standards

Core Commitments for Children in Humanitarian Action: Education

Commitment 1: Effective leadership is established for Education Cluster/ Inter-Agency Coordination (with co-lead agency) with links to other cluster/ sector coordination mechanisms on critical inter-sectoral issues.

Commitment 2: Children, including girls and other excluded children, access quality education opportunities.

Commitment 3: Safe and secure learning environments that promote the protection and well-being of learners are established.

Commitment 4: Psychosocial and health services for children and teachers is integrated into educational response.

Commitment 5: Adolescents, young children and caregivers access to life skills training, and information about the emergency and education options for those who have missed out on schooling, especially adolescents.

Interagency Network for Education in Emergencies Minimum Standards (INEE MS)

DOMAIN 1:

Foundational Standards: Coordination

Standard 1: Coordination. Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

Foundational Standards: Community Participation

Standard 1: Participation. Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

Standard 2: Resources. Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

Foundational Standards: Analysis

Standard 1: Assessment. Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

Standard 2: Response Strategies. Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

Standard 3: Monitoring. Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Standard 4: Evaluation. Systematic and impartial evaluations improve education response activities and enhance accountability.

DOMAIN 2:

Access and Learning Environment

Standard 1: Equal Access. All individuals have access to quality and relevant education opportunities.

Standard 2: Protection and Well Being. Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

Standard 3: Facilities and Services. Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

DOMAIN 3:

Teaching and Learning

Standard 1: Curricula. Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners

List of Acronyms

ALP	Accelerated Learning Programme
BTS	Back-to-School
CAP	Consolidated Appeals Process
CERF	Central Emergency Fund
CCCs	Core Commitments for Children in Humanitarian Action (UNICEF)
CFS	Child-Friendly School/Space
CO	Country Office (UNICEF)
DDR	Disarmament, Demobilisation and Reintegration
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
EFA	Education for All
EMIS	Education Management Information System
EMOPS	UNICEF Office of Emergency Programmes
EWEA	Early Warning/Early Action
EWG	Education Working Group
GEM	Girls' Empowerment Movement
GIS	Geographic Information System
GTS	Go-to-School
IASC	Interagency Standing Committee (UN)
IDP	Internally Displaced Persons
MDG	Millennium Development Goals
MoE	Ministry of Education (generic)
NGO	Non-Government Organisation
NYHQ	UNICEF New York Headquarters
OCHA	UN Office of Coordination of Humanitarian Affairs
OPT	Occupied Palestinian Territory
OVC	Orphans and Vulnerable Children
PTA	Parent Teacher Association
RALS	Rapid Assessment of Learning Spaces
SIB	School-in-a-Box
SIS	Stay-in-School
SSHE	School, Sanitation and Hygiene Education

SMC	School Management Committee
TLS	Temporary Learning Spaces
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
WASH	Water, Sanitation and Hygiene
WES	Water and Environmental Sanitation
WFP	World Food Programme
WHO	World Health Organisation
WTS	Welcome-to-School

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Sri Lanka, 2005

Small children bowl with equipment from a UNICEF **Recreation Kit** at a relief camp for people displaced by the tsunamis following the 26 December 2004 earthquake off the western coast of Indonesia.

In addition to supplying emergency health kits, shelter materials and other relief supplies, UNICEF distributed recreation kits containing sports equipment and other games to support children's psychosocial recovery, as well as some 2,000 **schools-in-a-box**.

1. Leadership and coordination

- Role of Ministry of Education**
- Role of UNICEF and other agencies**
- Role of community and children**
- Intersectoral and agency coordination**
- Coordination with INGOs, NGOs and civil society organisations**

Leadership and coordination are essential features of successful Back-to-School initiatives. Using existing education sector or cluster coordinating mechanisms to organize BTS is the key to executing a rapid response, enhancing government visibility, increasing enrolment, and raising the profile of education sector in an emergency. Where strong education sectors don't exist, BTS initiatives can build partnerships that result in joint advocacy and enhanced awareness of the importance of access to education, leading to increased enrolments after emergencies. Roles and responsibilities for various aspects of BTS need to be clearly defined, properly understood and agreed between all the key partners, in line with their competencies and comparative advantages.



Good practice lessons in leadership and coordination

- Government commitment and visibility.** When the Ministry of Education takes a leadership role in BTS and has a high level of visibility, it adds credibility and resources to the campaign, resulting in significant gains in enrolment, expansion of primary education, school rehabilitation and teacher recruitment and training.
- Local government commitment.** Securing commitment from local education authorities is vital to the success of BTS and can help overcome inertia at the national level.
- UNICEF funding and support of MoE for BTS.** UNICEF helps governments overcome financial and political constraints in supporting BTS, raises the credibility of both the government and a rights-based approach to education, and helps governments amplify their preparedness and response.
- Visibility of BTS.** The more visible the BTS, the more it reinforces the importance of EFA goals that the government and partners place on EFA goals.

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Good practice lessons in leadership and coordination *(continued)*

- Intersectoral-coordination.** Coordination and partnership with other sectors such as WASH is essential in the planning and efficiency in reaching more schools and avoiding duplication of efforts.
- National/local coordination.** A BTS campaign cannot achieve its full potential of increasing rates of enrolment without real coordination and cooperation from all stakeholders at national and local levels.
- Defined responsibilities/accountabilities within the cluster approach.** Good coordination involves clearly defined responsibilities and accountabilities among implementing partners. The cluster approach facilitates coordination and enhances the participation of national and international partners. However, challenges also exist in this area. (See Challenges)

Role of Ministry of Education. When the Ministry of Education takes a leadership role in BTS and has a high level of visibility, it adds credibility and resources to the BTS campaign, which have resulted in significant gains in enrolment, expansion of primary education, school rehabilitation and teacher recruitment and training. Even if government capacity is low, the involvement of the MoE at national and local levels in planning, coordinating and implementing BTS is critical to the attainment of BTS objectives and longer-term education sector development.

Role of UNICEF and other agencies. UNICEF's role is to strengthen national institutional capacity to deliver education services during emergencies to fulfill the right to education. As the co-lead of the education cluster, UNICEF plays a critical role in BTS and as the 'provider of last resort.' UNICEF should be clear about when it is leading activities, supporting others, acting as facilitator, influencing actions, helping to shape strategies, enforcing standards, and coordinating activities. UNICEF should serve as the entry point through which other agencies provide a full range of possible support and services. UNICEF should work closely with partners to develop joint proposals and budgets with funding allocations to different agencies based on their agreed roles and responsibilities.

Role of community and children. The human rights-based approach requires that programmes be planned, implemented, monitored and evaluated in tandem with the affected community – especially in emergencies when participation is proven to promote healing and cohesion. Communities should be involved throughout the initiation, planning and implementation of BTS and the rebuilding of the education

system. Emphasis should be on priority concerns (i.e. teacher mobilisation and training, basic equipment and/or materials, curricula availability and relevance, play and recreational opportunities, and educational facilities). Support the creation or strengthening of parent and community associations to help organize efforts that can be ongoing and are locally sustainable. Assessing local human resources and capacities is important in identifying and coordinating with local leadership.

Intersectoral and agency coordination. The education sector/cluster should coordinate with other sectors, including Child Protection, WASH, and Health and Nutrition to ensure that a full range of services is provided to children in temporary learning spaces or schools. Coordination is also needed with other UN agencies. UNICEF has an MOU with the World Food Programme (WFP) which focuses on accelerating primary education, reducing malnutrition, and reducing the risk, vulnerability and impact of HIV/AIDS. WFP has the capacity to provide school feeding and can assist in the deployment of education supplies and equipment. UNICEF and UN High Commissioner for Refugees (UNHCR) share an MOU in refugee situations and can collaborate to determine how to ensure continuity in approach, content and teacher training between refugee basic education and the basic education system in the country of origin, and to facilitate access for returnee children to national schools. If the UN Educational, Scientific and Cultural Organization (UNESCO) is present on the ground in an emergency, it may assume joint leadership with UNICEF during the recovery and reconstruction phase. UNICEF and UNESCO must coordinate roles and responsibilities.

Coordination with INGOs, NGOs and civil society organisations. Education sector coordination with INGOs, NGOs and local organisations is essential to implement BTS. UNICEF has partnerships with international, national, local and religious NGOs, as well as other civil society organisations. These organisations may become intermediate UNICEF partners while governmental management, technical and absorption capacity is being re-established or rebuilt. They may become implementing partners, which UNICEF will assist in ensuring the technical, policy and possible resource requirements, based on MOUs. Some of the main international organisations that UNICEF partners with on education include co-cluster lead Save the Children Alliance, CARE International, Norwegian Refugee Council, and the International Committee of the Red Cross.



Response actions in leadership and coordination:

- National education coordinating mechanism.** Establish or activate and promote a strong inter-agency education cluster/sector working group, with clearly defined roles and responsibilities, including with MoE and partners. Create a coordinated BTS plan as part of a education sector response plan with budget and timeline (See Section 2)
- Coordination at all levels of government.** Promote good coordination with and between education authorities at all levels. UNICEF can help bridge gaps between national and local education authorities that may exist due to prolonged intrastate conflict.
- MoE as lead in BTS.** Support the MoE in assuming the leadership role of the BTS campaign. Provide human and financial resources as needed to strengthen the MoE leadership role at national and local levels in affected areas. When a government owns the BTS initiative, it can lead to the sustainability of values which BTS represents.
- Local coordinating mechanism.** Activate education coordination mechanisms at the local level with education authorities in the affected areas. Promote good coordination with and between education authorities at national level and specifically at district level in areas affected by the emergency
- Community involvement and leadership.** Ensure that parent/teacher organisations, school management committees and children (when appropriate) in affected areas participate in BTS as members of the coordinating mechanism.
- Communication.** Communicate meeting schedules, information management mechanisms, and leadership roles with “provider of last resort” responsibilities to all members.
- Roles and responsibilities.** Confirm roles and responsibilities in the technical components of BTS including assessment, temporary learning spaces, education supplies, emergency teaching and learning materials, capacity-building, psychosocial support, monitoring.
- Coordination and communication within UNICEF.** Ensure clear communication and coordination between sectors within UNICEF and across UNICEF offices /sub-offices in country.

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Response actions in leadership and coordination *(continued)*:

- Coordination of EMIS.** Implement information management system for data analysis and monitoring from field to national levels and vice versa, among education sector members and with other sectors and agencies. (See Section 2)
- Coordination with OCHA.** Participate in and report to the relevant County Humanitarian Team forum/OCHA meetings as applicable.
- Coordination with other sectors and UN agencies.** Set up meetings with other sectors including WASH, Health and Nutrition, Child Protection; other UN agencies including UNHCR, WFP, WHO; and other international agencies.

Case Study in Leadership and Coordination: Burundi

After a 12 year civil war, the BTS was led by the Ministry of Education with the support of UNICEF in collaboration with other UN agencies including UNESCO, WFP, UNHCR and WHO and national and international NGOs, faith-based organisations and community groups. UNICEF solicited the assistance of 12 international and national NGOs to work closely with the Provincial Directorates of Education (DPE). The education sector coordinated with the health and nutrition sectors to ensure that all the children had access to health and nutrition services. UNICEF supported the provision and distribution of iron-folate and de-worming medication, with adolescent girls as a first priority, and provision of educational materials on promoting good health, nutrition and hygiene. Water and sanitation facilities were established in all accessible schools, including temporary schools, learning spaces and Child-Friendly Spaces, thus providing a safe and healthy environment for learning. The water and sanitation programme used schools to promote access to safe drinking water, adequate sanitation and positive hygiene practices. WFP was a key partner in education activities in Burundi by assisting with school feeding activities in the provinces.



Challenges of leadership and coordination

- Donor domination of BTS.** The lead in the BTS might be taken by donor and development agencies as a natural consequence of the emergency situation, which might leave too little room for the government to take full responsibility. Weak governments may play a minimal role if UNICEF and partners don't assist in strengthening government's role and accountability.
- Negotiation of turf and coordination.** No single agency can provide the support necessary for education in crisis situations, so partnership is critical. UNICEF needs the support and contribution of key partners. This requires negotiating the realities of agency 'turf' issues in a transparent manner. Taking the lead role does not mean doing it all or dominating other partners or getting all the funding available. It is as much about facilitating and supporting the work of other partners as it is about doing/coordinating activities within the country.



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South Sudan, 2012

Children attend an outdoor class, at a **child-friendly space** in the Jamman camp for Sudanese refugees, in Maban County, Upper Nile State.

2. Planning and implementation

- Assessment and EMIS**
- Coordination in planning and setting objectives**
- Equitable access to education**
- Financial resources**
- Human resources**
- Monitoring and evaluation**

Planning and implementation of BTS involves assessment, data collection and analysis; setting BTDS goals and objectives based on data; planning for equitable access; mobilising financial and human resources; and monitoring and reporting.



Good practice lessons in planning and implementation

- Preparedness plan.** Ensuring that a BTS or education in emergencies plan is in place prior to an emergency will improve responses. (UNICEF's Early Warning/ Early Action system can serve as a platform for this.)
- Goals and objectives.** Formulating clear objectives with sector partners, such as the target number of students to reach, types of integrated services to be provided, and numbers of supplies and materials to be deployed.
- Phased approach to planning.** Planning BTS responses in phases over a period of time, such as preparatory actions, implementation actions, and systems capacity-building can ensure that the BTS campaign is durable and can lead to long term systems strengthening.
- Education management information system (EMIS).** Having an EMIS in place or establishing one is important to determining numbers of teachers, children, schools and communities to be reached. Implementing rapid and ongoing education assessments is essential in identifying targeted numbers of children and geographic areas requiring education services.
- Intersectoral-coordination.** Planning with other sectors such as WASH are child protection will ensure greater efficiency in reaching more schools with integrated services and avoiding duplication of efforts.

