COLLABORATIVE MENTORING WORKSHOP:

EDUCATION in EMERGENCIES for SYRIAN EDUCATORS WORKING IN SYRIA

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SANLIURFA, TURKEY

NRC
NORWEGIAN
REFUGEE COUNCIL

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ABBREVIATIONS
BLP   Better Learning Program
CM   Collaborative Mentoring
C DRR   Conflict Disaster Risk Reduction
EiE   Education in Emergencies
H the H   Helping the Helpers
INEE   International Network for Education in Emergencies
INEE MS   INEE Minimum Standards for Education
NRC   Norwegian Refugee Council
ToT   Training of Trainers

EXECUTIVE SUMMARY

This report is a summary and consolidation of an Education in Emergencies Workshop conducted by an independent consultant and facilitated by the Norwegian Refugee Council, for educators in Syria working with children affected by the crisis and displacement.

This report has nine sections:
A. Backgroud, B. Scope of Work, C. Methodology, D. The Flow of Workshop (agenda), E. Reflections from Working Groups, F. Findings & Suggestions, G. Evaluation of Workshop(s), H. The Way Forward, I. The Strategic Road Map for Next Steps.

The report also covers the strategic advice-road map for dissemination of ToT contents and capacity building for teachers living in displacement in Syrian and NRC's Syrian education staff.

The Strategic Road Map for the Way Forward of the NRC EiE ToT covers 5 Strategic Objectives in the overall strategy and overall expected outcomes.

Overall Strategy: This roadmap aims to support teachers in promoting inclusive, peaceful and caring environments for all children and youth while reinforcing supportive and sustainable professional development mechanisms.

5 Strategic objectives are described as:

- **Strategic objective # 1:** EiE principles are used by educators in Syria;
- **Strategic objective # 2:** EiE instructors use the cascading system in the field;
- **Strategic objective # 3:** NRC's Education Team & Syrian Educators' capacity in EiE principles is strengthened;
- **Strategic objective # 4:** Teachers use EiE Training Materials (including Instructor Guidelines and informative hand-outs for the students & public);
- **Strategic objective # 5:** Alternative methods to reach Syrian educators' needs are contextually developed.

Hereby, the overall expected outcomes aim to support teachers in promoting inclusive, peaceful, protective and caring environments for all children and youth to engage in quality education while reinforcing supportive and sustainable professional development mechanisms.

A. BACKGROUND

The Syria conflict has produced the largest displacement crisis in the world today, with over 4.25 million IDPs and almost 2 million refugees. According to the Joint Rapid Assessment of North Syria – JRANS II, 10.5 million people, both IDPS and host communities are reported to have limited access to basic services due to collapsed systems as a direct consequence of the conflict, thus increasing vulnerabilities throughout the country.

Further field assessments conducted by the NRC Turkey country team on education in Northern Syria highlighted the need for intervention in education in order to assist in bridging the gap caused by two years of disrupted learning due to the conflict. Across Syria, 2.5 million school aged children have been affected by their schools being partially to completely destroyed, or taken over by the military, armed groups or internally displaced persons (Attacks on Education, SCI, Jan., 2013). At the end of 2012, a network of opposition activists, named Syria's Local Coordination Committees, reported that among Syria's 22,000 schools 3,783 schools had been damaged or looted, while 450 had been completely destroyed and in need of complete construction, and 1,468 were inhabited by IDPs.

In the northern Aleppo Governorate, according to a Human Right's Watch report (Safe no More: Schools under attack in Syria), only 14% of children could attend school in November 2012, and by March 2013 UNICEF reported that only 6% of children could attend school in Aleppo (Syria conflict depriving hundreds of thousands of children of their education). Teachers lack the necessary tools to teach children affected by war, and are in need of skills to facilitate displaced (and host community's) children's transition into the school setting (Reference; NRC, ToR).

In order to address these challenges, the resilience of Syrian children and youth in Syria must be strengthened. In this context, education's life-sustaining and life-saving role has been recognized and the inclusion of quality education within humanitarian responses has been considered critical. 'Quality education' that is available, accessible, acceptable and adaptable becomes crucial. The quality of learning, which entails the regular availability of well-trained, motivated teachers who know the content of their courses and engage their classes with learner is managed through focused teaching methodologies.

B. SCOPE OF WORK

To address the issue of quality in education in Syria, NRC organized a Collaborative Mentoring Workshop: Education in Emergencies for Educators Working in Syria. This Education in Emergencies (EiE) based workshop aimed to provide Syrian teachers with basic coping skills to better provide quality education in northern Syria to displaced children living in a conflict area, before the beginning of the 2013-14 school year. The workshop doubled in providing NRC's education staff with necessary skills to conduct follows up trainings in Syria. The workshop (August 26-30, 2013) was strategically held in Sanlıurfa, Turkey, in order to allow teachers, administrators and NRC education staff from different areas of Syria to attend.

This workshop was designed as a Training of Trainers (ToT) program and based on the Inter-Agency Network for Education in Emergencies (INEE)[1] principles. This report summarises and consolidates the workshop's content and processes. It also covers the strategic advice/road map for dissemination of ToT content and capacity building for teachers and education staff working with the displaced in Syria.

