EDUCATION HANDBOOK

NORWEGIAN REFUGEE COUNCIL
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PART 1 – INTRODUCTION

1.1 About this handbook

This handbook gives an overview of the different kinds of education programmes that NRC implements and background on the principles and organisational relationships behind these interventions. Cross-overs with other NRC core activities and other sectors are identified as well as different approaches to the provision of emergency education. The handbook provides links to further information and sample documents from NRC’s own projects. It is meant to be a tool for persons involved in the planning and implementation of NRC education programmes. The tool provides guidelines and ideas as well as some examples from past experiences and lessons learned. The goal of the handbook is to promote a common understanding of and a common language for NRC’s involvement in education in conflict affected environments.

Main users of the Handbook are considered to be:

• NRC Country Directors, Programme Directors and Education Programme Managers
• Local NRC Education staff
• NRC HQ Programme Coordinators
• Consultants working for NRC

The Education Handbook does not replace any official NRC policy or documents. In matters of finance, logistics etc. always refer to the relevant NRC handbooks.

This handbook is completed in February 2009 by NRC Education Advisers Helge Brochmann and Eldrid K. Midttun, with contributions from Dean Brooks and Veronique Ringot.

1.2 About NRC

The Norwegian Refugee Council is a foundation that was established under Norwegian law in 2005. Prior to 2005, the NRC was an umbrella organisation established by Norwegian humanitarian aid organizations to promote the common interest of assistance and advocacy for refugees and internationally displace persons. The foundation is headed by a Board of Directors which holds the overall responsibility for the administration of the organization and has broad decision making powers, including appointing the NRC Secretary General and representing the organisation in third party dealings.
1.3 Target groups

NRC primary target groups are refugees, IDPs and returnees. In education programmes the following groups, within the main target groups, are given priority:

- Children and youth who have missed out on their basic education, providing equal access for girls and boys, and removing obstacles to girls’ enrolment and completion
- Qualified or potential teachers within the target groups

Secondary target groups can include:

- Local or host-community children and youth (to promote cooperation, integration and reintegration), providing the majority of the beneficiaries are from the main target groups.
- Education officials and teachers
- Adults of special relevance to the education programmes (such as: parents, members of Parent-Teacher Associations or of School Management Committees)

For more information, see Section 4.1 on Beneficiaries Selection
### 1.4 Important NRC documents

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PART 2 – STARTING UP A PROGRAMME

2.1 Framework for intervention

2.1.1 NRC mandate
NRC is not a mandated United Nations agency so rather than a mandate it has a mission statement. However, the mission statement is commonly referred to as “the mandate” which reads as follows:

The NRC shall promote and protect the rights of all people who have been forced to flee their countries, or their homes within their countries, regardless of their race, religion, nationality or political convictions. This will be achieved by acting as an independent and courageous spokesman for refugee rights nationally and internationally, by providing humanitarian assistance in emergency situations, and by strengthening the capacity of the UN organisations to offer and coordinate international aid and protection. The NRC shall in all ways seek to provide viable, durable solutions with regard to both its spokesman activities and its emergency relief efforts.

NRC’s mandate can only be implemented by acknowledging the impact of gender on the protection of refugees and IDPs. NRC commits itself to an integrated gender perspective in all aspects of its work.

The protection aspect is at core of the NRC mandate. How NRC sees the protection perspectives for the organisation’s activities is outlined in the Protection Policy (see Appendix).

NRC is also a signatory to Do No Harm Project:
The Do No Harm Project seeks to identify the ways in which international humanitarian and/or development assistance given in conflict settings may be provided so that, rather than exacerbating and worsening the conflict, it helps local people disengage from fighting and develop systems for settling the problems which prompt conflict within their societies.

2.1.2 NRC education policy
The NRC education policy provides the framework and gives direction for NRC’s involvement in education activities.

➢ Ref. The Education Policy can be found on the NRC Intranet pages (see also Appendix).

2.1.3 Legal framework
The right to education is stated in a number of human rights documents, such as:
The Universal Declaration of Human Rights (art 26)
The International Covenant on Economic, Social and Cultural Rights (art 13)
The Convention on the Rights of the Child (art 28 and 29)
The Convention Relating to the Status of Refugees (art 22)
Other important international documents are:
United Nations Millennium Development Goals (2. Universal Education)
Education for All Goals (1-6)
Dakar Framework for Action (see Appendix).

2.1.4 INEE Minimum Standards
NRC has been heavily involved in the work of the Inter-Agency Network for Education in Emergencies (INEE) including the development of the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction. NRC adheres to these standards and encourages all employees to use them for programme planning, implementation, monitoring and evaluation.

INEE and the Sphere Project have entered a companionship agreement whereby Sphere acknowledges the quality of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction and of the broad consultative process that led to their development. As such, the Sphere Project recommends that the INEE Minimum Standards be used as companion and complementing standards to the Sphere Handbook, Humanitarian Charter and Minimum Standards in Disaster Response.

The INEE website, www.ineesite.org, contains a lot of resource material including the INEE Minimum Standards Handbook. There should also be a hard copy of the MS Handbook and the Minimum Standards Toolkit in each country office.

2.2 Why Education?
Protracted conflicts and displacements lead to deprivation of basic schooling for a large number of people across the globe. The EFA Global Monitoring Report 2008 estimates that 75 million children and youth are without access to basic education and around half of these live in conflict affected areas. NRC sees its education support as contributing to the Global Millennium Development Goal of providing basic Education For All by 2015, thereby helping to protect all individuals’ right to basic education. Since 1997 the organisation has called for education to be regarded as the “4th component of humanitarian assistance”, on a par with food and water, medical attention and shelter, and to be planned for accordingly.
NRC thinks education is of vital importance in situations of crisis and emergency because:

- Education can be life-saving by providing life-saving messages to children and youth in critical conditions.
- Education is a right for all children, including those in displacement or conflict situations.
- Education can provide protection for children and youth, offering them safe learning spaces and reducing the risk of being recruited into harmful activities.
- Education can provide children and youth in difficult situations with some sense of normalcy and help them cope better with the situation they are in.
- Education in emergencies can provide an opportunity for change and improvement within the school system as teachers are being trained in more learner-friendly methodologies.
- Education can contribute to reconciliation and peace building in conflict affected societies.

2.3 Contexts of intervention (when?)

NRC will respond to education needs in all phases of crisis and emergency where we have a presence and our intervention is needed. Contexts and situations will vary, but in cooperation with authorities and lead agencies some typical actions may be,

- In acute emergencies, identify target group or local resource persons, establish schooling and recreational activities in existing or temporary classrooms and provide initial teacher training with emphasis on psychosocial approaches to help alleviate mental suffering, shock and fear of the future.
- In phases of chronic instability, exile and displacement identify educational needs of target group and host population as relevant, giving priority to groups not catered for by education authorities or other actors. Training of trainers and potential teachers on child centred methodology and approaches will help provide a safe and inspiring learning environment for children and young people and contribute to reducing a culture of violence.
- In return and early rehabilitation phases, as for the previous phase, catch-up and accelerated learning programmes as well as non-formal youth education and skills training should be considered according to needs. Advocacy and dialogue with education authorities should facilitate learners’ and teachers’ being accepted into the formal system or as candidates for polytechnic institutions.

NRC will initiate rapid response actions to start education activities as soon as possible after the start or re-emerging of a crisis or disaster situation, based on agreed criteria.
2.3.1 Entry Criteria
The following criteria have to be fulfilled for the Norwegian Refugee Council to enter an area:

- The refugees or the internally displaced have a need for international protection and presence that is not being met
- The Norwegian Refugee Council has a real access to the refugees/externally displaced persons and can implement a professionally sound programme
- The personal safety of the relief workers is adequate
- There is a need for the kind of assistance that the Norwegian Refugee Council can offer (one or more of the core activities)
- The assistance of the Norwegian Refugee Council will not only palliate the immediate need, but also help to create good long-term solutions for the refugees and/or the internally displaced persons
- Financial, human and other necessary resources are or will be available in adequate quantities and qualities in the field, and at head office

For entry and start-up the NRC Start-up Handbook (see Appendix) should be consulted.

2.4 Funding and Proposal writing

The number of donors who are willing to support education projects in emergencies is increasing. However, there is still a need for strong advocacy to make even more donors understand the importance of education in conflict affected situations. NRC advocates for this on a global level, and in bilateral contacts on HO levels, but it is also important that the country office staff use the opportunities when they are in contact with donors.

As a concrete measure to rationalise and professionalise the way applications are processed within the organisation, NRC has developed a Project Application Toolkit (see Appendix). In addition to providing easy access (online as well as in this document) to key documents and tools that are relevant when developing project applications, the Toolkit provides an overview of the application process itself through the use of process modelling.

A generic resource text for Education as well as for the other core activities has also been developed, for consulting when working with applications.

Ref. Project Application Toolkit and Generic resource text Education (See also NRC Donor Handbook in Appendix, including a checklist for approaching donors in programme countries.)
PART 3 – PROGRAMME DESIGN

3.1 Getting baseline information – assessment

When NRC is considering an intervention in a specific area/country an assessment will be undertaken. If the project country is new to the NRC assessment missions normally take place at three levels:

1. General assessment by HO staff/assessment specialist to
   • determine the needs of refugees, IDPs and locally affected by conflict
   • identify actors, numbers and areas of intervention; estimate need for support by NRC Core activities
   • help set priorities and time-lines for establishment and action
   • provide report and data needed for subsequent sector assessment

2. Technical assessment by one or more advisers and representatives of the International department to
   • make further investigations and contacts in areas relevant to the education sector
   • identify priority locations for interventions, based on rapid assessments and available information
   • strengthen contacts with education authorities and agree key areas of cooperation
   • continue dialogue with other actors in the education sector
   • continue dialogue with local or host communities and beneficiaries
   • collect information on available human and material resources
   • provide a report and recommendations for next steps in the establishment of the programme

3. Detailed assessment by the established education sector team
   • collect information and statistics on target groups in target areas
   • identify possible trainers and teachers
   • collect information on all other elements in the model chart
   • draft plan of action and proposal for funding

Assessments can be of various types, such as initial reconnaissance, detailed needs assessments, sector assessments and human and material resource assessments. Several different assessment methods can be used:

• On site visual inspection
• Surveys (check lists, questionnaires, and other means of data collection)
• Interviews with target group(s)
• Household sample surveys (random house sample or random cluster sample)

An assessment team may have the mandate to negotiate preliminary Letters of Intent or MoUs with relevant cooperation partners. The team also produces an assessment report, which should contain the conclusions and
recommendations of the team. This report forms the basis for a decision by the NRC on whether to intervene or to conduct further assessments.