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Good practice lessons in planning and implementation *(continued)*



- Defined responsibilities/accountabilities.** Clearly define roles and accountabilities of education sector implementing partners based on their capacities and comparative advantages. Having a technical working group or an established Education Cluster facilitates coordination and enhances the participation of national and international partners.
- Use of micro-planning tools.** Assessment and planning tools at local levels involving the collaboration of all relevant partners are useful in assisting with child identification and resource targeting. Micro-planning also reduces the administration burden placed on local government offices.
- The secondment of a senior UNICEF staff member** to act as the BTS co-coordinator provides leadership and experience necessary to overcome challenges such as supply-chain delays and coordination with MoE and other key partners and donors. External staff are needed to respond to the time demands of BTS including coordination, planning, supplies and logistics, and operations. External staff support for planning supply procurement and logistics helps to put necessary systems in place and ensure the close linkages with Supply Division.
- Focus on supply chain.** Strong coordination with the UNICEF country office supply officer, the UNICEF Supply Division-Copenhagen and EMOPS in NYHQ will facilitate effective procurement and delivery.
- Funds from annual UNICEF budget.** Allocation of residual funds from the annual budget along with special emergency funds into an 'emergency pool' can help buy local supplies. It also allows time for UNICEF's international logistics and supply system to respond.
- Use of additional funds** to incorporate CFS principles and/or a build back better approach needs to be negotiated locally if it is to be sustained, but it also must be defined so that the MoE understands and endorses it.

Assessment and education management information system (EMIS).

Conducting initial and ongoing education assessments is a fundamental component of planning BTS. Assessments provide an overview and baseline data about the state of schools, basic needs requirements, enrolment figures, number of teachers, infrastructure (rehabilitation and reconstruction needs), water, sanitation and hygiene (WASH) facilities and needs. A Rapid Assessment of Learning Spaces (RALS) is conducted after the onset of an emergency, and it can also support the establishment or strengthening of education sector data bases or Education Management Information Systems (EMIS) in countries where education information management is not well developed. Countries have adapted education assessment tools developed by the Global Education Cluster to meet their needs and contexts. Some countries have developed more sophisticated assessment tools which use global positioning systems (GPS) and geographic information systems (GIS) to map population and school data on large and small scales to inform macro and micro planning. (See <http://onerresponse.info/GlobalClusters/Education>)

Geographical Information Systems (GIS)

GIS support a wide range of analytical activities, e.g., damage assessments, gap analysis, response strategies, contingency planning. When spatial information is combined with data from assessments or situation monitoring, it is possible to produce practical and comprehensive maps, charts and images, quickly highlighting duplication, gaps, risks and priorities for action. However, this technology relies on comprehensive use of GPS coordinates and/or P-codes as part of cluster information management. As with data collection, GIS activities should be closely coordinated with OCHA and other clusters to minimise duplication and they should adhere to agreed global and national data standards.



Response actions in assessment and information management (EMIS):

- Pre-crisis data.** Ensure that pre-crisis data has been gathered, including disaggregated data for gender and socially excluded groups.
- Multi-sectoral assessment coordination.** Coordinate with other sectors to ensure that the multi-sectoral assessment contains education data and that the education sector is represented in the multi-sectoral assessment team.
- Rapid education assessment tools.** Adapt rapid education assessment tools with MoE and partners based on emergency context and ensure that standardised tools are being used by all partners. Use the Global Education Cluster education assessment tool as a start if the country education sector has not already developed its own tool.
- Education assessment coordination.** Coordinate education assessment, including roles and responsibilities, selection and training of rapid education assessment team members, determination of required resources, community involvement, logistics, data collection and analysis, information management and reporting.
- Data base.** Create a comprehensive database for data analysis with trained personnel.
- Ongoing assessment.** Coordinate ongoing assessments at regular intervals as the context requires in coordination with all sector/cluster partners in order to align emergency responses to conform to new data.
- EMIS.** Implement education information management system at all levels and across sectors and agencies, ensuring access to education information by all partners.

Pre-crisis data should include:

Literacy rate: percentage of adult literacy rate (by gender).

School enrolment

- Net primary school enrolment (by gender)
- Net secondary school enrolment (by gender)
- Percentage of students enrolled at primary and secondary levels.

Number of institutions

- Pre-school
- Primary schools
- Secondary schools
- Vocational

Number of qualified teachers

- Primary teachers (by gender)
- Number of qualified secondary teachers (by gender)
- Number of qualified non-formal teachers (by gender)
- Number of qualified paraprofessionals (by gender).

Education policy

- Status of policy regarding emergency education curriculum
- Status of policy on language instruction
- Yearly requirements of primary materials and sourcing.

Trends in physical condition of schools.***Trends of presence/integration of teachers in the community.******Existing centres organizing adolescents and potential for mobilisation in an emergency.***

Case Study in Rapid Assessment of Learning Spaces and EMIS: Liberia

In Liberia, the RALS was proposed as a specific activity to be conducted prior to the BTS campaign in 2003, and to be undertaken by education officers through the mobilisation of country and district departments of the MoE. This was considered an essential component as nationwide data on education had not been collected due to the long lasting conflict situation. The RALS focused on disaggregated data by gender and grade, and assessed the number of learning spaces that existed and their condition. The data would inform and serve as a monitoring tool during the distribution process of supplies and in the eventual establishment of an EMIS. UNICEF integrated into this process an element of capacity-building, with the MoE seconding a person to work from the UNICEF office where the EMIS is located, until being housed in the MoE.

Coordination in planning and setting objectives. Back-to-School campaigns are characterized by the establishment of robust targets for numbers of children to return to some form of education as quickly as possible after the onset of the emergency. The education sector/cluster should coordinate the setting of goals and specific objectives to identify targets in numbers of children, both in school and out of school, needing education, number of teachers and community members to be trained, quantity and types of supplies needed, and the timeframes for re-establishing education services.

Case Study in Planning and Setting Objectives for Phased Campaign: Lebanon 2012

The objectives for the 2012 BTS included: 1) Enrolling children (4–14 years) in pre- and primary schools by Dec. 2012; 2) Keeping children in schools throughout 2012-13 school year; 3) Ensuring provision of integrated services to children, families, caregivers and child protection, both at school and community level. The two-phased approach included: Phase 1, Preparatory (Oct –Dec. 2012) and Phase 2, Capacity-building (Jan – Dec 2013). A complete BTS package was provided for support of vulnerable Syrian refugees and Lebanese host community children to avoid dropout. The basic package consists of parent committee fees, uniforms, textbooks, school supplies, and school bags. At the host school level, the focus was on minor infrastructure rehabilitation and WASH. The community level focused on social mobilisation through awareness-raising campaigns on health and child protection issues affecting school attendance. Phase 2 focused on strengthening capacity of primary teachers through training to include gender -sensitive teaching and learning and capacity-building for existing government systems at local levels.

Response actions in coordinated planning and objective setting:

- Participatory planning.** Develop plans in a participatory manner, taking into consideration context, ways of operating in country, meeting relevant needs of affected communities and with a regular monitoring system in place.
- Response plan.** Jointly complete education response plan using agreed template based on assessment data and findings and previously conducted capacity mapping exercise of education sector partners. Implement education sector response plan, establishing roles and responsibilities, target groups and locations to be assisted, and number and type of resources required.
- Components of BTS response.** Identify activities for the components of emergency education response, including: assessment, human and financial resource mobilisation, establishment of temporary learning spaces, procurement and deployment of education supplies, provision of psychosocial support, mobilisation and training of teachers and other education personnel, implementation of appropriate emergency education curricula, and development of monitoring plan.
- Coordinated budget.** Develop a coordinated budget and timeline for the response plan and ensure that all partners, including MoE, agree on priorities identified.

Increasing equitable access to education, especially girls. Back-to-School interventions provide an opportunity to expand access to education to marginalized groups and girls. This is especially important in conflict affected countries where access to education may be a grievance of socially and economically vulnerable groups that contributes to intergroup tensions. Furthermore, as girls are increasingly the targets of gender-based violence, exploitation, discrimination, abuse and neglect, they are more likely to suffer disruption of education and normal family life. Even when girls are given access to schooling, they suffer further discrimination. Girls who are forcibly recruited into fighting forces frequently come from the poorest, least educated and most marginalised sections of society.

Case Study in Expanding Access to Children with Disabilities: Kosovo

UNICEF supported the MoE to develop a plan for identification assessment and education of children with disabilities, with the aim to ensure interactive teaching and learning for children with disabilities was introduced in primary schools. This has since been further recognized and incorporated by the Ministry of Education through inclusive education being included in the teacher training programme as part of teacher development and as a teacher license requirement.



Response actions in equitable access to education:

- Advocacy with government.** Advocate with MoE for policy changes to increase girls' enrolment, gender-sensitive curricula and teacher training, access to girl-friendly water and sanitation facilities, flexibility in school calendars, and fee policies.
- Community participation.** Increase community and child participation in education policy and promotion of girls' education. Empower SMCs, PTAs, youth clubs and others to monitor access to education of girls and other vulnerable groups including children involved with armed forces and armed groups.
- Female teachers.** Actively recruit female teachers and those from appropriate ethnic and language groups.
- Advocacy with community.** Sensitise the community as to the benefits of girls' education in terms of employment, child care and economic development.
- Teacher training on equity.** Include girls' education issues in teacher training, e.g. teacher behaviour that encourages equity in the classroom.
- Accelerated learning.** Develop or implement accelerated learning programmes for overage students, out-of school children or children who have been involved with armed forces or armed groups.
- Child-friendly methodology.** Train teachers to encourage equity in the classroom through participatory child-friendly inclusive teaching methodologies.
- Children's rights.** Incorporate human rights and children's rights in the classroom curricula and disseminate key resources such as the IASC Guidelines on Prevention of Gender-Based Violence.

Financial resources. Mobilising resources to fund BTS programmes is essential and needs to be done quickly. For UNICEF country offices, existing funds can be reprogrammed but new funds need to be sought from a range of emergency sources within and external to the UN emergency funding process.



Response actions in financial resources:

- Budget.** Develop a budget for BTS in coordination with education sector/cluster, identifying cost of supplies, materials, and human resources. Know cost per unit of education supplies and freight costs.
- Re-programme** regular UNICEF resources or other resources. The country office must contact the government to obtain approval for diversion of funds from existing programmes.
- Education sector knowledge and involvement in funding.** Ensure all partners are involved and included in resource mobilisation efforts and for drafting fundraising proposals.
- Government funding.** Advocate to governments for allocation of funds for emergencies, as part of sector long-term planning.
- Donor funding.** Advocate to donors for mid- and longer-term funding linking immediate and emergency funding to education sector programming.
- Identify key messages** on the educational problems and needs of children affected by the emergency. Prepare the Education sector portion of UNICEF's contribution to any inter-agency appeal issue statement, future activities, expected impact, funding requirements. Ensure that rationale for education as first response in the emergency is strongly emphasised using key messages including education as life-saving and life-sustaining, children's right to education in emergencies is fundamental, communities prioritise education in disaster or conflict situations and schools are a critical protective environment for children.
- CAP.** Consider funding sources such as the UN Consolidated Appeals Process (CAP), an emergency response programme cycle coordinated by UN OCHA and supported by donors, which aims to ensure that emergency appeals are consolidated. UN agencies and NGOs can receive CAP funding. Coordinate a proposal with the education sector/cluster and OCHA. See OCHA website for more details, at [http:// www.ochaonline.un.org](http://www.ochaonline.un.org).
- CERF and EPF.** Ensure that education is integrated in flash appeals, donor briefings, the Central Emergency Response Fund, and the Emergency Programme Fund (EPF) and other funding proposals so that the sector is given adequate attention.

Human resources. UNICEF and partners should support the Ministry of Education and local education authorities in BTS by mobilising staff for deployment to the affected areas and by providing funding to other organisations to assist in the BTS initiative. Knowing the scope and impact of the emergency on the community involved will help determine the type of skill sets and experience needed for staff and resource mobilisation. A human resource/staff mobilisation plan is a central planning tool for emergencies and relates directly to the preparedness phase. Coping with an emergency requires an immediate and effective response and qualified staff to carry it out. Ensuring the timely deployment of experienced staff in an emergency is critical.



Response actions in human resources:

- HR needs.** With education sector/cluster identify human resource needs at national level and in affected areas including staff or NGO partners.
- TOR.** Prepare terms of reference for required additional staff or partner NGOs to implement response actions.
- Funding.** Identify funding sources for additional human resource needs.
- Surge staff.** If appropriate, get assistance from UNICEF regional office or HQ to identify candidates from UNICEF emergency roster. If needed, activate procedures for deploying surge staff from international agencies.

Monitoring and evaluation. Monitoring is a process of tracking or measuring what is happening in the programmes or activities being conducted. It includes measuring progress in relation to an implementation plan for an intervention, and measuring change in a condition or a set of conditions, or lack thereof. In this case, it would involve monitoring the impact of educational activities and programmes on children and communities. The purpose of evaluation of BTS interventions is to improve or reorient the decisions on the design and/or continuation of the programme, provide inputs that can be used in the planning and implementation of subsequent phases of education emergency response, generate knowledge and lessons, and determine accountability for programme results.

Case Study in Lack of Capacity in Monitoring: Libya.

Government capacity and skills in monitoring impacted the effectiveness of monitoring attempts. The initial and first-ever complete assessment was done as part of the BTS initiative. However, education authorities lacked capacity in using the accompanying database. It was further noted that the success of future assessments of schools using the database and methodology would depend on the retention of capacity with the MoE, the ability to be rigorous in data collection and entry, as well as willingness and ability to analyse and use the data for evidence-based policy making.



Response actions in monitoring and evaluation:

- Roles and responsibilities.** Identify roles and responsibilities of MoE and partners in monitoring. Monitoring should be done under the direction of the MoE or relevant educational authorities to assess the situation and map it, in order to update or develop the EMIS. However, UNICEF staff should support the MoE in ensuring the quality and reliability of the data. Determine required resources, community involvement, logistics, data collection and analysis, information management and reporting.
- Monitoring tools and indicators.** With partners develop monitoring tools. Identify monitoring indicators based on emergency education plan. Select key indicators which reflect the BTS goals as described in program's objectives and planned activities, choosing meaningful indicators but not more than are practical to track.
- Monitoring process.** Identify who will serve as monitors. Define the frequency of monitoring, and data collection logistics and reporting. Decide if monitoring training is needed and how monitoring team will be trained. Coordinate ongoing monitoring at regular intervals as the context requires and modify emergency responses to conform to new data.
- Evaluation.** Implement evaluation of emergency response through external evaluator or through Real Time Evaluation, if possible, to assess effectiveness of emergency response and impact on children and the education system.



