EDUCATION IN EMERGENCIES

BEST PRACTICE GUIDE

Part 2:
Planning, Implementing
and Monitoring an EiE Response

Before starting an EiE project, you need to think about a few key things. This Guide walks you through the step-by-step process of setting up an EiE response, from understanding the education needs to deciding the types of activities to include and the best practices for delivering these activities in a quality way. This Guide also includes information on how to monitor and evaluate an EiE project, and how to use learning to improve the quality of projects in the future.

What Do You Need to Know?

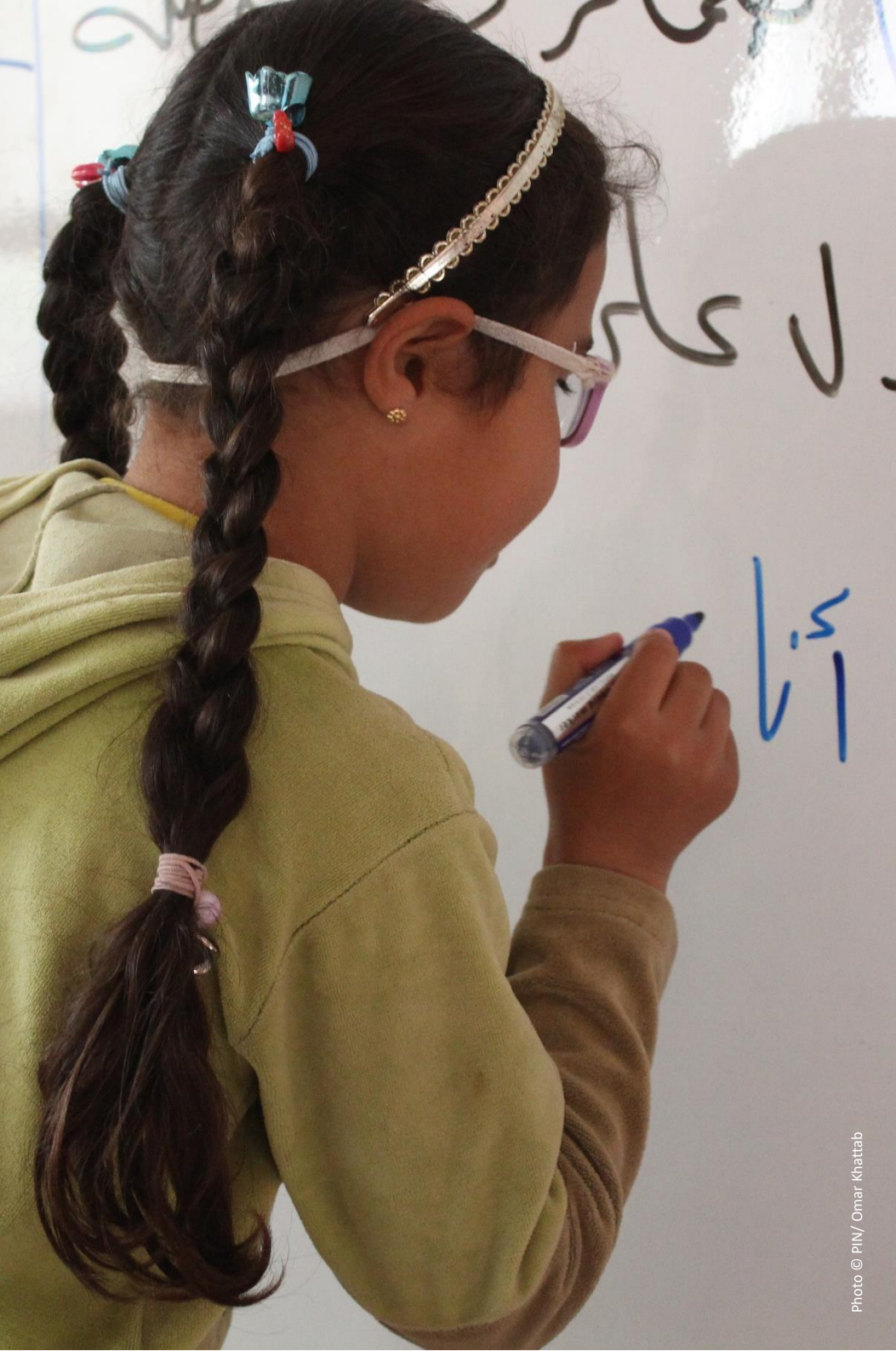|	
How to do a Context Analysis	What is a Child Friendly Space?
How to do a Needs Assessment	How to set up an EiE team
How to Design, target and phase an EiE Response	EiE Activities and Standards
What is Formal and Non-formal Education?	How to monitor and evaluate an EiE project

Before You Start…

Do a Context Analysis

The first step to answering some of the above questions and setting up an EiE project is to understand the context. To do this, we need to do a Context Analysis (which can also be called a Conflict Analysis).

WHAT IS A CONFLICT ANALYSIS?

A Conflict Analysis is the study of four key factors:

1. **the profile** of the conflict (i.e. what is the history of the conflict and what are the structures behind it? What actually happened, where did it happen, who was affected and on what scale? Why did it happen and what might happen next?)
2. **the actors** (i.e. who is involved, what do they want, what power do they have, why might they want conflict/peace, what are their relationships with othes?). This can be shown as a stakeholder map (see below):
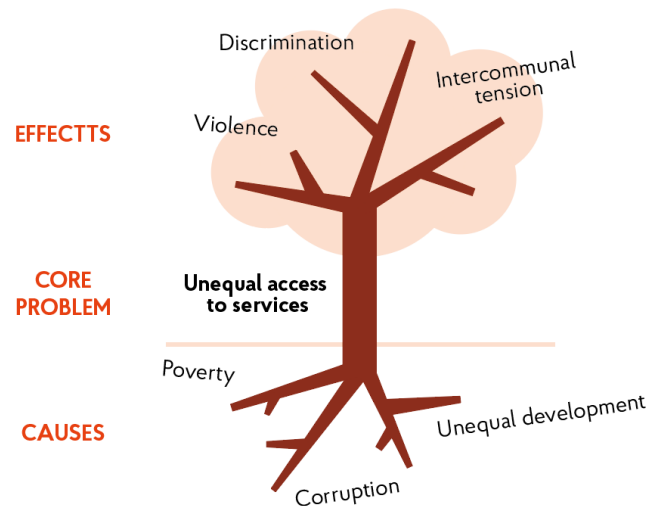
Diagram 1: Sample Stakeholder Mapping
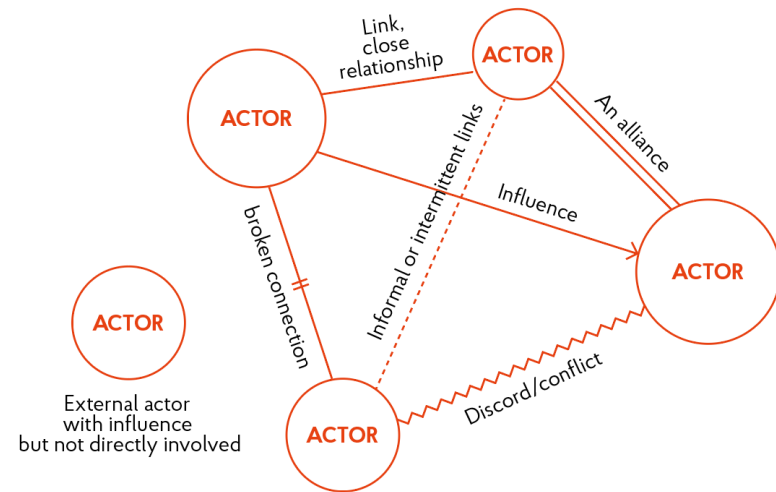
Adapted from INEE Guidance Note on Conflict Sensitive Education and the Governance and Social Development Resource Centre (GSDRC): Topic Guide: Conflict Analysis

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3. **the causes** (i.e. what are the long-term and recent causes of the conflict?). This can be shown as a conflict tree (see below):

Diagram 2: Sample Conflict Tree

EFFECTTS — Discrimination, Violence, Intercommunal tension

CORE PROBLEM — Unequal access to services

CAUSES — Poverty, Unequal development, Corruption

4. **the dynamics** (i.e. what are the patterns, how is the conflict changing, what triggers conflict?)

Why do it?

To understand how your planned project might affect the conflict - either in a positive or negative way - and plan activities that "do no harm" and, where possible, support peace.

When do you do it?

During the design phase of a project with regular reviewed during the project.

Who participates?

As many people as possible! You can include authorities, NGOs, civil society, children, youth, project staff, partners, community members and stakeholders outside the education sector.

More guidance on conducting Conflict Analysis can be found: here

Do a Needs assessment

Step 1: What do we need to understand?

Now that you understand the context better, you need to find out more about the specific education needs. It saves a lot of time and resources to start with existing data[1] and then fill in the gaps.

You might want to find answers to some of the following questions:

- What is the impact of the emergency on access to and quality of education?
- Who is and is not accessing education and who are the most vulnerable?
- Why are children (boys and girls of different ages) not accessing education?
- What is the quality of education like?
- What capacities (infrastructure, materials, financial, human, local organisations, formal systems) exist to support education?
- What do stakeholders think is the most urgent priority?
- Is there any way that we can use the emergency situation to improve pre-existing education?

Step 2: What questions do we ask?

Now you need to decide what questions to ask in your Assessment. When making these decisions, remember that children have multiple needs. So, don't only collect information on who is out-of-school, but also think about:

- Why are they out of school and how long for?
- Who might drop out of school?
- What are the physical needs (buildings, materials)?
- What are the systemic needs (teaching personnel, training, finances, systems and capacities of local authorities/stakeholders)?
- Are children in school actually learning (and if not, why not)?
- What are the other needs (i.e. health, protection etc) that could be affected by education?
- How has children's safety or wellbeing been affected?
- What support networks do children have and how can they be engaged?

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[1] The process of using existing data is called a 'Secondary Data review' (SDR). Make sure you refer to existing reports and assessments before you start collecting your own data – it will save you a lot of time and resources!

Here is a sample Needs Assessment template (which should be adapted to your specific context) and Quality Standards Checklists for Assessments you can use.

Step 3: What does all this data mean and how do I use it?

Once you have collected the data, you need to understand what it all means. The data should tell you:

- Who was affected
- How they were affected (both physically and psychosocially)
- How the education system has been affected
- Who is and is not accessing education and why
- What the gaps are in the quality of education
- What support is needed to get children back to school and learning

Remember to consider gender, age and inclusion (see Guide 1 for more info) when collecting and reviewing your data. Boys and girls of different ages – as well as religions, ethnicities, abilities etc. – may have been affected in different ways and have differing needs, so remember to look out for these differences.