Key teachers and education administrators from 3 locations in Syria, namely Tal Abyad, Jarablus[2] & Menbij were strategically selected to attend this workshop, and conduct roll out training sessions in their regions. In total, 22 teachers, 5 education administrators and 3 NRC Education staff attended.
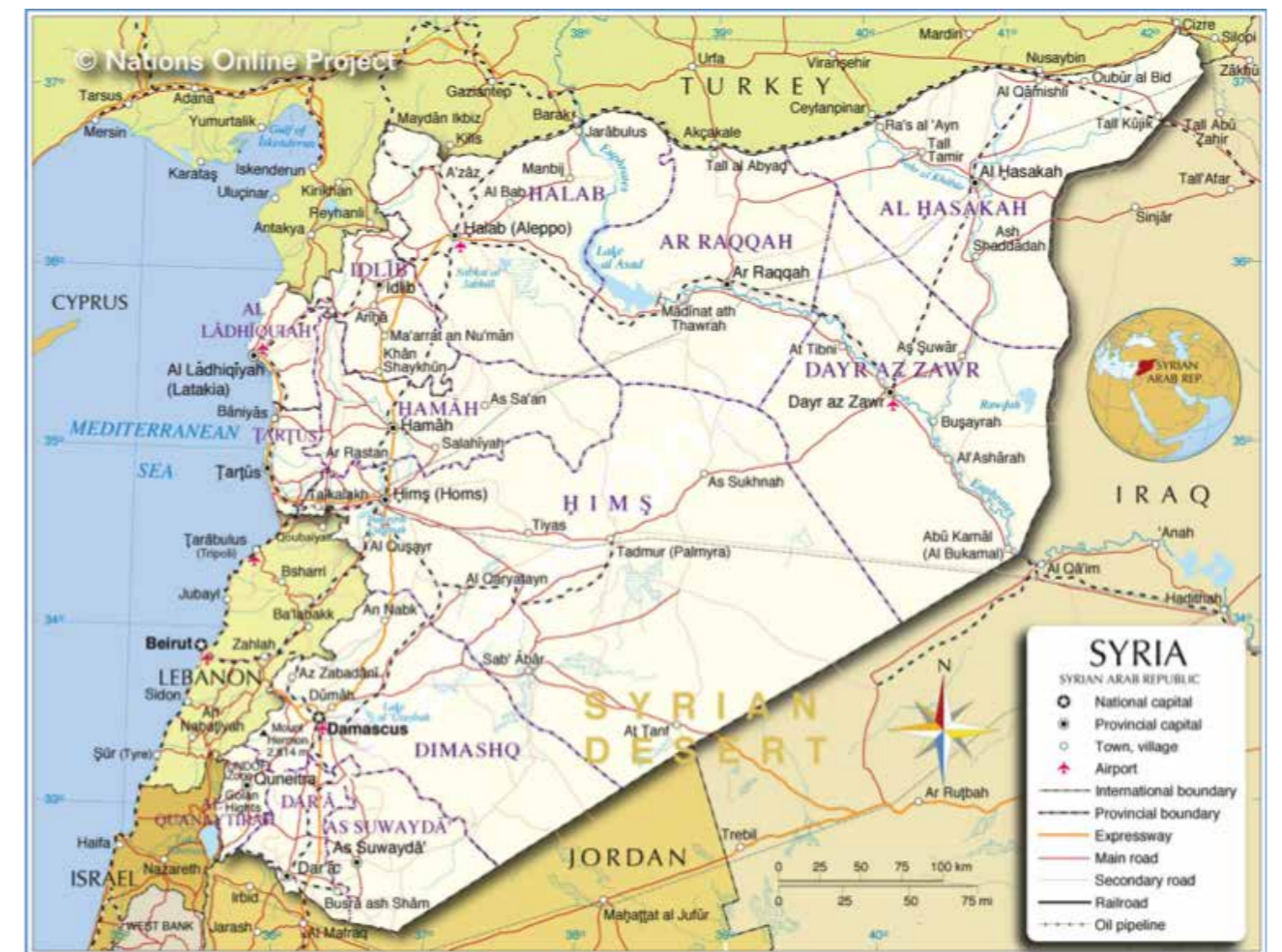

Figure 1: Syria Map – Locations of Jarablus, Menbij & Tal Abyad

C. METHODOLOGY

Workshop development and contextualization discussions took place prior to workshop implementation. NRC's Education Technical Adviser in Oslo came to Gaziantep to meet with NRC Syria's Education Project Manager, Education Team Leader and a consultant hired strictly for the workshop. The consultant is an INEE focal point in Turkey, and instructor at the Centre for Disaster Management at the elite Bogazici University in Istanbul.

Team members were deeply informed about the details of the ToT agenda & program. The facilitator and the co-facilitator roles were defined, and the basic terminology of the curriculum was gone over to ensure English to Arabic to English translation was accurate.

Teachers and administrators (educators) were strategically selected from 3 areas in northern Syria. Educators were selected based on an expression of interest in the training, level of motivation and reputation in the community. Criteria were given so that workshop participants could become focal points for EiE in their areas of work, enabling them to facilitate further trainings and continually pass on EiE messages. Adminstrators were included in the training so that they could increase their knowledge of EiE principles and facilitate the access and implementation of trainings in Syria[3].

Key educators attended from Menbij (15) and Tal Abyad (12) yet the 15 educators selected from Jarablus could not attend due to a ban on educational activity in their city by an Al Qaeda faction called ISIS (Islamic State of Iraq and Syria). NRC's Education team brought 3 staff to act as co-facilitators as well. In total, 30 participants attended the training.

Appendix 1: The Workshop Agenda

The curricula/ training modules-materials: 5 training modules were tailored to this workshop, covering the following themes:

- Helping the Helpers (H the H)
- Conflict Disaster Risk Reduction (C DRR)
- INEE Minimum Standards (INEE MS)
- Integration of C DRR with INEE MS (C DRR & INEE MS)
- Collaborative Mentorship (CM)
- Better Learning Program (BLP)

Curricula/training materials (PPT, hand-outs-forms, etc.) were designed as user friendly, easy to follow, replicable, adaptable, and suitable for the ToT. Participatory and interactive methods used during the training included interactive group building exercises, individual-group art work, guided imagination, small group discussions, reflections from group representatives, gallery walks, filling in exercise forms and the creation of knowledge sharing environments. The workshop room was designed in the round table style, with 4 round tables consisting of 7 person to a table in order to allow facilitators to easily walk around and assist in workshop activities.

ToT Model:

The ToT model was designed to cover two functions;

i. Function one: capacity development. This function explained the concepts of Helping the Helpers (H the H); Conflict Disaster Risk Reduction (C DRR); INEE Minimum Standards for Education (INEE MS); Integration of C DRR with INEE MS (C DRR & INEE MS); Collaborative Mentoring and Better Learning Program (BLP).

ii. Function two: rapid situation analysis. This function took the shape of forms designed as open-ended reflections developed from Help the Helpers/Psycho-Social Support and INEE MS for quality education components. The Rapid Situation Analysis Form(s) provide sections on the 'current situation' in Syrian Schools and 'needs/suggestions' for their improvement.

