

**DRAFT: Emergency Training Tools and Guidelines for Education in  
Emergency Response Planning**  
(to be adapted according to Province / District)

This document offers Education Clusters sample teacher training planning tools that can be adapted to the context and used at either Provincial or District level. These tools and guidance notes are not mandatory but can offer guidance in setting up training of teachers and other education personnel in the emergency response.

The document contains the following:

1. Basic questions for education cluster members to ask/define
2. Checklist of emergency supplementary themes
3. Planning template tools (examples which can be adapted as required)
  - Template A: Training and materials matrix
  - Template B: Teacher mobilization and training plan (can be adapted to province, district or taluka) – example only
  - Template C: Teacher mobilization and training plan (adapted to district & taluka) – example only
4. Training strategy

## 1. Basic questions to ask/define:

The following elements may be considered before facilitating training or orientation on emergency or supplementary themes.

Teacher training organization: <ul style="list-style-type: none"><li>• Area(s) of expertise</li><li>• Packages / materials available and ready to use</li><li>• Geographical reach</li><li>• Human and financial resources available</li><li>• Further requirements / support needed</li></ul>
Learners needs: <ul style="list-style-type: none"><li>• Type / content of learning/ skills required</li><li>• Age and gender groups</li><li>• Language of instruction needed</li><li>• Having previous formal schooling / no formal schooling</li></ul>
Teachers / others to be trained: <ul style="list-style-type: none"><li>• Qualifications</li><li>• Area of experience (age group of children and/or teaching adults)</li><li>• Language needed for instruction</li><li>• Government, NGO, community/other teacher</li><li>• Role after training ie. To train others – who, where, when</li></ul>
Education Authorities role: <ul style="list-style-type: none"><li>• Co-trainer</li><li>• Monitoring and supervision</li><li>• Curriculum / policy guidelines</li><li>• Remuneration / transport / other</li><li>• Recognition of training undertaken by teachers?</li></ul>

<p><b>Additional notes:</b></p> <ul style="list-style-type: none"><li>• Who will attend the training (TOT) – active, motivated individuals + focus on women teachers</li><li>• Work with teachers to develop ways to provide learning opportunities in the new conditions, ie. local materials, working with parents to ensure children do attend school, etc</li><li>• Encourage teachers to involve parents and community members in the learning activities of children.</li><li>• Identify teachers' strengths and use them according to their skill expertise, ie. working in particular subject areas, working with 'troubled' children, etc.</li><li>• Ensure all children registered, age, gender, village of origin, prior education, etc.</li></ul> <p><b>Note:</b> Formal education is not always the best option for children and youth. Non-formal and vocational training for example, may be more beneficial and better suited to address educational needs.</p>
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**What is important now in Temporary Learning Centres (TLCs) and also when schools re-established in villages of origin:**

***Teachers and education authorities need to consider:***

- making schools child friendly
- getting (and retaining) previously out-of-school children into schools
- making the content more relevant to everyday lives
- making the invisible (and often not counted) visible, i.e. disabled and other vulnerable children
- making physical access easier in terms of structures and location
- allowing alternative modes of education programmes and delivery to be included in the education system as a way for hard-to-reach children to access education
- opening the debate about education issues that may have been inadequate or had 'gaps' before the emergency

## 2. EXPANDED CHECKLIST of Emergency Supplementary themes

The following is a list of broad emergency themes that you may consider and prioritise in your area of operation. **Note:** It is not necessary to include all of these, as depending on the context, some will be of more use and priority than others. This is only a component of the package, the other components are, the orientation on the Basic Curriculum (SIB), Recreation and ECD kits) and Adult Literacy/Numeracy.

	Theme	Type/Name of Resource(s)	Organisation / Contact Person
<b>1. HEALTH AND HYGIENE (Link with Health/WASH/Nutrition)</b>			
A	<b>Hygiene and sanitation</b> Awareness raising on <ul style="list-style-type: none"> <li>• Personal hygiene, handwashing etc</li> <li>• Waste disposal methods- including recycling,</li> <li>• Disease prevention methods</li> <li>• Sources of Safe and potable water</li> <li>• Purification of water</li> </ul>		
b.	<b>Nutrition</b> Awareness on <ul style="list-style-type: none"> <li>• Nutritious locally available foodstuff</li> <li>• Food value of relief supplies (BP5 Biscuits etc)</li> <li>• Vitamins and other supplements</li> <li>• Food safety (survival tips)</li> <li>• De worming of children</li> </ul>		
c.	<b>Common Diseases</b> Awareness Raising on: <ul style="list-style-type: none"> <li>• <b>Water-borne</b> Diseases (Diarrhoea, Typhoid, Cholera, gastroenteritis)</li> <li>• <b>Communicable Diseases</b> (Hepatitis C, Tuberculosis, HIV/ AIDS, Influenza, throat, skin and eye infections)</li> <li>• <b>Others</b>, Malaria, Dengue fever etc)</li> </ul> Causes Symptoms Preventive Measures		
<b>2. EMERGENCY PREPAREDNESS (UNICEF CONSULTANTS)</b>			
a.	<b>Emergency preparedness and response</b>		
b.	<b>Disaster Risk Reduction (DRRM)</b>		