Challenges in planning and implementation

- Lack of clear guidelines on responsibilities** of each organization, including accountability, funding, expertise.
- Lack of monitoring frameworks.** Tracing funds and their impact has proven to be difficult in some emergencies. There has been little of no accountability feedback loop with end-users such as teachers, principals, children, etc. Success has been measured in terms of quantitative output, i.e. number of tents, SIBs, etc. rather than in a more holistic and sustainable approach to community/education rebuilding.
- Weak data collection, analysis and EMIS.** Countries with fragile governments and education systems due to conflict or insecurity have weak or no EMIS and lack complete data on student enrolment. Systems difficulties have resulted in challenges in estimating the number of students coming to school each year to calculate supply needs and distribution and appropriate end-use.
- Population movements.** Tracking vulnerable children who are displaced due to conflict and insecurity pose daunting challenges to planning BTS services.
- Rigidity of UNICEF's internal procedures** relating to funding and conditions regulations have made response challenging.
- Failure to meet coverage targets.** The needs of children and teachers have exceeded what had been planned. BTS reach has not been fully effective, especially in rural and isolated areas and locations with difficult road access.
- Insufficient funding.** Education is not often prioritised in emergency response funding and lack of resources can result in inadequate BTS responses.
- Limited EMIS personnel and skills.** MoE's may have inadequate EMIS due to system inadequacy, especially in countries affected by long term conflict.
- Human resources.** Lack of sufficient staff can overburden emergency staff as well as 'regular programme' staff.
- UNICEF HR procedures.** UNICEF's internal procedures for seconding staff from other offices can complicate and cause delays in HR.
- Weak supervision.** Supervision is essential in meeting objectives and needs to be advocated for and institutionalised as a function.
- Inadequate ECD.** Lack of consideration of pre-school children and ECD interventions in immediate responses have occurred in some BTS initiatives.

3. Supplies, equipment and logistics

- Education kits and other supplies**
- Procurement and distribution**

Emergency education supplies in Back-to-School (BTS) campaigns are needed to meet the cognitive, psychosocial, and developmental needs of children in emergencies as well as provide supplies and equipment for temporary learning spaces. Supplies include education kits as well as school supplies such as pencils, paper and school bags. Equipment needs include school tents and tarpaulins, furniture, black boards, and heaters. Coordinating planning is necessary within the education sector and with other agencies in procuring, transporting, distributing, and monitoring emergency education supplies. The emergency context can present logistical challenges requiring collaboration and creativity to transport and deliver education supplies.



Good practice lessons in supplies, equipment and logistics

- The massive education supplies and logistics** in response to the BTS involves working with the MoE to renovate warehouses, install packing equipment, hire and train labour to successfully implement these activities. Closer involvement of counterparts in the whole supply-chain process increases dialogue, ownership and reaction time to constraints. Supplies are typically seen as visible and tangible inputs from UNICEF and Ministries, as “success” elements of the campaigns.
- Timely response.** Provision of timely supply delivery is vital to a BTS campaign’s success. It is necessary to involve Supply Division colleagues at the earliest stages of planning.
- Furniture** can have a major impact on success, especially in schools which lack basic furniture prior to the emergency. Adequate furniture for all children, especially in rural areas and for marginalised groups, can symbolise the idea that equal opportunity is every child’s right.
- Speed and cost.** A balance between speed and cost in supplies is critical. This can be achieved through initially importing some high-cost items whilst low-cost local solutions were researched, and procured (i.e. local school kits and temporary school structures and using local partners where possible).
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Good practice lessons in supplies, equipment and logistics

(continued)

- Innovative strategies for deployment. Terrain and emergency conditions call for innovative solutions to deployment, including transporting on animals or in partnership with other agencies.
- Monitoring. A system in place for monitoring receipt and usage of supplies can prevent duplication of distribution system and ensure proper usage of supplies.
- Stockpiling. When feasible, the best strategy is to stockpile prepositioned materials and adaptations of pre-packed kits for local cultures and contexts will accelerate deployment and use.

Education kits and other supplies. Education partners in many countries have developed pre-packaged 'kits' of education materials and supplies which are culturally appropriate and can be procured either locally or regionally. UNICEF has developed standardised kits which can be ordered off-shore, and these can be considered as an alternative when local supplies are not available. (See Annex for items in UNICEF kits and ordering instructions). Other supplies available from UNICEF include stationary supplies for students, winterised tents, tarpaulins, and heaters. The government is responsible for supplying textbooks but they are often not available immediately after an emergency. The following UNICEF kits are available from the Supply Division:



AFGHANISTAN, 2002

*On 13 March 2002, a sign painter works with others to create a mural promoting the country-wide **Back-to-School campaign**, on a street in Kabul, the capital. The mural, showing children on their way to school, is based on a promotional poster by UNICEF.*

In March 2002, UNICEF assisted the Interim Administration of Afghanistan with a Back-to-School campaign aimed at getting 1.78 million school age children and 51,000 teachers back into classrooms by 23 March, the start of the school year.



UNICEF Early Childhood Development (ECD) Kit:
Indicative Price (Jan. 2013):
181.92 USD

The Early Childhood Development Kit was created to strengthen the emergency response for young children. The Kit offers young children access to play, stimulation and early learning opportunities and permits them to experience a sense of normalcy. The Kit contains materials to help caregivers create a safe learning environment for up to **50 young children ages 0-8**. Each item was selected to help develop skills for thinking, speaking, feeling and interacting with others. Contents include: puzzles and games; counting circle and boxes to stack and sort; board books and puppets for storytelling; art supplies; soaps and water containers for promoting hygiene. Inside the kit, caregivers will also find an easy-to-use Activity Guide filled with suggestions on how to use each item based on children's age and interest. Additional web-based supportive materials include a Trainer's Guide and a Coordinator's Guide. Together these provide programmers with detailed guidance on all aspects of planning, implementing and evaluating the ECD Kit.



UNICEF Recreation Kit:
Indicative Price (Jan. 2013):
126.10 USD

It is widely appreciated that sport is an effective trauma therapy for children displaced by war and natural disasters. The Recreation Kit is designed to support that therapy. The kit is suitable for **up to 90 children**, who can participate in team sports and games under the guidance of a teacher. It includes balls for several types of games, coloured tunics for different teams and a measuring tape for marking play areas and a whistle and scoring slate. Following a gender analysis of the kit, and in light of UNICEF's priority of girls' education, additional items aimed at encouraging physical activity and sport amongst girls have also been added. A limited number of individual play materials are stocked in Supply Division for emergency purposes, and the kits should be considered the priority option for supporting sport activities.



UNICEF School in A Box:
Indicative Price (Jan. 2013)
172.24 USD

The School-in-a-Box has become part of the UNICEF standard response in emergencies, used in many Back-to-School operations around the world. The kit contains supplies and materials for **a teacher and up to 40 students**. The purpose of the kit is to ensure the continuation of children's education by the first 72 hours of an emergency. In addition to the basic school supplies, such as exercise books, pencils, erasers and scissors, the kit also includes a wooden teaching clock, wooden cubes for counting, a wind-up/solar radio and a set of three laminated posters (alphabet, multiplication and number tables). The kit is supplied in a locked aluminium box, the lid of which can double as a blackboard when coated with the special paint included in the kit. Using a locally developed teaching guide and curriculum, teachers can establish makeshift classrooms almost anywhere. The contents of the kit are culturally neutral, can be used anywhere in the world, and are often supplemented by locally purchased products, such as books in local languages, toys, games and musical instruments. Exercise books are printed without margins, so that children who write from left to right or from right to left can use them. Another version of the kit, without the lockable metal box, the School-in-a-Carton, is also available, as is a replenishment kit. School in a Box Guidelines for Use:

http://www.unicef.org/supply/files/School_in_a_box_guidelines.pdf



UNICEF Maths Teaching Kit:
Indicative Price (Jan. 2013)
194.52 USD

Technical Specifications: Maths teaching kit packed in a metal box. Primary mathematics teaching aids kit designed for schools **grade 1-6**. The primary mathematics kit consists of 23 items including instruction manuals and metal box. It is **mainly for teacher's demonstration** and can be used for student activities. Some consumable materials, such as paper, etc. are not included in the kit and those can be easily obtained locally and are available in other kits.



UNICEF Science Teaching Kit:
Indicative Price (Jan. 2013)
256.17 USD

Technical Specifications: Science teaching Kit packed in a metal box. Primary science teaching aids Kit is designed for schools **grade 1-6**. The primary mathematics Kit consists of 32 items including instruction manuals and metal box. It is **mainly for teacher's demonstration** and can also be used for student activities. Some consumable materials, such as batteries, iron nails, red ink, etc. are not included in the Kit and those can be easily obtained locally.

UNICEF Education in Emergencies Handbook, UNICEF, 2013. An important addition to the kits, this teachers' guide was developed as a companion piece to the UNICEF education kits. The Handbook is to assist teachers and others to use the supplies and deliver child-centred lessons and activities in literacy, numeracy, life skills, play and recreation, and math and science. The Handbook contains six modules, including training of trainer guidelines. It is intended to strengthen the impact of the UNICEF response, from the initial first response of pedagogical supplies to one of fostering learning, growth and development. With the Handbook, the education kits, and proper teacher training, it will be possible to extend the utility of the individual kits, improving the quality of the initial education response in BTS initiatives.

Case Study in Education Materials and Supplies: Afghanistan 2003

UNICEF coordinated the BTS with the Ministry of Education to work in all provinces. The massive educational supplies and logistics required for the BTS initiative in Afghanistan needed to involve the MoE in complementary activities such as renovating warehouses, installing packing equipment, and hiring and training labour. The program oriented teachers on basic curriculum, provided textbooks and student and teacher materials. The targets were to assist 1.5 million students and 60,000 teachers through 6 regional hubs: Kabul, Hirat, Mazar-I-Sharif, Faisabad, Jalalabad, and Kandahar. The education materials targeted were as follows: Textbooks from the approved AIA MoE curriculum were used.

- UNICEF basic competency curriculum for students in grades 1-6.
- Each student in grades 1-3 received 3 textbooks in Pashto or Dari (2 languages and 1 math), pencils, eraser, sharpeners, and coloured pens.
- Each student in grade 4-6 received 7 textbooks of Dari or Pashto (2 language, 1 maths, 1 science, 1 social studies, 1 drawing, 1 basic competency) plus stationary kits.
- Teacher training and administration materials (guidebooks, attendance books, pens, files, basic competency guide text books in maths and language)
- School materials such as Blackboards, Maps of Afghanistan and the world, white paper, BBC Storybooks, extra stationary and wall charts defining what students should know in each area.

Over 5000 metric tons of materials were packaged in kits for distribution to regional hubs. However, the programme was not able to reach all schools by the start date, March 23, 2003. UNICEF and MOE organised distribution strategies with local communities and agencies. UNICEF education unit finalised database of a rapid Afghanistan-wide school assessment. Complete list provided of number of schools, teachers, classrooms, breakdown by gender and language and exact location of each school.

Supply procurement and distribution. The visibility, timeliness, and appropriateness of education supplies are critical to the success of BTS initiatives. Because schools may be damaged or unsafe, and learning materials are often destroyed or lost, UNICEF's immediate response within the first 72 hours should be the mobilisation and ordering of essential supplies to meet children's needs. There are many challenges to procuring and delivering supplies, however, including delays from suppliers and challenges in distributing them to end users due to insecurity or inaccessibility.



Response actions in supplies, equipment and logistics:

- Standby agreements.** The best way to ensure that supplies can be quickly procured is to make stand-by arrangements with local suppliers for identified items. UNICEF officers should work with supply and logistics officers to establish agreements as part of disaster risk reduction planning. Activate supply agreements with local suppliers when needed. Move from imported or pre-assembled kits to local production or acquisition of learning materials and training guides wherever possible.
- Use assessment data.** Based on assessment data, identify key supply needs as part of education response plan.
- Funding.** Identify funding sources and ensure there is sufficient funding available for the supply requirements. Advocate for emergency component in education sector plans/budget, including preparedness plans, pre-position education kits or enter standby agreements with suppliers and partners.
- Human resource needs in supplies.** If the emergency education operations involve large-scale supply/logistics components, consider adding a full-time logistics officer for the emergency education programme.
- Localise and adapt materials.** If not already completed during the emergency education preparedness phase, with MoE and partners, localise, adapt and translate into appropriate local languages emergency education teacher's guides and curriculum materials to be used in conjunction with each pre-packaged kit.

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Response actions in supplies, equipment and logistics *(continued)*:

- Supply procurement process.** Determine essential supplies needed for temporary learning spaces, including kits, furniture, weather appropriate tents, tarpaulins, etc., and determine options for procurement based on the information gained from the RALS, and in collaboration with MoE counterparts and partners. With Supply Officer, identify the sources of potential supplies. Consider pre-positioned supplies and existing stocks of supplies from the regular country programme that can be diverted to meet emergency needs. Decide whether to order supplies locally or offshore from UNICEF Supply Division in Copenhagen based on availability, quality, cost and delivery time. Get cost estimates from the Supply Officer, including freight, warehousing, and delivery costs. Create Sales Order in Vision. Include information on the target arrival date at the final destination or port of entry.
- Deploy existing stocks** of supplies from pre-positioned locations and order, procure and deploy additional supplies to affected areas, as required, including textbooks in collaboration with MoE and logistics partners. Deploy stockpiled School-in-a-Box, Early Childhood Education and Recreation Kits if available, along with translated teacher's guides and instructions for reception, distribution and safeguarding of materials.
- Instructions for use.** Ensure instructions for use of supplies and related activities, translated into local languages, are included as part of supply delivery.
- Timely delivery.** Ensure timely delivery and distribution of supplies to local education authorities or directly to schools/temporary learning spaces. Liaise with Supply Division to determine the best method of transportation and delivery for off-shore procurement. Note that during emergencies, normal UNICEF procedures and documentation are applicable but special arrangements to speed up the delivery can be made. Collaborate with logistics sector and other agencies such as WFP or the Red Cross/Crescent to ensure obstacles are overcome in supply delivery.
- Monitor delivery** to ensure arrival, quality and proper end-user monitoring of utilisation on an on-going basis and to indicate if additional quantities are required.
- Supply stock monitoring.** Education colleagues must visit warehouses regularly, and pay attention to stock and supply movement reports.