Application of the Rapid Situation Analysis Forms occurred after the workshop introductory segments of each session. Each educator reflected upon the subject and noted his/her reflections for a period of 5-10 minutes. Reflections were then conveyed to group members. Each group representative consolidated all reflections and presented the summary on behalf of his/her own group in the plenary session.

Workshop Methods: PPT Presentation, Individual-Group Work, Individual-Group Reflections, Guided Imagination, Art Work, Gallery Walks, evaluation form applications were used during the sessions. Additionally, individual discussions, 2-3 person group discussions were organized to get feedback from participants during breaks.

The entire workshop was designed to emphasize the importance of the single most important factor in assuring that quality education is reached through the regular availability of well-trained, motivated teachers.

3 Many Syrians in various areas of northern Syria at present distrust training provided by foreign agencies. Administrators were selected additionally as a transparency and advocacy measure.

D. WORKSHOP CONTENT

This EiE workshop consisted of six sessions, covered over a period of 5 days:

1 **Help the Helpers (HoH):** Content and hand-out exercise forms were designed to measure Emotional-Cognitive Readiness level of teachers and other education personnel for teaching. Audience psychosocial support needs and teaching readiness levels were observed and evaluated. These data were analysed in section E & F.

Appendix 2: Help the Helpers for Quality Education PPT

2 **INEE MS:** Curricula/training materials were designed to introduce INEE MS to participants. Emphasis was placed on the first 2 domains in of the INEE MS handbook (Access & Learning Environment Standards and Teaching & Learning Standards) to capture audience attention and invigorate the training.

Appendix 3: INEE MS for Quality Education PPT.

3 **Conflict Disaster Risk Reduction (C DDR):** Curricula/ training materials were designed to introduce the Conflict Disaster Risk Reduction concept to participants. Due to conflict in Syria, this program was tailored to steps needed before-during- after conflict disasters. Content included: Basic Terminology, Comprehensive School Safety, School Disaster Plan for EiE, Current Risks for Syrian School Community, Building Culture of Safety, Risk Analysis, What should do: Intruder, Air Strike, Sarin Gas, HazMat, Sniper, Mines & Explosive Bombs, Shelter in Place, Fire Drill, Evacuation, Incident Command System.

Appendix 4: Conflict - Disaster Risk Reduction PPT
Appendix 5: Risk Analysis & Sample Application of Risk Analysis Matrix
Appendix 6: The School Conflict Disaster Action Plan Steps & Sample Application

4 **Integration of INEE MS with C DRR:** The sample School Disaster Action Plan Steps document was developed for this session as a worksheet. Following of each step, the related INEE MS standards were matched with the school disaster action steps during the session as an introductory application.

Appendix 7: Integration of INEE MS & C DRR PPT

5 **Collaborative Mentorship:** A Dilemma of Practice in Emergencies technique was introduced to participants. Roles were distributed to each participant by the facilitator and all were informed of roles and ground rules for applying this tool. During the exercise, the dilemma of discussion was 'reasons for students dropping out of school'.

Appendix 8: The Practice of Dilemma Session Flow-Brief

6 **Better Learning Program (BLP):** Basic BLP theory and application was shared with participants in order to increase learning capacity among students in on-going crises. BLP's core concept is that mind and body are inter-connected. If one's mind is in a peaceful state, then one's body reacts accordingly, becoming relaxed in turn. Physical reaction control is made possible by using various ways of "talking" to the brain, or one's self. Relaxation exercises, breathing techniques and self-instruction were introduced to participants.

E. REFLECTIONS from GROUP WORKS

Reflections from workshop participants were consolidated by each of the 4 groups via a Rapid Need Analysis Form throughout workshop activities.
App.9: Rapid Situation Analysis Form for Help the Helpers
App.10: Rapid Situation Analysis Form for INEE MS for Quality Education

Reflections were classified and summarized into two main sections: Help the Helpers and INEE MS for Quality Education:

Help the Helpers for Quality Education:
Based on group reflections, the need for psychosocial support for teachers & students were strongly highlighted by participants (key aspects of such psychosocial support are tabled below). Reflections are classified under two subtitles: current situation & needs/suggestions.

NRC, COLLABORATIVE MENTORING WORKSHOP: EDUCATION in EMERGENCIES for SYRIAN EDUCATORS WORKING IN SYRIA, HELP the HELPERS

RAPID NEED ANALYSIS FORM for HELP the HELPERS ASPECTS for QUALITY EDUCATION

	TEACHERS	STUDENTS
CURRENT SITUATION	• School structure and environment are not suitable for teaching & learning; creating an uncomfortable situation for teachers • Teachers have lost their jobs; affecting family members psychologically • Teachers' moods are in up and down; confused, anxious, afraid of the future, grieve, angry, sad with strong levels of stress • Behavioural situation; some teachers cannot fulfil their own responsibilities properly, cannot concentrate and commit psychical violence to their children and students • There is a lack of support & supervision for the teachers; in every way including psychosocial support	• Children have become used to war • Many children are no longer afraid of being in the street during the armed fighting (kids are competing to collect bullets, etc.) • School structure and environment are not suitable for teaching & learning; creating an uncomfortable situation for students • Students' moods are up and down; aggressive, frustrated, confused, weary, depressed, stressed and unwilling to attend school • Behavioural situation; fighting, aggressive towards teachers and family members, fighting amongst each other, dropped out of school • Youth population is under much stress; fear of the future, a sense of hopelessness, loneliness • Disabled children are under immense stress; desperate, hopeless, lonely (difficult conditions to access school before the conflict have now increased tremendously and access is almost completely interrupted
NEEDS & SUGGESTIONS	• Teachers need income support for covering basic needs • Teachers need psychosocial support to deal with the impact of on-going conflict • Teachers need psychosocial skills training to deal with students' emotional and behavioural fluctuations • Teachers need classroom management skills	• Psychosocial support to deal with heavy feelings; anxiety, fear, fearlessness, hopelessness, gloominess • Covering basic needs of students is needed (psychosocial support, regular health service, access to school or a safe study environment, entertainment activities, etc.) • Socio – cultural support activities are needed to organize in accordance with students' age groups; for instance group games, competitions • Some education & entertainment toys, smart game materials, colouring books, etc. materials especially for small kids • Students need to learn that armed conflict is not a game • Students need to learn to protect themselves

