

## Education Strategy for 2012 Khyber IDP Emergency Response, Pakistan

### *Problem summary:*

The Final Draft of the IARA reports the need for education as the first priority need for IDPs in some UCs of Peshawar. Only 38.5% of the surveyed population stated that their children attend school, 59% stated that they could not afford to send their children to school.

Access to teaching and learning is an important first step towards the creation of a sense of normality for children affected by internal displacement. Education facilities usually provide a safe environment in which to play and learn, foster normalcy and mitigate the effects of the crisis on children's physical, social, emotional and psychological wellbeing. Because of their displacement, most IDP children have missed the annual exams in their schools of origin. If rapid and appropriate steps are not taken, children may lose a complete academic year. Upcoming summer vacations provide an opportunity for accelerated courses to assist children to return to school in the autumn. It is critical that children do not drop out of school permanently.

Initial assessments revealed that in 55.6% of the 45 off-camp IDP communities that were assessed, IDP families didn't enroll their children at school. The destruction of schools in Khyber agency before their displacement meant that some children had not been attending school for a long time. Of those who have been enrolled, some children are reported not to attend as they are scared of an unfamiliar environment and many have been out of school for a long period of time. The children are under psychosocial distress due to the trauma of the military operation and the associated displacement, which negatively impacts on their ability to learn.

In the majority of cases, children were not attending school due to the distance of schools from the assessed host communities, associated costs of transport and supplies, and many families have withdrawn their children from school and sent them to work instead in order to contribute to household income.

<b>Goal</b>
Children affected by the military operation in Khyber Agency have safe access to quality education
<b>Results</b>
1. 29,600 children from displaced population and host communities have access to 100 Temporary Learning Centers and schools
2. 29,600 students are provided psychosocial support and quality education in conducive learning environment in 100 TLCs and schools
3. 700 school committees' members, 200 teachers and 10 officials are trained on INEE minimum standards, DRR, psychosocial support and the CRC.
4. 200 teachers have enhanced skills to teach using effective and interactive methods
5. Education cluster/working group is strengthened at the national and provincial levels
<b>Beneficiaries</b>
Total beneficiaries: 30,510 including 29,600 IDP and host communities children (estimated 40%)

girls and 60% boys), 200 teachers, 700 committee members and 10 education officials
<b>Targeted Locations</b>
Peshawar district , KPK Province
<b>Sector Budget</b>
USD 2.75 million

## **ACTIVITIES**

Temporary Learning Centres (TLCs) will be established in government schools at places with high concentrations of IDP families. This will allow children to have access to education in the afternoon at TLCs. Establishing a TLC in a government school will also strengthen the host school in terms of resources, teacher capacities and utility.

Teaching materials for teachers and learning materials for students will be provided to all TLSs and targeted schools. Teacher training will be provided, which will also focus on the correct usage of the materials distributed in the schools. The targeted government schools in IDP hosting areas will be renovated as necessary, and provided facilities under the School Development Plan (SDP).

Activities will be integrated with Child Protection, DRR and WASH to enhance referrals of children to urgent psychosocial support, provide training in DRR and emergency preparedness and ensure that educational facilities are sufficiently and appropriately hygienic. Training for teachers will be provided on topics relevant to education in emergencies including child rights, child protection, psychosocial support and Disaster Risk Reduction (DRR). Training workshops on DRR and psychosocial support will be held to build the capacity of key education officials. Training will be provided to members of the Education Cluster to ensure better coordination of interventions in the education sector.