GOOD TOOLS TO HELP YOU
(available under **this link)**

- → **Secondary data review**
- → **Key informant interviews** (with local authorities, community representatives, UN & NGO staff, etc.)
- → **Focus group discussions** in communities (separately for different groups)
- → **Direct observations** (of facilities)
- → **Household surveys** (with a representative sample of the affected population, including different demographic groups)
- → **Community or School Mapping**
- → **Literacy and Numeracy** assessments (such as ASER)
- → **Quality Standards Checklists** for MEAL processes are on PIN's KLC Website

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Once you have all this data, you can use the Planning Tool on the next page to work through the data and help you decide what response is needed.
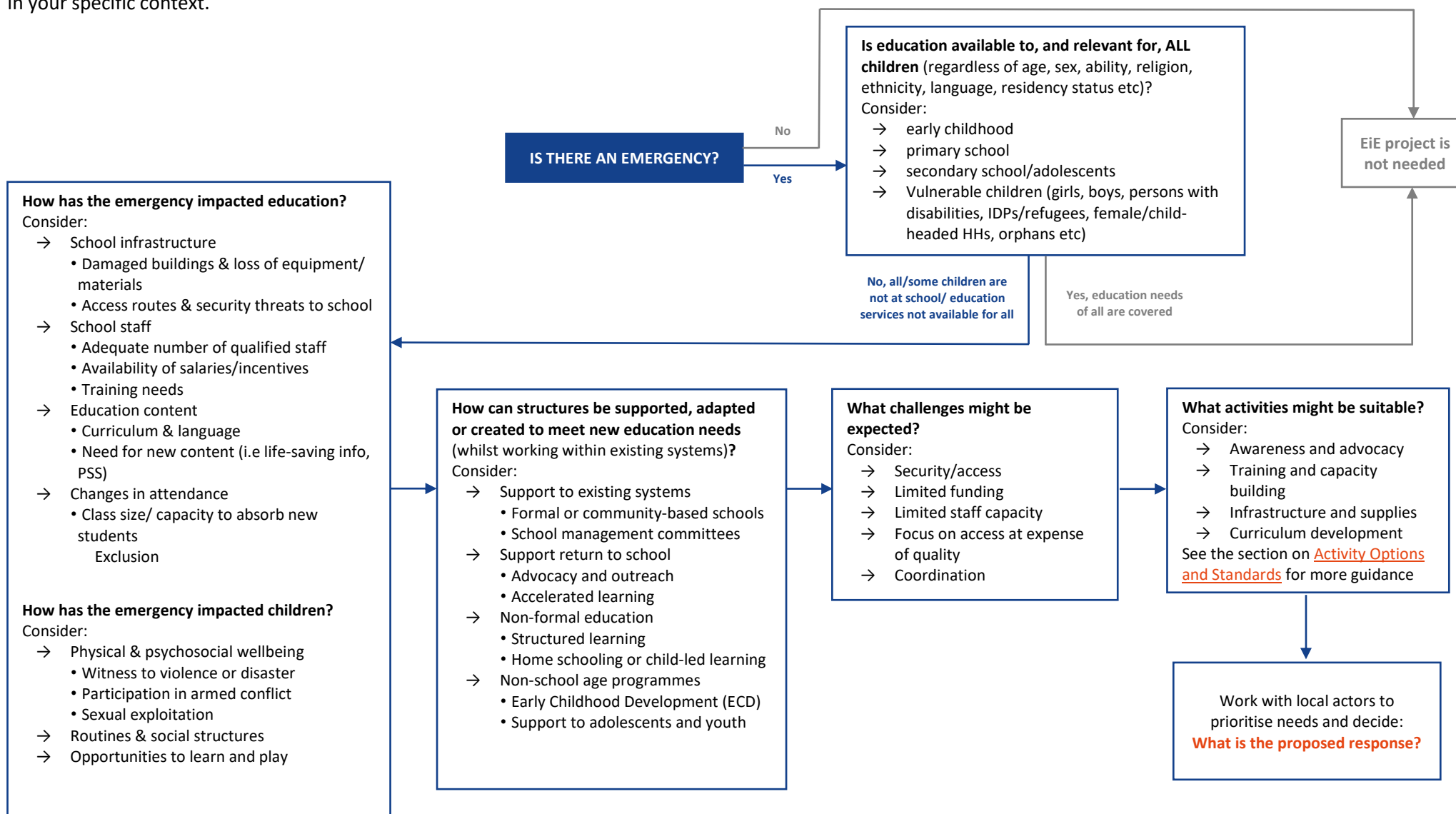

BEST PRACTICES

- → **Disaggregate data** by sex, age and disability
- → **Train enumerators** and **pilot questionnaires** before the assessment
- → **Include** all relevant groups (adults, children and vulnerable persons) and **use local resources and expertise**
- → Use **standard PIN methods** and templates (see PIN's MEAL Tools and Guidance)
- → Be **transparent**
- → Where possible, do the assessment **together with other sectors**
- → **Share findings** with Clusters and partners
- → Make sure findings **feed into design**.
- → Contexts and needs constantly change. **Assessments should be ongoing.**

What Response is Needed? An EiE Planning Tool[2]

Use this tool to help you decide what kind of EiE response might be needed in your specific context.

IS THERE AN EMERGENCY?

No →

Is education available to, and relevant for, ALL children (regardless of age, sex, ability, religion, ethnicity, language, residency status etc)?
Consider:
→ early childhood
→ primary school
→ secondary school/adolescents
→ Vulnerable children (girls, boys, persons with disabilities, IDPs/refugees, female/child-headed HHs, orphans etc)

Yes

EiE project is not needed

No, all/some children are not at school/ education services not available for all

Yes, education needs of all are covered

How has the emergency impacted education?
Consider:
→ School infrastructure
  • Damaged buildings & loss of equipment/ materials
  • Access routes & security threats to school
→ School staff
  • Adequate number of qualified staff
  • Availability of salaries/incentives
  • Training needs
→ Education content
  • Curriculum & language
  • Need for new content (i.e life-saving info, PSS)
→ Changes in attendance
  • Class size/ capacity to absorb new students
    Exclusion

How has the emergency impacted children?
Consider:
→ Physical & psychosocial wellbeing
  • Witness to violence or disaster
  • Participation in armed conflict
  • Sexual exploitation
→ Routines & social structures
→ Opportunities to learn and play

How can structures be supported, adapted or created to meet new education needs (whilst working within existing systems)?
Consider:
→ Support to existing systems
  • Formal or community-based schools
  • School management committees
→ Support return to school
  • Advocacy and outreach
  • Accelerated learning
→ Non-formal education
  • Structured learning
  • Home schooling or child-led learning
→ Non-school age programmes
  • Early Childhood Development (ECD)
  • Support to adolescents and youth

What challenges might be expected?
Consider:
→ Security/access
→ Limited funding
→ Limited staff capacity
→ Focus on access at expense of quality
→ Coordination

What activities might be suitable?
Consider:
→ Awareness and advocacy
→ Training and capacity building
→ Infrastructure and supplies
→ Curriculum development
See the section on Activity Options and Standards for more guidance

Work with local actors to prioritise needs and decide:
What is the proposed response?

[2] Adapted from Save the Children, Education in Emergencies: A Toolkit for Starting and Managing Education in Emergencies

Design Your Project

Based on the information from the assessment, you need to design your project. Activities and approaches should aim to address barriers to education and protection in your context.

Targeting and Selecting Beneficiaries

Before designing activities, you need to decide *who* the support will target. To do this you need to develop **selection criteria**, either for:

1. communities/schools to be supported
2. individual beneficiaries

Here are some School Assessment and Selection tools to support the process. They include:

→ Sample school assessment tool
→ Sample school selection criteria
→ Sample school ranking tool

For support in developing beneficiary selection criteria see PIN's Emergency Manual. It is important to note that if MEAL staff are responsible for beneficiary verification (i.e. spot checks to verify that beneficiaries meet selection criteria), that they are not responsible for the selection process.

Logical Framework

Next, you need a Logical Framework (or Logframe). This shows the logic of the project (i.e. what you want to achieve and how you will measure this) as well as identifying the potential risks that might come up. See PIN's Project Management Manual and PIN's Quality Standards Checklist for Project Development for more information on the Logframe process. You can also see a sample Logframe here.

REMEMBER

→ **Every emergency is unique** – there is no 'one-size fits all' approach. You need to design a specific approach that is appropriate to, and based on the needs of, the specific context you are working in.

→ You are **filling a gap** until the community are able to cope on their own. The response should therefore be linked to what existed **before** and what will be likely to exist **after** the emergency and should **engage local stakeholders** in all stages.

→ **Timing is essential**. Here are some tips to consider:
   o Align your project with the school year, where possible
   o Consider context specific seasonal barriers (such as seasonal work, weather conditions) and potentially changing needs (such as school transport, raincoats/umbrellas, sunshades etc)
   o Collect feedback and review project activities on a regular basis to ensure that support remains relevant to the needs

→ Make sure stakeholders **understand the aims and processes** of the project and how they can give feedback.

→ **Involve stakeholders** at all stages, **listen** to their opinions and **use their feedback** to improve the project.

→ **Be conflict sensitive** and **inclusive** (see Guide 1 for more information)

Phasing an EiE Response

It is important to phase your activities according to priority needs. EiE is often provided over three phases (see diagram on the next page). This is a guide and may need to be adapted to your specific context.
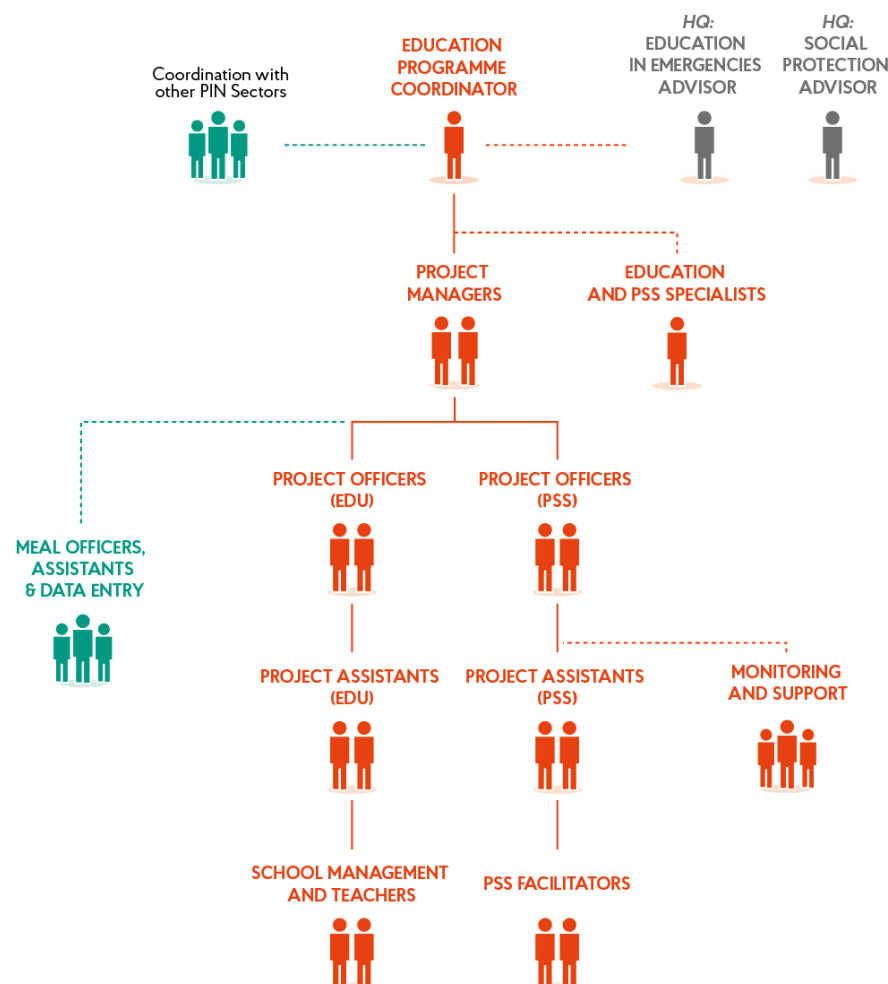
Diagram 3: Phases of an EiE Response