CURRENT SITUATION - RAPID NEED ANALYSIS for INEE MS for QUALITY EDUCATION
(Based on Group Reflections and Facilitator's discussion with the teachers)

	BASIC FOUNDATIONS	ACCESS & LEARNING ENVIROMENT	TEACHING & LEARNING	TEACHERS & OTHER EDUCATION PERSONNELL	EDUCATION POLICY
CURRENT SITUATION	**Standard 1: Community Participation** • Community participation (parents, youth, children) on education facilities is very limited, and not available in some regions. • Parents mostly are not interested in participation in education facilities – even if it is possible	**Standard 1: Access to School** • Most schools are being used for IDPs • Most children cannot go to school due to conflict • Students with special needs do not access school (this was problem before the conflict as well) • There are no early childhood education opportunities • There are limited opportunities / interruptions for youth to continue with higher education	**Standard 1: Curricula** • There is not a standard curriculum and textbooks for all schools • Text books & curricula are not suitable/ applicable to the current situation • Some subjects in the existing curricula & textbooks aim to enhance the existing regime • There is no common approach to apply the curricula among education personnel • Some new teachers, especially other education personnel need support; lessons plans, class management, etc. • Some parts of the curricula are not suitable for different ages and different developmental levels	**Standard 1: Recruitment and Selection** • **Qualified & specialized teachers are lacking** • **The process in placing teachers is corrupt; recruitment and selection criteria are not defined or transparent** • **Some teachers are intent on quitting**	**Standard 1: Law and Policy Formulation** • Regular monitoring & evaluation strategies for the development of the educational process are lacking • Gaps in education law, policy and regulations for education exist • No qualified and responsible team(s) set up to follow law and modern policy formulation
	Standard 2: Coordination • Vanishingly small coordination between schools/teachers and society	**Standard 2: Access & Protection & Well-being** • Schools are not safe because of the armed conflict & the possibility of air strikes • No proper psychosocial support for students	**Standard 2: Training, Professional Development & Support** • Regular in-service trainings for teachers are not available • Some teachers were not assigned in their expertise lesson • There is not proper knowledge sharing, problem solving, peer support applications among teachers	**Standard 2: Conditions of Work** • Lack of income for teachers • Lack of work opportunities for some teachers at the schools • Many teachers are seeking extra jobs to get more income to deal with familial needs • Some teachers are being dismissed unfairly • Lacking in qualified teachers in the right positions • Some managers & other education personnel at the schools are unqualified • No supervision system for teachers • No fair control, follow up system for absent teachers (by school administration) • No teacher substitution system	**Standard 2: Planning and Implementation** • **No proper monitoring & evaluation system for follow up. No internal regulation to organize and follow up on teachers' and other education personnel's work** • **Policy for cost-free education** • **Gaps exist in examination and certification** • **No specific personnel responsible for following up on planning and implementation**
		Standard 3: Facilities & Services • School buildings/ classes are not sufficient for the large numbers of students • School buildings & environments are not suitable for physical activities due to poor design of schools • Infrastructure of schools is mostly damaged and/or out of order • No supportive training equipment, tools, materials, stationary, resources for students &teachers	**Standard 3: Instruction and Learning Process** • The teacher is the axis of the educational process rather than the student • Two shifts in the school program/ teaching period is heavy work for teachers • Some teachers lack skills to decide on teaching methods for different ages and learner needs identification • Classes are over-crowded	**Standard 3: Support and Supervision** • No psychological support system for teachers • No supervision, support system for teachers • No peer support/feedback • Limited teaching & learning resources for self-improvement • Teachers & school managements are not trained on the learner-centred, participatory and inclusive learning process	

	BASIC FOUNDATIONS (cont.)	ACCESS & LEARNING ENVIROMENT (cont.)	TEACHING & LEARNING (cont.)	TEACHERS & OTHER EDUCATION PERSONNELL (cont.)	EDUCATION POLICY (cont.)
CURRENT SITUATION (cont.)		• No proper facilities to support students and youth in schools	• Learner–centred, participatory and inclusive learning processes are not being applied • Some students are very aggressive and retaliatory		
			Standard 4: Assessment of learning outcomes • Assessment system of learning outcomes is • not available for all schools • No common examination and evaluation system for students • No assessment/ exam/ progress record system		

NEEDS/ SUGGESTIONS - RAPID NEED ANALYSIS for INEE MS for QUALITY EDUCATION
(Based on Group Reflections and Facilitator's discussion with the teachers)

	BASIC FOUNDATIONS	ACCESS & LEARNING ENVIROMENT	TEACHING & LEARNING	TEACHERS & OTHER EDUCATION PERSONNELL	EDUCATION POLICY
NEEDS/ SUGGESTIONS	**FOR ALL STANDARDS** • Improvement of coordination mechanisms with society/ parents • Improvement of parents/ society participation in education activities • Improvement of coordination with International & National NGOs	**FOR ALL STANDARDS** • Safer schools • A new design schools/classes for a reasonable number students • Proper infrastructure and facilities • Safe and suitable environment for students' physical activities • Classes for special needs students • Supportive training, equipment, material, stationary, resources for students & teachers • Education facilities and services linked to health, psychosocial support and protection • The young population is needed to uninterrupted ink with higher education services	**FOR ALL STANDARDS** • The new/ modern curriculum; the content and application methods must be revised in harmony with the international standards • Student-centred curriculum & practical teaching methods • Training to properly apply the curriculum • Training on practical & modern age-appropriate teaching methods, learner capacity and needs identification (including special needs students) • Psychological support for teachers • Training in psychosocial support skills for teachers to deal with students • Support & supervision mechanisms; including materials, peer-supervision, handling aggressive students, class management, etc.	**FOR ALL STANDARDS** • Neutrality in teacher selection criteria • Regular in-service professional trainings for teachers • Regular meetings for teachers & education personnel to share knowledge & experiences (curriculum, inclusive education, class management, assessment techniques, etc.)	**FOR ALL STANDARDS** • The International policy support to prevent attacks on schools • Advocacy by INGOs to stop conflict's impact on the education system • Access to schools for all students, including IDPs • Policy for cost-free education • Strategy for regular evaluating the development of the educational process • Student-centred education reform • Civil National Council should coordinate with International NGOs

F. FINDINGS & SUGGESTIONS

Findings are primarily based on reflections from group work and discussions between the workshop facilitator, participants and the NRC education team. Of worthy note is that each group reflection - characterized by current situation, needs and suggestions - mimicked other group reflections to a large extent, confirming the validity of the information gathered by the group exercise.