	<p>Awareness on</p> <ul style="list-style-type: none"> <li>• Concept of Disaster Risk Reduction Management</li> <li>• DRRM Methods</li> </ul>		
c.	<p><b>Environmental Awareness</b></p> <p>Awareness about</p> <ul style="list-style-type: none"> <li>• Effects of deforestation and burning</li> <li>• land slides</li> <li>• Water shortage</li> <li>• Environmental protection methods</li> </ul>		
d.	<p><b>Mine-risk awareness</b></p> <p>Sensitize communities about</p> <ul style="list-style-type: none"> <li>• Types of mines (UXOs)</li> <li>• Dangers of unexploded mines</li> <li>• Basic orientation on preventive measures.</li> </ul>		
e.	<p><b>Peace and reconciliation</b></p> <ul style="list-style-type: none"> <li>• Causes of conflict</li> <li>• Conflict resolution techniques</li> </ul>		
<b>3. CHILD PROTECTION (Link with CHILD PROTECTION CLUSTER)</b>			
a.	<p><b>Protection issues</b></p> <p>Awareness on</p> <ul style="list-style-type: none"> <li>• Protection issues (including corporal punishment) common in schools/ camp settings.</li> <li>• Strategies to address protection issues common in schools/ camp settings.</li> <li>• Alternative to corporal punishment</li> <li>• Family support</li> </ul>		
b.	<p><b>Supporting children with psychosocial needs</b></p> <p>Awareness on</p> <ul style="list-style-type: none"> <li>• Forms of psychosocial conditions</li> <li>• Identifying children with psychosocial conditions</li> <li>• Classroom strategies to address psychosocial related behaviours</li> <li>• Referral procedures</li> </ul>		
c.	<p><b>Gender equity</b></p> <ul style="list-style-type: none"> <li>• Providing equal Learning opportunities to all children</li> <li>• Encourage women and girl child participation in all activities</li> <li>• Provision of equal economic opportunities to women</li> <li>• Ensure access of women to all basic Human needs</li> </ul>		

<b>4. CLASSROOM TEACHING APPROACHES</b>		
a.	<b>Multi-grade Teaching</b> Thematic Teaching Learning through Play Cooperative Learning Art therapy Morning Meeting Classroom Management Techniques Individualization Age appropriate learning abilities Child Rights Child friendly techniques	
b.	<b>Learning &amp; Special Needs</b> Awareness on <ul style="list-style-type: none"> <li>• Types of special needs</li> <li>• Features of Inclusive classroom</li> </ul> Referral procedures	
5	<b>Other - Vocational Training</b>	

### **3. Planning template tools (examples only which can be adapted as required)**

- Template A: Training and materials matrix
- Template B: Teacher mobilization and training plan (can be adapted to province, district or taluka) – example only
- Template C: Teacher mobilization and training plan (adapted to district & taluka) – example only

The following 3 planning templates are tools that can be used to guide the planning process and map out who can do what and where. The templates, if useful, can be adapted to best suit the needs of the education cluster, the EDO and/or the individual organization.

The templates are blank, however, there are examples in the annex that have been partially filled in to give you an idea on how they can be used. Refer to Annex 1.

**Template A: Training and materials matrix**

<b>Emergency education curriculum</b>	<b>Package/ materials to be used (&amp; language of instruction)</b>	<b>Responsible agency (with expertise)</b>	<b>Time needed to train one group (ie. 1-2 days, 1 week, etc.)</b>	<b>Coordination with Education Authorities / Approvals</b>	<b>Additional resources/ support required &amp; from who</b>
<b>1. Psychosocial Support Materials (Recreation, Play, Other)</b>					
Ages: 3 - 5					
Ages: 6 - 12					
Ages: 13 +					
<b>2. SIB (including basic literacy and numeracy), Recreation &amp; ECD kits</b>					
Ages: 3 - 5					
Ages: 6 - 12					
Ages: 13 +					
<b>3. Supplementary Emergency Themes</b>					
Ages: 3 - 5					
Ages: 6 - 12					
Ages: 13 +					
<b>4. Adult literacy/numeracy</b>					