### **Activities for Result 1**

- Select school sites for TLCs in coordination with government Education department and cluster
- Establish 100 Temporary Learning Centres (TLC) and enrol children
- Hire teachers and supervisors
- Provision of education supplies to students and teachers
- Renovate and install /or repair WASH facilities under School Development Plan (SDP)

### **Activities for Result 2**

- Conduct psychosocial support sessions with IDP and host communities children
- Arrange sports activities to reduce the stress among children
- Hold health and hygiene awareness sessions to inform children of good practices and dangers

### **Activities for Result 3**

- Train teachers, SMC members and government education officials on INEE, DRR and psychosocial support with integration of other thematic sectors
- Provide follow up support to teachers and community members

#### **Activities for Result 4**

- Hold ‘Training of Trainers’ for staff on pedagogy
- Hold trainings of teachers on pedagogy
- Provide additional teacher support in TLCs

#### **Activities for Result 5**

- As co-lead with UNICEF, coordinate and convene education cluster meetings at provincial level
- Host a training session on education in emergencies and INEE minimum standards for cluster members.

#### ***Implementation strategy:***

Most of the ID families are placed in dispersed rented houses, surrounded by local community. We have observed during last few days that our “Out of Camp” approach is a very challenging for all sectors and particularly for education sector. We have also realized that conventional ways of “reaching out to our beneficiaries” may not work here and we would need to look for some informal & non conventional approaches. Neither we nor IDPs will remain here for a very long time! We should strategize our presence for a particular period of time and should help them to minimize the losses of this very unwanted and unpleasant relocation.

Most of ID Children have missed the recent yearly exams in their schools of origin and if appropriate and quickly steps are not taken, they may lose a complete academic year. Summer vacations are not very far and we need to utilize summer vacations to return them their full academic year by enabling them to enroll in new classes just at the end of summer vacation.

#### ***Implementation Methodology:***

##### ***A. Identification of ID families with school age children in allocated area of intervention:***

This should be our first step and need to conduct a compressive survey in allocated region. We may obtain certain basic information on out of camp ID families from different government, national & international organizations, household surveys of areas with high concentration of IDP families and basis on this information we should conduct detailed assessment of IDP and host families children with diverse age group, learning difficulties, socio-cultural constraints, gender, abilities and disabilities and special educational needs in the perspective of Inclusive Education, We would need to have 3-4 teams per UC for collection of Door to Door information on specified formats.

##### ***Output of the activity:***

A comprehensive Database of ID and host families with school going and out of school children with diverse and individualized educational needs developed. The Database shall have synopsis of socio economic status of the families.

##### ***B. Identification of Vulnerable ID children: During initial rapid assessment.***

We have noticed few very well-off families and extremely vulnerable families. At this stage we need to differentiate extremely helpless & expose families with school going and out of school children.

***Output of the activity:***

A list of deserving IDP and host families' children and SC potential beneficiaries

***C. Delivery of services to identified Beneficiaries:***

Since the context of this emergency is totally different from the few we have been dealing with in the past therefore the suggested methodology may be as follow:

***Establishing TLCs in Govt. Schools:***

We don't recommend putting ID children directly into formal education system or schools due time gap. There is a big risk that ID children would not be able to catch up the school pace without preparation & additional support. As a result they may lose ONE YEAR of their academic career. Therefore we suggest two interventions. One is to establish after school TLCs for ID children through an MoU with DoE, improvise syllabus, enroll children in TLCs as per their educational status and as summer vacations are approaching utilize this period of time to cover the transitional time gap and lost learning. Second and most important intervention is to advocate and coordinate with the DoE of KPK to take exams of these IDs children after vacations and issue them certification based on their performance. On their returns these ID children if certified can enroll in schools of their origin in their respective classes on the basis of certification. Optimal access to education of ID children is ensured without loss of learning/educational days even during the emergency. Based on numbers of vulnerable children identified in particular geographical region, Govt. Schools shall be identified and divided in clusters to establish TLCs, If in a worst scenario, we could not make MoU arrangement with DoE to utilize existing Govt. school building for TLCs or find any area with high concentration of ID families but no Govt. Schools around, rented building could be opted as second option to set up a TLC. TLCs will not only provide an immediate access to learning environment but will also cover the intermediate period & lost educational days by offering improvised education. The key would be to enable them to join his/her previous class in any government school either in IDP status or on safe return to their sweet homes based on the certification from education department. The same certification will also help out of school host families' children to mainstream in formal education system in their respective classes.