Acute emergency Phase
0-6 months after the onset of emergency

Emergency begins to stabilise or has potential to become protracted
3-6 months after the onset of emergency

The emergency has stabilised/ is protracted, or in recovery phase
6 months or more after the onset of emergency

PHASE 1: RECREATION AND PREPARATION

Focus on:
→ **Continued access for all** (including vulnerable/ marginalised groups)
→ **Protecting children** from immediate harm
→ Maintaining **routine** and establishing **support networks**
→ Utilising **existing resources** and knowledge

Establish structured activities to provide routine and normalcy.
The basic steps:
→ Establish a **safe space**
→ Organise structured **recreational activities**, with **community involvement** (and leadership)
→ Provide **life-saving information** (hygiene, mine-risk education, HIV/Aids awareness etc)

PHASE 2: NON-FORMAL EDUCATION

Focus on:
→ Ensuring **educational quality**, not just access
→ Supporting children's **wellbeing**
→ Building **support networks** within local communities
→ Building **teaching capacities**
→ **Existing systems** and practices

Introduce structured learning to ensure educational continuity.
The basic steps:
→ Continue provision of structured **recreational** activities and introduce **PSS** and/or **SEL**
→ Provide **literacy and numeracy** classes
→ Provide classes (including **catch-up/remedial** classess, as needed) that are increasingly similar to the formal curricula

PHASE 3: TRANSITION TO FORMAL EDUCATION

Focus on:
→ **Quality** of education
→ Increasing engagement and **handing over** activities to local authorities
→ Support **strengthening of systems** for sustained support
→ **Building back better**: address gaps/issues in pre-existing education system (such as exclusion)

Reintroduce the formal curriculum to this to keep children on track with formal testing/ certification.
The basic steps:
→ Reintroduce use of the **formal curriculum by trained teachers**
→ In refugee settings, generally use curriculum of the county of origin to support return
→ Include **additional classes** (such as life-skills/peace education) as required

Set up the Team

The type and number of staff you need depends on project size and type of activities. However, all projects must have in-house education and PSS/Child Protection knowledge (preferably in-country).

Diagram 4: Sample Organigram (here are some sample ToR templates).

Which Activities Should we do?

Whilst keeping the **needs**, **phase** and PIN's **EiE framework** in mind, you need to decide on the activities that will help you meet your project's Objectives.

EiE support can come in many forms. An important distinction is whether your project is considered 'formal' or 'non-formal'.[3]

Formal education:
Formal Education includes "all learning opportunities provided in a system of schools, colleges, universities, and other educational institutions" that are formally recognised and accredited by the national education authority in the area of operation. Activities are varied, but require specific permission of relevant educational authorities and school management.

Non-formal Education (NFE):
NFE is structured education that takes place either within or outside educational institutions but does not lead to formal certification (i.e. accreditation recognised by the national authorities in the country of operation). It may however lead to certification of another body (i.e. an NGO or CBO).

NFE usually takes place in education or learning centres, such as **Temporary Learning Spaces (TLS)** but can also take place in Child Friendly Spaces (see next page). NFE can be varied in nature and may include activities such as (a) **catch-up classes**, (b) **remedial** or after-school classes, (c) **literacy and numeracy** support, (d) **accelerated education** and (e) **life skills**. Where possible, NFE should be based on the formal curricula and create **pathways to the formal education system** (i.e. through referral mechanisms established with formal schools) to encourage educational continuity.

NFE also includes **home-based education** or **self-learning.** Whilst these activities may lead to formal accreditation (if accessing formal exams), their method of delivery is generally considered non-formal, as there is limited formal support provided by the education system (school spaces, qualified teachers etc). Home-based education or self-learning, as the name suggests, usually take place remotely, either at home or community spaces.

CHILD FRIENDLY SPACES

NFE can, in some cases, be provided in **Child Friendly Space (CFS)**. CFS are spaces which "provide nurturing environments for children to access free and structured play, recreation, leisure, and learning activities"[1].

They can cater for children of any age with a range of services aimed at restoring a sense of normalcy and routine. Such services may include structured recreational activities, Psychosocial Support (PSS) activities or may be more educational in content, such as the provision of life-saving information, life skills or basic literacy and numeracy.

It should be noted that where structured learning is not provided, CFS should be classified as protective spaces, and therefore fall under the Protection sector.

Photo © PIN archive

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[3] *Note that there might be slightly different definitions of these terms in your context.*

Regardless of activities provided, it is important to remember that CFS should:

1. Be established in the initial phase of the emergency
2. Be **available and accessible** to *all* children
3. Provide **organised/structured activities** (whether educational, recreational, psychosocial etc), and not only act as a space for children to stay whilst parents work
4. **Provide a safe, secure and supervised environment** for children and have strict **safeguarding and child protection** measures in place
5. Have **vetted and trained staff** able to support activities, and where needed, provide training in safeguarding, positive discipline, pedagogy etc
6. Provide relevant **recreational or learning materials** for activities to take place
7. **Engage the community** as much as possible from the beginning (and have a **transition strategy** in place from the outset) to increase ownership and sustainability
8. **Provide an entry point for other basic services** so that children are more easily able to access services such as health case, nutrition, protective or legal services, WASH facilities etc
9. **Be coordinated with other organisations** or stakeholders (particularly Child Protection actors) to minimise overlap and maximise resource and information sharing, particulary in relation to:
   - Provision of **specialist activities**, such as training/advice on protection related issues (i.e. SGBV, abuse, documentation, Mine Risk Education, HIV/Aids awareness etc)
   - **Coordination of referrals** to specialised service providers (i.e. protection and mental health actors) as well as educational institutions/actors to improve school continuity, where possible

You can find more information and guidance on the establishment of CFS here.

Below is a list of activities that can be included in a project. Activities should be selected and adapted to suit the priority needs identified in your specific context. Remember that it is important to try and meet the **different needs of children** (see PIN's Child Centred Approach in Guide 1). This means that you should, where possible, select a range of different activities that support children's **overall development**. For example, this might mean that although school rehabilitation is the major need in your area, you also select activities to support children's wellbeing, therefore making sure that you not only provide a space to learn, but also activities that allow children to socialise and learn key skills to allow them to cope better with the situation.

Activities and your overall approach should be based upon PIN's Global Education Brief as well as a country-level Education Strategy based on specific needs and appropriate responses in your context (here is an example country-level EiE strategy to guide you).

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Activity Options and Standards

Click on the activities below to see the step-by-step process to implement each activity as well as the recommended standards that should be met.

Domain 1: Foundational Standards

Teaching and Learning	Teacher Professional Development	Catch-up, Literacy and Numeracy	School Materials
Protection and Wellbeing	Preparedness	Psychosocial Support (PSS)	Learning Spaces
Support Networks	Awareness and Social Cohesion	Parent Teacher Associations	School Leadership *(under development)*

PIN's Quality Standards referred to throughout this section are based upon the following global standards:

- The INEE Minimum Standards for Education: Preparedness, Response and Recovery (2024)
- The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response (2018)
- The Child Protection Working Group's Minimum Standards for Child Protection in Humanitarian Action (2013)
- Principles from the Guidelines for Child Friendly Spaces in Emergencies (INEE, Global Education Cluster, Global Protection Cluster, IASC: 2011)
- The Guidance Notes on Safer School Construction from the Global Facility for Disaster Reduction and Recovery (INEE, World Bank and ISDR: 2012)

Foundational Standards

This section introduces some foundational principles of EiE (community participation, coordination and analysis), and PIN's core minimum standards in relation to these. You can use the below tool (based on INEE's Foundational Standards) for reference and guidance or as practical checklist during any stage of the project cycle to make sure that your project meets minimum quality requirements.

Purpose

These standards are key to setting the foundations in order for all other quality standards to be met. They ensure that stakeholders are involved in the project cycle in a meaningful and inclusive way that increases their ownership of the process, and therefore their commitment to sustaining activities for the future. These foundations also direct us to do our work in a coordinated way, based on specific needs, that promotes effectiveness, relevance and efficiency and ensures that we work within a system to support and strengthen it. They also ensure that we monitor our activities appropriately and utilise any learning to improve our programming for the future.

Quality Standards

Domain 1: Foundational Standards

COMMUNITY PARTICIPATION

Participation

☑	Children of all ages are engaged in **needs assessments and design** of project activities.
☑	A **range of stakeholders** (teachers, parents, community leaders, education authorities etc) are engaged in assessments, design and monitoring.

Resources

☑	L**ocal resources and expertise** are utilised, where possible
☑	**Local materials, equipment and labour** are utilised, where possible

COORDINATION

Coordination

☑	Sector-wide **standardisation of approaches** and development of **best practices** is supported, where possible
☑	**Complementary sectors** (such as health, WASH and protection) are engaged in needs assessment and design

ANALYSIS

Assessment

☑	**Needs Assessments are holistic, transparent and participatory**. See Assessment section for more info.

Response Strategies

☑	Activities are designed to **address identified barriers** to education. *For example, if girls are not coming to school because they feel unsafe sharing toilets with male teachers, establish separate latrines for males/females and students/teachers.*

Monitoring

☑	Activities are regularly monitored together **with local stakeholders**. *For example, by establishing a 'committee' responsible for monitoring.*
☑	**Vulnerable persons are consulted** in all phases of the project
☑	**Feedback and findings feed into design** and decision-making

Evaluation

☑	**All** stakeholders are involved in evaluations
☑	**Data is used to improve** future activities/projects. *Perhaps through a 'lessons learnt' workshop and/or written report.*
☑	**Findings**, lessons learnt and best practices are shared as widely as possible

Teacher Professional Development

Purpose
Teacher training and professional development aims to provide teachers and other educators with the required skills to be able to support children's learning and wellbeing. Support also aims to provide teachers with opportunities to develop themselves and work towards their own personal and professional goals.