Challenges in supplies and logistics

- Inadequacy of tents for TLS.** The use and appropriateness of school tents for more than 2 – 3 months and the time before more permanent school buildings to be constructed, was questioned by school communities.
- Instructions for use.** SIBs and other kits need to have simple instructions included in appropriate language(s) to ensure items and teaching and learning are better utilised.
- Funding for supply loading and unloading.** Funds supplied by UNICEF for transportation of education supplies but not for loading and unloading and these costs have had to be met by government, causing considerable delay in reaching the end-users, i.e. teachers and children.
- Costs and time of offshore procurement.** Offshore supplies are often more expensive and take time to reach countries if not already in place as part of emergency preparedness planning.
- Insufficient education supplies.** Inability to either procure or distribute supplies based on needs will result in their not reaching end-users, namely children and teachers.
- Appropriateness.** The appropriateness of ‘external’ kits is also a consideration in comparison with locally made and procured kits.
- Quality and availability of local supplies.** Even when local kits are designed and suppliers identified, the suppliers may not have access to high quality materials and they may have to order them from other countries, causing delays in delivery and distribution.
- Inadequacy of distribution systems.** Evaluations show that the supply reach is not always fully effective, especially in rural and isolated areas and where locations are not easily accessible by road. There may be customs obstacles at airports or ports of entry for supplies.



CÔTE D IVOIRE, 2006

*(Left-right) Maryam, 8, and Aminata, 8, stand outside their primary school in the north-eastern town of Bouna in the rebel-controlled zone. They are holding backpacks that bear the logos of UNICEF and the European Commission. Above their heads, the entrance to the school is decorated with the logos of the Ministry of Education, UNICEF, the EU and UNICEF, as well as with a campaign poster that shows a girl who wants to **go to school**. UNICEF helped rehabilitate the damaged school, and now provides learning materials and teacher training.*

4. Temporary Learning Spaces

- Establishing sites**
- Safety and security**
- Teaching and learning**
- Repair and rehabilitation of schools**

When schools are damaged or destroyed and when children and families are displaced by natural disasters or conflict, setting up safe temporary learning spaces (TLS) for all age groups is an essential component of BTS initiatives. TLS should meet the needs of all age groups, from early childhood through adolescent children and incorporate child-friendly designs in physical structure, resources and activities. TLS are usually short term structures focusing on children's wellbeing, including psychosocial, emotional, safety, health, hygiene, education and protection in the immediate aftermath of an emergency until schools are rehabilitated or new longer-term structures are established.



Good practice lessons in temporary learning spaces

- TLS essential to BTS.** Establishing temporary learning spaces (TLS) is a key component of BTS initiatives, with an emphasis on safe and protective environments where quality education can take place.
- Child-friendly methodology.** Child-friendly methodology and teacher training are incorporated into BTS.
- Safety and security.** TLS sites are chosen to ensure safe access routes to and from them.
- Assessments.** Assessments inform where, when and how to establish TLS.
- Community involvement.** TLS provides opportunities to engage community members in meaningful work and in promoting ownership. TLS are established using local resources and labour.
- Services.** In consultation with communities, services are established around schools (such as water supply and sanitation) where appropriate, complemented by hygiene promotion.
- Local materials.** Using local building materials to construct TLS can be considerably cheaper and can be constructed by community members rapidly to facilitate an early BTS start date.

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Good practice lessons in temporary learning spaces *(continued)*

- Child-friendly models.** Building on the inclusion of child-friendly elements, some countries included the Child-Friendly School/Space (CFS) initiatives as part of the overall BTS strategy.
- The planning of TLS should be an integrated and collaborative process involving education authorities, the community, children, and other sectors including WASH, protection, health, shelter, and nutrition.
- Appropriate materials.** The appropriateness and type of temporary classrooms has been highlighted as an important consideration in BTS.

Establishing sites. TLSs often require using materials such as tents, plastic sheeting, tarpaulins, local and salvaged materials or setting up sites in structurally sound buildings in damaged areas. The appropriateness and type of temporary classrooms was highlighted as an important consideration. For example, in Indonesia after the tsunami, tents were not considered the best option due to the hot climate and where local materials could in many cases be used to quickly assemble longer-lasting structures in the interim before more permanent structures could be built. Setting up TLSs was not only important for affected locations, but also in host communities. In the Maldives after the tsunami, UNICEF supported access and quality issues, through the establishment of TLSs and by promoting child-friendly learning in host schools so as to enable them to cope with the influx of IDPs.

Case Studies in establishing TLS: Angola and Indonesia

The establishment of TLSs also provided opportunities to engage community members in meaningful work and to promote ownership. This was the case in Angola, where a sense of ownership was created through the high level of community involvement in the rehabilitation and construction of schools and new learning spaces with low cost materials and was considered vital to the success of the BTS initiative. Similarly in Indonesia after the earthquake in Yogyakarta in 2006, affected communities worked together and converted TLSs into semi-permanent structures using bamboo partitions to divide large classrooms and bamboo walls to make classrooms cooler. There was also an exchange of community members to discuss their involvement and motivate others.



Response actions for temporary learning spaces:

- Site selection.** With government and partners, determine where temporary learning spaces should be established, ensuring safety and security. Sites should have shade and protection against wind, rain, cold and dust, and be located away from stagnant water and upstream from latrines, very loud areas, main roads and distribution points. Plan sites with community as partner, preserving previous social arrangements to the extent possible.
- Community participation.** With community participation including teachers and learners, plan sites and designs, preserving previous social arrangements to the extent possible. Ensure local community is involved in training, designing, building, erecting and maintaining temporary learning spaces.
- Alternative sites.** Consider alternative shelters such as churches, mosques, markets, homes, and other buildings if available, and salvage building materials from damaged school buildings where possible.
- Determine essential supplies needed, including weather appropriate tents, tarpaulins, blackboards, and ensure timely procurement.
- Child-friendly criteria.** Plan sites according to child-friendly criteria, with services to include primary education, recreation, psychosocial support, early childhood care and development, youth activities, WASH facilities, and mother support.
- WASH and child protection collaboration.** Collaborate with child protection and WASH to ensure that temporary learning spaces have adequate water and sanitation facilities and supplies, and are designed to protect children against abuse.
- TLS at IDP occupied schools.** Ensure that alternative TLS are established for children from host communities displaced by IDPs occupying schools.
- Community involvement.** Mobilising communities to create new learning spaces and rehabilitate existing classrooms with low cost materials was possible and vital to the success of the initiative.
- Community resources.** A sense of ownership should be created through a high level of community involvement in the rehabilitation and construction of schools and new learning spaces with low cost materials where possible.
- Cash transfers to communities.** The most effective way to establish temporary learning spaces and repair existing schools is to transfer cash to district education offices, community organisations or NGOs and have them implement infrastructure rehabilitation. This requires the capacity of UNICEF to establish mechanisms to rapidly transfer funds to the affected communities.

Case Study in Water and Sanitation in Schools: Guyana

As part of the BTS initiative, a “Water and Environmental Sanitation (WES) in Schools” programme was implemented. This addressed the immediate relief and required rehabilitation as well as the longer-term WES education needs in primary and secondary schools. The long-term objective of the schools project was to promote hygiene education through a child-to-child, child-to-parent and parent-to-community approach, and included empowering teachers and students on the concept of sanitation and hygiene, together with using the school as a channel for promoting sanitation and hygiene in families and the community. The project promoted the concept of community-managed schools and encouraged school staff to identify their own needs, plan the needed activities and implement them.

Safe and security. In situations of armed conflict, students can be vulnerable to being caught in the crossfire or deliberate attack, or exposed to land mines. They can also be vulnerable to recruitment into armed groups or trafficking. Temporary learning spaces must ensure that schools offer physical protection. Consider strengthening school infrastructure, establishing boundary walls, multiple exits in classrooms and buildings for ease of escape, use of non-flammable or less flammable building materials to reduce impact of attacks, safety training for students, and relocating teachers’ housing to more secure areas.



Response actions to ensure safety and security:

- Kits and drills. Ensure schools have first aid kits and organise emergency drills for students and teachers.
- Community protection. Encourage community protection, such as establishing school defence committees which can organise patrols, posting night guards and other security measures at schools or on the approaches to schools.
- Negotiations. Where safe to do so, encourage negotiations between local communities and armed groups who attack schools. Seek agreement to respect schools as zones of peace, including no political or military use of, or attacks on, education buildings.
- Escorts and transportation. Provide transportation assistance for students to and from school, including accompaniment or vehicle transportation if possible. This can provide a protective presence to deter harassment and attacks due to ideological opposition to girl’s education, or to targeted or collateral attacks on students due to conflict or intergroup hostilities.
- Alternative delivery. When attendance at TLS or schools is too dangerous, organize alternative delivery mechanisms such as broadcasting lessons on television or radio, or holding classes in homes or other secure locations.

Teaching and learning. The types of educational and recreational activities which are programmed in TLS should be appropriate for the emergency context and age level of children and use the supplies in the education kits or other education materials provided. Even if textbooks are available, children need to play and engage in recreation and other non-formal education activities before introducing the formal curriculum.

Pre-packed materials. Centre teaching and learning activities using pre-packaged materials around a curriculum designed for psychosocial healing, emphasising basic literacy and numeracy, sports and recreation, music and art activities. If teaching and learning materials are not available or appropriate, assist partners in developing new ones.

Psychosocial and health needs. Support national authorities to adjust the education system to respond to learners' psychosocial needs and increased vulnerabilities in situations of emergencies and agree on training packages and approaches to include psychosocial support, risk and vulnerability reduction and basic health, hygiene and nutrition promotion.

Conflict sensitive teaching and learning. In conflict affected countries, it is important to introduce teaching methodologies that address the controversies and sensitivities of the narratives of conflict, and learning materials that incorporate, knowledge, skills and values that promote reconciliation. This approach can lay the groundwork for longer-term peace building strategies in the post conflict education system.

Textbooks and curriculum materials. With local education authorities, MoE and other partners, check whether textbooks and curricular materials are available and appropriate for the post-crisis and transition situation. If necessary, revise the content of textbooks and teacher's guides, leaving out politically sensitive contents or possibly illustrations (such as maps) which may no longer be appropriate. Involve the refugee or local community members, teachers, and local educational authorities in the identification and development of new learning materials and guides.

Materials for refugee populations. For refugee or IDP populations, determine whether it is more appropriate to offer them the curriculum of the home or host communities. If appropriate, introduce other relevant topics into the curriculum. In some cases, the changed circumstances and the impact of the emergency may create or highlight critical learning needs that are not covered in the existing (or previous) curricula. Support the translation of materials as necessary into the relevant language. Support the local production, acquisition and deployment of textbooks, teacher's guides and supplementary materials whenever possible.

Accelerated learning. For over-age or out of school children, accelerated learning curriculum is important to providing education opportunities to children who might drop out, seek employment, or become vulnerable to recruitment to armed groups or engage in unsafe behaviours.



Response actions for teaching and learning

- Feasibility of formal curriculum.** Determine if it is feasible and appropriate to teach the formal curriculum and whether textbooks are available for deployment to affected areas. In cases of refugee learners, ensure that curricula from countries of origin are accessible.
- Appropriate learning materials.** Deploy literacy, numeracy, life skills, and other emergency education curricula, including on health, hygiene promotion, HIV/AIDS prevention, environmental education, peace education, and other appropriate emergency themes. Ensure culturally and linguistically appropriate materials are accessible by all education sector/cluster partners.
- ECD through adolescents.** Develop a curricula plan that reaches early childhood learners through secondary school age children.
- Psychosocial support.** Integrate psychosocial support classroom materials in curricular plan. Ensure dissemination and deployment of appropriate psychosocial teacher and classroom resources with play and recreation supplies and materials to schools and temporary learning spaces, in coordination with MoE and logistics partners. Coordinate delivery of services with protection sector/cluster partners.
- Community involvement.** Involve community stakeholders including children and youth in curricular planning and implementation. Ensure coordination of existing community resources and capacities to build on culturally appropriate community based support for children.
- Teachers and facilitators.** Based on assessment data, determine target numbers of affected children and identify numbers of facilitators/teachers required to deliver psychosocial support classroom activities. Mobilise and train teachers and community facilitators in delivery of emergency curricula. Ensure coordination, recruitment, mobilisation and training of facilitators by appropriate agencies.



Challenges in temporary learning spaces

- Lack of understanding of CFS.** The CFS concept is not always well understood or the principles adequately applied as a holistic approach in education.
- Sustained resources and capacity-building needed to be incorporated over the longer-term
- Safety and security.** Ongoing conflict can make TLS unsafe for children and teachers.
- Inadequacy of temporary structures.** The use of tents which aren't weatherized for cold, not strong enough to withstand harsh weather, or prolonged use of inadequate structures will pose challenges if TLS are necessary for long periods.
- Delay in school repair.** An obstacle to rapid return to schools is the failure to implement rapid repair of damaged schools, directly after an emergency or after IDPs have vacated it. Causes include lack of materials, failure to mobilise communities to assist with repair, or inability to transfer cash to communities to provide labour to repair schools.
- Provision of TLS for host community children.** Children in host communities where schools are occupied by IDPs are not always prioritized. TLS must be established for these children as quickly as those for displaced children.
- Lack of programming for adolescents.** With the focus on primary age children, adolescents are not always included in TLS programming.



OPT, 2011

Students perform during a **Back-to-School event** in the Bedouin village of Kaabneh, in Area C of the West Bank.

On 4 September 2011, over a million children began a new school year. UNICEF and partners, including other United Nations agencies and the Palestinian National Authority's Ministry of Education and Higher Education, called attention to the educational needs of children in the territory, including those living in Area C of the West Bank. Nearly 50,000 children returned to school in Area C.

5. Social mobilisation, communication and advocacy

- Messages and strategies**
- Community involvement**
- Incentives**

A successful BTS initiative depends on a robust campaign that involves the local community and is coordinated with regional and national actors. Education partners need to agree on education and advocacy messages and communication strategies and approaches that use print, broadcast and social media. BTS requires that education partners advocate for and support re-opening and establishment of non-formal education and recreational programs as soon as it is feasible.



Good practice lessons in social mobilisation, communication and advocacy

- Raising community awareness** around educational issues has a significant impact on student enrolment, especially for girls and disadvantaged groups. Large-scale social mobilisation campaigns have helped boost enrolment figures substantially.
- Joint advocacy by partners** results in the political leadership at the national, district and community levels assuming greater responsibility in promoting access to and retention in schools. Bringing important guests from the national level to participate in district BTS launches a strategy that has succeeded in carrying the campaign messages forward both at the national and local levels.
- Mobilising and supporting community action** to establish and support basic education services needs to be a priority. This sets the stage for continuous action once the crisis is over. A participatory approach helps recreate a sense of 'community' and develop the competence and confidence and leads to sustained and responsible collective action for addressing community problems, issues and concerns.
- Using a combination of campaign and advocacy strategies** can increase awareness and understanding of the importance of sending children to school. Sending invitation cards to parents who do not send children to school inviting parents to meetings with schools and teachers to discuss education. This has resulted in increased enrolment and in some schools, children study under trees while new classrooms are being built due to the demand.