Findings are a strong starting point for taking forward suggestions and a strategic road map. These facilitate the provision of capacity building for teachers in terms of supporting a quality inclusive education for Syrian students.

Findings, strategy and suggested are summarized below under the rubrics of INEE MS's 5 Domains:

COORDINATION, PARTICIPATION, ASSESSMENT

FINDINGS

- Teachers (and parents) are not actively involved in any education assessment, planning, monitoring and evaluation activities in schools.
- There is no proper educational coordination, participation & assessment mechanisms in school management, teachers and the community.
- Special needs students, the youth or student representatives are not actively involved in education activities.

STRATEGY
(related with below suggested action items)

- Advocate for the application of INEE MS among (inter)national actors working on education in Syria.
- Develop and disseminate 'common messages and approaches' regarding 'coordination, participation, analysis' on education activities based on INEE MS among NGOs working in education.
- Develop and disseminate school community based programs to develop educational activities in a participatory, inclusive and consultative manner.
- Promote the 'collaborative mentorship' program among education related stakeholders and displaced Syrian teachers.

SUGGESTED ACTIONS
(related with above strategy items)

- Organize introductory INEE MS workshops for Syrian national and local NGOs (including distribution of INEE MS handbook in Arabic - original version or copied).
- Set up a 'volunteer-teacher education committee model' referring to a group which identifies and addresses educational needs of all students and teachers in the sub district(s) or province(s). The committee would preferably receive some form of financial or in-kind incentive to volunteer services. The committee is responsible to:

  - Coordinate and cooperate with NRC's Education Team and all relevant education actors in the area.
  - Analyse, prioritize and plan educational activities through a participatory planning process (with participation of parents, youth, persons with special needs, etc.)
  - Encourage girls and young women to participate to ensure their voices are heard.
  - Provide links between education and protection, health, psychosocial support, etc.
  - Form different working groups according to education needs such as a curriculum-working group, in-service working group or policy working group.
  - Remain participatory and transparent.

- Develop 'common messages and approaches' on INEE MS Domains interconnected with C-DRR practices. Participation of selected ToT participants, education related national & Int. NGO members and key experts would ensure success of the message delivery.
- Pilot one school in Tal Abyad and one school in Menbij to define a sample school community based program on prioritized needs. The 'collaborative mentorship' & leadership skills approach for community mobilization would also be included in the program. NRC ToT members are encouraged to actively join this program.

ACCESS & LEARNING ENVIRONMENT

FINDINGS

- There is a lack of education services and facilities.
- The education facilities and services are not linked to protection, health, psychosocial support etc.
- Most schools are being used for IDPs.
- Most children cannot go to school due to armed conflict.
- Formal primary education is being implemented with great difficulty in Syria. Educational continuity and quality of education facilities are being highly scrutinized. Such aspects are from 'equal access' to education facilities, 'wellbeing of students, teachers and other education personnel', and 'education facilities and services.
- Students with special needs do not go to school, early childhood education opportunity is not available in the most of region, while higher education is rarely available.
- There is a lack of supportive training equipment, material, stationery, resources for teaching.
- There is a serious lack of knowledge on school disaster risk reduction (DRR) theory, 'comprehensive school safety' and activities among teachers. For example, participants were worried about the absence of a 'shelter- basement floor' in their school. Additionally, participants knew nothing of the 'child friendly safe school' concept nor what to do during different emergencies/ disasters.

STRATEGY
(related with below suggested action items)

- Provide all students with 'equal access'* to education facilities, 'wellbeing of students, teachers ', and 'education facilities and service linked to protection, health, psychosocial, etc.
- Promote and provide the 'conflict disaster risk reduction' (C DRR) program among education related stakeholders and the displaced Syrian teachers

*'equal access', all individuals have access to quality and relevant education opportunities'' equal access to a range of educational opportunities in emergency-affected locations. 'Equal access' refers to equality of opportunity for male and female children, youth and adult learners, particularly those who are marginalised due to ethnicity, language or disability (Ref: INEE MS Handbook).

SUGGESTED ACTIONS
(related with above strategy items)

- Encourage the community; parents to provide all students' attendance to the schools; including all girls and boys, disabled students, students away from school, etc,.
- Put in place transparent participant selection procedures for ToT training.
- Organize INEE MS ToT & C DRR ToT workshops in Syria for a much larger scale of teachers, administrators and education actors in NRC's areas of intervention in Syria.
- Set up a cascading model (two levels) for dissemination of INEE MS ToT & C DRR among school communities.
- Develop and convey C DRR 'common messages' to northern Syrian communities.
- Link education facilities with relevant sectors (protection, health, psychosocial support, etc.). The mapping and networking skills are shared with ToT participants, selected community members & defined first responders (from Sphere sectors). The referral mechanism is then set up to provide links with related sectors, continually taking into consideration NRC policies of impartiality.

TEACHING & LEARNING

FINDINGS

- There is a lack of teaching & learning facilities. These are related to curriculum, training, professional development & support, instruction and learning process, assessment of learning outcomes.
- The 'current curriculum' is not entirely supported by basic quality education requirements which are available, accessible, acceptable (relevant) and adaptable (context).
- The current curriculum is not appropriately considering the current needs of learners such as life-saving skills, conflict disaster risk reduction, etc.
- Some teachers are not adequate in applying it effectively.
- The appropriate methods are not efficient for applying to evaluate (tests, general exams, etc.) and validate (diploma-certificate) learning outcomes.
- There is no code of conduct for teachers and other education personnel and students (families).