Description
Teacher professional development (TPD) includes short-term **training** and **workshops** on specific topics as well as **continuous learning** and support.

Professional development opportunities should be provided based on specific competency needs of teachers or other educators.

Training and professional development provides teachers with the relevant skills needed to:

- create an **inclusive**, **child-friendly, safe** and **protective** environment for children;
- **plan** lessons that correspond to the curriculum and meet specific learning objectives;
- adopt and practice **child-centred teaching methodologies** that encourage children's participation in learning;
- effectively **manage a classroom**;
- engage **positive discipline** approaches;
- manage teacher's own **wellbeing**

Teacher professional development also goes further and aims to provide teachers with **support networks** and systems that encourage **peer learning** as well as ongoing **mentoring** and **coaching** to improve skills **'on-the-job'**.

Key Steps
The following steps should be taken to establish clear and effective professional development opportunities for teachers.

1. Conduct a learning needs assessment (including a review of existing assessments) to understand teachers' **existing competencies** and identify the most prominent **competency gaps** that need to be filled so that teachers are better able to support children's learning and wellbeing.
2. **Check what training already exists** in your context and who provides it. Make sure your plans **align with any national or Cluster level strategies or plans** and use local and existing resources and content, where possible.
3. Proiritise the most important learning gaps that need to be addressed in order to improve quality of teaching and support child protection measures. **Develop a Teacher Professional Development (TPD) Plan** based on this. For example, if teachers are engaging in corporal punishment of students, make sure that positive discipline is covered towards the beginning of your training schedule, with other, possibly less vital, trainings coming later. Plans should be modular (i.e. not just one-off trainings) so that learning is provided at regular intervals for continuous learning.
4. **Develop training content**. This might include:
   - Powerpoint slides, posters or flipcharts, worksheets or handouts, homework sheets
   - A Facilitator Guide that gives specific details for the training session:
     - Learning Objectives for each session
     - Timings for each session

- Materials needed for each session
- The step by step process that they training facilitator should follow, including what instructions to give, what they might say and the methodology to be used for each activity
- Assessment tools to gather feedback on the training and understand competencies trainees have gained through the training. This might include a Training Evaluation Form and Pre- and Post-test.

5. **Establish longer term monitoring and feedback mechanisms** to assess/understand teachers use of new learning in the classroom and support them in developing their skills. This can be done through classroom observations which serve to (a) monitor specific competencies/methodology in use and (b) provide feedback to teachers to support their learning and professional development. This might also be done through setting up Teacher Learning Circles (TLCs) in which teachers can discuss challenges, approaches or ideas and practice specific methodologies. Teachers themselves, as well as school management or relevant education authorities should be involved in leading this process so that ongoing peer and professional support can be provided beyond the project period.

Quality Standards

PIN aims to meet minimum quality standards in all of its EiE work. You can use the below tool for reference and guidance or as practical checklist during any stage of the project cycle to make sure your project meets minimum quality requirements.

Domain 3: Teaching and Learning

Training, Professional Development and Support

✓	Teacher Professional Development (TPD) Plans are **based on a Learning Needs Assessment** that includes feedback from a range of stakeholders.
✓	Training aligns with **national or Cluster level TPD strategies and plans** and **uses local resources and existing content,** wherever possible.
✓	Training is provided through a **modular approach** (i.e. regular training sessions over a period of time, rather than one-off trainings)
✓	TPD Plans include **ongoing monitoring** of how learning is used in the practice (i.e. through classroom observations)

✓	Trainers use **participatory approaches** and '**model' key methodologies** (i.e. if providing a session about inclusion, the trainer should use methods within the session to give practical examples of how to include everyone)
✓	**Training content** includes: • 'SMART' (specific, measurable, achievable, relevant and timebound) Learning Objectives • session timings • lists of materials needed • a step-by-step guide for the training Facilitator to follow.
✓	Training is provided to **all relevant stakeholders**, including where possible, education authorities and other NGOs

Instruction and Learning Processes

✓	TPD Plans include **mechanisms to provide ongoing feedback and support** to teachers (i.e. classroom observations, feedback sessions, TLCs or mentoring), with particular focus on quality, inclusion and participation of students.

Assessment of Learning Outcomes

✓	TPD Plans include sessions that provide skills related to the **assessment of learning outcomes**.

### Domain 4: Teaching and Other Education Personnel

Support and Supervision

✓	**Teachers, school management and education authorities are central** to the running of school-based teacher support mechanisms (i.e. TLCs, peer-review, mentoring).
✓	Support mechanisms for teachers operate on **a regular basis** (at least once per quarter) and support is available to teachers on a **needs basis.**

Domain 5: Education Policy

Planning and Implementation

✓	Teacher Professional Development activities **build from existing systems and practices** and **engage local education authorities in leadership** of activities, wherever possible

Photo © PIN / Omar Khattab
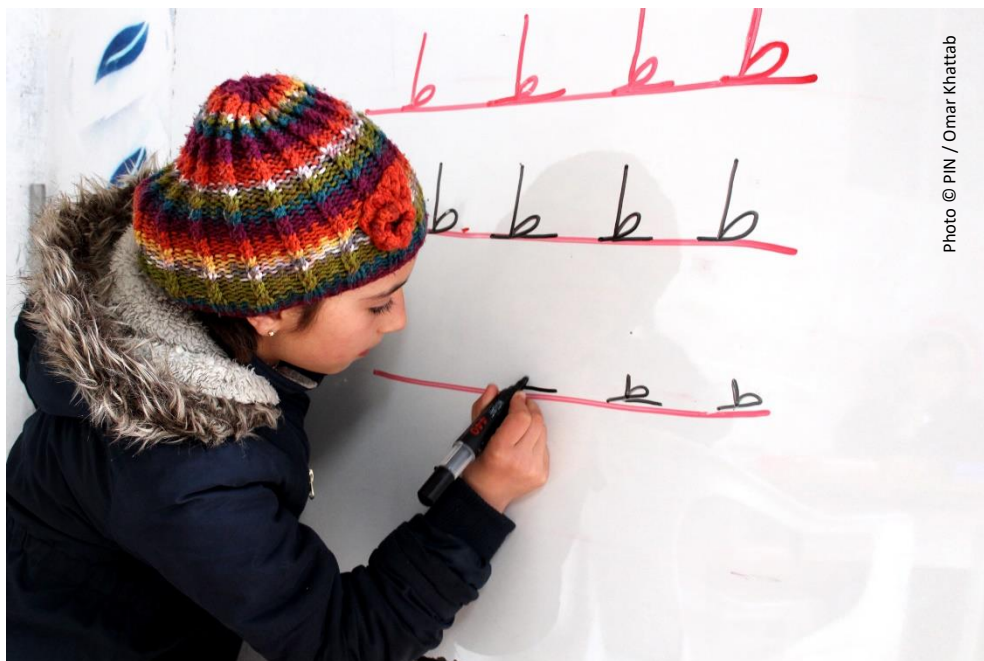
Catch-up, Literacy and Numeracy

Purpose

Catch-up classes provide out-of-school students with the opportunity to learn content missed because of disruption to their education. They are aimed at supporting children's re-entry to the formal system. **Remedial classes** are also included under this guidance and refer to classes for in-school students who are falling behind in their education, with the aim of keeping them up to date with their learning to limit the probability of drop-out.

Both catch-up and remedial classes may include specific **literacy and numeracy** support to provide children with the core reading and maths skills needed to either stay in school or re-enter the school system to continue their formal education.

Description

In PIN's EiE work, literacy is defined in its simplest term and refers to the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life. Similarly, numeracy is the ability to appropriately use maths skills in personal, educational and social life.

PIN provide literacy and numeracy support through in-school and after-school sessions with trained teachers or facilitators. Sessions may also take place in Child Friendly Spaces (CFS) or Learning Centres where school facilities are not available. Where needed, PIN also support catch-up or remedial classes in specific subjects on a needs basis (i.e. where children require additional support to stay up-to-date with or to catch-up on key subject knowledge and competencies).

Key Steps

The following steps should be taken to support catch-up, literacy and numeracy.

1. Conduct a **needs assessment** to understand the literacy, numeracy and subject level needs for additional support. For literacy and numeracy this can be done using the **ASER tools[4].** ASER tests children's literacy and numeracy against a scale from 0-4 (with level 4 being equivalent to a Grade 2 reading or maths level). For more information, see PIN's ASER tools. You can also refer to past ASER reports, including IRC's Impact of War on Syrian Children's Learning or PIN's reports from Syria and Myanmar.

2. **Provide catch-up, remedial or literacy/numeracy** support according to competency gaps identified in the needs assessment. See IRC's literacy and numeracy tools for more guidance on delivering sessions. For subject support, sessions will need to be developed according to the **specific curriculum and related competencies** in the context you are working in. You can also have a look at UNICEF's Science Kit Guidance for some ideas how to run primary level science sessions.

3. **Train teachers** – and provide ongoing support – on the provision of catch-up, remedial and literacy/numeracy support (as relevant). See section on Teacher Professional Development for more information on how to do this, or for Facilitator Guides on Literacy and Numeracy, see the links to IRC's materials above.

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[4] ASER stands for 'Annual Status of Education Report'. It is an annual survey (although it can be completed on a needs-basis at different intervals) that aims to provide reliable estimates of children's basic learning levels.

4. **Observe classes,** provide feedback to teachers and **conduct regular informal assessments** to understand children's progress and identify emerging needs. Adapt session content based on findings to ensure that classes remain relevant and effective.
5. **Establish referral mechanisms** and links to nearby schools to promote and actively support children's **re-enrollment in formal education.** Where children are identified as at risk of dropping out of schooling, ensure that support is available to encourage on-going attendance; this might include remedial classes, referral to mental health or PSS service providers or engagement with parents.

Quality Standards

PIN aims to meet minimum quality standards in all of its EiE work. You can use the below tool for reference and guidance or as practical checklist during any stage of the project cycle to make sure that your project meets minimum quality requirements. Please note that quality standards related to Teacher Professional Development also apply to the delivery of catch-up, literacy and numeracy support.

Domain 1: Foundational Standards

Assessment

☑	**Literacy and numeracy** (and subject level, where relevant) **assessments** are conducted at the beginning and end of the school year or project period to understand the specific competency needs. Catch-up, remedial, literacy and numeracy content is developed **according to identified needs**.
☑	Learning assessments are conducted with a range of beneficiaries and are **representative of the community's diversity**. This includes, but is not limited to: girls and boys of all ages, vulnerable children, children with disabilities, different ethnicities, language speakers and religious groups.

Domain 2: Access and Learning Environment

Equal Access

☑	Catch-up, remedial, literacy and numeracy classes are provided for **all children** requiring additional support, particularly the most vulnerable groups/individuals, out-of-school children and children at risk of drop-out.