For more information about conducting assessments, please consult the NRC Start-up Checklist. (See Appendix.)

Additional assessment related resources available:
1. Summary of Needs (UNHCR)
2. Assessment Tool: Indonesia (UNICEF)
3. INEE checklist (See the INEE MS Handbook pp 29-38, and the INEE MS Toolkit)

3.2 Internal support and outreach

The Role of the Education Advisers
The Education Advisers are not part of line management but are the main technical support and consultation partners at HO for education activities in the field, and as relevant before and during secondments. The prime responsibility of the Education Advisers is to oversee the quality of NRC’s education programmes and initiatives.

The role of the Education Advisers at HO:
- Support Programme Coordinators (desks) for country programmes
  - Interviews, training, briefing and debriefing of candidates and education field staff
  - Advice on funding proposals and country strategies
  - Discussion on education issues in the field, developments and concerns
  - Assessments and development of education programmes in new countries
  - Development of education material, often with special funding obtained on behalf of several countries
- Support secondment officers
  - In certain cases, not as a general rule: Interviews, selection of candidates, briefing, debriefing
  - Training of education roster members
  - Advice to seconded staff as relevant
- UN Humanitarian support
  - Education Cluster Working Group membership
  - Global and country level involvement
- Networking
  - Take part in international networks, such as the INEE, for advocacy for education in emergencies, staying updated on developments within the field of education and promotion of NRC interests
  - PR and promotion of field programmes to international researchers etc
- Facilitation of visits, contacts, student researchers for topics of interest to NRC
- Take part in national (Norwegian) networks for the promotion of education in emergencies and consolidate NRC’s position as an important actor in this field

- Advocacy for education in emergencies
  - Through national and international networks

- Communication
  - Communicate recent developments within education and NRC programmes to field offices through the NRC Intranet pages and other channels
  - Plan and facilitate, in cooperation with other relevant HO colleagues, global seminars for NRC education personnel

- Documentation: Develop strategies, guidelines, proposals, training material and evaluation; collect and disseminate lessons learned

The role of the Education Advisers for the Field:

- Assessments, be part of assessment teams when necessary
- Visits to field programmes
  - Consultation and programme development
  - Training of trainers, teachers and staff; cooperation in development of training sessions as relevant and asked for
  - Meetings with Education authorities, UN agencies and others to promote programme

- Provision of experts
  - For special training sessions, such as for Human Rights Education, HIV/AIDS, Youth Literacy and Life Skills Education
  - For development of appropriate materials on the topics above

- Facilitation of or support to education conferences/consultations for education personnel in NRC programme countries

- Communication
  - Regular contact with each country education team
  - Dialogue on education issues, dilemmas and challenges

- Provision of tools, such as
  - Handbook and guidelines, with regular updates
  - Database on gathering statistics for shared reference and reports (CAD)

### 3.3 Key contacts and partners

There are a number of resources outside the organisations that can be helpful and can be consulted to enhance the implementation of our education programmes and improve the quality and efficiency.

In country

- Education authorities: Ministry of Education, representatives of the MoE in the area of programme implementation
• Ministry of Labour (support to YEP centres’ implementation), Ministry of Youth and Sports
• Other actors in education (NGOs and INGOs) to avoid parallel structures and duplication, to benefit from others’ experiences
• Teachers training structures, Universities, other partners specialised in teachers’ capacity building
• UN agencies
• Exit strategy: Development oriented organisations for possible take-over
• IASC Education Cluster where existing – on national or local level

International networks
• INEE – Inter-Agency Network for Education in Emergencies, Working Group on Minimum Standards (MS), Task Teams and Interest Groups
• EFA (Education For All) Forum
• IASC Education Cluster on global level

3.4 Planning

Components in an Education Programme:
If the general NRC criteria for a presence are met and assessment missions indicate that there is a need for support to the education sector, the following issues must be considered when developing a programme:
• Possible partners (in addition to the education authorities) including target group and/or local community
• Areas with a high percentage of refugees, IDPs or returnees have priority
• In newly opened camps, previously occupied areas and deprived settlements some food and medical assistance must be in place or be developed at the same time, preferably organised by other organisations or agencies
• Different scenarios of support and funding opportunities
• Coordination is sought with related activities, such as shelter for school rehabilitation and/or construction, or distribution for school feeding programmes, programmes for food security or ICLA related programmes
• In accordance with the NRC Gender policy, gender perspectives should be considered in all programme planning
• In accordance with the NRC Protection policy, protection issues should be considered in all programme planning
• Even from the very start of an education programme, ways to achieve sustainability if viable, local take-over and exit strategies should be explored
• Aims, objectives and indicators should be established for each programme to ensure effective monitoring and evaluation of the programme and its impact
• Ways of collating statistics should be considered, to be able to
There may be special needs and interests in training and teaching of peace-building and reconciliation activities, to improve relationships and prepare for return and reintegration. Camp teachers of recent emergency may need support in particular subject areas only and will ask for training and material for these in the initial phase. A national curriculum may lack subjects like environment, health and human rights and the target group or local/national authorities may want assistance in one or more of these. Norwegian authorities have directed all partners to focus on HIV/AIDS in their respective activities.

Ref. INEE Minimum Standards (MS), Analysis standard 2: Response strategy, and Education policy and coordination standard 2: Planning and implementation should be consulted.

3.5 Programmes

In most cases NRC will implement one or more of the following categories of programmes when engaging in education activities during or following an emergency. What type of programme to choose will depend on the context and the situation and what is available of education resources. Please consult for some ideas on scenarios that may indicate the use of certain types of programme. (See Appendix.)

3.5.1 General Considerations

Recruitment of Teachers

NRC working principles on recruitment of teachers are to:

- Not invite or accept candidates already employed in the official school system or by other implementers of education projects, in order not to disrupt ongoing programmes.
- In contexts where IDPs or refugees are living in a host community, consider candidates from both groups, in order to build local capacity as well as for return to home areas/country.
- Strive for a gender balance; if necessary accepting women with lower qualifications.
- Consider groupings or backgrounds among candidates, and as far as possible obtain a balance.
- Recruit candidate teachers locally, where schooling is established, to enable more women to take on teaching positions, ensure familiarity with local languages and promote community support.

Taking the above into consideration, viable candidates are

1. unemployed qualified teachers
2. non-qualified persons, but with teaching experience
3. individuals with the best possible education among beneficiaries/local population
Remuneration
Particularly important is the policy and rationale for NRC remuneration.

- Ideally the MoE should take responsibility for the payment of the teachers employed to support the official school system. However, this rarely happens, so NRC normally includes teacher incentives in budgets.
- If full levels Community Schools are established, community members/parents normally are prepared to pay the teachers. NRC may support teacher/parent-teacher training, teaching/learning materials etc.
- NRC implemented education programmes normally offer incentives to teachers and headmasters if none of the above apply.
  - Incentives should be set at the lower end of the regular official teacher payment scale.
  - All teachers receive the same amount, regardless of qualifications.
  - If working hours go beyond the normal time for official teachers (i.e. longer or double shifts), incentives should be increased and explanations given.
- Before incentive levels are decided on, other implementers of education projects should be consulted for coordination as far as possible.

Curriculum
Choosing a curriculum is an important, but sometimes complicated decision. The general rule is that the best interest of the target group should be guiding, and also what will best contribute to a durable solution. However, this is not always obvious. There may be different interests within the target group, and the host country or camp management might have requirements. Often these options are to be recommended:

- Use an officially recognised curriculum (to increase the chances of receiving certificates) where existing
  Important themes and skills can be added to this.
- For refugees using the curriculum of the country of origin is better to prepare for and stimulate return. If return is not likely to take place in the foreseeable future, other curriculums including that of the host country, may be considered.
- Children and youth learn best in their mother tongue. This must be viewed against official requirements (official languages) and practical solutions in multilingual environments.
- If there are no relevant official curriculum in place, curriculums developed and in use by other actors should be considered. If no suitable curriculum is in place, NRC might use curriculums from other country programmes and make appropriate adaptations in those.
3.5.2 Training of Trainers and Teachers

Training of trainers and teachers is a major component in most NRC education programmes. This training is usually a part of programmes to reach out of school children and youth. In some cases NRC implements separate teacher training programmes, usually on cross-cutting issues and in cooperation with education authorities. NRC looks upon capacity building through training of local resource persons, be it trainers or representatives of local education authorities, as a key investment and support to the education system.

Teacher Training on Cross Cutting issues

The background for this programme was the unstable situation in northern Uganda, with vast displacement, disruption of schooling, poorly trained and motivated teachers and the need for improved teaching and learning environments.

Topics of a cross cutting nature were agreed with the Ministry of Education and teacher training colleges. The following modules have since been updated and given a generic format that can be used for teachers at different levels, with any curriculum and in most countries with the proper cultural adaptations:

- Organising training
- Learning environment
- Methodology
- Psychosocial support
- Gender issues
- Peace and Human Rights Education
- Hiv/Aids Awareness

The Teacher Training modules are available in English, French, Arabic and Somali.

Characteristics

- In Uganda each module had a three-day focus, while in Somalia the two first modules were used as the basis for a three-week training of inspectors and a two-week training of trainers
- The HIV/AIDS training is initially a separate training session with different target groups given one to three days of training depending on their need for in-depth training. These are trainers and representatives of ministries and partner organisations, teachers, youth groups and NRC staff
- The sessions are very interactive with emphasis on correct information, understanding of local cultural and gender issues and need for change of behaviour
- Participants in the training sessions are challenged to plan and lead a session on a given or chosen topic to demonstrate use of techniques and activities
Extensions of the programme and modules

- Somalia (Somaliland) is using the modules with the relevant adaptations, the Education Team trained by a master trainer from NRC’s Uganda programme. The modules were translated into Somali in 2007, and were also used in Ethiopia at UNHCR facilitated trainings, led by an NRC Secondee
- Sudan has translated the modules into Arabic to be used for training in the Nuba Mountains and other locations. UNHCR, Chad, asked for NRC trainers to train Sudanese trainers in the refugee camps, as did RET, the Refugee Education Trust Fund, for organising peer training, also in Chadian camps
- Hiv/Aids training sessions were conducted in Sierra Leone, Liberia, Sudan and Somaliland in 2005-2007, with funding from the Norwegian Medical Students’ campaign

Important components in all trainer and teacher training are:

- Child-centred and participatory methodology
- Creation of conducive learning environment
- Psychosocial support/Trauma healing (basic understanding for teachers)
- Teacher ethics and behaviour
- Gender awareness
- Communication and cooperation with parents and community
- Special workshops organised for the teachers to learn, share ideas and prepare didactic materials to be used in the education programme

Supervision

Need for follow-up

In most cases people with a certain level of education are taken on as teachers because there are no qualified teachers around. Training sessions aim at giving basic skills for methodology and subject matter. These trainings are relatively short, and lessons learned are that follow-up and in-service training is needed if there is going to be some impact on those trained. If we want to see teachers change their behaviour and way of teaching one training session is not enough. Follow-up can be done in different ways: continued training with regular intervals (e.g. once a week, once a month), observations of teachers in the classroom and subsequent discussion, peer group support etc.