STRATEGY
(related with below suggested action items)

- Promote and support teaching and learning, including curriculum training and professional development and support, instruction and learning process, and assessment of learning outcomes.

SUGGESTED ACTIONS
(related with above strategy items)

- Conduct a Joint Education Assessment (JEA) or Focus Group Discussions (FGDs) to identify the capacity and gaps in the education response; curriculum, training, professional development & support, instruction and learning process, assessment of learning outcomes' (if available).
- Set up a 'curriculum working group', which consists of sub district teacher committee representatives, Syrian teachers, school inspectors, head teachers, resource person(s), with different roles and responsibilities such as content development, contextualisation, development of supportive training materials, assessment of learning outcomes, etc.

- Develop an orientation and in-service training mechanism for teachers to learn:
  - How to properly link teaching methods to the curriculum.
  - How to provide effective and appropriate teaching with locally available materials.

TEACHERS & OTHER EDUCATION PERSONNEL

FINDINGS

- There is a lack of a standardized and contextualized curriculum.
- Regular in-service training is not available to orient teachers and other education personnel on applying the curriculum properly, on teaching methods, age-appropriate and development-level teaching skills, learner capacities and needs, classroom management skills (crowded class, aggressive vs. silent students), etc.
- There is a lack of inclusive education, taking vulnerable student groups and/or with special needs children into consideration).
- There is a lack of teacher support & supervision mechanisms; including resources, materials; peer-supervision, help the helpers- psychosocial support, dealing with aggressive students, classroom management, etc.
- There is a lack of work conditions for teachers; many of teachers are seeking extra job for getting more income to deal with families' need. Some teachers are being dismissed depends on Government initiative.

STRATEGY
(related with below suggested action items)

- Promote, support and provide guidelines on administration and management of human resources in education sector. This includes recruitment and selection, conditions of service, and supervision and support (if available advocate this to MoE).
- Promote, support and provide guidelines on advocacy skills among the teachers; negations skills, collaborative mentoring, creating support systems among the teachers, etc.

SUGGESTED ACTIONS
(related with above strategy items)

- Set up a 'teacher working group', which consists of sub-district teacher committee representatives.
- Address teacher & education personnel issues through a participatory approach for aspect such as; recruitment and selection, conditions of service, supervision and support.

- Create a psycho-social support program for teachers. Teachers learn to focus on firstly taking care of themselves (including peer-support), before taking care of students and parents or discussing issues with community members.
- Implement the Help the Helper ToT program cascading model.
- Monitor and evaluate to support and supervise lead teachers to reduce the deficits of the cascading model.
- Provide guidelines on advocacy skills among the teachers; negotiations skills, collaborative mentoring, creating support systems, etc. This activity is facilitated by follow-up meetings with teachers.
- Provide incentives; subsidies or motivational benefits to teachers and other education personnel including the 'internal regulation' under the 'condition of volunteer / semi volunteer work' section. Any form of payment is done in a participatory and transparent manner.

EDUCATION POLICY

FINDINGS

- There is a lack of education policy for a quality and inclusive education; policy formulation and enactment; mandates, code of conduct, regulations, etc. and also lack of education planning and implementation.

STRATEGY
(related with below suggested action items)

- Promote, support and provide guidelines on education authorities and other key stakeholders for policy formulation and enactment, planning and implementation. This strategy is to support and promote education policies and laws that protect against all forms of discrimination in education. This includes discrimination on the basis of sex, religion, ethnicity, language and disability.

SUGGESTED ACTIONS
(related with above strategy items)

- Set up a 'policy formulation, planning and implementation working group', which consists of sub-district teachers to address policy formulation, planning and implementing a participatory approach incorporating different aspects such as; educational standards, the right to education, learning needs and rights, accessing quality education for all with links to short, medium and long term community development.

G. EVALUATION of ToT WORKSHOP

Two kinds of Evaluation Forms were applied during the ToT workshop:

i.   Structured Evaluation Form, applied at the end of each thematic day.
      App. 11: The Evaluation Form (daily)

ii.   Open-Ended General Evaluation Form, applied at the end of 5 day ToT workshop.
      App. 12: The Workshop Evaluation Form (overall)

Facilitators collected participant evaluation forms from participants which included participant reflections proceeding each session. Forms were translated from Arabic to English by the NRC education team. In total 150 evaluation forms were collected from 30 participants during 4 days of the workshop.

FEEDBACK FROM THE THEMATIC EVALUATION FORM

The 6 main topics included:
- Helping the Helpers (H the H)
- Conflict Disaster Risk Reduction (C DRR)
- INEE Minimum Standards (INEE MS)
- Integration of C DRR with INEE MS (C DRR & INEE MS)
- Collaborative Mentorship (CM)
- Better Learning Program (BLP)

Thematic Evaluation Forms from teachers were consolidated and summarized. The following was reported:

- Content was relevant and useful to the needs inherent in education.
- Teachers reported that the impact of the workshop was positive and highly effective in increasing understanding of education in emergencies.
- Most teachers mentioned the INEE MS Handbook in Arabic was extremely pertinent and useful to his/her work. Of worthy note was that a few education personnel in fact reported that the INEE MS Handbook was not suitable to his/her work.
- Most teachers emphasised the need for advanced training and follow-up support to enhance their learning of each topic covered in the workshop, especially in the practical application of the methodologies in the school setting.
- Most teachers expressed that the Help the Helpers Program & Conflict Disaster Risk Reduction Programs were very useful to both themselves and students.
- All respondents reported that the training style and methods were a good model. Some participants said that trauma-copying channels were beneficial to their psychological well-being during the workshop, claiming that they felt considerably relieved.

The following are participant comments verbatim:

HELPING THE HELPERS PROGRAM

"I have learned the importance of activating one's mind to deal with trauma. I found it very useful to take into consideration the use of coping channels, audio-visual materials, communication skills, the fact that I should overcome my own personal psycho-social problems, to be patient with others, to be self-confident and to reflect upon my feelings and that of students".

EDUCATION IN EMERGENCIES

"I have learned the 5 domains and standards of Education in Emergencies (EiE), how to use the INEE MS Handbook, how to apply the standards in the field (key actions), situation analyses, how to convey standards to others, how to promote creativity in hard conditions and the importance of quality education."