Female/male groups & approx. age range					
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**Template B: Teacher mobilization and training plan (can be adapted to province, district or taluka)**

**Education Cluster:** \_\_\_\_\_

Education material & content to be used & age range of children	Teachers / Education authorities / others to be trained  (overall # to be trained)	Agency/organisation responsible for mobilisation and training support (including monitoring & supervision) & time-frame										Methodology of training (TOT, cascade, TLS cluster, mentoring, etc.) and outreach / Comments
		Name of District										



**Template C: Teacher mobilization and training plan: Organisation PLAN – (SAMPLE ONLY – partially filled)**

Name of organization: \_\_\_\_\_

Education material & content to be used & age range of children	Teachers / Education authorities / others to be trained  (overall # to be trained)	Mobilisation and training support (including monitoring & supervision) & time-frame: DISTRICT										Methodology of training (TOT, cascade, TLS cluster, mentoring, etc.) and outreach
		Name of District or Taluka (list below)										

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**3. Training Strategies / Approaches:**

Form a Task force to examine the suggested content areas and modify to suit the geographical location, if necessary.

Task Force develops a capacity map of expertise (and track record) available within the cluster using Template A.

Clusters can now form a Cluster Training Team (CTT) from the map developed and consider ***using one or more of the following approaches below, however, in the interest of time, the Cascade approach is recommended. Where possible more than one team may be formed, teams can be age specific or otherwise depending on the capacity available***

**1. Cluster groups**

- Schools or learning spaces divided into 'training clusters', where one trained or experienced teacher mentors the 'new' teachers in the cluster.
- Short training sessions can also be held by the trainer on weekends, after school, etc.