In Angola a supervision manual was developed. Originally in Portuguese, it has been translated into French and will be fully translated into English.

3.5.3 NRC support for primary education

3.5.3.1 Catch-up

These programmes are meant to bring out of school children and youth back into the normal school system. They are also called “Bridging programmes”. Typically they have a compressed curriculum and last for a period up to a year.
Education in emergencies implies that the needs of the target group have to be taken into account when developing the curriculum. Basic learning and basic knowledge for coping, physically and mentally, has to be given priority along with knowledge and practice that will help promote a peaceful and values/rights based rebuilding of a war-torn community. Some of the following components may be included in the curriculum:

- Literacy and numeracy
- Religious moral education
- Peace and human rights education
  - (including child rights, reconciliation, conflict resolution)
- Physical and health education
  - (such as sports, health, nutrition, HIV/AIDS, youth topics)
- Environmental education (including agriculture, community life, etc.)
- Culture and Traditions
  - (including music, dancing, drama, art, oral storytelling, etc.)

For more information:
- Examples of catch-up programmes in NRC are: TEP (Burundi, DRC), Learning circles (Colombia), Passerelle (Ivory Coast)
- See Appendix - Concept Paper, Catch-up Programmes

3.5.3.2 Accelerated Learning Programmes (ALP)

Within NRC terminology an “accelerated learning programme” is a recognised, formal programme where pupils can get a primary school certificate in a reduced number of years, e.g. three years instead of six. It is important to ensure that the authorities recognise the ALP curriculum so that the pupils obtain an officially recognised certificate. Age groups in NRC ALP programmes range from 10 to 18. Sometimes ALP is run in separate schools, sometimes ALP classes are linked to ordinary schools.

Many governments, UN agencies and humanitarian actors have been discussing and developing accelerated education programmes that could help provide basic education to the backlog of children and youth who for various reasons have missed on their basic schooling. In the NRC context, this has happened in Sierra Leone, Liberia, Somalia (Somaliland) and the Sudan (South).

NRC has held back a bit on going into several ALP programmes, because of expectations raised with children and parents, that there will be funding for three years. Such guarantees are rarely given, and there has to be a frank understanding with the government and schools that the programme must stop if there is no funding.

Status in 2008:
- Liberia: The Liberian government decided in 2005 that all the non-formal education should be within ALP. With the support of UNICEF, the Ministry of Education defined the curriculum. By the end of 2007, NRC was implementing ALP in 127 schools in the return areas in the provinces north of the capital. The government runs lower primary
schools in some of the locations. Girls’ education is a priority, and baby care is organised in ALP schools for young mothers to be able to attend classes. In September 2007, the NRC ALP was extended (7500 children and around 300 teachers), after NMFA agreed on a 3-year-funding (2007-2010)

- Somaliland: The AABE programme, Alternative Approach to Basic Education, developed by Save the Children, UK and Denmark in cooperation with the Ministry of Education is implemented by NRC around the capital and the western province of Awdal. Children complete four years of basic education in two or three years. In 2007 3,900 students were enrolled in the AABE programme

- Sudan: The ALP for Sudan covers eight years of basic education in four years, and is implemented by NRC and other actors in South Sudan. By the end of 2007 NRC had been running 47 ALP classes with 1500 learners in two states in South Sudan. For more information

- Potential ALP-programme to be used: TEP 1,2,3 for DRCongo and Burundi
- See Annexes: Guidelines for ALPs and ConceptPaper on ALPs

3.5.3.3 Camp schools
Some times NRC may be involved in running schools in camps. Examples of this have been Macedonia, Pakistan, Liberia and Burundi. Camp schools can be both formal or non-formal, depending on the situation. If no one else is involved in education in the camp, NRC might have to run a full cycle of primary school (as was the case for the Afghan camps in Pakistan). Choice of curriculum and language of instruction have to be decided in negotiations with authorities and the camp management and is of course dependent on what is possible in each given situation.

See 3.5.1 General Considerations for priorities.

3.5.3.4 Community schools
In some countries NRC is supporting community schools, i.e. schools run by the community. Such schools can be formal or non-formal or something in between. In some places they are using an official curriculum, but the community is running the school, recruiting and paying the teachers (e.g. Central African Republic, Ivory Coast). NRC can bring different kinds of support: expertise in running school programmes, training of teachers, distribution of school material etc.

3.5.4 Youth programmes

Background
NRC has had an interest in education for young people affected by conflict and displacement since an assessment was made among young Rwandese in exile in Tanzania and in the post-genocide Rwanda. Then, and many times since, it has been documented that over-aged children and adolescents who

1) Done by Marc Sommers in 1994, funded by NRC/Olympic Aid Campaign funding
miss out on education make up a severely underserved part of the population. Increasingly over the past few years, organisations and institutions have pointed to the fact that young people need a livelihood that can sustain them and their families. They need education and training in vocational skills that are needed in the communities and can provide an income. The World Bank 2007 Report focused on “Development and the Next Generation”, presenting numbers, opportunities and lack of such. According to the report nearly half of the world’s unemployed are young people and 130 million 15-24 year olds cannot read or write.

3.5.4.1 YEP – a non-formal programme
Seeing the same need in all programme countries, NRC in 2002 decided to develop a concept that could serve as a basis for a one year youth-oriented learning programme which could be adapted to different countries and needs. The Youth Education Pack – YEP – intends to serve a holistic purpose of combining alphabetisation with life skills and skills training. The key target group includes refugees, internally displaced youth (IDPs) and returnees, all with little or no formal schooling and in a difficult situation. Locally affected groups, like some demobilised youth soldiers or youth associated with conflict, may be included to facilitate reintegration. The bulk of the learners would be in the 14 to 18 age group.

Objectives
The programme aims at responding to the education and training needs of the agreed target group. It will offer a one-year full day intensive programme that will help the learners

• reach a basic level of functional literacy and numeracy
• acquire practical skills that can provide future income-generation
• put new life-skills into practice, and through this gain individual self-confidence and awareness of the roles they can play in rebuilding their community and nation
• promote cooperation and re-integration among different groupings in the community to help reduce the culture of violence

Characteristics
• The programme is located in a “Centre” with 2-3 classes or more. The Centre can be an existing school or other building with sufficient space inside and around for activities, or a centre/school block with classrooms built for the purpose, a rehabilitated building or even a temporary “plastic school”
• In some cases there is land for agriculture nearby, and space for animal husbandry and various skills workshops. In other cases the learners move to where the skills trainers are located for their training sessions
• In order to ensure that YEP is providing training on marketable skills, a thorough assessment/market study of local needs must be undertaken before choosing practical skills
• Classes are small to ensure individual attention and intensive
learning. Of the maximum 25-30 students, half are girls, half boys

- The YEP learners are selected according to criteria agreed with the community leadership, catering to vulnerable youth who are able and willing to follow up classes and complete the year. Locally affected youth also benefit, as may up to 20% demobilised child/youth soldiers.
- Young mothers with babies are accepted and prioritised, as are youth from disrupted families, some with family responsibility, and returnees escaped from abductors.
- Local candidates are recruited as teachers and trained to work in the programmes. Additional in-service training is given throughout the year, and trainers monitor progress and results.
- Local skills/crafts professionals are hired as crafts teachers. They will receive some training, according to needs for pedagogical approach, and be included in teacher/trainer meetings.
- A Centre leader is recruited, to have the day-to-day oversight of the programme and administrative issues. All education staff as well as the learners are responsible for creating a good social environment that is conducive to learning.
- Emerging needs to involve a trauma counsellor to work with teachers and learners were met in Liberia by temporarily including a psychologist in the education team. In Uganda “Trauma Education” research has led to a manual being developed and training sessions will be offered to teachers and students. The effects will be studied and the manual and programme offered to other YEP centres in other countries.

Enabling elements
- Baby care for YEP girls’ children during sessions is provided in most of the programme countries, as this will enable the young mothers to attend school and concentrate better on their learning.
- A hot meal is served in the middle of the day to enable youth to work better and to stay for a longer day.

Viable elements
- Ideally there are two teachers in each class for the “academic” subjects, one male and one female. This set-up of team-teaching is aimed at promoting training and experience for more female teachers, demonstrate role models for gender cooperation, provide special protection for the girls and ensure teacher presence if one of them is sick.
- As most of the teachers will be non-qualified, they should have the chance to be enrolled in a Distance Education Programme or similar, in order to be qualified in three years while working as a teacher.
- Some skills trainers are illiterate and express the wish to be included in literacy classes. Such training has on occasion been done on a private basis by the academic teachers. However, adult literacy classes are considered by some country programmes.
If it is possible for the students to practice their new skills in the community during the school year, they will contribute and become experienced at the same time.

Testing is going on as to how best to enable the youth to get paid work or set up a business. Cooperatives/Work Teams have been set up, for the youth to work together and to reduce costs compared to providing individual start-up kits.

Storage
The YEP programme generates a need for storage. Tools, material, food, all need to be stored in safe and secure places outside school hours. This needs to be taken duly into consideration when planning for the programme, where and how to construct YEP centres etc. Adequate room for storage must be an integral part of a YEP centre.