☑	**Referral mechanisms** are established to support **enrolment into the formal education system** and to provide specialized support to children at risk of drop-out.

Protection and Wellbeing

☑	Catch-up, remedial, literacy and numeracy classes are provided in **child-friendly and safe spaces** (please see guidance and standards for Learning Spaces for more information on what this involves)
☑	Where possible, catch-up, remedial, literacy and numeracy classes are **linked with PSS** service provision and provide life-saving and child protection related **messaging**.

Domain 3: Teaching and Learning

Curricula

☑	Learning content is **adapted for the specific context** and is **based on needs assessment findings.**
☑	Literacy and numeracy support is provided according to the relevant/standard **language of instruction in the formal school system** and students' **mother-tongue language**, wherever possible.

Assessment of Learning Outcomes

☑	**Informal assessments** are conducted at regular intervals to track learners' progress and learning content is **adapted based on findings.**

Domain 5: Education Policy

Law and Policy Formulation

☑	Advocacy efforts work with local or national education authorities to promote **equal access** to catch-up, remedial, literacy and numeracy support.

Planning and Implementation

☑	Catch-up, remedial, literacy and numeracy support is provided according to **existing national policies, practices** and **materials**, wherever possible, and is coordinated with, or led by, national or **local education authorities**.

Photo © PIN / Omar Khattab

School Materials

Purpose
School materials are provided to schools or learning spaces to improve the learning environment, the quality of teaching and children's abilities to learn.

Description
School materials include the following:

1. teacher kits
2. student kits
3. recreational and/or PSS kits
4. furniture
5. other relevant educational equipment such as IT equipment (desktops, laptops, speakers etc)

Lists of sample kit contents and additional guidance on using kits effectively can be found in UNICEF's Education Kit User Manual.

Relevant materials are provided according to the priority needs identified in a needs assessment (usually conducted before the beginning, or in the initial weeks, of the project) or according to feedback provided during the project.

Key Steps
The following steps should be taken in the provision of school materials.

1. **Conduct a needs assessment** to determine the needs for school materials. Make sure to include a variety of stakeholders, including children.
2. **Prioritise these needs**, together with stakeholders, to determine what is most needed and what you are able to provide within the budget limitations of your project.
3. Determine what materials are **available locally**, how they can be sourced (in a fair and transparent way), and what materials are **culturally appropriate** within your context.
4. **Launch the procurement process** (ensuring that this is done in a fair and transparent way that does not contribute to conflict in the local community or between suppliers – see Context Sensitive Education in Guide 1 for more information). Please see PIN's specific Logistics guidelines for your context to ensure you follow the correct procedures.
5. **Distribute materials** to schools or learning spaces or individual teachers or students, as relevant. Where possible, do this with the leadership or collaboration of local stakeholders. Ensure that **handover documentation** is signed and someone takes **responsibility for maintaining** equipment, materials and furniture.
6. **Train or brief teachers** or educators on how to use materials to encourage **children's participation** and engagement in learning.
7. Throughout the project, **collect feedback** on the materials from a variety of stakeholders to determine whether they are adequate in terms of **quality and quantity** and whether any **new needs** emerge. Ensure that **feedback is considered** in future procurement.

Quality Standards

PIN aims to meet minimum quality standards in all of its EiE work. You can use the below tool for reference and guidance or as practical checklist during any stage of the project cycle to make sure that your project meets minimum quality requirements.

Domain 1: Foundational Standards

Resources

☑	School materials and equipment are **sourced locally**, where possible, and are appropriate to the context.

Domain 2: Access and Learning Environment

Equal Access

☑	School materials are provided **based on an inclusive needs assessment**
☑	School materials are **distributed equitably** (i.e. to **all** students/teachers/schools according to **individual needs**)
☑	School materials **promote equal access and participation** in education. For example, chairs/desks and textbooks/teaching aids are adapted for children with specific needs (i.e. wheelchair and braille friendly), and classroom posters include pictures of boys and girls, and children of different ethnicities, abilities and religions.

Domain 3: Teaching and Learning

Curricula

☑	Decisions to provide textbooks are made following a **systematic review of curricula content** to ensure that harmful practices, attitudes or behaviours are not promoted.

Instruction and Learning Processes

☑	Teaching materials and educational equipment **promote children's participation in learning**. For example, providing materials that can be used for activities and games or visual aids such as flashcards.
☑	**Teachers are trained or briefed** on how to use materials to promote child-centred and participatory approaches in the classroom.

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Preparedness and Disaster Risk Reduction[5]

Purpose
Preparedness can contribute to reducing risks and the negative impact of future emergency events and help to improve people's resilience and abilities to cope when a crisis does occur.

Disaster Risk Reduction (DRR) in schools aims to[6]:

- Protect students and the staff from physical harm
- Minimize disruption and ensure the continuity of education for all children
- Develop and maintain a culture of safety

Description
DRR and preparedness should be incorporated into all emergency programming. This means providing people with the knowledge and tools to be able to mitigate

risks and better prepare for future emergencies. To do this PIN support schools to establish emergency preparedness plans and provide them with relevant tools and skills to be able to better protect children and education personnel and better prepare for emergencies.

Key Steps
The following steps should be taken to support schools to reduce risks and prepare for the onset of emergency.

1. **Conduct a risk assessment** in schools and communities. This might be done through school or community mapping and should engage a range of stakeholders. PIN's School Safety Checklist can also be used for assessing risks.

2. Support schools to **establish (or strengthen pre-existing) School Safety Committees** – or equivalent, depending on what already exists in the context – to oversee preparedness and DRR activities. The committee should be responsible for developing, adapting, implementing, and updating a **School Safety Plan**. This Plan should build from the risk assessment and identify practical steps – and who is responsible for their delivery – in order to remove or reduce risks for students, teachers, education personnel and community members. The Committee should also be responsible for organizing regular evacuation drills (for fire, natural disaster or attack, as relevant to the context) and developing **Contingency Plans** including identification of temporary spaces and alternative modes of instruction in case of an emergency. Other tasks include:

   - Completing school risk assessment and identifying vulnerabilities and capacities;
   - Prioritising mitigation activities;
   - Developing staff training plan;
   - Reviewing basic emergency and standard operating procedures;
   - Conducting school and neighbourhood hazard mapping and identifying resources to mitigate risks;
   - Checking evacuation route maps are posted in each classroom and corridor;

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[5] Guidance is based on the GADRRRES Comprehensive School Safety Framework (CSSF)

[6] Definition and guidance is adapted from IFC's Disaster and Emergency Preparedness: Guidance for Schools

- Checking fire-fighting equipment and first aid kits are available, in-date and accessible;
- Communicating student-family reunification procedures to parents.

3. Support schools to **roll-out their School Safety Plans.** Monitor progress and follow up to ensure that key activities (such as evacuation drills) are conducted on a regular basis.
4. Conduct **training** based on risk assessment to provide students, educational personnel and parents with skills to be able to reduce risks and better cope with emergencies. This might include, but is not limited to, Child Protection, Mine Risk Education (MRE), First Aid, Emergency Planning and Preparedness, School Safety, Health and Hygiene.
5. Raise awareness of **key messages** related to DRR and preparedness according to your needs assessment. Some key messaging for DRR can be found in IFRC's Public awareness and public education for disaster risk reduction: key messages guide.
6. **Advocate for sector-wide and cross-sectoral emergency preparedness planning** and information sharing to increase knowledge and preparedness.

Quality Standards

PIN aims to meet minimum quality standards in all of its EiE work. You can use the below tool for reference and guidance or as practical checklist during any stage of the project cycle to make sure that your project meets minimum quality requirements.

Domain 1: Foundational Standards

Participation

✓	Children, teachers, parents and education authorities are **engaged** in, and wherever possible, **lead** risk assessment and DRR/emergency planning.

Coordination

✓	Plans and activities are **coordinated with the Education sector** and **other relevant sectors** to create shared messaging and improve effectiveness.
✓	**Specialist information** and activities – such as MRE and Child Protection – are **closely coordinated with or led by relevant sectors.**

Domain 2: Access and Learning Environment

Equal Access

✓	Students, teachers, education personnel and community members are provided with **key messages** regarding disaster risk reduction (DRR) and emergency preparedness that are relevant to the context and risks identified in the risk assessment.
✓	School Safety Committee members are **representative** of the community.

Protection and Wellbeing

✓	**School Safety Committees** (or equivalent) are established or strengthened at the **beginning** of the school year or project.
✓	School Safety Committees are supported **to operate effectively**. They: • Meet regularly (i.e. once a month) • Assess risks and ways of mitigating risks • Develop and regularly update School Safety Plans • Are trained in Child Protection, DRR, first aid and emergency planning • Regularly lead emergency drills relevant to the context • Coordinate with education authorities • Communicate clearly with parents, staff and children

Facilities and Services

✓	School sites and infrastructure are safe and include disaster resilient design
✓	School Safety Committees regularly **review school risk assessments**; assessing risks, potential impact and identifying mitigation measures for: • structural safety of school facilities • attacks on schools • natural disasters • use of school facilities for other purposes • safety of children and school staff both at school and en route to and from school

Domain 5: Education Policy

Planning and Implementation

✓	Activities **build from existing systems and practices** and **engage local education authorities in leadership** of activities, wherever possible

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Psychosocial Support (PSS)

Purpose
Structured Psychosocial Support (PSS) helps children cope with crises, manage their emotions and learn to cultivate healthy relationships. PSS assists the development of core skills such as communication, teamwork, and problem solving, in addition to supporting children to feel more comfortable and supported. Holistic PSS programming strengthens the overall well-being and resilience of students, and indirectly improves student behaviour, engagement and learning outcomes.

Teachers are not able to properly support children's well-being unless they are themselves physically and psychologically well. Teachers should also be supported with skills to improve wellbeing and self-care. For more information, see this Landscape Review on Teacher Well-being.

Description
PSS activities are provided on a regular basis and in a structured manner in schools or child-friendly spaces (CFS). Activities are delivered by trained PSS facilitators. PSS is not specialised mental health support but is a set of activities designed to support children's general wellbeing and developmental needs. Activities are therefore open for all children to attend. PSS resources/materials are used to provide age- and gender-appropriate activities aimed at enhancing skills and coping mechanisms specific to the context, such as teamwork, leadership, self-discipline, responsibility, respect, conflict resolution and peace-building. Activities may include team sports, games, music, art and other child-centred creative group methods. If possible, local artists and cultural associations should be included to increase diversity of activities and support local initiatives.

Activities take place either during and after school hours and are closely monitored by facilitators who track group and individual dynamics. Group support sessions and ad hoc individualized support to children suffering severe trauma or at risk of dropout are provided by facilitators where necessary.

PSS activities are also used to identify children in need of personalised PSS/specific services such as health care or case management. Such cases are closely monitored, and if necessary are referred by facilitators to service providers.