. We assume total time period for an ID Child is from 04 to 06 months within TLC i-e:

1. 2 weeks for readiness to education through psychosocial support and recreational activities etc
2. Rest of the days based on numeracy and literacy by providing improvised courses to their respective & pre-ID status classes

***Provision of Qualified Teachers:***

SC will provide qualified & trained teachers for TLCs. We have available a big pool of government trained but jobless teachers or as the second better option we could engage local fresh qualified youth as teaching improvised course following a fast track somehow becomes very challenging for a Govt. trained teachers with conventional teaching paradigm.

***Mainstreaming of students:***

On completion of transitional period, ID Children based on the NFBE certification will be mainstreamed to any nearest government school. The NFBE certification will serve as main deterrent of child class at the time of mainstreaming.

***Output of the Activity:***

Every ID and host family school going and out of school child will get access to education, will be able to cover lost period of time and will be able to get back to formal track of education without any academic loses. Hence we would be able to minimize or eliminate the negative impacts of this calamity.

1. ***Resource Mobilization & Participation:***

We would require conducting broad based meetings, sensitization and resource mobilization sessions with both ID & Host communities on regular basis to ensure the ID community participation and acceptance within host community.

2. ***Strengthening of Host Government School:***

Establishing TLC in a Govt. School will also strengthen the host school in terms of resources and utility. In case of host school with single or no teachers, our TLC teacher can join the Govt. teacher in the morning to teach regular classes and in the afternoon can attend TLC centers with some additional honorarium. In addition to, we shall also strengthen the host schools to a certain extent to absorb additional strengthen. This may include educational supplies, additional furniture, capacity Building and additional shelter arrangements depending on needs.

3. ***Arrangements with Education Department:***

We would need to coordinate and document the arrangements for enrollment of ID Children with education department in a form of an MOU. Key extract of this document would be the part of MoU with Government.

***Securing access to schools:***

Access to teaching and learning is an important first step towards the creation of a sense of normality for children affected by ID emergency in KPK.

Temporary Learning Centers (TLCs) will be established in Govt. schools at places with high concentration of ID families. This will allow ID children to have access to education in the afternoon at TLCs. The close coordination of the education department, community members and School committee Members will be guaranteed.

For improved teaching essential education supplies will be provided to all TLSs and targeted schools. This will include basic stationery and other items for children to resume their education, such as bags, pens, pencils and notebooks. Furthermore, teachers training will be provided, which will also focus on the correct usage of the materials distributed in the schools.

Many children have suffered various degrees of psychosocial stress during the IDP emergency – having been uprooted from their homes, living with host families or in tight quarters and dealing with their families' increased levels of stress and pressure. This provides a major professional challenge to the teachers in the targeted schools who often have limited professional training and no training on how to deal with pedagogical challenges in an emergency situation. Hence, training will be provided on topics relevant to education in emergencies for teachers including child rights, child protection, psychosocial support and Disaster Risk Reduction (DRR).

A well managed TLC backed up with quality support from district education department is required to ensure quality teaching and learning during emergencies. Hence, there is a need to provide support for capacity building of key education officials. This will be undertaken through training workshops on DRR and Psycho social support. Moreover, strengthening of the Education Cluster is a crucial endeavour in order to ensure better coordination of emergency intervention in the education sector. Save the Children will play an active role in this regard through its role as a co-lead of the education cluster.

**Sector Integration Matrix:** Basic education is a part of daily life in any community and there are obvious links and possibilities for integration with nearly all development sectors:

Sectors	Education
<b>Shelter</b>	- Schools in similar targeted villages / Union Councils
<b>WASH</b>	- WASH Facilities in Temporary Learning Centres - Health and Hygiene (HH) sessions in schools / TLSs
<b>Child Protection</b>	- CFS/TLC in same places -Referral from Child Protection team to schools
<b>DRR</b>	-Training of Teachers and Community members on DRR