CONFLICT DISASTER RISK REDUCTION

"I live in difficult conditions. There are many actions needed for the protection of schools and students. An entirely new and modern content is necessary. I need to learn more about the steps of evacuation, what must be done during different situations and hazards, the way to plan and work in a collaborative manner, the outline of a school disaster plan and analysing risks step by step."

COLLABORATIVE MENTORSHIP

"I have learned the importance of collaborative problem solving, the steps of collaborative work, how to define a dilemma and how to ask the correct questions when solving a dilemma, the necessity to be patient with others, that an idea may show a different angle of another idea and the importance of writing all ideas down in order to review them later."

BETTER LEARNING PROGRAM

"I have learned that the body & mind are connected, that relaxing the body, controlling the mind through the body and using some basic physical activities for myself and for my students is vital."

- All respondents spoke positively of the workshop facilitators, expressing that they felt they were being trained with by high level of training skills, styles and knowledge with abilities to simplify complex topics in a friendly and inspiring manner.

- All of respondents highlighted that on going similar training facilities were expected in Turkey and/or their schools in Syria.

- All respondents spoke positively of the workshop facilitators, expressing that they felt they were being trained with by high level of training skills, styles and knowledge with abilities to simplify complex topics in a friendly and inspiring manner.

- All of respondents highlighted that on going similar training facilities were expected in Turkey and/or their schools in Syria.

The following are participant comments verbatim:

"According to me this training was very useful for our daily challenges in Syria. It has helped us improve our skills, open new horizons, learn new techniques, inform about new, modern, international applications on education, show the integration theory & practice, gain personal psychological power, show the characteristics of a good facilitator, see that how a group is motivated towards a specific aim, observe facilitators' class management skills, in addition to the application of an entire program as innovative, realistic and suitable for teachers' needs."

"What I liked most during the training was; the fun/humour & training together, the new teaching skills, group work and sharing with the whole group, the facilitators' attitudes (their friendly manners), the entire training program in fact, the Power Point slides, the videos, group exercises, doing the "create a square game" blindfolded, the balloon game, the "creating a forest" exercise, the dual screen Arabic and English PPT presentations, the feeling that the facilitators valued and appreciated our work."

"What I still need to learn more about is; the advance Helping the Helpers training, coping channels and psychological first aid techniques, class management, how this information will be conveyed to the others, dealing with students with special needs, facilitation techniques (used during this ToT), how to organize a dilemma of practice session, more about the DRR content, the evacuation planning & practice as demonstrated with photos during the ToT."

"I will have difficulty conveying the followings points in my work in Syria; that senior teachers will take my presentation seriously, applying new communication/teaching methods provided during this workshop, moving to a student-centred teaching approach from a previous teacher-centred (older style) teaching method, IT equipment for conveying training messages, training space & equipment, mobilizing people for the training, using motivation skills which I have seen in this workshop."

"My overall feeling about the course was that it was very useful. The training was excellent in face, and each teacher should take this program. The overall program was very informative and pragmatic. The theory and practice integration was a very new concept for us. It was very nice to be in Urfa, getting this training. The entire course provided us with some relief. I learned many things to convey to others."

"What I learned most from this training was the collaborative work applications, self-confidence, planning processes, taking care of myself first, using of simple materials for class activities, dealing with trauma, coping channels, how coping channels be activated, evacuation planning, risk analysis, mutual work techniques, prioritizations of tasks, taking consideration of other opinions, what to do during airstrike or sarin gas attack, what can be done against intruders and during evacuation, new terminology, using new terminology, new ways to solve problems, using humour during a training."

RECOMMENDATIONS

"What I would change for the next time; better translation of Arabic Power Point slides, consequences and verbal translation, getting the schedules in Arabic versions, first-aid training, better organization for arrival and departure, informing us of the training sooner instead of the short notice call for the ToT".

H. THE WAY FORWARD

Following the thematic sessions, facilitators raised the importance of delivering the workshop information to their peer teachers and parents in the community of Tal Abyad, Ain Al Arous, Slouk & Manbij. Moreover, applying the relevant information in this workshop to the context in Syria is necessary to support a quality and inclusive education for students.

Verbal & written group feedback was provided by 2 group representatives from the Ar Raqqa governorate and the Aleppo governorate respectively.

Group feedbacks on 'the way forward' were put down that just like as they were written by the group representatives.

Needs/Suggestions for the way forward:

Ar Raqqa Governorate reflections
- Provide teachers with the tools and materials containing the content of the workshop (CD, booklets).
- Provide communication methods to connect teachers with delivering the program.
- Transmit the idea of the workshop and the importance of its applications on the real situation to solve some of the problems in Syria.
- Advocate for arranging similar workshops for teachers and administrators in every area of Syria (with materials).

Aleppo Governorate reflections
- Provide a place for teamwork and meetings.
- Provide materials and tools to convey the training messages to other teachers, parents and students in the community.
- Meet and create executive plans with chronological steps and evaluation method results.
- Find a committee to communicate with (inter) national organizations to convey real needs.
- Encourage new teachers to cooperate with the NRC Education Team by providing new training workshops with specialized trainers (as in this ToT workshop) to support the trained teachers in conveying the messages to the community (teachers, parents and students).

I. THE ROAD MAP FOR NEXT STEPS

This section provides a Strategic Road Map for NRC on the way forward. It is based on the cascading model for delivering the relevant information in this workshop to other teachers and parents in Syria. It shows how to support quality and inclusive education in Syrian schools.

5 strategic objectives are described below, in the light of overall strategy and expected outcomes:

Overall Strategy: This roadmap aims to support teachers in promoting inclusive, peaceful and caring environments for all children and youth while reinforcing supportive and sustainable professional development mechanisms.

Overall Expected Outcomes: Teaching and delivering capacity is further strengthened, quality of education is promoted, and protection of Syrian children and youth is enhanced.