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Good practice lessons in social mobilisation, communication and advocacy *(continued)*

- Involvement of the private sector** in BTS has improved response mechanisms, especially in the area of communication and advocacy.
- Outreach to community leaders and political parties.** Appeals and involvement of political parties, community organisations, the media and religious leaders is essential in a BTS campaign to ensure that access to education is guaranteed to all children without any exception.
- Community mapping** at the local level by community stakeholders can help identify large numbers of children left out of the system who are ready to enroll if properly addressed and encouraged to do so. Community mapping is often done by children who can take an active role in BTS.
- Strong participation of community support groups** and school management committees has assisted with data collection, the filling of data gaps and can help to identify specific local issues concerning children's attendance and retention in schools.
- Community orientation programmes.** These programmes bring community members together to learn about their roles and responsibilities in children's education. They enable communities to take ownership of BTS and result in immediate responses such as assisting with temporary shelters, land donation, supporting remuneration of volunteer teachers.
- Girls' empowerment.** Girls' empowerment (GEM) campaigns have been instrumental in getting children back into school and empowering children and youth to play a major role and can be a flagship component to social mobilisation. Girls' clubs are helping young people bring about positive changes at both school and community levels. Monitoring has shown that GEM is one of the key interventions leading to increased enrolment, especially among girls. The clubs' success in increasing interest and engagement with education are evidence of young people's great influence on their peers and interest in issues that affect them in society. The GEM which promotes equality in education through meaningful child participation is the Go-to-School (GTS) initiative's flagship social mobilisation component, reaching thousands of young people across South Sudan through peer support networks and community events.
- Teacher and parent training.** The wide scope of activities incorporating teacher and parental training and support, and the involvement of the community at various levels proved relevant and important.

Advocacy messages and strategies. Messages can be disseminated through radio, television, the internet and printed materials and through meetings with religious leaders, community leaders, local officials, health workers and parents. The government might be a key target audience of advocacy messages which promote the opening of schools as quickly as possible after an emergency. UNICEF was able to convince government authorities that opening the schools early was a key factor in restoring a degree of normalcy in children’s lives as they struggled to cope with psychosocial stress brought about by the 2004 tsunami.

Advocacy Messages	Target audiences
<p><i>Education is a right.</i> The right to free and compulsory primary education without discrimination is now enshrined in international law. Educational rights have been further elaborated to address issues of quality and equity, with some agreements directly addressing provision for refugees and children affected by armed conflict.</p> <p><i>Education is prioritized by communities.</i> Communities experiencing crisis commonly call for the provision of education as a top priority in assistance. Children and parents both believe there is urgency in continuing schooling, but when an emergency interrupts local education efforts, already under-resourced communities can rarely cope.</p> <p><i>Education is critical for the developmental needs of children.</i> Education fosters learning opportunities, and nurtures the overall development (social, emotional, cognitive, and physical) of people affected by conflicts and disasters.</p> <p><i>Education can be both life-sustaining and life-saving.</i> Providing physical, psychosocial and cognitive protection in a safe space and a supervised environment can protect both a child’s body and mind.</p>	<ul style="list-style-type: none"> • National and local education ministry and officials • Child welfare ministry • Education organisations and providers • Parents, parent organisations • Religious and community leaders • Community • Donors • Other emergency sectors, agencies and humanitarian organisations • Parties to armed conflict including, military and non state actors

BTS advocacy and promotion activities have included: special events conducted by the community to welcome students to school; door-to-door visits by teachers, parents and students themselves talking to children and parents who do not send their children to school or children who are likely to drop out; local community parades; conveying key BTS messages via acting troupes and artist performances in street plays; puppet theatre and shows advocating to parents to send their girls and boys to school ; sports, music, poetry, art and drama competitions and events; local drama and music groups performing and incorporating campaign messages into their shows; use of radio and television to broadcast messages; and leaflets, posters and billboards to advertise BTS.

Case Studies in BTS Social Mobilisation and Advocacy: Cote d'Ivoire, Somalia and Afghanistan

In Cote d'Ivoire, as part of a multiyear BTS campaign, programme planners worked with national and community radio and television stations to broadcast messages highlighting every child's right to access education. The 2005, 2006 and 2007 campaigns resulted in an important increase in school attendance all over the country.

In Somalia, the social mobilisation campaign took place at all levels: household, community, region and policy. Methods included local media, school drama/poetry presentations, public education/meetings and forums, tea kiosks, and Mosque prayers. These programmes targeted the general population, local leaders, policy makers, parents, sheikhs, youth and children, including the hard to reach groups such as teenage mothers and nomadic populations.

In Afghanistan in 2002, UNICEF supported social mobilisation efforts by an interim education authority to encourage children and teachers to return to school. A wide range of communication networks were utilised, including radio spots, street drama, community gatherings, and the printing of thousands of posters, stickers, leaflets and banners inviting children to return to education.

Community involvement. Community involvement and mobilisation in BTS sets the stage for continuous action not only during an emergency, but also once the crisis was over. A participatory approach helps create a sense of community solidarity and builds community capacity to take collective action in addressing community problems, issues and concerns. Communities have served in a range of capacities in BTS, including acting as intermediaries between the school and the refugee community, encouraging parents to send their children to school, assisting children with their homework, providing safe transit to school and to promote security and tolerance in schools affected by conflict and violence. Parent-

teacher organisations have worked to identify out-of-school children and conduct public awareness campaigns on education. Community-led programmes in school repair and reconstruction can enhance ownership of sustained BTS programmes.

Incentives. A range of community-led programmes have been implemented to incentivise school enrolment as part of a BTS campaign. Food for Education programmes, in partnership with the World Food Programme (WFP), have been implemented in many forms: school feeding for girls to avoid early marriages; food assistance to families who send children to school. Feeding in school improves enrolment, attendance, decreases drop out, reduces attention disorders and improves some performance levels. Food in schools for girls' education also helps to increase community participation. Food for work programmes to repair schools and food for training programmes to train community volunteer teachers have been successful. Other incentives include provision of school uniforms, payment of school fees, and scholarships for children from targeted ethnic minority communities and girls.



Response actions for social mobilisation, community involvement and advocacy:

- Community involvement.** Establish and support social and community mobilisation efforts right from the beginning and in all aspects of the education response, including teachers, parents, children and youth groups
- School/community organisations.** Ensure school/community committees are actively engaged in planning, implementing and monitoring the response, and contribute to reconstruction efforts. Provide support and capacity-building initiatives where necessary. Strong participation of community support groups and school management committees assisted can assist with data collection, the filling of data gaps and can help to identify specific local issues concerning children's attendance and retention in schools. Some ways to collaborate with communities include the promotion and facilitation of parent-teacher associations, using participatory monitoring and evaluation methods, and the support of community-based schools, which afford communities a sense of ownership and give access to children who are excluded because of conflict or distance
- Advocacy messages.** Use and promote clear advocacy messages at all levels, based on access and quality of teaching and learning for all children, regardless of the situation or context

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Response actions for social mobilisation, community involvement and advocacy: *(continued)*

- Use of media.** Radio is one of the most effective ways of reaching communities in BTS campaigns since it is the most widespread of any media. When possible, using television cell phone/texting, and web based methods of communication can be highly effective. At the local level, posters, billboards, and leaflets may be the most effective communication mechanisms.
- Adolescent involvement.** Involvement child and youth clubs in peer-to-peer BTS mobilisation can dramatically increase enrolment.
- Community orientation programmes.** Community members should become aware of their roles and responsibilities in children's education to take ownership. These efforts have produced immediate responses such as assisting with temporary shelters, land donation, supporting remuneration of volunteer teachers.
- Develop advocacy messages that will achieve the desired BTS outcomes, policy and practice.** Be clear about the advocacy goals are and the target audience.
- Build an advocacy coalition or network at local and national levels.** Involve NGOs, parent/teacher organisations, human/ children's rights organisations, youth groups, UN agencies, INGOs, and other appropriate organisations. Include stakeholders and individuals who can influence decision makers. Gain agreements on advocacy messages and strategies and seek funding to support implementation of activities.
- Involve students and communities in advocacy campaigns.** Students' ideas can be elicited and participatory approaches practiced. Involve children's clubs and youth groups, school management committees and PTAs, community and religious leaders.
- Plan to use media to advantage.** Engage with print and broadcast media to cover BTS campaigns.
- Consider use of social media in advocacy.** Use internet and cell phone technology if they are widely in use in a country to organise advocacy campaigns, messages, and activities.

Case Study in Missed Opportunities in Community Mobilisation: Aceh, Indonesia

While school committees existed in Aceh, these were not used during the first six months after the tsunami disaster. While those directly affected by the disaster were horribly impacted by the event, the Acehnese people still had capacities and resources that could have been called upon in the educational response.

Community consultation could have occurred more broadly and on a more regular basis when visits were conducted for school site selection. It would have been advisable to expand these meetings or to hold additional meetings during the course of these visits to focus on broader educational issues. Because the response did little to meaningfully involve communities, it jeopardized involvement. According to the response evaluation, *“Insufficient analysis and acknowledgement of community self-help in disasters has two results: first, it perpetuates the myth of dependency on external aid; second, it shields the aid establishment from the responsibility to build their responses on existing local capacities.”*



Challenges in social mobilisation and advocacy

- Need for ongoing advocacy.** There is a critical need for continued advocacy to include education as a first response in emergencies.
- Need for feedback from teachers and parents.** It has been challenging to establish communication avenues to UNICEF and the MOE, for teachers and parents to give/receive feedback and contribute to initiatives, including monitoring and evaluation.
- A ‘one size fits all’ response** in terms of community involvement does not take full advantage of local capacities and opportunities to involve affected communities in decisions surround planning, management and monitoring of education initiatives.
- Failure to involve community.** Despite the impact of an emergency on the local community, failure to appropriate involve members in BTS efforts has a negative impact on the quality of the initial response and long term community involvement in education programming.



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Indonesia, 2005

*Indonesia, Children at Ketapang Dua Aceh Besar School unpack educational materials from a UNICEF **school-in-a-box**, in Banda Aceh, capital of Aceh Province.*

UNICEF supplied school-in-a-box kits for 560,000 tsunami-affected children in the country. Each kit contains basic education supplies for 1 teacher and up to 80 children.

6. Capacity-building and training

- Training of teachers, parents, and community**
- Capacity-building of government**

Capacity development has been incorporated to varying degrees in BTS initiatives at the community, government, and broader systems level. In emergency situations qualified teachers are often unavailable or ill-prepared and need support. Teacher training activities need to address both paraprofessionals as well as existing professionals to meet the demands of increased number of teachers in an emergency. Mobilisation and training of teachers involves close collaboration with community members, education authorities and other partners. It is necessary to address issues of compensation, certification and incentives to ensure that teachers will be motivated to teach during emergencies and that government policies will encourage further training and certification.



Good practice lessons in capacity-building

- Strong pre-crisis programs in UNICEF.** UNICEF's response has been most effective in sectors where it already had strong pre-existing programmes and capacity, such as in Education.
- Strong government education sector.** Having a strong government education sector in place is a critical factor in the successes achieved in a BTS response.
- Capacity-building for education policy.** UNICEF and MoE have worked closely together to build capacity at central and local levels in the development education policy. Staff secondment from UNICEF to provide major technical support has been a successful strategy to achieve this.
- Teacher, community education authority training.** Training in the areas of HIV/AIDS prevention, mine awareness, assessment of teaching performance by local and national authorities and the creation of local community committees to monitor teaching activities at a grassroots level has been essential and complementary to efforts to expand the number of classrooms.
- Cascade approach to training.** Cascade training has been successful using simple and brief training materials applied to training in participatory methodologies, reading and writing exercises, development of life skills, gender equity, hygiene and sanitation, HIV/AIDS prevention, mine awareness.
- Government scaling up of BTS to national level.** Scaling up of BTS to a national level has proved successful by MoE recruitment of thousands of new teachers, leading to massive primary level enrolments and national training plans.

Training of teachers, parents, and community. In BTS initiatives, robust teacher recruitment and community training efforts must be undertaken to meet the education needs of children in emergency education conditions, and the demands for instructors in temporary learning spaces and schools with increased enrolments. Emergencies offer opportunities for the introduction of child-centred teaching methodologies and child-friendly school innovations through training of new teachers, parents, community members and youth, who will assume a range of roles in emergency education. Compensation schemes including cash or other incentives for capacity-building and teaching have been implemented through UNICEF or donor funding. However, teacher remuneration outside of the government pay system has been a contentious issue in many BTS initiatives, setting up expectations of indefinite subsidies.

Capacity building of government. A range of capacity-building initiatives have been undertaken, not only to strengthen national and local education officials' ability to lead BTS initiatives, but also to strengthen education at the systems level. Capacity building has included EMIS strengthening, policies on inclusive education, emergency preparedness, teacher compensation, school fee elimination, curriculum reform and school governance have been included in BTS initiatives. Government capacity development takes time, requires planning and on-going human and financial resources beyond emergencies.

The following chart provides examples of the types of training that have been conducted in BTS programmes to meet the needs, not only of government, teachers and community members, but also of UNICEF staff and education cluster partners.

Range of documented capacity-building and training strategies

Target group	Area of capacity building and training
<p>Teachers, school counsellors, ECD workers, community volunteers</p>	<ul style="list-style-type: none"> ❑ Emergency themes/curricula. Teachers trained to teach: literacy, numeracy, psycho-social counseling; peace building; hygiene, sanitation and HIV/AIDS prevention; physical education, music and drama; mine risk awareness; international humanitarian law to protect schools from occupation. ❑ Technical tools and teaching methodologies. Exposure to innovative methodologies, to improve the quality of teaching and to address the shortage of teachers, including ‘fast track teacher training’ approaches ❑ Basic learning practices for inexperienced/unskilled teachers. Training approaches focused on basic learning practices: developing life skills, how to work in small groups, production & interpretation of documents, diversified pedagogical strategies, development of logical thinking and family involvement in school activities. ❑ Psychosocial support. Training teachers, school counselors, in the use of creative arts and expressive therapy as part of psychosocial support for children ❑ Gender sensitivity. Training primary school teachers on gender issues and gender-sensitive teaching and learning ❑ Accelerated learning: Training teachers on accelerated learning programmes (ALP) ❑ Use of education kits. Orientation to teachers to use SIBs, recreation and ECD kits ❑ Play and recreation. Training of ECD teachers to manage play groups and to provide appropriate stimulation through play, storytelling and the development of local learning materials ❑ Positive discipline. Training of parents and teachers on positive discipline and active learning methods, together with a focus on issues of violence in the school and home – a known risk factor for school drop-out, often exacerbated in times of emergency ❑ Hygiene. Schools received hygiene sessions in which children and school staff learn about good hygiene and how to maintain a healthy school environment

Range of documented capacity building and training strategies (cont.)

