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# IIEP-UNESCO Online Course on 'Educational planning for crisis risk reduction and forced displacement'

2 May - 3 July 2018

## COURSE OVERVIEW

**Dates:** 2 May – 3 July 2018 (9 weeks), with a two-week preliminary phase for testing communications on the online platform.

**Objective:** To reinforce the capacity of participants to analyse the impact of risks and integrate measures to address displaced populations in national education sector planning processes.

**Participants:** Teams (4–6 members) of staff of ministries of education (MoEs) and personnel from humanitarian and development partner organizations directly involved in the organization, planning, and management of the education sector (technical staff and policy-makers), including education for displaced populations.

**Language:** English

**Workload:** 5–8 hours per week

**Fees:** USD 550 per participant

**Application deadline:** 6 April 2018

## INTRODUCTION TO THE COURSE

Natural hazards and conflicts can have a devastating impact on the economic and social development of a country. Many countries, particularly those in protracted crises, face multiple risks (including insecurity, natural hazards, ethnic divisions, corruption, displaced populations), with potential cumulative effects on planning, management, and service delivery. Today, in terms of accessing education, displaced children and youth are among the most marginalized groups worldwide. Only some 60 per cent of refugee children and youth attend primary school – in low-income countries, fewer than 50 per cent – compared to 90 per cent of children globally.

Increasingly, governments and humanitarian and development partners recognize the need to adopt risk reduction strategies, and plan for displaced children and youth to access quality education. Crisis-sensitive planning, including in displacement situations, can support risk prevention and reduction measures that cover foreseeable, recurrent emergencies, as well as sudden-onset disasters or conflicts. Effective coordination between government agencies and humanitarian and development partners can help ensure equitable and efficient use of resources, avoid duplication of activities, and encourage collaboration.

The UNESCO International Institute for Educational Planning (IIEP) has extensive experience supporting countries to prevent, anticipate, and address crises through education sector planning, and has worked with key stakeholders to develop guidance and research in this field. In collaboration with Protect Education in Insecurity and Conflict (PEIC) and UNESCO's International Bureau of Education (IBE), IIEP created a series of resource booklets with practical, step-by-step guidance on strengthening safety, resilience, and social cohesion at each phase of the planning cycle. Alongside other key partners, IIEP supported Burkina Faso, Chad, Jordan, Mali, South Sudan, and Uganda to incorporate such measures into their education sector planning processes. Most recently, IIEP has been working with the European Union

(EU), the Office of the United Nations High Commissioner for Refugees (UNHCR), the Global Education Cluster, and the United Nations Children’s Fund (UNICEF) to strengthen the coherence between humanitarian and development aid for education service delivery. In an effort to develop countries’ capacities and provide an opportunity for knowledge sharing, IIEP has developed this online course to help participants analyse and reflect on how education authorities can address forced displacement and integrate crisis risk reduction into their own education sector planning processes.

## **COURSE OBJECTIVES**

By the end of this 9-week course, participants should be able to analyse the impact of risks, including in displacement situations, and identify how to integrate crisis risk reduction into national education sector planning processes.

Upon completion of this course, participants should be able to:

- analyse risks of conflict, natural hazards, and forced displacement that impact their country’s education sector, and identify capacities that are already in place to respond to and prevent the impact of crisis;
- identify opportunities for coordination between humanitarian and development activities in their country;
- examine existing and proposed policies in their country, including for displaced populations, in order to respond to risks that could affect the education system;
- identify programmes and build stakeholder support;
- generate a cost estimation, use scenarios to assess the feasibility of policies, and identify sources of financing;
- develop measurable and realistic indicators and identify the sources of information necessary for monitoring and evaluation.

In addition, participants will produce an action plan for the institutionalization of planning for crisis risk reduction and displaced populations in their respective education sector planning processes.

## **PARTICIPANTS’ PROFILES**

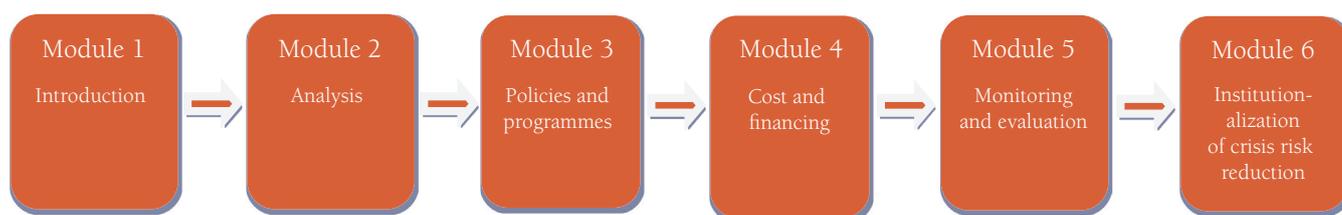
This course is designed for staff of MoEs and personnel from humanitarian and development partner organizations who are directly involved in the organization, planning, and management of the education sector (technical staff and policy-makers), including education for displaced populations. By working together in country teams consisting of representatives from MoEs, UN agencies, and non-governmental organizations (NGOs), it is hoped that the course will help lead to improved coordination between humanitarian and development stakeholders.