Secondary beneficiaries
The YEP is a demanding programme and it is more costly than primary education per individual. This is to be expected with skills training and start-up kits normally included. It is however important to keep the following elements in mind,

- Each young skilled person will most likely be able to support a family, often of five members or more over time
- Community mothers are hired as child minders when their young mothers are in class, and local persons are hired as cooks and guards. Normally they are included in some of the training sessions, gaining in knowledge that will benefit them, their families and communities

YEP and MDG – the Millennium Development Goals
The MDGs are evident throughout the YEP programme and activities,

- Eradication of extreme poverty and hunger (MDG 1): providing skills and knowledge
- Education in itself (MDG 2): fulfilling a right, building national “knowledge capital”
- Gender Equality and empowerment of women (MDG 3): insisting on balanced classes
- Reduction of child mortality (MDG 4): including special training for youth & caregivers
- Improved maternal health (MDG 5): training and considerations during & after pregnancy
- Awareness raising of health issues like HIV/AIDS (MDG 6): teacher and student training
- Promoting environmental sustainability (MDG 7): fuel saving stoves, agricultural skills
- Contributing to a global partnership for development (MDG 8): building capacity in fragile states and among vulnerable underserved youth
Concept and Copyright
The Youth Education Pack as a concept has been embraced as a viable response to education and training needs for and among young people in the defined target groups. In 2008 some ten countries are implementing the programme. The one-year concept with a recommended half year of follow-up is generally adhered to, though some flexibility is accepted when quality elements are ensured.

To safeguard the YEP, copyright is applied to protect the name, the logo and the basic concept of three elements in the curriculum, literacy, life skills and practical skills training. This also means that should other actors be interested in making use of the YEP, there should be a written MoU which defines rights and limitations. (See Appendix.)

YEP Centres
YEP classes can be set up in various environments, ranging from “plastic classrooms” to rehabilitated existing buildings, vacant classrooms or houses in a community, or a plot with new construction according to defined needs. Important criteria when possible, is that there should be space for
- Classrooms for academic/life skills education; number according to classes; min 2-3 per centre, Classrooms or
- Workshops for practical skills; Headmaster/teacher office
- Kitchen and child care huts or sheltered areas; Latrines
- Storage rooms with locks and fencing with guard’s hut if required
- Outdoor space for recreation and sports, and ideally/as relevant for agricultural and animal husbandry activities nearby

Alternatives to practical workshops in the Centre, are youth going to the shops of the skills trainers, to utilise facilities and equipment there.

For more information
- YEP Resource Kit upgraded Aug2009
- See Annexes: Guidelines on the YEP and Concept Paper on the YEP

3.5.4.2 Peer Education
In the NRC context Peer Education refers to youth programmes where youth or adolescents are trained to train their peers in certain topics or subjects.

NRC Education staff in Georgia has developed a Peer Education programme to promote and spread information about HIV/AIDS, Human Rights and other relevant and important topics for IDP and local youth. Other topics included in the programme are Gender and trafficking, and drug abuse and healthy lifestyles. The programme has also been used to promote integration of IDP and local youth.
- 60 youth were recruited from and mainly work in areas of IDPs and refugees
- They have participated in training sessions and are also being sought as trainers by other organisations
• In Chad, NRC trainers hired by RET, the Refugee Education Trust, found that few Sudanese teachers were available to be trained for the Youth Pack. Young people were trained instead, and the modules have been revised to suit the age group better.

3.5.4.3 Peace Culture High School
This is a Colombia specific programme for IDP and vulnerable youth who have fallen outside the school system. The programme is adapted to the needs of the youth who can not spend a full week in school. Implementation is done in close cooperation with local partners, notably a couple of NGOs and regional universities. After having completed the two year programme student will receive a Bachillerato, a high school diploma.

Peace Culture High School is basically a non-formal programme, but can also be seen as a bridging programme since the purpose is to provide the graduates with an officially recognised certificate. The programme is also closely linked to authorised education institutions, the regional universities.

3.5.5 Adult Education
Basic literacy training has been asked for on and off, by police officers, by parents, by skills trainers and by women in particular.

• Colombia has started an adult education programme;
• Liberia started a programme in 2007;
• Somaliland is offering adult education/literacy and life skills to parents.

Adult education is not a main education activity of NRC. It means this cannot be the only activity in a programme. Rather it can be seen as a supporting activity or spin-off of other activities. Typically women’s literacy classes can be held after school hours when a school programme is run and trained teachers are willing to take on additional classes. In some cases illiterate practical skills trainers from the YEP programme have been included in literacy training.

3.5.6 Awareness raising and capacity building
PTA/CEC training
PTA and CEC\(^3\) training is essential, in order to organise the school life and to have specific people to talk with about school issues. Trainings should be around education, attendance, responsibilities (parents / teachers), sharing of information, as well as technical aspects: school feeding (monitoring, food management etc.); monitoring and management of material; school maintenance etc.

Community sensitisation
In the countries where NRC is working, most of the beneficiaries are still struggling for survival. Even if education is set as a priority by parents and communities, the school attendance is not always regular, and the environment does not always favour children’s learning.

3) CEC (Community Education Committee), SMC (School Management Committee) etc. the names for these may vary from country to country
Community sensitisation at an early stage of programme implementation is essential for involving beneficiaries into the whole process and increasing the chance of children attending and completing their basic education.

In DR Congo, a three-step sensitisation programme was developed, to 1) initially inform parents and community members and advocate for sending their children to school, then 2) invite them to sessions where examples of topics were presented and they were involved in active use of methods, finally to 3) meet with them before the end of the school year to discuss how to facilitate the children’s continuing beyond the catch-up year when teachers’ salaries would have to be paid by parents.

In Liberia, a community sensitisation project started in 2007. One mobiliser (chosen between 2 candidates sent by the community) was recruited in each community where the ALP is implemented. These mobilisers are supervised and trained by the NRC mobilisation team (specialised in education, protection, health and hygiene), in order to involve the communities in all NRC activities. An MoU is signed with each community, stipulating its commitment and NRC commitment. Basically, NRC provides all the material and technical support, and the community commits itself to sending the children to school, to build and to maintain the schools (without being paid), to take care of the environment (example: fencing the pump, cleaning the community etc.).

### Thematic training (HRE, HIV/AIDS)

Sometimes NRC conducts trainings on specific topics. It can be as part of a teacher training or staff training or as a separate event in cooperation with partners. Sometimes trainings can be held in cooperation with other NRC core activities, such as ICLA on e.g. IDP Guiding Principles. Typically topics for thematic training within education are human rights, peace, HIV/AIDS and Gender.

In Afghanistan a number of teachers and communities have been trained in peace education. In Georgia there have been trainings within the Human rights education framework dealing with issues such as HIV/AIDS, Gender – trafficking, drug abuse and environment.

Thematic training is not a main education activity in NRC, but it can be used as part of an education programme (such as YEP or Teacher Training) raising important issues that are not included in the curriculum and that are meaningful and relevant for the student’s situation. Thematic training can be aimed at the students or their communities to increase understanding and support of the programme and its content.

### 3.6 Education materials

NRC has developed generic materials, such as Trainer’s and Teacher’s manuals and Pupils’ Books in several different languages. These can often
be used until agreements are made with the educational authorities of the country concerned and possibly as a basis for adaptation and development of programme curriculum and appropriate materials.

**Principle applied by most UN agencies and international actors:**
Refugees should be able to use their home country/area curriculum, language and textbooks, and be taught by their own teachers in order to
- reduce stress and feeling of loss
- minimise gaps in their education
- preserve their culture
- prepare for return

The policies of the exile country or the host country education authorities often decide the type of education materials (and the language of instruction) that can be used in the camps, settlements and, even more so, in temporary integration. In some cases, UNHCR or a UN lead agency for education in conflict-affected areas can negotiate with the host authorities and gain acceptance on behalf of the refugees.

However, even when the host authorities are positive to the use of the refugees home country curriculum, there may be difficulties:
- Sufficient quantities of education material are not available
- Existing home country material may be considered politically unacceptable
- The material does not correspond adequately to identified needs in exile
- Existing material does not include topics that are important for learners in displacement such as health, dangers, peace etc

**Generic, adapted and shared materials**
Whether working with refugees or IDPs there is a need to
- procure national education material if available
- adapt existing material
- develop new texts and booklets
- adapt materials to catch-up and ALP contexts

Some material has to some extent become generic international resources that can be tapped into and adapted further by other actors in the education sector. (The INEE website, [www.ineesite.org](http://www.ineesite.org), has references to various such materials).

Since 1995, NRC has experienced positive results from having developed generic education materials for translation and adaptation. The materials have been developed and/or adapted by, and in close cooperation with, national resource persons – educators and authors, often connected with the Ministries of Education, Curriculum Centres or Teacher Training Institutions.
In some cases and for some programmes, pupils' books have been developed. However, teachers' manuals and support materials are given priorities. This also means developing Teacher Training Courses and identification or production of supplementary teaching materials.

NRC has mostly had positive experiences from cooperation with organisations involved in emergency education in the form of sharing of materials. This was the case with, for example, the Teacher Emergency Package (TEP) - a UNESCO-PEER\(^5\) (Nairobi) concept and programme that NRC has been allowed to use and further develop. The finished product was in each case handed back to UNESCO for their use. The TEP has been used by NRC in Angola, Burundi and the DRC. The TEP Teacher Guide is available in English, French and Kirundi in addition to the Portuguese version developed in Angola. A similar process has in part been followed for Human Rights Education in the Caucasus. The concept and the booklet were developed for Albania by the Norwegian Helsinki Committee. The Human Rights Education Resource Book exists in English, Russian, Armenian, Georgian, Azeri, French and Portuguese.

**Resource kits**

Resource kits with education material are often known as School-in-a-box. Such kits can be practical for rapid response in initial stages of emergency support. They are useful in situations where you have school in a tent or under a tree, or where there are temporary classrooms without storage facilities.

Most NRC kits are produced in the programme country and the items are procured locally as much as possible. This helps generate income for the population. UNICEF kits are produced and stocked in Copenhagen.

- For more information see: TEP kit example (see Appendix)

Additional resources available on teaching materials (“School in a Box” kits):
- UNICEF Emergency Kit
- UNESCO Teacher Emergency Package
- UNHCR Primary Education Procurement

- For more information see: Also INEE MS Toolkit (see Appendix)

**Ownership of Material - NRC Guidelines**

NRC has developed guidelines for the use of NRC education material by others. While in principle we are positive to the use of our material, there is a need to make sure some agreement is in place and that others are not using our material in their name without accreditation.

Equally important is NRC recognition and accreditation when making use of concepts originating from other organisations, such as the TEP and the Human Rights Education Resource Book.

(See Appendix: On the Use of Education materials. Reference to other education materials can be found in the INEE MS Toolkit and in the INEE Minimum Standards Handbook.)
PART 4 – IMPLEMENTATION (APPROACH)

The success and progress of NRC supported education programmes is largely dependent on good cooperation with the partners, mainly the Ministries of Education and the target groups (trainers, teachers, local communities and children), but also with International/National NGOs, UN Agencies and individual experts. Strong co-operation and involvement by these partners in the programmes is also a key component of NRC’s exit strategy.