PSS should be extended to teachers and parents to enable them to express concerns, develop resilient coping strategies and strengthen parenting and teaching skills for the high stress context.

Key Steps
The following steps should be taken to establish and implement PSS activities.

1. **Identify the specific psychosocial needs** of children in target areas. You can use the Strengths and Difficulties Questionnaire (SDQ) to help you do this.
2. **Establish PSS spaces** that are safe, accessible and child-friendly. You can use PIN's Quality Standards Checklist for Child Friendly Spaces to guide you.
3. **Design PSS activities based on identified needs.** For example, if children are found to be experiencing behavioural challenges, focus on PSS activities aimed at developing skills in communication, teamwork and positive discipline. Refer to PIN's PSS Activity Handbook for activity ideas and guidance.

4. **Establish a structured schedule of PSS activities** for a minimum period of 1 semester (4-5 months) with a frequency at least 3-times per week and a maximum of 30 students per session.
5. **Select PSS facilitators** and get them to **sign a [Code of Conduct (CoC)](#)** detailing their roles and responsibilities and expected behaviour.
6. **Train PSS facilitators** on the principles of PSS, how to plan, manage and monitor PSS activities and how to refer children for specialized support. Further support them through providing skills to be able to take care of their own well-being (see the module on 'Teacher's Role and Well-being' in the [TICC training pack](#)).
7. **Run regular PSS activities** according to the pre-developed schedule (but updated based on emerging needs and facilitators' observations)
8. Use PSS sessions to **identify specific cases** and **refer them to specialized services,** where possible. Available services should be identified through a mapping activity at the beginning of the project.
9. **Observe** PSS sessions and **provide support and technical advice/mentoring** to facilitators on a regular basis (including to support their own well-being).
10. **Regularly monitor** the quality of PSS activities using [PIN's Quality Standards Checklist for PSS](#).
11. In longer projects, after a period of at least 6 months, **repeat the SDQ assessment** to understand what impact PSS activities are having on children's wellbeing. **Adapt activities accordingly**.

Quality Standards

PIN aims to meet minimum quality standards in all of its EiE work. You can use the below tool for reference and guidance or as practical checklist during any stage of the project cycle to make sure that your project meets minimum quality requirements.

Domain 2: Access and Learning Environment

Equal Access

✓	PSS and related activities are provided **for all children**, including vulnerable groups and out-of-school children
✓	PSS activities are provided in **easy to reach**, **safe** locations
✓	Where required, **transportation** (or walking-buses) to PSS activities is supported

✓	**Awareness-raising** about well-being and the purpose of PSS, highlighting that it is not mental-health support but is for all children is included as an integral part of PSS
✓	**Parents and teachers** are provided with PSS to improve their self-care as well as with information on how to support children's wellbeing

Protection and Wellbeing

✓	PSS spaces **promote the safety** of students and education personnel
✓	PSS spaces are **protective, child-friendly** and **conducive to learning and wellbeing**
✓	PSS spaces are **stimulating, participatory, and supportive** environments

Facilities and Services

✓	PSS includes the establishment or support to existing **referral mechanisms** to specialized health or mental health services, wherever possible
✓	PSS includes access to **case management** support, wherever possible
✓	PSS spaces have clear and anonymous **reporting mechanisms** that are easy to access and use and are child-friendly

Domain 3: Teaching and Learning

Training, Professional Development and Support

✓	PSS Facilitators and/or teachers are trained on the **theory of PSS** and children's wellbeing, as well as how to **practically and effectively support** children's diverse physical, psychological, cognitive, social and emotional wellbeing.
✓	PSS Facilitators and/or teachers are given clear and in-depth **induction on how to use relevant PSS resources** and materials (i.e. PIN's PSS Handbook and PSS kits).
✓	PSS Facilitators and/or teachers are provided with knowledge and techniques to **support their own wellbeing**
✓	PSS Facilitators and/or teachers are supported by trained PIN staff through the observation of activities and provision of **technical advice and mentoring** to improve the quality of PSS activities and support to children.

✓	Staff members delivering PSS activities are trained on **child-centred approaches** to education and provided with guidance on pedagogical techniques that **promote active participation**
✓	PSS Facilitators and teachers are trained on **inclusive education principles** and the importance of non-discrimination

Domain 5: Education Policy

Planning and Implementation

✓	PSS approaches and tools **build from existing systems and practices** and are coordinated with, or led by, local education authorities.

Learning Spaces

Purpose

Learning spaces are established or rehabilitated in order to ensure that:

1) all children have access to learning
2) the learning environment is safe, conducive to learning, inclusive and supports student and teacher well-being.

Description

Learning spaces are established in existing schools or facilities, where possible, or are established from scratch where this is not possible – either through the set-up of tented classrooms or temporary learning spaces (TLS) made from locally sourced materials. See UNICEF's Temporary Learning Space Compendium for more information on establishing TLS.

Rehabilitation of existing facilities includes the assessment of needs at intervals throughout the project period in addition to physical reparation/renovation of school structures to meet contextualized INEE Minimum Standards (MS) where necessary. Schools can also be retrofitted to improve safety (i.e. reinforced windows and doors) and WASH facilities improved to ensure disability and gender sensitivity and an inclusive school environment (see Guide 1).

Key Steps

The following steps should be taken to establish and/or rehabilitate learning spaces.

1. **Identify how many learning spaces are needed** based on needs assessment and targeting criteria.
2. Decide whether **double shifting** is an option so that existing school buildings can be used to meet any increase in demand. Ensure that classes end before dark so that children can travel home in daylight hours. Additional equipment of furniture may be necessary to accommodate increased student numbers and wear and tear.
3. **Limit the use of schools as temporary shelters** or for other purposes other than education.
4. Where logistically possible (materials and expertise are available), **rapidly rehabilitate** and clean learning spaces and other school facilities, such as WASH facilities (latrines and handwashing facilities), recreational areas and staff facilities. This may involve the retrofitting of school facilities to improve safety and accessibility. See the Safer School Construction website and GCPEA's guide on What Schools can do to Protect Education from Attack and military Use for more information on protecting learning spaces.

5. Where rehabilitation is not possible, and where land ownership and respective agreements for the use of land is clear, **establish Temporary Learning Spaces (TLS)**. This may be in existing community spaces, or may require the establishment of tented or temporary classrooms using available and locally sourced materials. Decision-making should only take place after in-depth consultation with the local community so that needs and appropriateness of spaces are considered. Where considering tented classrooms, remember that, although they can rapidly provide additional space they are also (i) expensive, (ii) not generally locally procured, (iii) hot, (iv) hot in the summer, cold in the winter, often not suitable for monsoon or heavy rain and do not last long in extreme weather conditions.
6. **Provide appropriate furniture and equipment**, including drinking water and relevant hygiene materials such as soap, menstrual hygiene kits and water bottles.
7. **Monitor activities** against the below standards (and/or where they exist, specific standards developed for your context) on a regular basis and **update activities according to needs**. Use PIN's Quality Standards Checklists for School Rehabilitation and Child Friendly Spaces to monitor activities.

Quality Standards

PIN aims to meet minimum quality standards in all of its EiE work. You can use the below tool for reference and guidance or as practical checklist during any stage of the project cycle to make sure that your project meets minimum quality requirements.

Domain 2: Access and Learning Environment

Equal Access

✔	Rehab activities **promote inclusion/non-discrimination** and accommodate **needs of all learners and teachers** (including persons with disabilities). This includes school access, WASH facilities and inclusivity of classroom and recreational space design. See Guide 1 for more info.
✔	Design is **appropriate to end user** (age, sex, physical ability and cultural considerations). Wide consultation in the assessment and design phase will help to ensure this.
✔	**Additional space** is included in design in case enrolment increases
✔	Spaces promote equity and physical safety
✔	Spaces are close to learners' homes and other services

Protection and Wellbeing

✔	**Rehab works promote protection and wellbeing** including: → **safety** of students and school personnel. → spaces are **protective, child-friendly and conducive to learning and wellbeing**. → spaces are **stimulating, participatory, and supportive** environments.
✔	Facilities have: → School fencing → Safe exits/entrances for emergency use → Fire extinguisher/sand bucket → Dedicated play areas → First aid kits → Safety and security (evacuation) plan in place

Facilities and Services

✔	WASH Facilities: → Maintain **privacy, dignity** and **safety** of users → Located in **safe**, **convenient** and easily **accessible** places → **Disability access** → Max. **30 girls per 1 latrine** [*Sphere*] → Max. **60 boys per 1 latrine** [*Sphere*] → **Separate latrines** for girls, boys and children, adults → Include **handwashing facilities** (with soap) → Supply **3 litres of water per learner per day** for drinking and handwashing [*Sphere*] → **Adequate water** for cleaning toilets/other facilities → Include **solid waste disposal** facilities (i.e. rubbish bins) → Have **drainage** facilities (soak pits/drainage channels)

Domain 5: Education Policy

Planning and Implementation

✔	School construction, rehabilitation and furnishing is **in line with national level standards and practices** and activities are coordinated with, or led by, local education authorities.

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Awareness, Outreach and Social Cohesion

Purpose

Awareness and outreach activities aim to reach targeted individuals or groups (or whole communities) with specific messaging designed to positively influence behaviour and attitudes. This might, for example, be simple messaging on the importance of education, designed to encourage parents and care-givers to send their children to school.

Education is an effective way to improve social cohesion and promote peace. Wherever possible, we use education to encourage collaboration between and within communities and individuals with the overall aim of improving tolerance for diversity, understanding of different cultures and viewpoints and ultimately, peaceful coexistence.

Description

Awareness activities take place in learning spaces or wider communities and share key messages in a clear and accessible way. This might be for example,

through posters, leaflets, TV and radio, or through more interactive messaging such as events, plays or art sessions.

Awareness campaigns that take place at the beginning of, or at intervals throughout the school year often have specific messaging aimed at improving school enrollment and attendance are often called "Back to School" campaigns.

Outreach involves specific efforts to 'reach out' to specifically identified target groups or vulnerable groups. This often involves identifying populations or individuals who will be targeted by a specific message (for example, families with out of school children might be specifically targeted with messaging about the benefits of children's education or communities where discrimination against children with disabilities exists might be targeted with messaging about equal rights, inclusion and the importance of education for all).

Social cohesion activities can take many forms. They can include community or school-based events to bring people together in a shared space where they can have constructive discussions or simply socialise. This may also involve the joint planning of events to encourage collaboration and communication between communities and individuals. Social cohesion may also include specific activities aimed at improving tolerance, collaboration and understanding. In addition to addressing the horizontal dimension (relations between and within communities), social cohesion activities should, where possible, include a vertical dimension (i.e. relationships between government and policy and communities).

PIN have developed a social cohesion curriculum, Learn and Share Together (LST), for (a) communities and (b) schools. The curriculum provides a series of sessions for, aimed at encouraging people to discuss issues, challenges, differences and similarities between communities and individuals. The curriculum culminates in a joint project that brings people together in a shared effort to create something for the mutual benefit of everyone in their community or school.

