

## **WWS591D F2006: Policy Workshop: Education in Emergencies**

### **Course Description**

This workshop will look at education systems and provision in the context of complex emergencies.

The Workshop will focus on:

- 1) Responding to the humanitarian and psycho-social needs of affected children and youth and,
- 2) Contributing to the future economic and human resource development of countries in crisis. We will consider teacher training, incentive structures, institutional capacity building, and curriculum design including elements of psychosocial support and conflict resolution, or non-formal strategies for vulnerable youth groups.

The likely “client” agency will be UNICEF and possibly UNHCR, and research and preparation will concentrate in a few key countries: Colombia, Indonesia, South Sudan, Liberia and possibly, Kosovo.

Students will actively participate in initial panel presentations with senior management and technical experts of the agencies involved in education in emergencies and post crisis. They will become familiar with the policies and practice of the UN agencies in the field of education in crisis situations and the mechanisms of coordination and response of the UN in Complex Emergencies. Also some feedback on other network mechanisms including NGO’s (INEE) will be considered along the workshop development.

The students will initiate basic research on policy and strategy issues of UN involvement on Education in emergencies, reviewing and preparing presentations on UNICEF, UNHCR World Bank and /or World Food Programme perspectives on this matter.

Three to four working groups will produce country background papers and a field work plan will be prepared and implemented at field level.

At the return of the field visit, the working groups will make presentations of their field country findings.

An integrated final report including direct and indirect sources and field observations will be submitted to the “client(s)” by mid December.

**Objectives:**

- The students will become familiar with the impact of UN humanitarian policy and strategy on education in complex emergencies and post crisis in general.
- The workshop will review strategy of the client agency with respect to their commitment on education in emergencies and post-crisis. Field work will provide an opportunity to review the impact of policy and strategy into practical and operational programmes.

**Schedule for implementation**

Week	Logistics	Objectives	Activities	Products
1) Sept 20 <sup>th</sup> .	<p>Introduction , overview of subject,</p> <p>Background on key aspects of the subject.</p> <p>Use of library materials, additional instruments, development of website, distribution of organizational tasks and responsible teams.</p>	<p><b>After reviewing the Course Description and Work Plan, students will propose changes and adaptations to topics etc.</b></p>	<p>* Knowing each other and Presentations.</p> <p>*Presentation of Workshop Programme Schedule.</p> <p>* Discussion.</p> <p>* Agreeing on changes.</p> <p>* Guidelines for Preparation for next activity</p>	<p>Revised Schedule of Workshop</p> <p>Discussion of a Workshop website by team/or <i>Blackboard in-puts.</i></p> <p>Travel plan team.</p> <p>Organization of Panel and other presentations.</p>

**Readings.**

Aguilar, Pilar; Retamal, Gonzalo *Rapid Educacional Response in Complex Emergencies* UNESCO, UNICEF, UNHCR. Geneva .1998

Pilar Aguilar; Gonzalo Retamal. *Protective Environments and Quality Education in Emergencies* (paper to be published in *International Journal of Education and Development*, December 2006.)

Week	Logistics	Objective	Activities	Products
2) September 27 <sup>th</sup> .	<p>Organizing Panel and meeting potential clients , considering Specific country reviews.</p> <p>Initiate Travel planning to selected countries under review.</p>	<p><b>Having prepared a questionnaire for agency experts , and participating in a panel presentation and discussion, students will become aware of he role of UN in Education in Complex Emergencies</b></p> <p>.</p>	<p>*Panel presentation and discussion (Based on semi-structured questionnaire by students) with UNICEF, UNHCR, WFP &amp; WB experts.</p>	<p>Inter –Agency Panel.</p> <p>Summary of discussions and presentations to be published in workshop web site</p>

Week	Logistics	Objective	Activities	Products
3) October 4 <sup>th</sup>	Travel planning to be completed during this week)	<b>After reviewing basic policy and UN coordination issues and strategies of UN and WB, through short presentations of four groups. Case studies will be considered and discussed and a strategy for country review will be proposed.</b>	*Presentation on UN Emergency Coordination Mechanisms by UN Officer *Three group presentations, and short essays on international agencies (potential clients) policy and strategies, will be discussed by each group. *Case studies and country review strategy for 3 -4 cases will be finally agreed upon.	A UN officer will make a presentation on UN/donors Emergency coordination mechanisms.  Three policies-, strategy papers on UN and WB will be produced and presented.  Publishing papers in Blackboard.

### Readings:

#### UNICEF

Pais, M. S., '*Human Rights Conceptual Framework for UNICEF*', United Nations Children's Fund, 1999.

UNICEF /University of Pittsburgh *Child Friendly Spaces/Environments (CFS/E): An Integrated Services Strategy for Emergencies and their Aftermath*. New York 2005 (unpublished) (Chapter 1)

UNICEF *Emergency Field Handbook: A Guide for UNICEF Staff*, Division of Communication, New York, July 2005. (Parts 1-5, especially 5.4)

'*Convention on the Rights of the Child*', United Nations Children's Fund, ([www.unicef.org/crc/crc.htm](http://www.unicef.org/crc/crc.htm)), 1993.