4.1 Beneficiaries selection

General NRC criteria
For NRC projects in general, the priority target groups are refugees, IDPs and people returning from displacement. However, children and youth in the local community or others affected by the conflict are normally included in all education programmes to promote peaceful coexistence between the different groups. In camps in exile the target group may be among the camp inhabitants only. However, in other cases the local population outside the camp is included to ensure good relationships and prevent jealousy and possible conflicts.

Special emphasis is placed on including vulnerable individuals within the target groups, i.e. children (including child soldiers), women (including female heads of households), victims of sexual abuse, etc.

School children and adolescents
With regard to education, the general need for support is so huge that it is necessary to set priorities. In most settings there is more of a chance that lower primary classes have been started, than that all age groups have the same access. The 10-year-olds and up rapidly face a future of illiteracy. They more easily drop out for family reasons or are pulled into negative activities. Therefore, priority is given to:

- 9/10-13/14-year-olds with little or no schooling, to facilitate their entry/re-entry into the formal school system.
- 14-18-year-olds, illiterate youth, to provide opportunities for functional literacy and life skills learning, as well as practical skills in the YEP programmes.
- Teacher training to recruit more teachers, especially female teachers in areas where there is difficult to find educated women, and to enable them to better meet the learning needs of the affected community.

Priority groups for each country programme should be decided on following a needs assessment.
Since it is often not possible to include all those who want to attend into the NRC classes efforts must be made to ensure that the selection process is fair, open and transparent. Selection criteria should be clear beforehand, and community representatives should be part of the selection process. This can be achieved by establishing an admission committee or by involving existing PTAs or CECs (Community Education Committees). It is, however, important to bear in mind that community priorities may not always be the same as NRC priorities, e.g. regarding girls (married, pregnant or in general) going to school, or regarding ethnic groups or other disadvantaged groups. NRC has to negotiate criteria that observe both local culture and our own priorities, and find practical solutions.

It is also important that teachers and local partners understand and respect the selection criteria. For various reasons they may be tempted to e.g. accept children that are too young or too high number of children outside the main target group.

When admitting children it is essential to strive for a balance between boys and girls.

Trainers and Teachers
As a working principle NRC is not recruiting teachers who are already employed in the school system into the programmes (see 3.5.1. General considerations). Teachers in schools are usually needed where they are. NRC’s objective must be to recruit new or more teachers. Exceptions from this can be where governments are insisting that their teachers are used or when there is an agreement with education authorities about seconding teachers into NRC programmes (as in the case of Sudan, South Kordofan).

Ideally NRC would like to have qualified and experienced teachers in the education programmes. However, in most countries of involvement this is not the reality, so selection criteria have to be adjusted accordingly. As a general rule those who are going to be used as trainers should be experienced teachers. Those who are going to be teaching in classes should at least have completed primary school themselves. In areas where there is a need to recruit more female teachers it is common that the criteria for selection of female candidates are more flexible than for men. It is advisable that all candidates are tested in language and mathematic skills before being invited to take part in training sessions and subsequent selection to training teams or to work as a teacher.

In many cases it is preferable that local educational authorities are involved in the selection of trainers, as they will have a good idea of who is well qualified, experienced and motivated. However, family ties and pressure can lead to candidates who do not meet the standards. To be able to have a choice when the final candidates are selected, it is advisable to

- ask for a greater number of candidates than those who will eventually be selected.
• present the criteria for selection to all participants beforehand.
• make it clear to them that everyone who attends the full training will receive a certificate, but that not all will be selected.
• inform them that those not selected may be listed as a resource, should someone fall ill or a replacement be needed.

In order to encourage and facilitate women’s taking part in the programmes, they have in many cases been allowed to bring babies and a babysitter to training sessions. Recruitment of teachers in the vicinity of schools can also make it easier for especially women to participate as they can then live at home and still teach a certain number of classes per day.

Authorities
It is important to bear in mind that representatives of authorities can also be target groups for the programmes. Seminars on Human Rights and International Humanitarian Law as well as the national legal framework can be especially useful for them. By including the authorities in the training sessions it is possible to have an impact on a high level in society and increase the sustainability of the programme. Initiatives towards authorities may vary according to what level is in question: central, regional or local. On a local level it might be relevant to include representatives from the authorities, e.g. local representatives of the Ministry of Education, in language training or trainings of trainers, for the purpose of capacity building.

➢ For more information see annex and 4.3. on Cooperation with the authorities.

4.2 Beneficiaries participation

• Community participation
  - Active participation is expected in the construction or rehabilitation of schools where relevant, and in the promotion of children’s enrolment – girls as well as boys
  
  The Community may also be encouraged to
  - Form Education committees where such do not exist
  - Decide on location of school/learning activities
  - Provide cooks for school feeding
  - Provide accommodation for teachers, when necessary

• Use of local resources
  To the extent possible, local human resources and materials are used,
  - Trainers, teachers and supervisors
  - Development and production of education materials/textbooks
  - Production of school kits and procurement of learning materials and teaching aids
  - School construction/rehabilitation: local material and workforce
Initial contacts with local/camp communities should take place in cooperation with education authorities or camp management. In some cases NRC can act as a facilitator between the authorities and the population for mutual benefit, when there has been little contact, such as with remote areas. Community leaders, religious leaders, education committees, etc., are important discussion partners to obtain a good picture of the situation and needs. NRC may need to ensure that women take part in the dialogue and should ask for women to be included if this has not been ensured by local representatives.

It is important to explain NRC's mandate - what we can do and what we cannot do - in order to avoid misunderstanding and unrealistic expectations. Equally important is to listen to the needs and priorities of the target group, and to challenge them on how they see a project of cooperation. A written agreement should be developed, to be signed by the partners. Even if the agreement is signed by the community representatives, NRC's mandate and programs have to be presented to the whole community by NRC staff. In some cases, representatives are not forwarding the right info to the community.

The whole programme and in particular new subject areas should be presented to the community and parents to ensure their support and understanding of the importance of sending their children to school. This is especially true when it comes to Human Rights Education programmes, which contain ideas and ways of working that may seem to affect the relationship between children and parents in traditional societies. In some countries, it has been decided to not only have information sessions but also to produce a brochure addressed especially to parents.

Local organisations may either be cooperation partners or target groups. As they are familiar with the local circumstances they can play an important role. By their permanent presence in the country/area they can also help guarantee the sustainability of project activities.

- For examples of agreements with a local partner organisation please see Appendix
- For an example of how community mobilisation can be done, please see Appendix
Ref. INEE MS: Standards common to all categories: Community Participation

4.3 Cooperation with authorities

Already at the assessment stage there should be close contact with the Ministry of Education and other relevant authorities, mainly at national, but preferably also at regional and local levels. Agreements in principle, or a “Letter of Intent”, on cooperation between the Ministry and NRC should be obtained. The same procedure may be used with a relevant UN Agency, when initial discussions on key elements of support activities have taken place.
When project activities, target groups and areas have been agreed and funding has been secured, a Memorandum of Understanding (MoU) should be signed with the Ministry of Education. More specific agreements should be entered into with the regional authorities, and if relevant also with teacher training institutions, to agree on cooperation and division of responsibilities.

The reason for the high importance of good cooperation with the Ministry of Education is not only that the Ministry has the main responsibility for education activities in the country in question, but also that it is responsible for designing and developing the national education policy. Emergency type activities should have the Ministry’s approval and be in line with overall plans. New methodology and new subjects may be introduced during the emergency or transition phase: if seen as good and useful, they may more easily be adopted into the formal curriculum at a later stage.

Ideally, the agreement should include arrangements on how the children who have participated in the NRC programme may be accepted into public schools. An important question is the status of the certificate the learners are receiving when completing their programme. If the authorities are willing to put their stamp on it, it increases the value of the certificate and makes it more likely to be useful for the graduates. Likewise, the issue of approval of teachers trained through NRC programmes and subsequent employment opportunities in the formal system should also be addressed.

Finally, the MoU with the Ministry should make provisions for the transfer of responsibility for any school buildings that NRC may have constructed to the authorities, to local or national authorities as the case may be.

Separate agreements can be made with a UN agency partner. There are different ways of organising cooperation, either with NRC being an implementing partner, or a combination of being an implementing partner and an independent actor (Sierra Leone, see annex), or there can be cooperation from time to time, and separate agreements are made each time.

In some cases it is possible to obtain a tripartite agreement, with the Ministry, the UN agency and NRC taking responsibility according to discussions and agreement (Angola, see annex).

For examples of agreements with authorities please see Appendix.

In order to secure sustainability of the programmes, it is a good idea to include representatives of teacher training institutions and other education authorities in the training courses. In addition, it may be necessary to make deliberate capacity building efforts in terms of strengthening the planning capacity of these institutions.

- Programme development and areas of implementation should always be discussed with national and provincial authorities, for their approval.
• Development and adaptation of education materials will normally be done in cooperation with curriculum experts in the country, and subsequent approval of the learning material sought from the Ministry of Education.
• There may be a “Steering Committee” for the education programmes, consisting of representatives of the MoE, NRC and other partners.

4.4 Cooperation with other actors

• In order to ensure increased aid efficiency humanitarian organisations have to actively aim to coordinate the objectives, results and activities of their assistance programmes so that overlapping can be avoided.
• The programmes of various implementing agencies should also complement each other, so that they all fit into a wider sector context. Possibilities for value added must be taken into account, i.e. NRC should concentrate its activities to areas of special NRC expertise.
• Reciprocal information exchange must be integrated into the first assessment mission, and continued throughout programme implementation. A close liaison is needed not only with the UN agencies but also with other donors, the government and implementing organisations, including international and local NGOs.
• Planning and Country teams need to be aware of the fact that governments do not necessarily inform NGOs about other actors with similar objectives and plans, and that this information has to be sought through direct communication with the INGO community.
• NRC staff should participate in regular meetings, preferably not only bilateral ones but also multilateral sessions involving all donors and implementing organisations in a given sector. NRC has a tradition of taking initiative to establish coordination mechanisms where such are absent.

Capacity and competence building should be undertaken at all levels as needed:
• Local education authority employees, supervisors and inspectors if relevant
• Local/refugee/IDP teachers, trained or untrained
• Trainers, as individuals and as members of a functional and flexible mobile team
• Field staff and employees, Education Manager and Education Coordinators
• Partner/take-over organisation in the field
• Education Adviser and Education Officer/Consultants at HO
• Education members in the NORSTAFF, NORAFRIC, NORMIDEAST and NORASIA standby rosters

Ref INEE MS, Category: Education Policy and Coordination
4.4.1 Education clusters

The cluster approach is a new international initiative coordinated by the Inter-Agency Standing Committee (IASC), first introduced in response to Pakistan’s 2005 earthquake. Clusters are part of the ongoing humanitarian reform process started by the Humanitarian Response Review (2005). The cluster approach aims to fill gaps in humanitarian response; ensure accountability through leadership and clearly defined roles and responsibilities and to bolster coordination and synergy of efforts. It is intended to improve the predictability, efficiency and effectiveness of emergency preparedness and humanitarian response capacity.