Key Steps

The following steps should be taken to support awareness of the importance of education and children's development and wellbeing, as well as other relevant issues in your context.

1. Determine the awareness and social cohesion challenges and needs through **consultations** with key stakeholders or by conducting a **Barrier**

Analysis. For more information on how to do this see: [PIN's website on Behaviour Change](#)

2. **Create an awareness-raising and/or social cohesion plan** based on this analysis. Make sure that you **consult** with stakeholders, including national or local education authorities and relevant Clusters, to **align approaches and improve outreach** and scope.

   Your **awareness plan** should outline the following:
   - key issues where awareness needs to be improved
   - why awareness is needed (i.e. what is the aim of your campaign/approach?)
   - who you are targeting (i.e. who need to receive the information?)
   - what your key messages are
   - how you plan to improve awareness (i.e. what will your approach be – for example, will you use radio, TV, posters, leaflets, public or school events, megaphones, local leaders etc?)
   - what materials or tools you need

   Your **social cohesion plan** should include activities that encourage **collaboration and communication** between communities and individuals and address the specific challenges identified.

3. **Identify existing materials, or develop new awareness or social cohesion materials** that are **contextually appropriate** in your context. Make sure that activities and messaging are **contextually appropriate**, **child-friendly** and able to be clearly understood by different age groups, language speakers, literacy levels and persons with hearing or sight challenges. Activities must also consider how to appropriately address sensitive topics making sure that **do no harm** principles and **conflict sensitivity** at the fore.

4. **Conduct awareness campaigns and social cohesion activities** to share key messaging as widely as possible. Make sure that materials and activities are visible and accessible to all, particularly for specific groups identified in your targeting.

Quality Standards

PIN aims to meet minimum quality standards in all of its EiE work. You can use the below tool for reference and guidance or as practical checklist during any stage of the project cycle to make sure that your project meets minimum quality requirements.

Domain 2: Access and Learning Environment

Equal Access

✅	Awareness and social cohesion activities promote **inclusion and access to education for all**.
✅	Awareness and outreach specifically **identify and target out of school children and vulnerable groups** to improve access and participation in education for all.

Protection and Wellbeing

✅	Awareness and social cohesion activities promote **principles of protection and wellbeing** (including physical, psychological, social, emotional and cognitive wellbeing)
✅	Awareness and social cohesion activities specifically target **identified child protection issues** relevant to the context (such as discrimination, child labour, early marriage, SGBV etc)

Facilities and Services

✅	Awareness, outreach and social cohesion activities are based on, or support, **existing systems, resources and materials**
✅	Awareness, outreach and social cohesion activities are **aligned with national or Cluster level efforts**
✅	Awareness, outreach and social cohesion activities are conducted in **coordination with other relevant sectors** (such as Child Protection, health, nutrition, Mine Risk Education, SGBV etc)

Domain 5: Education Policy

Planning and Implementation

✅	Awareness, outreach and social cohesion activities **build from existing systems and practices** and **engage local education authorities in leadership** of activities, wherever possible.

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Parent Teacher Associations

Purpose

Parent Teacher Associations (PTAs) – sometimes referred to as Community Education Committees (CECs) – aim to encourage **increased parental and community engagement and participation** in education and related activities. The overall aim is to improve children's educational access, attainment and wellbeing.

Description

A PTA is a group of teachers, parents, community members and students that **meet regularly, discuss key topics** related to the operation, quality and environment of the school and to **plan for ways to improve** the quality of education and wellbeing of students and teachers.

PTAs should be **owned by schools and communities**. However, where needed, PIN can support the initial set up and planning and preparing for meetings.
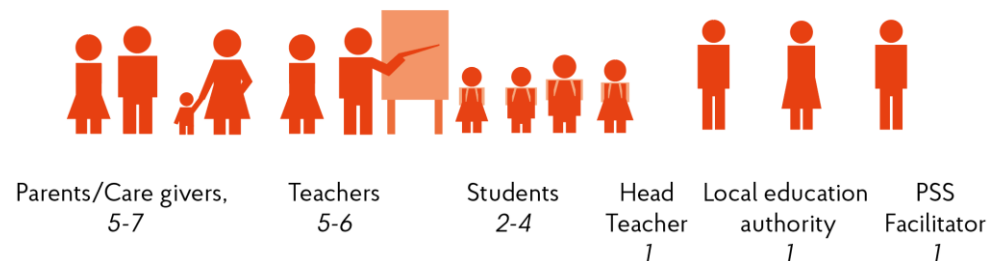
A PTA is not a mechanism for schools to request financial or material support from PIN.

Key Steps

The following steps should be taken to establish and/or strengthen PTAs.

1. **Organise a meeting** (ideally at beginning of the school year/project) with parents, teachers, and other stakeholders (i.e, students, school management and education authorities) to understand:
   - whether there is a background of PTAs in the context (and how they usually operate)
   - how stakeholders feel PTAs could be useful in the context
2. **Decide**, together with stakeholders:
   - the **purpose** of the PTA (and what they want to achieve)
   - the **set-up** of the PTA (i.e. who will the members be? how will they be selected? how often will meetings happen?).
   - the **roles and responsibilities** of different PTA members (who will do what in and between meetings?)
   - **how** meetings will be **organised** and what **tools** will be used (i.e. will there be an agenda for each meeting? will someone take meeting minutes? how will PTA activities be planned and funded?)
3. **Support PTAs** to organise their initial meeting. **Observe it**, providing guidance as needed (i.e. make sure discussions stay on track, members follow roles allocated to them, all members are able to participate and voice opinions).
4. As needed or upon request, continue to attend meetings and **provide support**.

Example membership:

| Parents/Care givers, 5-7 | Teachers 5-6 | Students 2-4 | Head Teacher 1 | Local education authority 1 | PSS Facilitator 1 |

Here is some additional guidance and tools for establishing and running PTAs.

Quality Standards

PIN aims to meet minimum quality standards in all of its EiE work. You can use the below tool for reference and guidance or as practical checklist during any stage of the project cycle to make sure that your project meets minimum quality requirements.

Domain 1: Foundational Standards

Community Participation

✓	Parents, teachers and other relevant stakeholders (including, where possible, children) are engaged in establishing PTAs and are responsible for planning and organizing PTA meetings.
✓	PTAs **meet every month** and run for the **full school year** with restructuring at the beginning of each consecutive school year. PTA meetings last between **1 and 2 hours** and take place **within school hours**, where possible, to reduce additional demands on the time of participating teachers and school staff.

Coordination

✓	PTA establishment aligns with **existing** national level or traditional approaches, policies and practices. Where these do not exist, PTA set-up is done in **close collaboration** with relevant education authorities and other stakeholders.
✓	**Complementary sectors** (such as health, WASH and protection) are engaged in PTA operation wherever relevant (i.e. in setting meeting agendas and support to specific activities)

Domain 2: Access and Learning Environment and Domain 3: Teaching and Learning

Equal Access and **Protection and Wellbeing**

✓	In order to ensure that PTAs are fully representative of the school and the surrounding community, PTAs should: • Include 50% women and 50% men (**equal gender representation** of teachers, parents and students); • Include teachers and parents that represent **a full range of grades** taught at the school; • Encourage **teachers or parents to take on PTA leadership roles**, rather that allocate positions to Head Teachers; • Ensure **ratio of IDP and host community** parents/caregivers is reflective of the ratio in the locality of the school; Ensure **representation of the student body** (male and female) within the PTA.

Facilities and Services and **Curricula** and **Instruction and Learning Processes**

✓	PTAs are **actively encouraged to discuss** issues related to: • child protection • safety • inclusion of all • child wellbeing (including physical, psychological, cognition, social and emotional wellbeing) • teacher wellbeing • learning environments, facilities and teaching and learning materials • teaching quality • parental/community engagement in education • other sectors related to education, such as health, mental health, nutrition and WASH • curricula • assessment of learning outcomes

Domain 5: Education Policy

Planning and Implementation

✓	PTA approaches and tools **build from existing systems and practices** and are coordinated with local education authorities

How to Address Challenges

It is likely that there will be some challenges during your project. The below table shows some challenges you might come across and some ways that you can address them.

CHALLENGE	POSSIBLE RESPONSE
Lack of access to schools/ learning centres **Lack school infrastructure** **Lack teachers** **Lack school materials**	Coordinate with others to assess: • # schools affected • # out of school children • Barriers to education Move displaced people out of school buildings Establish temporary/renovate existing/build new structures Train teachers or volunteers
Insecurity/lack of safety	Coordinate to ensure schools are 'safe spaces', for example: • de-mining, provision of safety rehab/equipment • advocate for protection of schools (i.e. non-use for military purposes etc) • provide chaperones for journey to/from school and establish community/school safety groups
Population movement	Encourage schools to admit newly arriving children Procure school materials that are transportable
Low capacity of education system • **Teachers** • **Education authorities** • **Coordination structures**	Train teachers according to needs Engage education authorities and provide training, as relevant Support establishment of coordination fora (where possible led by local authorities) and ensure transparent information sharing
Lack of educational funding	Advocate for education to be included as a first response and raise awareness about longer-term impact Engage with UN coordination structures for joint advocacy Work with communities to identify local resources that can contribute to education provision
Lack of focus on quality of education	Ensure a balance between hardware (infrastructure, materials etc) and software components (training, school committees etc) Ensure training is needs-based and certified. Introduce relevant new topics (i.e. PSS, active learning, managing mixed-ability classes etc) Provide rapid and longer-term teacher professional development including strong peer-support approach Advocate for provision and recognition of certification for students (both in formal/non-formal education)

Photo © Tereza Hronová

Monitoring, Evaluation, Accountability and Learning (MEAL)[7]

We monitor activities and gather data so that we can (a) understand whether the project is in line with the commitments made in the project proposal and (b) learn and improve our programming and, where possible, also inform other relevant actors and policy makers.

Monitoring should always:

- follow the full data cycle,
- involve meaningful beneficiary participation
- include rigorous data management
- be used in the planning process for future stages of the project/future projects

Diagram 5: The Monitoring System

THE MONITORING SYSTEM:

BENEFICIARY PARTICIPATION

PLANNING AND INDICATORS

COLLECTION

DATA MANAGEMENT, SCHEDULING AND DEDICATED BUDGET

FEEDBACK

ANALYSIS

LINK TO PROJECT PLANNING

[7] Please note that this section covers basic MEAL information specific to EiE. For more MEAL tools, please see PIN's Knowledge and Learning Centre and additional guidance and tools.

Indicators

Indicators are essential to monitoring. Project Indicators should be defined in the planning phase, included in the project Logframe (see example logframe) and be measured at regular intervals.

PIN have developed clear indicators and detailed guidance on EiE data collection which can be found on Indikit and are summarised below.