The participation of female professionals is highly encouraged.

Please note that participants must have reliable access to the Internet and meet the requirements described in the Annex, ‘Technology equipment’.

## **COURSE STRUCTURE AND CONTENT**

This distance course is organized in six modules. Modules 1, 5, and 6 will each cover a one-week period, while Modules 2, 3, and 4 will cover two-week periods.



### Module 1: Introduction (1 week/ 5–8 hours)

During the first week, participants will become familiar with the main steps of crisis-sensitive educational planning, and explore opportunities for humanitarian–development coherence in their countries.

### Module 2: Analysis (2 weeks/ 10–16 hours)

Module 2 will focus on analysing the impacts of conflict, natural hazards, and forced displacement on the access, quality, equity, and management of education systems. Participants will examine the capacity of their education sector to respond to and prevent the impact of crisis. Country teams will also evaluate their education sector diagnosis in its current form to identify the entry point(s) for crisis risk reduction and addressing forced displacement.

### Module 3: Policies and programmes (2 weeks/ 10–16 hours)

Based on the analysis developed during Module 2, participants will begin to identify strategic actions and programmatic responses within an overall programme for access, quality, equity, and management. Participants will work together to identify the main activities and actors (both humanitarian and development) responsible for the implementation of measures that are crisis-sensitive and respond to displacement challenges, and will evaluate the current education sector plan to identify possible entry point(s).

### Module 4: Cost and financing (2 weeks/ 10–16 hours)

In Module 4, participants will estimate unit and total costs needed to address their crisis-sensitive planning priorities, including those related to displaced populations. Moreover, they will identify possible funding sources to cover these projected costs.

### Module 5: Monitoring and evaluation (1 week/ 5–8 hours)

In Module 5, participants will map out a monitoring and evaluation (M&E) framework that incorporates crisis risk reduction and responds to displacement challenges. This will involve identifying the indicators and sources of information needed for a ministry of education to monitor and evaluate the degree to which their education system addresses risks of crisis and the education needs of forcibly displaced populations.

### Module 6: Institutionalization of crisis risk reduction (1 week/ 5–8 hours)

Over the course of this final module, participants will reflect on and develop an action plan which lays out the responsibilities and capacities needed to institutionalize planning for crisis risk reduction and displaced populations.

## ■ COURSE CALENDAR

The course will run from Wednesday, 2 May, to Tuesday, 3 July (9 weeks), with a two-week preliminary phase preceding the course, for testing communications on the course e-learning platform and meeting other participants and IIEP instructors. Participants should dedicate an average of 5–8 hours per week to the online course.

## ■ LEARNING MODALITIES

The course will rely on an interactive and practice-oriented learning approach. Throughout the course, participants will be asked to prepare practical exercises which will allow them to directly apply the skills acquired.

The training will be based on the following three learning modes:

- **Individual study** of the training materials and personal reflection on questions and exercises.
- **Team work** aimed at strengthening institutional capacities. Participants will work in group sessions to share ideas and develop a joint response to module assignments, in the form of a group report.
- **Interaction** with IIEP instructors and participants from other institutions and countries, through online exchange and experience sharing.

One member from each team will be appointed ‘group coordinator’. That person – preferably someone who works in a key position in the area of educational planning – will distribute course materials, organize the group work, ensure that reports are submitted on time, etc. All participants must be able to read and communicate in English.

## ■ ASSESSMENT AND CERTIFICATION

The course will combine two assessment modes:

**Group assessment:** Throughout the training, participants will be asked to prepare and submit group assignments to the IIEP course instructors, who will annotate and mark them. These activities will be evaluated on a pass or fail basis.

**Individual assessment:** In order to validate the course, participants must attend at least 75 per cent of the group meetings and actively contribute to the group work. Group coordinators will take attendance during group meetings. In addition, participants will be required to participate in online discussions, and complete individual quizzes, including short pre- and post-course evaluations.