The cluster approach is used when a disaster requires a multi-sector response involving many actors and requiring significant coordination. Clusters are created according to need, decided on a country-by-country and event-by-event basis. The Cluster system will not always be set up and implemented for all sectors.

A cluster is a group of organisations with a designated lead agency, which delivers assistance in a particular sector. Clusters include traditional relief and assistance sectors, such as water and sanitation, food and nutrition, health, emergency shelter and education, together with service provision elements including emergency telecommunications and logistics. “Cross-cutting” themes, such as early recovery and protection, have also been identified by the IASC.

Global Cluster leads (see Appendix).

It is important that NRC Education staff is involved in the cluster as early as possible. As NRC may be in the field before UN assessments are made, all relevant background information should be passed to the cluster as soon as possible.

The practical aspects of participation in the cluster include:

- Assistance with design and implementation of needs assessment
- Secondment of NRC personnel to the cluster secretariat to assist with meeting coordination and liaison with government
- Participation in strategy development/advisory panels
- Information/database management
- Providing information e.g. for ‘Who Does What Where’ database

There is an on-going discussion in NRC regarding the possibility of taking on responsibility as co-lead for education clusters on national or local level. Clarification is needed on what this would require of the organisation, which countries could be relevant and appropriate and what the consequences for the programmes might be.
4.4.2 Networks
There are several networks both globally, regionally and locally, which can provide support for education staff in the field.

INEE
The Inter-Agency Network for Education in Emergencies (INEE) is a global, open network of non-governmental organisations, UN agencies, donors, practitioners, researchers and individuals from affected populations working together within a humanitarian and development framework to ensure the right to education in emergencies and post-crisis reconstruction.

INEE members work in the following ways:
- communicate principally through a moderated listserv and website
- self-organise and engage via network working groups, task teams, interest groups, language communities and individual member initiatives and organisations
- are supported by core secretariat staff based in the New York offices of UNICEF and the International Rescue Committee, in UNESCO, Paris and in UNHCR/NRC Geneva

NRC has been a member of the Steering Group since the start of INEE in 2001, and a member of the Working Group on Minimum Standards since its start in 2003. There is also a working group on Education and Fragility and several task teams and interest groups (NRC has a member of the Adolescents and Youth Task Team). NRC education staff are encouraged to sign up as members of the INEE and to sign up for task teams and interest groups if interested. For NRC education staff being a member of an INEE task team or interest group can be a good way to be involved, have contact with colleagues with similar interest and stay updated on international discussions. Membership in INEE is free and regular updates are given over the INEE listserv. NRC staff are also encouraged to visit the website www.ineesite.org and consult the INEE Minimum Standards Toolkit.

Other networks
Regionally and locally there may also be networks that can be useful for people working in NRC education programmes. The Education Clusters (see 4.4.1) where present, can be a good place to find out the existence of such networks.

4.4.3 Partnerships
NRC is committed to its partnership with UNHCR. This partnership is stronger in some countries than others, and even if interaction appears weak it is important to actively engage with UNHCR in terms of the top-level political support that the UN can bring to an issue.

In most cases NRC is implementing its own projects. However, in some countries partnerships have been established with other actors. Most often it is education authorities, UN agencies or international or local NGOs.
In Colombia NRC is working closely with NGOs, Universities and the Ministry of Education. The regional Ministry of Education is the main partner in South Kordofan in Sudan. And in Georgia former NRC trainers have formed their own NGOs and are now implementing projects in cooperation with NRC.

Partnerships can be sought with:
- Ministries of Education, on all levels from national to local
- UN agencies
- Universities
- Teacher training institutions
- Local NGOs
- International NGOs

Some issues to consider before entering a partnership:
- Accountability
- Will there be political implications by joining this partner?
- Will the partner contribute to the sustainability of the programme?
- Admin coverage (in cases where NRC is implementing)

Partnerships can take different forms. NRC can be implementing in partnership with others, or NRC can use others e.g. local NGOs as implementing partners. There has also been examples of tripartite partnerships with a Ministry, a UN agency e.g. UNICEF and NRC.

Global partnerships
NRC has a general global partnership agreement with UNHCR.
On education there are partnership agreements with:
- IBIS, a Danish development organisation, a global MoU on cooperation and specific agreements for each country situation
- Education Partnership for Children and Conflict, based in the US, at the non-partisan Center for Universal Education under the Council of Foreign Relations

4.5 Teachers and other education personnel

- Recruitment Policy
  The NRC education recruitment policy is based on the identification of unemployed trainer candidates, teachers and educators, in order not to deprive running programmes of their teachers and other professionals
- Contracts
  The teachers in the programmes are given short-term contracts, but long enough to ensure that the children are able to finish their NRC programme
  - The teachers are not seen as ordinary NRC staff, as they should be part of the official teacher work force where this is possible. Unless a contract can be signed with the Ministry of
Education, NRC gives them a temporary contract for the duration of the “bridge” programme.
- In camps temporary contracts are usually also given— but teachers here normally receive food, fuel, health services and protection in the camp.
- Trainers are normally also given short-term contracts, which can be extended, depending on the development of the programme in different areas.

- Remuneration
  - Trainers are in most cases hired as NRC staff and are placed according to the accepted NRC country pay scale.
  - Normally the incentives for teachers should compare with the low end of regular official teacher salaries, to prevent jealousy and resentment from other teachers.
  - NRC should coordinate the level of incentives or compensation paid to teachers with other actors, e.g. INGOs, operating in the area.

Ref. INEE Guidance Notes on Teacher Compensation

The recruitment of teachers may in some cases turn out to be a complicated issue. NRC’s policy is clear, but sometimes government (or UN) requirements make it difficult to stick to the principles. Governments may require that their roster teachers are being used and that they are paid by NRC, but according to official scales. In some cases it may mean the teachers doing double shifts, first their ordinary primary school shift, and then the NRC “Catch-up” class or similar. If a ministry insists it is difficult to get around. It is important however, to negotiate with the authorities, find out the reasons behind their decision and try to reach an agreement with them.

Examples where this has been an issue is Liberia regarding ALP teachers and Sudan (South Kordofan) where MoE is seconding teachers to the YEP programme. Similar government demands in Somaliland required a discussion, which led to a 50/50 solution, where NRC used and paid half of the AABE (Alternative Approach to Basic Education) teachers already on the “payroll”, and recruited and paid incentives to the other half needed to support the programme.

Training and Capacity Building

Trainers
NRC is using a two-tier “cascade” training model. The idea is to train a group of local trainers who in turn will train teachers and other staff. The critical point in this type of training model is that the training period for the trainers needs to be long enough. In most programmes the training of trainers is a two-week session. In addition, training should be seen as ongoing and not as a once-off event. Further capacity building sessions, workshops and regular planning and feed-back meetings for the trainers help secure self-evaluation and
sustainability and allow the trainers to discuss issues that emerge as they gain more experience.

**Teachers**
Teachers are instrumental in facilitating the learning process and enlisting the enthusiasm of the children. Training, capacity building and follow-up of teachers is therefore essential.

The child-centred and participatory learning methods that NRC promotes have been new to almost all trainers and teachers that have participated in the programmes so far. Adopting and internalising these methods is a process for most trainers and teachers, and therefore a lot of encouragement and feedback through supervision and self-evaluation is needed. Regarding Human Rights Education, it has also been noticed that it is easier for the trainers and teachers to bring their human rights message through to the students if they understand the relevance of human rights in their own lives. A focus on attitudes and often change in behaviour is needed by trainers and teachers alike.

It is important that not only one teacher in a school receives training as he/she in many cases then eventually falls back on traditional teaching methods. The impact on other teachers, classes and authoritarian structures in the school will then be negligible. If, on the other hand, several teachers (and preferably also the school headmaster) receive training there is generally a much more positive impact.

**Incentives and Food for Work**
The remuneration of teachers is a crucial point in the programmes. It is a point of discussion and dissent whether the supporting organisation or agency should pay the teachers when this should be the government’s responsibility.

The NRC policy is that teachers should be paid for their work as other categories of professions are. It is also a way of protecting the investment made through teacher training and ensuring that the children will be able to attend classes.

Certain principles are followed if possible,

- If the government agrees to paying the salaries, NRC funds can be used for other components, such as training and learning resources.
- If the government cannot pay, NRC will pay incentives during the programme months or year. As an NGO we cannot go into a salary scale allowing for experience and qualifications. It is important to pay attention to the local Labour Law. In this regard it might be a good idea signing an agreement with each teacher, stipulating the incentives amount and the fact that the teacher is temporary, and not contracted i.e. not staff.
- Incentives should be kept close to the basic salary level of the government teachers, compared to the number of teaching hours, in order not to compete or create jealousy.
• Agreement is sought with the education authorities to employ the teachers in the public schools when they finish the NRC programme.

• An alternative to cash incentives are remunerations in kind to trainers and teachers. In some cases this can be Food for Work in cooperation with the World Food Programme.

Depending on the available funding and the situation, special incentives like bicycles or motorbikes (especially for trainers/supervisors who have to cover large areas) can be given. Distances are often great and teachers have difficulties reaching their school unless they have a bicycle. Likewise, trainers and supervisors must be in a position to reach all schools for visits, monitoring and in-service training.

For Angola, it was relevant to consider before choosing how many TEP teachers to train, that the number equalled the number who would later be accepted into the government school system (on to the government’s payroll). Otherwise money would be wasted, as there was no NRC budget item covering salaries or incentives.

If NRC is having activities both inside and outside a camp, it can be accepted that incentives for local teachers are higher than for the camp teachers, in cases where food and medical services are provided in the camp.

**Code of Conduct**

It is important that teachers and others working in NRC education programmes sign a code of conduct. Unfortunately teachers’ practices and behaviours may pose a problem in some programme countries. The use of corporal punishment is widespread and different kinds of exploitation of students is also taking place. NRC has to be clear on what kind of behaviour is not tolerated. In Somaliland a code of conduct was developed by the NRC office, based on an example from the INEE Minimum Standards Handbook.

⇒ **INEE MS and the Somaliland example** (see Appendix).