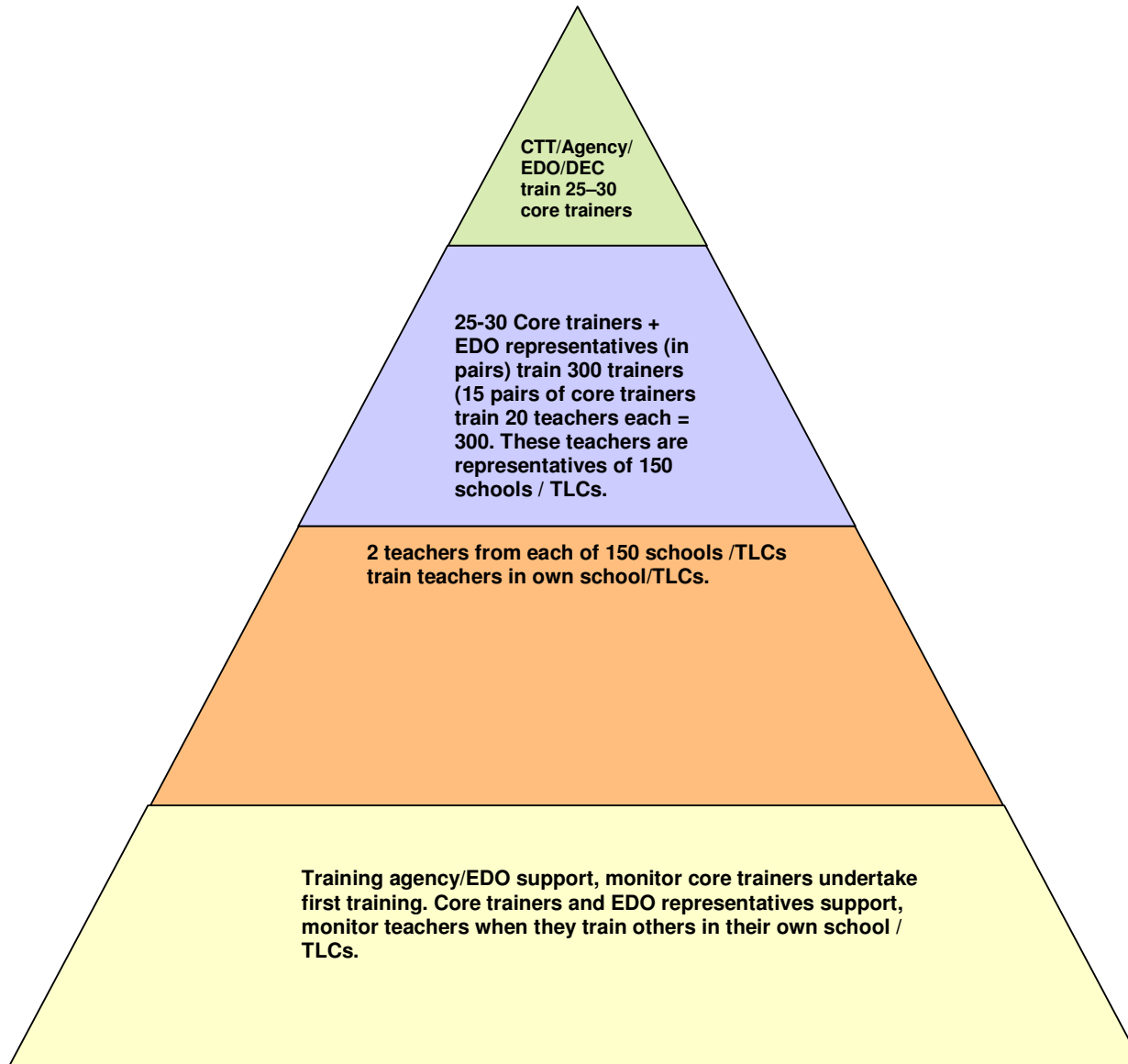
**2. Mentoring**

- Used in the cluster group mentioned above.
- Can be used as a one-to-one approach in individual schools, whereby Government or NGO teacher/trainer mentors/teachers incoming government or other appointed teacher(s)
- Daily / weekly basis

**3. Cascade approach**

- Example #1: Upper Sindh: Train (TOT) 2 x representatives per district (9). These people then become district focal training persons.

**Cascade Training of Trainers Approach** (example # 2: Figures are representative only and will change depending on need and reach)



**Annex 1: Planning template tools (examples only which can be adapted as required)**

**Template A: Training and materials matrix (SAMPLE ONLY – partially filled)**

Emergency education curriculum	Package/ materials to be used (& language of instruction)	Responsible agency (with expertise)	Time needed to train one group (ie. 1-2 days, 1 week, etc.)	Coordination with Education Authorities / Approvals	Additional resources/ support required & from who
<b>1. Psychosocial Support Materials (Recreation, Play, Other)</b>					
Ages: 3 - 5	Phulwari. Teachers's Manual (community-based)	CGN	2 – 3 days	Dept. Ed. Reps & teachers	ECD kits provided by UNICEF. Stationary/charts provided by CGN
Ages: 6 - 12					
Ages: 13 +					
<b>2. SIB (including basic literacy and numeracy)</b>					
Ages: 3 - 5					
Ages: 6 - 12					

Ages: 13 +	Literacy and numeracy skills based on SIB	UNICEF	1 day	Dept. Ed., NGO reps who will train others	SIB materials supplied by UNICEF
<b>3. Supplementary Emergency Themes</b>					
Ages: 3 - 5					
Ages: 6 - 12	Health and hygiene	CGN	2 days	Dept. Ed., Hands trainers	Materials available
Ages: 13 +	Recreational games for children	IRC	1 day	Dept. Ed., NGO reps who will train others	Recreation kits supplied by UNICEF. Additional games supplied by IRC
	Psychosocial counselling skills with manuals (under draft)	NCHD	1 – 2 days	Dept. Ed., social services reps, head teachers	Materials available – curriculum & methodology
<b>4. Adult literacy/numeracy</b>					
Female/male groups & approx. age range	Literacy and numeracy manuals	NCHD	2 days	Dept. Ed. Literacy, NGO reps who will train others	Materials available – curriculum & methodology

**Template B: Teacher mobilization and training plan (can be adapted to province, district or taluka) – (SAMPLE ONLY – partially filled)**

**Education Cluster: SUKKUR**

Education material & content to be used & age range of children	Teachers / Education authorities / others to be trained  (overall # to be trained)	Agency/organisation responsible for mobilisation and training support (including monitoring & supervision) & time-frame										Methodology of training (TOT, cascade, TLS cluster, mentoring, etc.) and outreach / Comments
		Name of District										
		Sukkur	Khaipur	Ghotki	Shikarpur							
ECD		SPO		SPO								
SIB		CGN	CGN	CGN	CGN							Can also train key representatives/trainers from all other affected districts by end Sept.
Health & Hygiene			Hands	Hands								Have additional posters with messages – available for other organizations who can undertake training in districts not already covered
HIV/AIDS				IRC								

**Template C: Teacher mobilization and training plan: Organisation PLAN – (SAMPLE ONLY – partially filled)**

Name of organization: \_\_\_\_\_ NCHD \_\_\_\_\_

Education material & content to be used & age range of children	Teachers / Education authorities / others to be trained  (overall # to be trained)	Mobilisation and training support (including monitoring & supervision) & time-frame: DISTRICT										Methodology of training (TOT, cascade, TLS cluster, mentoring, etc.) and outreach
		Name of Taluka (list below)										
ECD Ages: Under 5												
SIB (Age 6 – 11)		X	X	X	X	X	X					
Health & hygiene (Age 13+)		X		X	X			X			X	