'*Core Corporate Commitments In Emergencies*', United Nations Children's Fund, ([www.unicef.org/emerg/CCC\\_Booklet\\_EAPRO.pdf](http://www.unicef.org/emerg/CCC_Booklet_EAPRO.pdf)), 2000.

#### UNHCR

UNHCR *Convention and Protocol Related to the Status of Refugees* UNHCR . Geneva, 2004. also in UNHCR web site. (Aspects concerning education)

*Revised Guidelines (1995) for Educational Assistance to Refugees.*  
(Annex 1) in Retamal, G. and Aedo-Richmond, R eds. *Education as a Humanitarian Response*, London, Cassel 1998. (Pp.289-341)

Sinclair, Margaret *Education in Emergencies*. In, *Learning for a Future: Refugee Education in Developing Countries*. UNHCR. Geneva. 2001

### **World Bank**

World Bank. *Reshaping the Future: Education and Post- conflict Reconstruction*, Washington, 2005 (Chapters 3, 6, 7)

**World Food Programme.** (Both documents on the WFP website)

WFP *School Feeding Handbook*. WFP. Rome 2000 (Part 1 Operational guidelines.)

WFP *School Feeding Works*. WFP Rome. 2005 (20 pages, presentation of surveys on impact of school feeding)

<b>Week</b>	<b>Logistics</b>	<b>Objective</b>	<b>Activities</b>	<b>Products</b>
<b>4) October 11<sup>th</sup>.</b>	Security clearance with host agency if required.  Travel plan to be completed during this week	<b>Considering a report/instrument for mission and background presentations of countries under review, the country teams will divide tasks accordingly and prepare a draft instrument.</b>	Presentation by Evaluation Officer /EMOPS/ UNICEF.  Familiarization with methodology of instrument /report.  Presentation of first background papers	Country background papers to be published in the Workshop Website.

### **Readings and documentation:**

Wood Adrian et. alt. editors Evaluating *International Humanitarian Action*. Zed Books. London. New York .2001. (Chapters 1 and Conclusions also suggested, one Chapter

with reference to field case study (Chapter 6 on WFP in West Africa, Chapter 10 UNICEF /DIFID evaluation etc.)

Reporting format.

Week	Logistics	Objective	Activities	Products
5) October 18 <sup>th</sup> .	Check visas, travel permits, security clearance, in – country accommodation and travel programme, schedule ready.	<b>Each group will make a methodological presentation: Mission objectives , the activities and the division of individual research tasks proposed by the team and the instruments designed for collecting and retrieving direct and secondary source information with their plans of analysis ( if required).etc.</b>	Review of Field Plan research methodology	Field Plan for country Reviews, up in Blackboard

**Readings:** Will be added by country accordingly

Week	Logistics	Objective	Activities	Products
6) October 25 <sup>th</sup>	Review of final details of mission : travel arrangements , field schedule , etc.	<b>Final preparedness for field missions.</b>		Field schedules up in the Blackboard

Week	Logistics	Objective	Activities	Products
<b>Break week starting field mission October 28<sup>th</sup>.</b>	Implementation of mission plan/schedule.	<b>Application of Field Plan. In selected countries.</b>		Daily phone/Email monitoring according to schedule

Week	Logistics	Objective	Activities	Products
7) 8 <sup>th</sup> .November	Return from Mission	<b>Country groups will debrief to a round table the findings of the missions. A division of tasks for report writing will be agreed upon</b>	Debriefing and writing tasks allocated to each group.	Field Country Reports up in the Blackboard.

Week	Logistics	Objectives	Activities	Products
8)15thNovember	Submit papers to coordinator by <b>13th.</b> of November in the <i>Blackboard</i>	<b>After a presentation of the INEE Coordinator and discussions , Each group member will submit a first draft paper of their section of report and initiate group discussions for next session.</b>	INEE Presentation  Review session on country papers.	Individual first draft reports submitted. Additional readings and relevant information added by coordinator.

**Readings:** additional relevant documentation by country.

Week	Logistics	Objective	Activities	Products
9)22 <sup>nd</sup> .November	Prepare room for PPP etc.	<b>Country groups will make draft presentations of findings and discuss with an invited UN agency guest difficulties encountered during desk research and field work.</b>	*First Group Presentation of Country Reports and debate.  * Task distribution for an integrated Report and presentation.	First Draft Reports by Group and PPPs in the Blackboard.

**Readings and documents:** added according to needs assessment at this stage.

Week	Logistics	Objective	Activities	Products
10)29 <sup>th</sup> November.	Submission of Second Draft Report by 27 <sup>th</sup> .Nov. In <i>Blackboard</i> .	<b>The Workshop Team will prepare an integrated <i>draft report</i> with a common Introduction and a set of General and Country Recommendations to the “client(s)”</b>	Review and discussion of Second Draft. On a round table.	Second integrated draft in the Blackboard

**Readings and documentation:** According to research needs.

<b>Week</b>	<b>Logistics</b>	<b>Objective</b>	<b>Activities</b>	<b>Products</b>
<b>11) 14-15 December</b>	Prepare room for PPP , etc	<b>The Workshop Team will present a final report and make a systematic presentation to the “client(s)”</b>	Presentation and debate	Final Report to Client