All the people working with NRC have to respect the Code of Conduct. It is important, also for workers under incentives – like teachers, to understand and sign it. During the training, it is essential to give local examples, especially in countries where some practices are against the Code of Conduct – for example regarding sexual relationships with school children and youth, or the use of pupils as free/cheap labour.
4.6. Project Management

Those managing NRC education programmes should be well aware of the project cycle. According to the EC Project Cycle Management guidelines, the project cycle can look like this:

**Programming:**
- Should be consistent with the major analytical elements of LFA, namely it should identify:
  - Key stakeholders
  - Priority problems/constraints and opportunities
  - Objectives, and
  - A strategy based on such an analysis AND lessons learned from previous experience

**Identification:**
- Identify project ideas that are consistent with priorities
- Assess the relevance and likely feasibility of these project ideas
- Prepare a concept paper
- Key assessments: stakeholders’ analysis, problem analysis, etc

**Formulation:**
- Confirm the relevance and feasibility of the project idea
- Prepare a detailed project design, including the management and coordination arrangements, financing plan, cost-benefit analysis, risk management, monitoring, evaluation and audit arrangements
- Prepare a Financing Proposal

Source: EC Project Cycle Management Guidelines
Implementation:
The purpose of the implementation (including monitoring and reporting) stage is to:

- Deliver the results, achieve the purpose(s) and contribute effectively to the overall objective of the project
- Manage the available resources efficiently
- Monitor and report on progress

Evaluation:
A systematic and impartial examination of humanitarian action intended to draw lessons to improve policy and practice and enhance accountability.

Staff training
The country programme will succeed only if there is an overall understanding of the challenges and of how each individual’s performance matters. All local staff should therefore be given basic information and training on the core activities so that there will be mutual support across job categories. Special training sessions for all staff should also include HIV/AIDS information and awareness, as well as training on NRC Code of Conduct and the IDP Guidelines.

Education programme staff, trainers and teachers should receive in-depth training on teacher ethics and protection of children and youth and should feel responsible for sharing their knowledge with community members when opportunities arise.

NRC Induction Course at NRC HO

Focus on Project Cycle Management:
The new and expanded induction course is the result of a broad-based consultation process within NRC and is built on a shared understanding that this investment will provide new NRC management staff with the skills required in the field, thus enhancing their (project) management skills. The revised NRC induction course is structured alongside the principles of Project Cycle Management.

Basic training to national staff:
According to NRC Management Group, all Country offices shall have at least one person who is designated the responsibility of facilitating “NRC basic training” to all field staff (National Trainer). The National Trainers meet yearly to a Training of Trainers led by the NRC Learning Adviser. The National Trainers’ tool is the “NRC Learning Package” available in English and French on the Intranet.
PART 5 – MONITORING

5.1 Monitoring and in-service support

*Definition:* Monitoring is a process to systematically and continuously collect, analyse and use information for the purpose of assessing progress made. Decision-making and management can then be adjusted in order to reflect changing circumstances.

In terms of NRC’s education programmes, monitoring should focus especially on the performance of teachers. Experience has shown that many teachers find it particularly difficult to embrace the participatory teaching methods and tend to fall back into their old pattern of teaching after a while if not followed up. Teachers often also need additional encouragement to become more gender sensitive. It is therefore important that the Programmes find a connection and a balance between training and monitoring, and that trainers follow up and give support to all teachers who have attended the general training sessions.

The support to teachers should consist of self-evaluation, dialogue and advice, model lessons taught by the supervisor or trainer, and if possible regular meetings of the teachers at reasonably close schools for mutual exchange and inspiration.

➔ Ref. Angola Supervision Module (see Appendix).

5.2 Core Activity Database (CAD)

Core Activity Database. From 2009 the CAD will be NRC’s main project reporting mechanism. On a monthly basis responsible staff within the core activities in the country offices will fill in a Data Capture Sheet (DCS) registering figures regarding project development. The CAD will make it easier to get an overview of the projects and the beneficiaries both for people in the country offices and in the head office. The database will try to track who and how many we are reaching with our activities and thus be important both for reporting and advocacy purposes. It is important that efforts are made to fill in the figures as accurate as possible and find as many of the requested data as possible.

5.3 Methods

Several methods can and should be used in monitoring the education programmes. Supervision has already been mentioned (under 2.5.2 Training of trainers and teachers). It is also important to cooperate with local inspectors, head masters and local communities. Monitoring must take place on a regular basis.
Some of the methods that can be used are:

- Data collection: attendance, age, gender etc (teachers/facilitators provide lists)
- In-class visit to monitor teacher’s performance (followed up by feedback and discussion)
- Community visits
- Family visits
- Interview students
- Testing and comparison of test results

5.4 Evaluation

Evaluations of NRC Education programmes have been undertaken since mid 1996. All main projects have been evaluated, in most cases initiated by NRC itself, with an external evaluator, in some cases by the donor, NORAD/MFA. At times overall country reviews include education along with other activities; some NRC projects have been included in UN agency reviews and have been of use to NRC. UNHCR initiated an evaluation of the secondments of NRC education experts; also very useful for the Emergency Department as well as for the Education Advisers. In the case of the Youth Education Pack, a five country semi-external review was undertaken in 2006 in order to assess the viability of continuing the programme.

Since 2005 NRC has had an Evaluation Policy, and systematic evaluations are being scheduled for countries and core activities. (See Appendix.) All evaluations can be found on the NRC Website.

Ref Evaluation handbook/toolkit, INEE MS handbook on Monitoring + Toolkit
PART 6 – EDUCATION AND OTHER SECTORS/CROSS-CUTTING ISSUES

6.1 Shelter (school construction)

School construction is not usually a component in the education core activity and programme. It falls under NRC core activity Shelter. However, the school construction component is never independent from the global Education project. In NRC programme countries, Education and Shelter are working closely together, both at the assessment, planning and implementation stages.

Depending on the needs and the funding, schools can be temporary, semi-temporary or permanent structures. Coordination with local authorities and other INGOs is important to avoid gaps (communities without access to school) or duplication of buildings (i.e. 2 schools built by 2 INGOs in the same area). Discussions with communities are also essential to define their commitment to education before starting any permanent building. For a rapid start-up or in camp situations, tents or plastic schools can be used or temporary buildings are built or rehabilitated. Once education has started, it is easier to convince communities to take part to the building of their permanent school. In Liberia for example, community members were providing sand and local materials, as well as the workforce to build the schools.

The type of structure will vary, but needs to be adapted to the local Ministry of Education strategy – if it exists. It is important at an early stage to ensure that the MoE is ready to take over the schools (maintenance and rehabilitation) after the end of the NRC programme.

Exceptions may be for YEP programmes, where a construction component is included in the overall YEP proposal. Even so, there may be close cooperation with the Shelter colleagues, and in many countries, the Youth Education Pack Centres are also built together with or under the supervision of the Shelter unit. Again, an agreement needs to be made with the local authorities and the communities to get space and workforce to build the Centre.

Schools and YEP Centres should always be equipped with water and sanitation facilities whether provided by NRC or another actor. Teachers, youth and children should be sensitised to the use of latrines (see Chapter 5.9) and subsequent washing of hands. Most of the time, pumps are needed on the school campus based outside of the community. Access to water is also one of the requirements of the World Food Programme to deliver food to the school children.
6.2 Camp Management

Education is a basic human right. Therefore, Camp Management is linked with Education, as access to education has to be ensured to camp resident children. One solution is to negotiate with local authorities access to local schools for these children. The other one is to allocate space within the camp for schools.

Needs assessment is done with camp community structures (education committees, parents associations etc.). Many issues have to be considered once the education needs have been defined: school premises (international or local standard to respect); safety of pupils; recruitment of teachers and education staff; capacity building (teachers’ training; PTAs’ training); curricula and contents (including academic learning, life skills, and psychosocial support); camp residents (parents) sensitisation; girls’ education; monitoring of attendance; maintenance of schools; and certification.

A close follow-up is needed to ensure quality education, to avoid child protection problems and to favour a good attendance. Frequent monitoring and evaluation of the camp school system should be used to take measures to improve its quality and effectiveness. Listening to children, parents and teachers is also essential to ensure that the education system is relevant in their specific context.

6.3 ICLA

Information, Counselling and Legal Assistance NRC core activity is a major component of return facilitation projects. As teachers are key members in communities, it is important to train them on UN Guidelines on Internal Displacement. ICLA staff should be included in trainings on these and other relevant issues. By understanding the IDPs’ rights, teachers will be able to inform their own community, as well as to give useful information to the ICLA staff on the situation of returnees, families and community members.

Sharing of information between all the NRC programmes, and especially between Education and ICLA, is essential to be more efficient in the implementation of durable solutions for IDPs and refugees.

6.4 Food security and distribution

School Feeding
A school feeding project provides food to vulnerable children in an emergency situation. As for all NRC activities, the main target groups will be refugees/IDPs and communities and schools with a high concentration of these. Through providing school children with food rations short-term hunger will be reduced and the children’s capacity to learn will thereby be strengthened.
School feeding also has a positive impact on school enrolment and dropout levels, especially among girls. In many cases attendance will be doubled if a school meal is offered.

A difficult point may be that parents try to send their pre-school children to school as well, for them to benefit from the meals. Solutions will have to be found, as the younger ones often fill up classes (for example Uganda) and prevent effective learning for the school age children.

As is the case for school construction, school feeding is not normally included as a component of an education programme. Instead, school feeding falls under the NRC core activity Emergency Food Security and Distribution. Because of the positive effects school feeding has on the students the possibility of linking the two core activities should be actively considered. School feeding and distribution is often planned and carried out in cooperation with World Food Programme.

There are possible synergies between food security and agriculture/school farming components in YEP. This should be explored and cooperation initiated where feasible. Northern Uganda is an example where this kind of cooperation has taken place.

6.5 Protection

Education is a prime protection measure and should be implemented as soon as possible after the onset of an emergency. NRC believes that organised education and recreation activities for children and adolescents in situations of crisis will be an important means to:

- Protect and safeguard the individual’s potential for learning, development and constructive participation in society
- Protect children and youth from being abducted or recruited into armed forces
- Protect children and youth from sexual abuse and exploitation
- Create safe and secure learning environments
- Reduce traumatic experiences and participation in violence and physical abuse
- Promote durable solutions by facilitating access to basic education and providing training in conflict management, human rights, reconciliation and peace building
- Protect former child soldiers from being ostracised and denied a second chance
- Protect the child’s right to getting an education

⇒ Ref. NRC protection policy (see Appendix)
6.6 Gender

NRC’s gender policy commits NRC to ensuring that all programmes benefit men, women, girls and boys according to their different needs and rights. In many programme countries, specific attention has to be given to girls’ education. This is done through advocacy (local authorities, Ministries of Education, religious authorities) and community sensitisation. Teachers and Education staff need to be trained on gender, human rights and the importance and benefits of girl’s and women’s education.