Target group	Area of capacity building and training
<p>School management committees/ PTAs and community members</p>	<ul style="list-style-type: none"> ❑ Enrolment strategies. Drop out and school repetition prevention. ❑ School improvement plans. Support to PTAs and schools to develop school improvement plans. ❑ Supply monitoring. School management committees trained in monitoring school supplies and filling in simple report formats. ❑ Emergency preparedness. Build the capacity of schools and preschools to respond to emergencies. ❑ Sanitation and hygiene. Schools received School, Sanitation and Hygiene Education (SSHE).
<p>Children and youth</p>	<ul style="list-style-type: none"> ❑ Peer to peer training in education issues and community mobilisation: Students equipped with knowledge and skills by their peers, to analyse the issues that affect their education in order to mobilise their communities to address them ❑ Enrolment campaign strategies: Youth volunteers selected by school management and trained to carry out household surveys to identify out-of-school children, enrol them as part of the WTS campaign and keep track of students who drop out. ❑ Youth education: Adolescents in temporary adolescent youth centres constructed, adolescents trained on HIV/ AIDS, peace education, reproductive health and were provided the space for individual creativity through art and sport. ❑ Hygiene. Schools received hygiene sessions in which children and school staff learn about good hygiene and how to maintain a healthy school environment.

Range of documented capacity building and training strategies (cont.)

Target group	Area of capacity building and training
<p>Education authorities at local and national levels</p>	<ul style="list-style-type: none"> ❑ Psychosocial support. MoE provincial and zonal officers deliver awareness exercises in psychosocial support for principals and education officials, and skills on how to manage the programme in schools and orient teachers through cascade training on their role as guidance teachers. Psychosocial training for school administrators and social pedagogues (Kyrgyzstan). ❑ School management. Capacity building at the school and district level to improve school management through strengthening of planning, implementation and monitoring system. ❑ Positive discipline. Training of school administrators (parents and teachers) on positive discipline and active learning methods, together with a focus on issues of violence in the school and home – a known risk factor for school drop-out, often exacerbated in times of emergency. ❑ EMIS. Support to government to develop comprehensive databases on the situation of vulnerable children so that needs could be effectively met (India) ❑ Support to MoE for BTS to become part of the wider education programme framework (Afghanistan) ❑ Organisational development and education management development for education authorities. ❑ Community mobilisation. Building capacity within the MoE to carry out community mobilisation and to highlight the importance of children’s right to education in protective learning environments (Columbia). ❑ School construction. Support to the MoE Civil Engineering team to define standards and guidelines on the construction of schools and in selecting prototypes for semi-permanent and permanent schools (Haiti). ❑ Institutional capacity for BTS. Support to the MoE to strengthen its institutional capacity to manage the BTS (Liberia).

Range of documented capacity building and training strategies (cont.)

Target group	Area of capacity building and training
<p>Education authorities at local and national levels</p>	<ul style="list-style-type: none"> ❑ Children with disabilities. Support to central authorities to develop a plan for identification assessment and education of children with disabilities (Kosovo). ❑ Teacher assessment. Support municipal education authorities in the assessment of teaching processes (Angola). ❑ Monitoring. Capacity building of MoE Departments to develop monitoring and evaluation indicators to assess the impact of the BTS (Burundi, Angola). ❑ Gender-sensitive policies. Providing strong support to local education authorities in the development and implementation of gender-sensitive education policies and programmes towards increasing girls' enrolment and in the participation of girls and women (Somalia). ❑ Peace education. Support to the MoE to develop Peace Education lesson plans, including financial support for printing and distribution of Peace Education Teacher Guides and lessons in 3 languages (Kyrgyzstan) ❑ Education policy development and management. UNICEF training in major technical support in MoE capacity and developing education policies ❑ Supply monitoring. Education officials trained in monitoring transport and distribution of education supplies and in filling in simple report formats (Burundi)
<p>Education cluster members</p>	<ul style="list-style-type: none"> ❑ Cluster coordination. Strengthening national and local education clusters on coordination, preparedness and response and implementing BTS initiatives. ❑ Partnerships. Strengthening existing education cluster partnerships and enabling the cluster partners to launch the GBS campaign in several districts, including monitoring.

Case Study in Large-Scale Teacher Training: Afghanistan

Teacher training was a key priority of the Afghanistan BTS campaign and required nationwide mobilisation, primarily as most women teachers had stopped work under the Taliban restrictions. Massive teacher orientation to prepare 50,000 newly identified teachers across the country for the opening day of school relied on a combination of workshops, print materials, lectures and demonstrations, as well as radio broadcasts to alert parents and community leaders. In-service teacher training, building on the orientation programme, was planned to continue throughout the school year, along with interim teacher recruitment and selection.



Response actions for capacity-building and training

- Target number of teachers.** Estimate the number of teaching staff required and locations based on rapid assessment data.
- Funding.** Provide funding where appropriate to government counterparts, NGOs or other implementing partners for the training of experienced teachers as well as paraprofessionals.
- Rapid recruitment.** Support MoE to create job descriptions and selection committees for rapid recruitment and deployment of additional teachers.
- Recruitment of volunteers and adolescents.** Identify and mobilise paraprofessionals and older children or adolescents with leadership and teaching skills to assist in teaching younger children.
- Supervision of paraprofessional teachers.** With MoE, local education authorities and other partners, mobilise trained teachers as leaders of clusters of paraprofessional teachers.
- Female teachers.** Ensure the recruitment of female teachers and those from socially excluded groups.
- Collaboration with existing training institutions.** Where possible, collaborate with existing training institutions, such as teacher training colleges, to introduce subjects which are part of BTS initiatives.
- Teacher training design.** With MoE and local education authorities, design a teacher training strategy in collaboration with other partners and with qualified teachers. Consider a cascade training approach, mentoring or other approaches if there is an urgent need to train large numbers in a short period of time.
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Response actions for capacity-building and training

- Training in emergency themes.** Train teachers and paraprofessionals in emergency non-formal education, incorporating literacy, numeracy, life skills, and psychosocial support based on culture- and community-specific ways of dealing with stress and trauma. With MoE in collaboration with affected communities, determine curricula and teacher guides to be used, adapted or developed as needed.
- Training in use of kits and methodology.** Train teachers/education personnel on the use of education kits to be used; psychosocial support; social inclusion and gender sensitivity; materials on emergency themes to be used; literacy/numeracy and life skills materials; accelerated learning materials; managing multi-grade and large classrooms; child-friendly methodology.
- Training in attendance and education progress.** Train teachers and supervisors to collect and update information on children's access, attendance and education progress.
- Incentives.** Offer monetary or in-kind support incentives to attract teachers to work in adverse conditions and to help recruits meet their own or their families' emergency needs so they can focus on the needs of the children.
- Policies on teacher pay.** Work with local education authorities, NGOs and other agencies to establish clear policies to ensure standardized remuneration rates for teachers and parateachers.
- Credit for training.** Ensure that teaching personnel receive credit for training received during emergency and that processes are put in place for future certification.
- Codes of conduct.** Ensure that there are codes of conduct for teacher behaviour.
- Strengthen coordination for emergency preparedness and response.** Develop emergency preparedness plans and train national, district and school staff on their implementation. Training should reinforce the roles of school management committees. Drills should be conducted on a regular basis to ensure crisis preparedness. Implement Education in Emergencies training in conflict-affected areas for government as well as local and international NGOs.
- Promote school emergency preparedness plans.** Advocate for training in the development of school-based disaster risk reduction plans and incorporation into school curriculum.
- Promoting mid- and long-term response planning.** Since education systems may be burdened by the demands of BTS programmes, it is important to build capacity in government to consider mid- and long-term response plans to help achieve greater systems capacity in the future.



Challenges in capacity-building

- Limited capacity of local education authorities** and local partners to meet the demands of teacher recruitment and training.
- Capacity constraints in use of databases.** Lack of capacity of education authorities across areas to use and analyze databases that have been created.
- High staff turn-over within the MoE** both at national and decentralised level hinders UNICEF's efforts to build sustainable capacity to implement education activities. There is often a need to repeat capacity-building exercises and to provide close support and supervision because stakeholders are changing all the time.
- Transfer of responsibility to government.** Challenges in capacity development to allow the transfer of ownership and implementation of the reconstruction plans from UNICEF to government and civil society.
- CFS capacity and implementation.** CFS has been used as a continuation to BTS as well as becoming an over-arching initiative with some government education sectors. While this has positive elements, it will take time to become institutionalised. It is not always well understood or the principles adequately applied as a holistic approach in schools. Furthermore, resources need to be allocated appropriately to sustain the interventions, and not limited to short-term.
- Drop-out and retention** remain huge challenges in most countries and can be attributed to several issues: lack of child-friendly atmosphere, traditional ways of teaching, and corporal punishment.
- Maintaining quality and retention.** Key challenges are faced in maintaining success through the provision of materials and adequate learning spaces, while improving the quality of the classroom environment to ensure a higher level of retention of students remain the key challenges. Strengthening the quality of the learning materials through a curriculum development process and teacher training is required to alter the balance from a teacher-centred classroom to a child-centred learning environment.
- Systems burden.** BTS can result in massive enrolment leading to large class sizes and a strain on learning facilities, numbers of teachers, class management and lowering the educational quality.

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Challenges in capacity building *(continued)*

- Age differences.** BTS can lead to wide age differences between the youngest and oldest students enrolled in the same grade levels if accelerated learning opportunities are not provided. Constraints of space and lack of teachers can result in inability to separate older students from younger ones, presenting a major barrier to learning and schooling for both cohorts.
- Unmet expectations.** It is a challenge to sustain the momentum of a BTS campaign and ensuring that pledges for new schools, qualified teachers and comprehensive reforms are fully met in spite of competing geopolitical priorities and limited funding.
- System inadequacy.** Challenges such as poor quality of education, internal inefficiency, very low number of qualified teachers, uneven distribution of education provisions, and the high percentage of over-aged children need to be addressed.



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Afghanistan, 2003

One girl writes in her new exercise book as another, sharing her desk, watches her in the Ghulam Haider school in the Khaikhana neighbourhood of Kabul, the capital. All school supplies - notebooks, writing materials, desks and chairs - in the classroom have been provided by UNICEF. These items are among the 6,400 'schools-in-a-box' and up to 300,000 other educational kits distributed from the Ministry of Education's Logistics Centre in Kabul.

For the 2003 Back-to-School campaign, UNICEF, working with the MoE and other partners, distributed more than 7,000 metric tons of learning materials, including 10,681 schools-in-a-box.

7. Sustainability

- Linkage of BTS with priorities in education sector plans**
- Strengthening education systems capacity**

BTS campaigns provide an opportunity for the government to build education systems capacity and strengthen education sector plans with the activities undertaken in BTS programming. Many countries have been able to capitalise on the programmatic work of BTS by linking innovations and achievements to longer-term sector goals and strengthening education systems, policy and planning.

Good practice lessons in sustainability



- BTS links to education priorities and sector plans.** When key government focus areas are incorporated and promoted into BTS campaigns, such as inclusion, gender, accelerated learning, alternative learning programmes and child-friendly school (CFS) approaches, it increases the likelihood that they will be sustained during the post crisis period. This can be true for BTS initiatives that make linkages with education sector plans and policies work, including Education for All (EFA) and the Millennium Development Goals (MDGs).
- Long-term approach.** Holistic BTS strategies should link with existing education programming, promote a long-term approach and address funding requirements.
- Time requirement for sustainability.** Sustainable approaches take time, extensive planning and involvement of all stakeholders, realistic budgeting and regular monitoring.
- Focus on systems capacity.** A quantitative or supply delivery approach is not adequate. Sustainable outcomes that develop and maintain individual and systems capacity, that focus on quality of teaching and learning, and that increase student retention in schools, are needed.

Linkage of BTS with priorities in education sector plans. While many countries have not explicitly designed BTS programmes with the intention of linking them to the goals of education sector plans, BTS successes have had an impact nevertheless. With significant increases in enrolment and inclusion, introduction of child-friendly methodologies, and massive recruitment and training of teachers, it is important for the education sector, with government leadership, to incorporate these successes into longer-term sector planning. Inclusion processes under BTS have reached girls, ethnic minorities, overage children, demobilised combatants, children with disabilities and other vulnerable children. These BTS gains must be reinforced by efforts to maintain education quality and retention, which can suffer due to education system weaknesses. Countries have documented the link between increased enrolment of children through BTS initiatives and a subsequent decrease in the quality of education. This has been attributed partly to insufficient numbers of physical facilities, furniture and education supplies, as well as in limited number of trained teachers.

Examples of Links between BTS and Longer-Term Education Sector Goals

BST programming has strengthened education sector planning and programming in many countries. BTS is linked with:

- Abolishment of school fees for girls or for all children in Haiti and Somalia
- Peace education in Cote d'Ivoire, Kyrgyzstan, Timor Leste, and Angola
- EFA/ MDG goals in Burundi and Sri Lanka
- Support of the MoE in Free and Compulsory Primary Education for Liberia, in the elimination of school fees and uniforms during the first semester of school.
- Accelerating girls' education towards meeting the MDG2 in Nepal
- WES in schools as a holistic approach towards the national focus on healthy schools for children in Guyana
- Accelerated learning programmes in Sri Lanka
- Vocational skills training and/or income generation activities in Burundi, Liberia, and DRC
- Promotion of government strategy of malaria awareness and prevention for primary school children in Liberia

Case Study in Long-term Community Involvement: Iraq

The earlier focus of the BTS had been on supply distribution but in more recent years a more detailed and focused strategy has been adopted aiming to increase community awareness and behavioural change. The BTS has since become part of the educational strategy incorporating community participation, school improvement plans, and retention. In 2012 and beyond, planned activities are focused on more community participation through the activation of PTAs and look specifically at inclusion and retention issues.