Indikit Education Themes and Guidance:

ACCESS AND INCLUSION
→ Student enrolment
→ Student attendance rate (and gender ratio)
→ Dropout rate (and gender ratio)
→ Average class size
→ Equitable educational participation
→ Access to scholastic materials
→ Adequate school infrastructure
→ Access to safe water at schools
→ Beneficiaries' satisfaction

QUALITY EDUCATION
→ Locally relevant learning content
→ Learner-centred teaching methodologies
→ Positive discipline practices
→ Trained teachers
→ Teacher supervision
→ School-based teacher professional development
→ Extra-curricular activities
→ Parent engagement in education
→ Minimum educational standards
→ Code of Conduct for teachers
→ Student understanding of Teachers' Code of Conduct
→ Complaint reporting mechanism
→ Psycho-social wellbeing of children
→ Reading with comprehension
→ National exam results

EDUCATION CAPACITY/SYSTEMS
→ Sustainable involvement of local authorities/education actors in activities
→ Capacity building of local authorities/ education actors regarding implementation of education activities

EiE projects should also collect data to support PIN's Global and Strategic Indicators.

PIN's Global Indicators:

All relevant Global Indicators should be included in the Project's Logframe and Results Framework and data collected annually (as well as according to the project specifications and timeframe).

ACCESS AND INCLUSION
→ # of learners who have gained access to education/training
→ # of schools/learning spaces with rehabilitated infrastructure

QUALITY EDUCATION
→ # of teachers/trainers who successfully completed a training programme
→ # of teachers/trainers using learner-centred and inclusive teaching methods
→ # of supported schools whose teachers and students are aware of Teachers' Code of Conduct and/or school child protection policy

LEARNING OUTCOMES
→ # of learners who have gained the required knowledge and skills in the given field and period

PIN's Strategic Indicators:

Strategic Indicators do not need to be included in project documentation, but are internal and should be supported by all EiE country programmes.

→ PIN's educational projects longer than 2 years budget for and implement **rigorous impact evaluation** *(100%)*
→ PIN's **Quality Standard Checklists (QSC)** for education in emergencies, inclusive education, and VET are developed and introduced to PIN's missions and are **systematically used** in PIN's education interventions *(60%)*

→ **Psychosocial support is an integral part** of PIN Education in Emergencies projects *(90%)*
→ **Training and capacity development** efforts within PIN's education and skills development projects use: learner-centred approach, competency-based minimum performance standards, structured post-training follow up and pre- and post-training exams *(90%)*
→ PIN's educational projects take specific measures to apply **inclusive education** and **child protection principles** *(75%)*

The MEAL Process

To ensure relevant and effective monitoring, evaluation and learning, the following steps need to be taken. You should also use the Quality Standards Checklist for MEAL to ensure that you are meeting basic quality standards throughout the MEAL process.

Planning

Step 1: Develop a realistic **MEAL plan**, together with the MEAL team. The plan should:

- meet the commitments made in the proposal
- have clear Means of Verification (which should already be outlined in the project Logframe)
- have appropriate staff and budget allocated
- include details of what data to collect, who is responsible, which tools will be used, and when/at what intervals data needs to be collected.

Step 2: Conduct a **baseline assessment** to understand the pre-project conditions and enable the observation of changes over time. This should happen before a project begins or in initial stages of implementation.

Step 3: Prepare **data collection tools** (see MEAL Tools section of this Guide for templates and examples), ensuring that they are contextualised and that data will be able to be disaggregated by gender, age and ability.

Step 4: Establish accountability mechanisms such as Community Feedback and Response Mechanism (CFRM). To do this you need to:

- agree a **clear format for the collection and collation of feedback.** Data collection may be done through, for example, feedback boxes, phone-lines, Whatsapp, community volunteers or interactive, **child-friendly sessions** such as art or theatre. Data should be collated at a central point or database, with a specified person responsible for collation and analysis of data.
- agree clear **procedures for appropriately responding to feedback**. This may mean following up with individuals or communities on specific points raised or adjusting the project activities or approaches to address feedback. A dedicated person should be allocated to responding to

feedback (and clear procedures created should feedback be sensitive in any way).

- ensure that project stakeholders, including children, are **aware** of the mechanism and processes for reporting. This may be done through, for example, organising stakeholder meetings or clearly displaying poster detailing relevant information.

> **TIPS**
>
> **Be participatory**: Consult stakeholders, including children. Listen to them and feed their ideas into project design. See Guide 1 for ideas on how to do this or check out UNHCR's Listen and Learn - Participatory Assessment with Children and Youth guide.
>
> **Share information**: Ask about preferred ways of receiving information. Provide information in languages & formats (written, graphic, audio) that people, including young children, understand.
>
> **Establish child-friendly feedback mechanisms** so that children can provide feedback. Clearly communicate findings or explain decisions made.
>
> **Ensure data protection & proper data management** to mitigate risks to safety of beneficiaries and their personal data.
>
> For more information on how we hold ourselves accountable, see PIN's Emergency Manual and Key Policies.

Collection, Analysis and Feedback

Step 5: **Collect data** at agreed intervals, as per the MEAL Plan and indicator data requirements. Progress against the project Logframe and Results Framework should be checked on a regular basis to identify any targets that are not being met so that the project plan or activities can be adapted accordingly. **Field monitoring visits**, including completion of relevant Quality Standards Checklists (QSC), should also happen during this stage to regularly monitor project quality.

Step 6: **Analyse data** and **integrate lessons learned** into the project (i.e. adapt the project activities or approaches according to findings). This may be done at regular intervals, during the project Mid-line phase or randomly as needed.

Step 7: Conduct an **Endline survey or evaluation** to review the **effectiveness, efficiency, relevance, impact and sustainability** of the project against the Objectives, Outputs and Indicators detailed in the project Logframe. This process can also be used to measure the level to which the project meets [INEE Minimum Standards](). This should happen before the end of the project or within the month following the end of the project. The process can take significant time, especially if the project requires an external evaluation to take place. So, **plan early** (i.e. 4 months in advance, if possible) to ensure that financial, HR and logistical arrangements are in order.

Step 8: Conduct a **Learning Review**. It is important that the results of project monitoring and evaluation feed back into the planning process and design of future projects. This can be done by organizing a workshop for project staff and stakeholders to reflect on the project **successes, failures** and **lessons learnt**. Ideas and discussions should be **documented** and **shared** widely (both internally and externally, if appropriate) so that lessons can inform and improve activities, approaches and project impact for the future.

MEAL Tools

PIN have various tools to support the MEAL process for EiE projects. These are outlined below (click on the relevant links for access to templates and tools).

	Tool	Purpose	Responsible	Frequency	Other Related Tools
1	**Needs Assessment**	Understand the needs and gaps to be addressed through your intervention	Edu Dept & MEAL Dept	Before project starts and at intervals	PIN Quality Standards Checklist for Assessments
2	**Baseline, Midterm and Endline Survey**	Understand the relevance, efficiency, effectiveness, impact and sustainability of project activities, rate the performance of the project against the project's Objectives, Outputs and Indicators (as per the project Logframe and PIN Global Indicators) Measure the level to which the project meets the INEE Minimum Standards for Education in Emergencies.	MEAL Dept.	Baseline, Mid-term & Endline	PIN Rapid Guide to Survey Sampling
3	**School Profile Template**	Visual summarisation of key school data	MEAL Dept.	Baseline, Mid-term & Endline	Sample data collection tool
4	**Student/School Tracking database (linked to BMS)**	Collect ongoing key information about schools and students including personal data (as required/relevant), school attendance rates, exam/test results, wellbeing levels	Edu Dept.	Weekly	N/A
5	**Key Informant Interview (KIIs)**	Understand more nuanced information about educational access, quality, PSS and systems strengthening from key stakeholders in order to be able to address gaps and increase impact	MEAL Dept.	Baseline, Mid-term & Endline	PIN's Quality Standards Checklist for Individual Interviews
6	**Focus Group Discussions (FGDs)**	Questions can be adapted from PIN's EiE Needs Assessment Template			PIN's Quality Standards Checklist for FGDs
7	**Strengths and Difficulties Questionnaire (SDQ)**	Assess student behavior and psychological attributes including: • Emotional Symptoms • Conduct Problems • Hyperactivity/Inattention • Peer Relationship Problems • Prosocial Behaviour	MEAL Dept.	Baseline, Mid-term & Endline	
8	**ASER Assessment**	Assess the learning levels of students in relation to literacy and numeracy and measure impact of the project on learning	Edu Dept.	Baseline & Endline or beginning & end of each school year	ASER Report Template
9	**Child Functioning Questionnaire**	Assess levels of children's physical and learning abilities to understand vulnerabilities and ensure education is inclusive	Edu Dept. & teachers	Baseline, Mid-term & Endline	Washington Group and UNICEF: Child Functioning

10	**Barriers Analysis**	Understand the barriers to children accessing and attending education and how they change over the project period	Edu Dept. & MEAL Dept.	Baseline, Mid-term & Endline	PIN Guidance on Conducting Barriers Analysis
11	**Quality Standards Checklists (QSC) for:** • **School Rehabilitation and Safety** • **Child Friendly Spaces (CFS)** • **Psychosocial Support (PSS)** • **Training** • **Cross-cutting Themes**	Assess school/centre safety and improvements needed to ensure the learning environment is safe, inclusive, learning conducive, child friendly and promotes the well-being of students and educational personnel Assess quality of PSS activities in schools/centres and understand gaps in service provision	MEAL Dept., Access Dept. and PIN Engineer PSS Officer / Facilitator	Every quarter for each school/ centre	
12	**School Safety Checklist**	Assess risks, hazards and preparedness of schools and in terms of safety and identify gaps to be addressed	Access Dept.	Baseline, Mid-term and Endline	
13	**Classroom Observation Form**	Assess teaching practices in the classroom and understand progress made over the project period	Edu Assistants	Monthly	
14	**Child Satisfaction Survey**	Understand children/student's satisfaction with educational service provision at the baseline, mid-term and endline of the project, through a child-friendly approach to data collection.	MEAL Dept.	Baseline, Mid-term and Endline	
15	**Community and School Mapping**	Engaging stakeholders to identify available services and needs i.e.: • Numbers and locations of **out-of-school children**/vulnerable households • Types of **vulnerabilities** and **barriers to education** • Existing **services, activities, infrastructure and materials** • **Needs** and suggestions for **school improvements** • **Risks** and **hazards** to children and school personnel	Edu Dept. and stakeholders (teachers, children, community members)	Baseline and Mid-term (or as needed)	
16	**Reporting Templates**	Clearly recording information on MEAL findings to improve knowledge management, communication and accountability. Templates include: • Baseline, Midterm and Endline Report • ASER Literacy and Numeracy Report • Learning Review Report (here's an example)	MEAL and Edu Dept.	As required.	PIN Rapid Guide to Describing Survey Methodology