In some cases, especially to ensure access to education and training for young mothers, childcare needs to be organised, within schools and YEP Centres. Obviously, recruitment of female teachers and trainers should be a priority in countries where the gender balance is lacking. It could also be useful to recruit female teacher assistants within the communities. By building their capacity, NRC favours women’s empowerment. The children and youth will also see these female teachers and teachers’ assistants as role models.

In the YEP Centres, it is important for NRC to facilitate the opening of all the vocational skills both to men and women (i.e. women should be able to be enrolled in masonry and men in weaving if they want to, even if these jobs are seen as typically for male or for female). Gender topics and discussions need to be included in the teaching contents, both in the schools and the YEP Centres, adapted to the age of the youth and the gender issues in their country. This has to be done in a culturally sensitive way.

6.7 Environment/Climate change

The NRC is already actively engaged in environmental issues in its operations and advocacy for refugees, returnees and IDPs. In addition to being a cause of displacement, climate change may also have serious consequences for those already displaced. Therefore, NRC is committed to strengthening its environmental sensitivity.

Environmental education can be a useful tool to inform and sensitise children and youth on climate change and its impact (short, middle and long term). Teachers and trainers need to be trained on risks and mitigation (i.e. protection of the environment), and also on adaptation to environmental changes. Some concrete experiments (e.g. in agro-forestry) can also be initiated in YEP Centres (agriculture is normally included in the YEP curriculum), in order to prepare youth to protect their environment and to minimise risks linked with degradation. Such activities can be organised with local or international partners specialised in environmental programmes.
6.8 Disaster Risk Reduction

NRC strengthened its competence and capacity in terms of programme operations in disaster situations (Sri Lanka, Indonesia and Pakistan). The NRC Emergency Response Department does not distinguish between disasters and conflicts in their secondments and is actively engaged in several situations of natural disasters.

Education is an essential tool to reduce disaster risk. Teachers and trainers need to be sensitised on potential risk in their environment, and be trained on prevention and mitigation of hazards. Preparedness sessions can be introduced both in schools and in YEP Centres. This can be organised with local or international partners specialised in disaster risk prevention and preparedness.

6.9 Water, sanitation and hygiene

Water and Sanitation is not a core NRC activity. However, there are situations where there is a need to take action, and WatSan has been included in many Shelter programmes. The link between Education and WatSan is based both on equipment and training. Latrines and pumps are built on school campuses and in YEP Centres. To ensure that the youth and the children are using the facilities, hygiene sensitisation has to be done in the classroom. Teachers need to be trained on hygiene and health (especially communicable diseases). Basic hygiene topics need to be included in the curriculum for the children and the youth to know the existing risks in their environment as well as good practices. Principals and head teachers have to ensure that school and YEP Centres’ latrines are kept clean and open. Some material has to be provided (like buckets and soap) to put in practice basic rules (e.g. hand washing). Moreover, specific training can be done with the School Management Committees, on the maintenance and the cleaning of latrines and pumps. It is important to have some “WatSan committees" able to take care of and to maintain the facilities, as well as to take over once NRC programme is completed.

6.10 Health (incl. HIV/AIDS)

Education is closely related to health. Teachers should be given basic knowledge on health, and especially on risks existing in their communities and how to prevent them. These trainings may be done by local partners (nurses, doctors) able to define priorities and to present prevention methods adapted to the local situation. The focus should be on communicable diseases (especially when hygiene rules are not respected – see Chapter 5.9) and on ways of controlling the vectors of diseases (e.g. mosquitoes, rats). Again, teachers are able to adapt these topics for their pupils and to include them in science sessions.
NRC Education has since 2001 included HIV/AIDS training for trainers and teachers, and also for NRC country office staff. Trainer teams have been trained by an international expert, before training the teachers. Refresher training sessions should regularly be organised in countries with the support of medical local staff. Space for discussion is very important, in order to address the actual situation and (lack of) knowledge in the communities.

In many cases, youth in Youth Education Pack projects have been included in HIV/AIDS trainings. A gender approach is essential. In all cases, training have to be done in a culturally sensitive way.

6.11 Secondments (NORSTAFF etc.)

NRC manages the Norwegian Standby Force, NORSTAFF, consisting of individuals who are trained and ready to be deployed by UN agencies anywhere in the world on short notice. Since 1994 education specialists have been included in the NORSTAFF roster, from 2002 in NORAFRIC.
PART 7 – EXIT AND CLOSURE

7.1 Conditions for closing

Capacity and competence building are central to the exit strategy as well as for the objectives of entry. Depending on circumstances programme activities previously supported by NRC may continue without or with limited external humanitarian support. The phase-out period should be long enough to ensure a well-managed transfer of responsibilities to national and local authorities, and for supplemental capacity building to take place for teachers as well as for trainers and other education staff. Even if NRC and others know that individuals are highly competent and have long-standing experience, they may be prevented from getting positions within the official system if they lack formal qualifications.

Sustainability

It is important to be aware that sustainability is not always the ultimate goal of an emergency type education project. Ideally, with the support of NRC and other education actors over some years, the back-log of children and youth can be dealt with and there will be no need for continuing “catch-up” or accelerated learning programmes. They are extraordinary mechanisms that may need to be put in place during and after conflict situations but are not viable in the long run. In reality they may need to go on beyond the presence of the humanitarian actors and development organisations are wanted to take over – in cooperation with education authorities.

Aspects of emergency education programmes will hopefully be carried on and adopted by education authorities, such as the competence of trainers and teachers, the methodology and relevant meaningful subject matter, such as peace building and health issues.

Likewise, there may be cases where the YEP projects may help revive a dormant polytechnic training system and give positive input to its style of teacher training and methodology. If this is the case, NRC should consider how it can best contribute to the establishment of a sustainable scheme.

7.2 Special considerations for education

Important elements for entry and exit are:

Co-operation with the Ministry of Education, both on a central and local level NRC programmes have to be in line with the Ministry’s education policy and be approved by them, including the methodology and subjects that may be new in the country’s curriculum.
This is essential because:

- the Ministry is responsible for education and will have been assisted by NRC support only during a difficult and limited period
- the Ministry is responsible for including new subjects (such as Human Rights, Health, HIV/AIDS) in the curriculum
- the Ministry takes decisions on whether NRC programme students pass exams and are accepted into formal schools
- the Ministry approves teachers and decides on employment opportunities for them

Agreements with Ministries and Communities are essential to ensure the transfer of responsibility for school children, teachers and school buildings to the authorities.

Capacity building, increased competence and creation of a climate conducive for reconstruction and peace-building

The following target groups should, where possible, be included in the programmes:

- Trainers: Qualified teachers receive training to enable them to organise and manage courses for teachers and conduct classroom supervision and in service training
- Teachers: Further education for qualified teachers and basic teacher training for unqualified teachers (especially in situations where teachers are few)
- Local Employees of the Inspectorate/Ministry: Attend the training courses for teachers and assist in the follow-up of teaching in their districts
- Community members: Parents, school committees and local leaders are informed about the programme, the reasons for allowing children to attend school, and the integration of children from various groups (where possible)
- Key personnel from government departments and institutions are important partners in preparations for and establishment of education programmes, but they are also in some cases in need of special training, on management, emergency activities and emerging subjects. They are instrumental in ensuring acceptance of activities and of internalising quality elements in the curriculum and running of the school system.
- Local NGOs: Teachers and trainers working for NGOs that have education programmes for the same target groups, and who need training

Co-operation with UN Agencies and International and Local NGOs

- Seek to establish cooperation that allows other organisations to take on a supportive role after NRC has pulled out
- Establish co-operation that complements and mutually strengthens the overall support

ref: examples in Appendix
APPENDIX 1 – INDEX OF LINKS TO NRC DOCUMENTATION

Some of these documents are also available on NRC intranet.

- Teacher Emergency Package (TEP) - Teacher’s Guide
- Human Rights Education Resource Book
- Sample agreement with local Partner Organizations
- Sample agreement with Authorities
- Supervision Module – French version
- Supervision Module – English version
- Catch-up/bridging Programmes – Concept Paper
- Accelerated Learning Programme (ALP) – Concept Paper
- Accelerated Learning Programmes (ALP) – Guidelines
- Youth Education Pack (YEP) – Concept Paper
- Youth Education Pack (YEP) – Guidelines
- Guidelines on use of materials developed by NRC and others
- INEE Minimum Standards Tool Kit
- INEE Sample Community Mobilization (www.ineesite.org)
- INEE Minimum Standards Community Participation (www.ineesite.org)
- Global Cluster Leads (www.ineesite.org)
- INEE Minimum Standards – Somaliland case study
APPENDIX 2 – INDEX OF LINKS TO NRC DOCUMENTATION

Most of these are also available on NRC intranet.

Policy and Strategy
- NRC Policy Paper
- NRC Camp Management Policy
- NRC Shelter Policy
- NRC Education Policy
- NRC ICLA Policy
- NRC Emergency Food Security and Distribution Policy
- NRC Gender Policy
- NRC Protection Policy
- NRC Evaluation Policy
- NRC Position Paper – Climate Change
- Balance Score Card – Strategic Planning Tool
- Country Programme Strategies
- NRC Strategic Objectives 2007-2009
- NRC Strategy Map 2007-2009
- Strategic Partnership NRC/UNHCR
- Advocacy Strategy
- Human Resources Strategy

Key Programme Documents
- Security Instructions
- Camp Management Toolkit
- Advocacy Toolkit
- Evaluation Toolkit
- NRC Shelter Handbook
- NRC Camp Management Handbook
- NRC ICLA Handbook

Key Administrative Documents
- NRC Programmes Brochure
- NRC Code of Conduct for Staff
- Explanatory Notes to NRC’s Code of Conduct
- NRC Employment Guidelines for National Staff
- Roles and Responsibilities Recruitment
- HIV/AIDS Policy for Staff
- Start-Up Handbook
- Anti-Corruption Guidelines
- Financial Handbook
- NRC Budgeting Instructions 2009
- Logistics Handbook
- Security Instructions and Crisis Management
- Exit Handbook
• The Donor Handbook
• The Strategic Management Toolkit
• The Generic Resource Text for Proposals (Applications and Concept Papers)