Strengthening education systems capacity. While BTS campaigns can burden the capacity of education systems due to lack of infrastructure and human resources, they can also provide opportunities for the government to build education systems capacity. Documentation has shown this in areas such as the establishment or strengthening of education information management systems (EMIS), school construction, education financing, and teacher training and certification policies.

Case Study in RALS and EMIS Using GIS tools: Ethiopia

The Government and partners developed an assessment process in advance of emergencies to assist in micro-planning for universal primary education (UPE), RALS mapping and strengthening of EMIS. All learning spaces, including schools and non-formal learning spaces, of the target regional states were mapped. Capacity development activities and trainings were organized to improve the skills of education officers on data collection and the use of global position systems (GPS) and GIS mapping. Using these skills, the Government and its partners collected and analysed the RALS data to support quality assurance measures and ensure harmonization of RALS and EMIS methodologies to include the most-difficult-to-reach children in the database. A web-based database, which consists of detailed learning space and school-level information, such as geo-locations of learning spaces and schools, enrolment, type of emergency and proneness to emergency, number of emergency-affected children, availability of water, availability of sanitation facilities (including separate toilets for girls and boys and WASH facilities), and vulnerability of school-aged children. It should be noted that the non-formal learning spaces, vulnerable children and emergency-related indicators were previously not included in the EMIS data set. The design of the RALS project directly contributed to capacity enhancement for systems development and to the improvement of education management development beyond emergency response in all targeted regions.



Response Actions for Sustainability

- Education sector funding.** Seek increased funding from sources such as CAP, the Global Partnership for Education, bilateral donors, and development banks to build on successes of BTS to strengthen education systems and sector planning.
- Gap analysis.** Undertake a national gap analysis for education and ensure that priority national capacity development actions are reflected in early recovery and transition plans.
- School infrastructure.** Identify main implementing partners involved in funding construction or rehabilitation of learning spaces, classrooms, and transitional classrooms, and new school construction, including development banks and other donors. Ensure that design standards and policies for construction, rehabilitation and retrofitting reflect child-friendly principles with appropriate WASH and protection considerations. Ensure participation of local communities in planning, designing, building, and maintenance of rehabilitation and construction projects.
- Coordination.** Ensure that education cluster coordination mechanisms established during BTS campaign are maintained and strengthened for longer-term recovery and sector planning.
- Child-friendly methodologies.** Continue capacity building and implementation of child-friendly policies, practices and materials to improve quality education.
- EMIS.** Build on data bases and systems established during BTS campaign to strengthen or create a functional EMIS.
- Curriculum reform.** Ensure development or provision of curricular materials including accelerated education, vocational education and non-formal education, which also address the needs of children with special needs and former combatants.
- Support for vulnerable children.** Ensure that vulnerable children have equal access to education after emergencies through financial, psychosocial, health, nutrition and community support services.
- Ongoing Welcome-to-School campaigns.** Expand BTS into multiyear Welcome-to-School with community level leadership to ensure that students return to school and out-of-school children enrol in school during the recovery phase.

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Response Actions for Sustainability *(continued)*

- Teacher certification policies.** Ensure that teachers recruited and trained during emergencies have an opportunity for additional training and certification, including teachers from refugee communities.
- Credit for learning for children.** Implement policies that ensure accreditation and certification of learning attained by IDP and refugee children during emergencies. These accreditation and certification procedures should be undertaken in collaboration with relevant government departments so as to ensure their validity and acceptance in both host and neighbouring countries.
- Textbooks and materials.** Ensure provision of textbooks, uniforms and other education and recreation materials to facilitate resumption of formal education.
- Gender and inclusion policies.** Formalise practices during BTS of scholarships, incentive schemes, and school fee waivers to ensure that gains in inclusion of marginalized groups are sustained.
- Capacity development.** Assist the MoE in transfer of skills to education authorities including technical and financial support where necessary. Support education authorities in affected areas to strengthen their skills in the coordination of interventions at the district level, including support to the teaching and learning environment and school management. Work with MoE to develop and maintain individual and institutional capacity. A focus on quality of teaching and learning, and effective ways that manage dropout and increase student retention in schools, are needed to promote more sustainable education systems.

Case Study in Institutionalizing Child-friendly Methodology: Sri Lanka

Improved quality of education has proven hard to realize, but a number of positive steps have helped consolidate the integration of Child-friendly Schools thinking and action at systems level. Official acceptance of CFS was evident in the Ministry's extension of it from 124 Primary schools in 2002 to 1400 currently. It has now been incorporated into curriculum and teaching materials, including teacher orientation programmes. However, substantive CFS-related outcomes have been less evident, showing limited use of activity-based teaching methods and child-centred classroom management; of locally generated materials; of child rights, gender equality and inclusion principles.



Challenges in sustainability

- Reconstruction and rehabilitation.** Obstacles to achieving goals in school construction in many countries have included new zoning requirements, land ownership and tenure issues, construction standards, lack of capacity of local planners and contractors, and funding.
- Conflict and insecurity.** Ongoing or new start up of conflict, insecurity. Post-electoral crisis which negatively impacted the school system through prolonged school closures, population displacement, absence of the administration and on-going violence and insecurity.
- Poverty.** Despite the successes, poverty and lack of infrastructure combine to create impediments to school enrolment, particularly for girls.
- Lack of community involvement.** Limited or lack of meaningful involvement of affected communities throughout the BTS planning, implementation and monitoring process.
- Inadequate information management.** Limited or lack of follow-up with end-users of education supplies, namely teachers and students, to ascertain appropriateness and quality/quantity of supplies. Irregular or lack of monitoring of initiatives, supply distribution and usage.
- Inadequate funding.** Lack of, or reduced, long-term government and donor funding.
- MoE capacity.** Limited MoE capacity and skills and slow pace of training and capacity building of educational personnel.
- Lack of coordination.** Weak coordination mechanisms and/or unclear roles and responsibilities within education sector or education cluster. Limited collaboration between sectors.
- Gender disparity.** Despite attempts at gender inclusion, some countries have been able to eliminate gender disparities in access to education for girls and recruitment of female teachers.

Case Study in Challenges of Sustainability: Nepal

In the 2005 Welcome-to-School campaign, girls' education was one of the major components. Results were impressive with the WTS initiative being fully adopted by EFA partners and going to scale. Despite the success of the WTS however, traditional customs, poverty and lack of infrastructure combined to create impediments to school enrolment, particularly for girls. WTS 2005 was the result of four years of field work, research, advocacy, capacity development, developing common tools and understanding, building media networks for informed reporting on education, harnessing field level networks and constant policy advocacy. The demonstration of results does require substantial cooperation and input in the initial time period and all partners must be committed to a long-term results-based process.



UNICEF/UGDA01644/CHULHO HYUN

Uganda 2007

*In 2007 in Uganda, children and their families in the country's northern districts struggled to recover from two decades of armed conflict that displaced some 2 million people and destroyed basic infrastructure and health delivery systems. To boost the region's enrolment, UNICEF supported the Government's **'Go-to-School, Back-to-School, Stay-in-School'** campaign, launched in February, 2007.*

Annex 1: UNICEF prepackaged kit supply lists

UNICEF education kits and other supplies are available at:
http://www.unicef.org/supply/index_education.html

UNICEF Early Childhood Development (ECD) Kit S9935060 Indicative Price (Jan. 2013): 181.92 USD



Technical Specifications:

This kit is the revised Early Childhood Development Kit and is composed of 37 items for **up to 50 children** at one time. The kit aims to provide a range of activities to encourage the development and social interaction of children (playing, story-telling, numeracy etc) with materials also provided for caregivers. In addition, the kit provides water and sanitation items for the improved health and awareness of children.

Transport and Storage:

Shelf life: Estimated as 1 year

Packaging: All components are supplied ready-packed in the metal storage box marked with part 1 of 1. The box comes with 2 padlocks which can be used to lock the contents of the kit when not in use.

Weight/Volume/Dimensions:

Estimated weight: 33 kg

Estimated volume: 0.120 cbm

Estimated dimensions: 0.80 L x 0.60 W 0x 0.25 m H

The contents of the kit are as follows:

Art Materials:

0.2 x 2657311	Drawing pad, white, A3, 50 sheets/PAC-10
12 x 2684006	Colouring pencils, 12 ass cols, in case
6 x 2584010	Crayon, wax, jumbo, ass. colours/BOX-8
3 x 2584000	Crayon, wax, packs of 8 colours/BOX-10x8
2 x 4460701	Pencil, HB grade, black/BOX-10
1 x 4552010	Pencil sharpener, metal/PAC-20
2 x 4520110	Eraser, soft, for pencil/BOX-20
1 x 2555010	Scissors, safety, school, B/B, 135mm/BOX-10
1 x 2657208	Paper, plain, 70cm wide, 25m/ROLL
1 x 2657207	Pad, paper, coloured, A4, 50 sheets/PAC-10
1 x 2687003	Tape, adhesive, transp 1,5cm x 10m/BOX-20
1 x 4432000	Glue, classroom use, paste/BOT-170ml
5 x 2608500	Clay, modelling, assorted colour/BOX-6/8

Reading Materials:

1 x 1993545 -	Unicef Board Book
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Play Items:

1 x 2593010	Building blocks, wood, coloured/SET-68
1 x 2521030	Jigsaw Puzzle, 25pcs
1 x 2521020	Board Puzzle, 4-8 pcs w/pegs
1 x 2521040	Counting Circle, wood, app.20 pieces
1 x 2521060	Chain Puzzle, wood, coloured, 5 pieces
1 x 2521010	Puzzle Blocks, 6 sides, SET-12
1 x 2512015	Shape-sorter, 9 pcs
1 x 2512025	Sort & Stack Set, plastic, 10 stacking pcs
1 x 2512020	Dominos, plastic, white/SET-28
1 x 2587010	Beads, wood, col, 6 shapes/BOX-50
1 x 2511000	Memory Game, card/BOX
1 x 2535015	Puppet, hand, diff characters/SET-6
1 x 2535010	Puppet, finger, diff characters/SET-6
1 x 2702802	Ball, rubber/foam, c10cm diam/NET-5

Water & Sanitation items:

5 x 0552000	Soap, toilet, bar, approx. 110g, wrapped
5 x 5007311	Water cont, PVC/PE, 10l, collaps., w/o logo

Caregiver items:

1 x 4410021	Book, exercise, A4, ruled-8mm, 96 pgs/PAC-10
1 x 4460007	Pen, ball-point, black, BOX-10
2 x 8760025	Decal, UNICEF, round, diameter 205mm
2 x 8794210	UNICEF T-shirt, cyan blue, cotton, L
2 x 4325497	Marker, flipchart, colours, tip-4.5mm/PAC-4
1 x 5001010	Box, metal, lockable, for storage
1 x 5001006	Bag, carrier, A4, interlock seal/PAC-20
1 x 4492100	ECD Activity Guide, English
1 x 4492110	ECD Activity Guide, French
1 x 4492140	ECD Activity Guide, Arabic

Instruction for use:

The kit is designed to be used by 50 children (aged 0 to 6) at one time and is suitable for indoor and outdoor use. The t-shirt and other branded items are intended for use only in connection with the kit and should not be worn/used by individuals or in situations not connected to the appropriate use of the Early Childhood Development Kit.

Please see the UNICEF website for more information regarding the early childhood (ECD) kit: http://www.unicef.org/supply/index_52666.html

The ECD Caregivers Handbook is available on: http://www.supply.unicef.dk/catalogue/ECD_Kit_Handbook_for_Caregivers.pdf

Alternative if the item is not available: If the kit is not available in a complete form, the individual items can be ordered separately and a special kit can be set-packed by Supply Division.

Emergency scenarios: All emergencies where children can safely get to and from the ECD area and where activities connected to the kit can be safely carried out.

Context in which item is mainly used:

Can be used in both emergency and development contexts.

Target population: Intended for children aged between 0 and 6, supervised by Caregivers.

Emergency scenarios where the item should not be used:

The kit should not be used in areas where there is insecurity travelling to/from the learning area and in the learning area.

Cultural considerations: Where UNICEF branding is considered a security risk, the branded items should not be worn or applied.

Climate considerations: Children should have access to safe and adequate sanitation facilities and water supplies during the activities.

The contents of the kit are as follows:

Supplied with:

1 x 5001010 - Box, metal, lockable, for storage

Teacher's materials:

1 x 4410021 Book, exercise, A4, ruled-8mm, 96 pgs/PAC-10
1 x 4416510 Slate, fibreboard, double-sided, A4/BOX-20
1 x 4460007 Pen, ball-point, black, BOX-10
1 x 4416403 Chalk, white/BOX-100
2 x 2797300 Whistle, referee's, non-metallic
2 x 2741600 Inflating-kit for balls
1 x 2797600 Tape, measure, 5 m, retractable
1 x 8794210 UNICEF T-shirt, cyan blue, cotton, L
1 x 8794101 Cap, UNICEF, baseball, cyan, cotton
1 x 5001000 Bag, UNICEF, blue polyester, 360x230x610mm
2 x 8760025 Decal, UNICEF, round, diameter 205mm

Student's materials:

2 x 273700 Handball, senior
3 x 2737010 Handball, junior
2 x 2795700 Volleyball, professional model
1 x 2795800 Volleyball net, 9.5x1m, without posts
2 x 2731210 Football, round, junior
1 x 2703300 Basketball, professional size
1 x 2702801 Ball, sponge rubber, 60-80mm diam./SET-5
1 x 2760006 Frisbee, polyethylene, 20cm diameter/PAC-4
1 x 2760001 Skipping rope, polyester, 3m/PAC-10
1 x 2797401 Picket with flag/SET-6
20 x 2797700 Tabards, red/blue nylon mesh

Instruction for use:

The kit is designed to be used by 90 children at one time in both indoor and outdoor areas. The t-shirt and other branded items are intended for use only in connection with the kit and should not be worn/used by individuals or in situations not connected to the appropriate use of the Recreation Kit.

Please refer to the UNICEF website for more information regarding recreation kits: Click here http://www.unicef.org/supply/index_40375.html

Alternative if the item is not available:

The Early Childhood Kit (S9935060) should be used for children under the age of 6. The Recreation in a Carton Kit (S9935035) should be ordered if there are concerns about the metal box.

Complementary Requirements to be ordered separately: An interactive demonstration of the kit is given in: http://www.unicef.org/supply/kits_flash/recreation/

Emergency scenarios: All emergencies where children can safely get to and from the learning area and where activities connected to the kit can be safely carried out.

Context in which item is mainly used:

The kit can be used in both Emergency and Development contexts.