Participants who meet the above-mentioned requirements will receive an IIEP-UNESCO certificate of participation.

## ■ PARTICIPATION FEES

The tuition fees are USD 550 per participant. If your team’s application is accepted, your ministry and/or organization must transfer the required tuition fees to IIEP’s bank account in order to validate your registration. It is imperative that participation fees be transferred two weeks before the beginning of the course. Failure to meet this deadline may result in the cancellation of the registration.

## ■ REGISTRATION

The deadline to apply is Friday, 6 April 2018. Applications must be filled out using the online application form available at this link:

[https://app.wizehive.com/appform/login/IIEPOnline\\_Crisis2018](https://app.wizehive.com/appform/login/IIEPOnline_Crisis2018)

The selected teams will be informed of their registration status soon after they have submitted their application.

## CONTACTS

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## TECHNOLOGY EQUIPMENT

The IIEP Virtual Campus platform is based on the Moodle learning management system. IIEP courses delivered on the platform provide participants with a variety of training materials and interactive resources and tools, such as discussion forums, videos, instructional presentations with audio, quizzes, individual and group assignments, etc. In order to participate in the course, learners must make sure they meet the following technical requirements:

<b>Browser</b>	<p>The IIEP platform (Moodle) is compatible with the majority of browsers:</p> <table border="0"> <tr> <td data-bbox="483 1133 836 1167"> <b>Desktop or laptop computer</b> </td> <td data-bbox="1031 1133 1203 1167"> <b>Mobile device</b> </td> </tr> <tr> <td data-bbox="483 1184 740 1368"> <ul style="list-style-type: none"> <li>• Internet Explorer</li> <li>• Mozilla Firefox</li> <li>• Google Chrome</li> <li>• Safari</li> <li>• Edge</li> </ul> </td> <td data-bbox="1031 1184 1262 1256"> <ul style="list-style-type: none"> <li>• MobileSafari</li> <li>• Google Chrome</li> </ul> </td> </tr> </table> <p>NOTE: The following older versions of these browsers have been known to have issues with Moodle 3.2 – please avoid them:</p> <ul style="list-style-type: none"> <li>• Internet Explorer 10 and older</li> <li>• Safari 7 and older</li> </ul> <p>To ensure optimal security and user experience, it is recommended to use the most recent version of your browser.</p>	<b>Desktop or laptop computer</b>	<b>Mobile device</b>	<ul style="list-style-type: none"> <li>• Internet Explorer</li> <li>• Mozilla Firefox</li> <li>• Google Chrome</li> <li>• Safari</li> <li>• Edge</li> </ul>	<ul style="list-style-type: none"> <li>• MobileSafari</li> <li>• Google Chrome</li> </ul>
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<b>Pop-up windows</b>	<p>Configure your browser so that it allows pop-up windows from the IIEP platform. If necessary, consult the Help for your browser, or contact us if you need help.</p>				
<b>JavaScript</b>	<p>JavaScript should be activated in your browser. If everything is working fine, it probably is activated. If problems come up, activate JavaScript or contact us for help.</p>				
<b>Sound card, headset, speakers</b>	<p>In order to listen to videos, etc., your computer must have a sound card and you will need a headset, earphones or speakers.</p>				

<b>Microsoft Word and Excel</b>	Several courses require you to download and work with Word, Excel or PowerPoint documents. If you don't have Microsoft Office, you can download Open Office, a free suite of software which will allow you to open and edit MS Office files.
<b>Adobe Reader</b>	You will need a PDF viewer to open and view PDF files. You can download Adobe Reader for free.
<b>Flash Player</b>	If a resource in a course requires you to install Flash, you can download this for free. If you have problems, please contact us.
<b>Internet connection</b>	If you have a high-speed Internet connection, it will be easier and more enjoyable for you to take the course and benefit from all available resources. Minimum recommended connection speed: 500 Kbps
<b>Mobile devices</b>	Although IIEP's online courses are primarily designed to be followed on a personal computer, the design of site and course pages is responsive, meaning you can also use your smartphone or other mobile device to access courses, view videos, read and reply to forum messages, and so on. Feel free to give this a try!
<b>Streaming videos</b>	To optimize the viewing of videos in online courses, make sure to close as many other tabs, browsers, and programs as possible while viewing. Also learn to use YouTube's quality settings; if a video is not streaming well at its current quality setting, try reducing the quality to a lower setting. It may also help to hardwire your Internet connection, rather than using a wireless network connection.
<b>We're here to help!</b>	If you experience technical problems with your equipment or because of your Internet connection, please don't hesitate to get in touch. We'll do our best to help you.