Target population: Children aged 6 and over.

Emergency scenarios where the item should not be used: The kit should not be used in areas where there is insecurity travelling to/from the learning area and in the learning area.

Cultural considerations: Where UNICEF branding is considered a security concern – the branded items should not be externally displayed, worn or carried.

Climate considerations: Storage of the footballs and volleyballs in hot temperatures for long periods of time may affect the quality of the ball material. Children should have access to safe water supplies during the recreation activities.

The contents of the kit are as follows:

Supplied with:

1 x S5001010 Box, metal, lockable, for storage

Teacher's materials:

1 x S0544210 Register, A4, squared, 80 pgs/PAC-10
 1 x S4410021 Book, exercise, A4, ruled-8mm, 96 pgs/PAC-10
 1 x S4460006 Pen, ball-point, red/BOX-10
 3 x S4416403 Chalk, white/BOX-100
 3 x S4416397 Chalk, assorted colours/BOX-100
 2 x S4325497 Marker, flipchart, colours, tip-4.5mm/PAC-4
 1 x S4418400 Compass, plastic, for Blackboard, 45cm
 1 x S4491900 Set Square, Blackboard, 30-60-90 degrees
 1 x S4491904 Set Square, Blackboard, 45-45-90 degrees
 1 x S4467000 Ruler, plastic, Blackboard, 100cm
 1 x S4420000 Posters, plasticized paper, set of 3
 1 x S4419000 Globe, inflatable, diam. 42cm, w/o stand
 1 x S4417230 Teaching Clock (wood)
 1 x S2512000 Cubes, wood or plast., coloured, set of 100
 1 x S2270500 Scissors, all purpose, sharp, 180mm
 1 x S4590000 Radio, multiband, solar, wind-up
 2 x S2687003 Tape, adhesive, transp 1,5cm x 10m/BOX-20
 2 x S4465700 Paint, chalkboard, black
 1 x S4416504 Brush, paint, for chalkboard, 50-60mm
 2 x S4416506 Duster/wiper for Blackboard
 2 x S8760025 Decal, UNICEF, round, diameter 205mm

Students materials:

2 x S4410010 Book, exercise, A5, ruled-8mm, 48 pgs/PAC-20
 2 x S4410020 Book, exercise, A5, 5mm-sqre, 48 pgs/PAC-20
 2 x S4416510 Slate, fibreboard, double-sided, A4/BOX-20
 8 x S4460007 Pen, ball-point, black, BOX-10
 8 x S4460005 Pen, ball-point, blue, BOX-10
 8 x S4460701 Pencil, HB grade, black/BOX-10
 2 x S4461002 White pencil for slates, BOX-20
 4 x S2584000 Crayon, wax, packs of 8 colours/BOX-10x8
 4 x S4520110 Eraser, soft, for pencil/BOX-20
 2 x S4552010 Pencil sharpener, metal/PAC-20
 4 x S4570005 Ruler, plastic, c.30cm, set of 10
 4 x S2555010 Scissors, safety, school, B/B, 135mm/BOX-10
 2 x S5001006 Bag, carrier, A4, interlock seal/PAC-20

Other Emergency scenario considerations: Cultural considerations: Yes. Situations where UNICEF branding is considered a security concern, the branded items should not be externally displayed, worn or carried. The inclusion of a radio may prove a security concern for some authorities.

Instruction for use:

The kit is designed to be used by 40 children and 1 teacher. The branded items are intended for use only in connection with the kit and should not be used by individuals or in situations not appropriate for use of the School-in-a-Box kit.

Precondition for utilisation: Please refer to the UNICEF website for more information regarding the School-in-a-Box kit: Click here http://www.unicef.org/supply/index_education.html

The School-in-a-Box guidelines (with pictures) are available in English, French, Spanish, Arabic, and Portuguese.

Alternative, if the item is not available:

The School-in-a-carton (V2), 40 students (S9935012) could be used where there are security concerns with metal boxes or where the additional cost of the box is an issue. The School-in-a-Carton contains the same items as the equivalent School-in-a-Box as the only difference is the replacement of the metal box with a carton. The School-in-a-bag kit (S9935019) provides basic materials for 40 students and 1 teacher.

Complementary Requirements, to be ordered separately:

S9935099 Extra materials for 40 Students; a requirement if the class is larger than 40 students; S9935095 Replenishment kit for S9935098 School-in-a-Box kit –replenishes items that may become exhausted.

Emergency scenarios All emergencies situations where children can safely get to and from the learning area and where activities connected to the kit can be safely carried out.

Context in which item is mainly used:

The kit can be used in both Emergency and Development contexts.

Target population: The kit is intended for children aged 6 years and over.

Emergency scenarios where the item should not be used:

The branded items should not be externally displayed, worn or carried in areas where the branding may be considered a security threat.

UNICEF Maths Teaching Kit

S5033000 Indicative Price (Jan. 2013): 194.52 USD



Supplied with:

- 1) 1 x Protractor, Blackboard, 180 degrees, 450mm length
- 2) 1 x Horizontal Abacus, plastic base, wooden frame
- 3) 1 x Vertical Abacus, wooden base, 50 plastic beads
- 4) 1 x Square Sets, Blackboard, 30-60-90/45-45-90 degrees
- 5) 1 x Compass, Blackboard, 410 mm, Plastic
- 6) 1 x Geographic board, 335x535x5mm
- 7) 1 x Oral practice unit, 290x155x10mm
- 8) 1 x Angle demonstrator, 0-360degrees, foldable
- 9) 1 x Cubes, plastic, set of 1000 cubes, 5 colors
- 10) 5 x Counting rods, plastic, set of 100, high 100mm
- 11) 1 x Clock model, plastic, 3 hands, diameter 250mm
- 12) 2 x Volume unit demonstrator for cylinder, plastic, 4 pieces
- 13) 1 x Volume & surface area demonstrator, 2 parts
- 14) 1 x Cone volume set, plastic, diameter 100mm
- 15) 1 x Geometry set, 5 plastic pieces
- 16) 1 x Area and Perimeter Demonstrator, Relation between surface area and aris length for rectangle. 1 cuboid/6 pieces,
- 17) 1 x Circular areas and diameter demonstrator
- 18) 1 x Capacity unit demonstrator, plastic
- 19) 1 x Fraction kit, plastic, box diameter 210x28mm
- 20) 1 x Geometry figures, 7 plastic pieces
- 21) 1 x Geometry figure making card, 4 pieces
- 2 x Instruction manuals
- 1 x Box, metal, lockable for storage

UNICEF Science Teaching Kit

S5034000 Indicative Price: 256.17 USD



Technical Specifications:

Science teaching Kit packed in a metal box. Primary science teaching aids Kit is designed for schools grade 1-6. The primary mathematics Kit consists of 32 items including instruction manuals and metal box. It is mainly for teacher's demonstration also can be used for student activities. Some consumables materials, such as batteries, iron nails, red ink, etc. are not included in the Kit and those can be easily obtained locally.

Supplied with:

- 1) 1 x Hanging Weights, 50g, 10 pieces
- 2) 1 x Spring Scale, 170x42mm
- 3) 1 x Simple Mechanical Kit, case size 285x100x32mm
- 4) 1 x Floating & Sinking Kit, with cylinders
- 5) 1 x Turbine Wheel, plastic, U shape handle
- 6) 1 x Sound Kit, packed in plastic box size 285x110x50mm
- 7) 4 x Heat Kit, packed in plastic box size 290x110x40mm
- 8) 1 x Solid Expansion Kit, metal with plastic handle
- 9) 1 x Static Electricity Kit, packed in plastic box
- 10) 4 x Electricity Kit, packed in plastic box
- 11) 4 x Magnetic Kit, packed in plastic box
- 12) 1 x Primary Optical Kit, packed in plastic box
- 13) 1 x Dissecting Kit, total 7 pieces of metal tools
- 14) 1 x Dissecting Tray, stainless plate size 190x260x15mm
- 15) 1 x Magnifying Glass, plastic handle, diameter 60mm
- 16) 1 x Air Pressure Demonstrator
- 17) 1 x Sun Height Gauge, metal plate, plastic base
- 18) 1 x Compass, aluminum base, Plastic cover
- 19) 1 x Minerals, Rocks, Fossils Samples, wooden box
- 20) 1 x Thermometer, glass, 300mm length, clear scale
- 21) 1 x Demonstrative Thermometer, plastic, 590x90x35mm
- 22) 1 x Plastic Transparent Basin, three plastic pieces
- 23) 1 x Simple Pulley, plastic, includes 2 single 2 double pulleys
- 24) 1 x Periscope, hard plastic tub, diameter 31.5x300mm
- 25) 1 x Prism, metal handle, plated surface without rust
- 26) 1 x Lever, plastic beam, metal base
- 27) 1 x Experiment Trolley, plastic trolley, metal axle
- 28) 1 x Overflowing cup, transparent plastic
- 29) 1 x Battery Holder, can hold 4D Type batteries
- 30) 1 x Seed Germinating Unit, transparent plastic cup
- 2 x Instruction Manuals and 1 x Box, metal, lockable for storage

Annex 2: Resources

Education in Emergencies Toolkit, UNICEF, Regional Office for South Asia, 2006

This document was created for UNICEF education programme officers and others and provides detailed step by step suggestions and tools for education in emergency preparedness and response actions, with particular reference to UNICEF policies and procedures.

www.unicef.org/rosa/Rosa-Education_in_Emergencies_ToolKit.pdf

Emergency Field Handbook: A guide for UNICEF staff, 2005

This handbook provides guidance to UNICEF staff for planning and organising actions to address the rights and needs of children and women. This practical tool covers programme areas and supporting operational functions including education, from the first 72 hours after onset through recovery.

http://www.unicef.org/lac/emergency_handbook.pdf

Save the Children Child-Friendly Spaces in Emergencies Handbook, 2008

This handbook will guides emergency response personnel in a step-by-step approach to the rapid implementation of effective Child-Friendly Spaces for children during and immediately after an emergency. http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1064/Child_Friendly_Spaces_in_Emergencies_EN.PDF

Child-Friendly Spaces Facilitator Training Manual, Save the Children, 2009

A comprehensive training manual, a companion piece to Save the Children Child-Friendly Spaces in Emergencies Handbook (October 2008) for use by Save the Children staff, UNICEF staff, or partners, volunteers or facilitators prior to any Child-Friendly Space establishment.

<http://resourcecentre.savethechildren.se/content/library/documents/child-friendly-spaces-facilitator-training-manual>

Education in Emergencies Training Package, Global Education Cluster 2011-12

Developed by UNICEF and Save the Children, and then adapted by the IASC Education Cluster, the EiE training package combines training materials from the Front Line Responders, IIEP and original INEE Minimum Standards training packages. The materials include 17 modules with Power points, Facilitator Guide and exercises as well as guidance on adapting the training materials.

http://www.ineesite.org/index.php/post/training_and_capacity_building/

Early Childhood Development Kit: A Treasure Box of Activities: Activity Guide, UNICEF 2011

This guide provides detailed step-by-step recommendations for caregivers on how to use the supplies and materials in UNICEF's Early Childhood Development Kit to provide a safe and child-friendly learning and play environment for young children in emergencies.

http://www.unicef.org/videoaudio/PDFs/Activity_Guide_EnglishFINAL.pdf

Core Commitment for Children in Humanitarian Action, UNICEF, 2010

http://www.unicef.org/publications/index_21835.html

Analysis Report of Back-to-School Initiatives (1994–2012), UNICEF, 2012

This report is the companion document on which the good practice lessons in this UNICEF Back-to-School Guide are drawn. It analyses the range of BTS initiatives from over 55 countries undertaken by UNICEF and partners and identifies the factors that contribute to the effectiveness and challenges of these initiatives.

UNICEF Education in Emergencies Handbook, UNICEF, 2013

This teachers' guide is a companion piece to link with the UNICEF education kits to assist teachers and others in using the supplies and delivering child-centred lessons and activities in literacy, numeracy, life skills, play and recreation, and maths and science. The Handbook contains six modules and trainer guidelines for using the kits. It is available from the UNICEF Supply Division. See www.unicef.org/supply.

PARTNERS

Inter-Agency Standing Committee Education Cluster

The IASC is the primary mechanism for inter-agency coordination of humanitarian assistance. UNICEF and the International Save the Children Alliance are the global cluster leads for the IASC Education Cluster. Cluster partners at the global level also include UNESCO, WFP, UNHCR, IRC, CCF and INEE. See IASC Education Cluster resources at: <http://onerresponse.info/GlobalClusters/Education>.

Inter-Agency Network for Education in Emergencies.

The INEE is an open network of UN agencies, non-governmental organisations, donors, practitioners, working together to safeguard children's right to education in emergencies and post-crisis transitions. UNICEF is a member of the steering group, which also includes UNESCO, UNHCR, World Bank, Care, Christian Children's Fund, International Rescue Committee, International Save the Children Alliance and Norwegian Refugee Council.

International instruments and commitments

UNICEF's dedication and commitment in bringing education back into the lives of children in emergencies and post-conflict transition is founded within various legal frameworks as well as the guiding principles of the Millennium Development Goals. Some of the key legal frameworks include:

- Universal Declaration of Human Rights (1948), Article 26: specifies the right to free and compulsory primary education for all children.
- Fourth Geneva Convention Relative to the Protection of Civilian Persons during Times of War (1949), Articles 24 and 50: describes the responsibilities of an occupying power to provide education to children in situations of military occupation.
- Convention and Protocol relating to the Status of Refugees (1951 and 1967), Article 22: states that refugee children should be guaranteed the same opportunities to primary education as nationals of their host country.
- Convention on the Elimination of All Forms of Discrimination against Women (1979): states that both girls and boys should be given equal rights to education.
- Convention on the Rights of the Child (1989), Articles 28 and 29: declares education as a right and calls for all States to make primary education free and compulsory.
- A number of international conferences have addressed the issue of children's right to education in emergency situations as well, including the World Conference on Education for All (EFA) in 1990 and the Dakar Framework for Action in 2000.



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Indonesia, 2006

*On 8 June, 2006, students clap and sing a song inside a UNICEF-supplied **tent school** in the village of Ngibikan in Bantul District in Yogyakarta Province. More than 900 schools in the region were destroyed in the earthquake. As part of the Government's **'Back-to-School'** programme, UNICEF distributed learning materials for up to 100,000 students in quake-affected communities in time for the new academic year, which began on 17 July.*

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