Strategic objective # 1
Deliver EiE topics to relevant target groups:
• Develop a cascading system for the instructors
• Categorize EiE ToT topics (5) and develop common messages for each target group

Strategic objective # 2
Support NRC EiE Instructors in the field for conducting the cascading system:
• Define a comprehensive supervision system and a monitoring and evaluation system for both NRC's Education Team and the EiE instructors in the field (Syria)
• Develop alternative methods for a monitoring and evaluation system, such as an implementation of a web based 'follow-up report' using mobile phones.

Strategic objective # 3
Provide capacity building for NRC's Education Team & EiE instructors:
• Develop a capacity building training plan for NRC's Education Team & EiE instructors

Strategic objective # 4
Develop EiE training materials (including Instructor Guidelines and informative hand-outs for schools:
• Develop EiE Training Instructor Guidelines
• Develop EiE Curricula-Field Training tool for instructors

Strategic objective # 5
Promote and develop alternative methods for disseminating EiE for NRC:
• Develop NRC- EiE e-learning program
• Develop NRC- EiE community based dissemination programs such as; door to door women leader programs, youth to youth peer support programs, child to child peer support programs, etc.

THE STRATEGIC ROAD MAP for the WAY FORWARD on NRC's EIE ToT

OVERALL STRATEGY:	This roadmap aims to support teachers in promoting inclusive, peaceful and caring environments for all children and youth while reinforcing supportive and sustainable professional development mechanisms.
OVERALL EXPECTED OUTCOME:	Syrian children and youth engage in quality education in a protective environment.

	OUTPUTS	INDICATORS	ACTIVITIES* (*participatory approach- NRC team & EiE instructors)
	*EiE principles inherent in the following topics: Helping the Helpers, Conflict Disaster Risk Reduction, INEE Minimum Standards, Collaborative Mentoring, Better Learning Program		
Strategic objective # 1: EiE principles are used by educators in Syria	- Cascading system is defined and used by educators	- Cascading Matrix/Form is produced - Feedback from Training Evaluation Forms is incorporated into the matrix - The training record and report system to NRC Turkey	- Clearly explain and distribute Cascading matrix/forms to educators - Fill in the cascading matrix/form on a weekly basis - Set up a reporting system to NRC Turkey office - Collect Training Delivery Forms from each instructor regularly
		- Target Population defined - # of beneficiaries targeted for distribution	- Select number and kind of target population with educators - Distribute Reviewing of delivered population type distribution & # with instructors or region representatives weekly - Sharing of current delivered population distribution & # with ALL instructors monthly
	- Common messages for each EiE topic (5) are produced - Common messages for each EiE topic (5) are delivered in the community	- # of training sessions conducted - # of educators receiving common messages	- Developing common messages per target group based on EIE topics (5) - Deliver and collect Training Delivery Forms from each educator - Conduct follow-up sessions with educators on a monthly basis
Strategic objective # 2: EiE instructors use the cascading system in the field	- A comprehensive supervision system is in place -An M & E system for NRC is established to report on use of EiE principles amongst education - A 'follow-up report' system, by using mobile phones, is established - Gather training delivery data (quantitative & qualitative) from the field	- # of Field Work Reports submitted by NRC Syria to NRC Turkey - The reports consist of especially challenging parts of fieldwork, barriers, strengths, good practices, each instructor's personal efforts, etc. - # of follow-up reports submitted via mobile phones	- Prepare and collect Field Work Reports based on NRC field visits - Collect NRC's Field Work Delivery Forms from each instructor - Conduct follow-up sessions with educators on a monthly basis - Install Mobenzi (Web based assessment application) on NRC's Education Team's mobile phones. - Conduct a training on the use and advantages of Mobenzi - Add questions and formatting to the Mobenzi webpage to create assessments - Produce reports from data collected via Mobenzi
Strategic objective # 3 NRC's Education Team & Syrian Educators' capacity in EiE principles is strengthened	- NRC's Education team and Educators practice EiE principles	- # of EiE training sessions conducted - # of positive messages (feedback) provided by Syrian educators on the practical use of EiE principles	- Developing a capacity building plan (skills in result oriented behaviour, motivation & mobilization, management, strategic thinking & negotiation, planning, leadership skills, etc.) based on previous EiE ToT workshop
Strategic objective # 4 Teachers use EiE Training Materials (including Instructor Guidelines and informative hand-outs for the students & public)	- EiE training modules (5 topics) are contextualized and distributed to Syrian educators	- Training materials are contextualised to the Syrian community (yes/no) - # of educators receiving EiE training materials - # of positive messages (feedback) provided by Syrian educators on the practical use of EiE training materials	- Develop EiE Curriculum- Instructor Guidelines - Contextualize common messages for each topic in EiE modules - Print and distribute EiE training materials to educators in Syria

	OUTPUTS (cont.)	INDICATORS (cont.)	ACTIVITIES (cont.)
Strategic objective # 4 (cont.)	-EiE Curriculum Field Training tool is developed and distributed for/to Syrian educators	- Given EiE trainings at the field; without electricity and or data-projector, laptop, etc. - EiE training reports from the field by using	- Develop and disseminate EiE Curriculum- Field Training tool for Syrian educators - Adapt dissemination of EiE Curriculum- Field Training tool to Syrian educators' access (On CDs, through Power Point or Flip Chart Presentations, by printing handbooks, etc.)
Strategic objective # 5 Alternative methods to reach Syrian educators' needs are contextually developed	- An EiE e-learning program is created - Educators' comments and recommendations are recorded and used to better the e-learning program	- the # of hits the EiE e-learning program receives - the # of surfed pages - the # downloaded materials	- Develop collaboratively a user friendly- 3 generation interfaced EiE e-learning program
	- Number of educators receiving EiE training through community based programming is increased	- # of training sessions provided via community based approach - # of educators receiving EiE training	- Develop NRC's EiE community based dissemination program to reach more educators via door to door women leader programs, youth to youth peer support programs, child to child peer support programs, etc.

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WORKSHOP PHOTOS

Help the Helpers for Quality Education Session

Help the Helpers for Quality Education Session

Group Reflection Session

Collaborative Mentorship Session

Help the Helpers for Quality Education Session

Help the Helpers for Quality Education Session

Group Reflection Session

Collaborative Mentorship Session

WORKSHOP PHOTOS

Better Learning Session

Better Learning Session
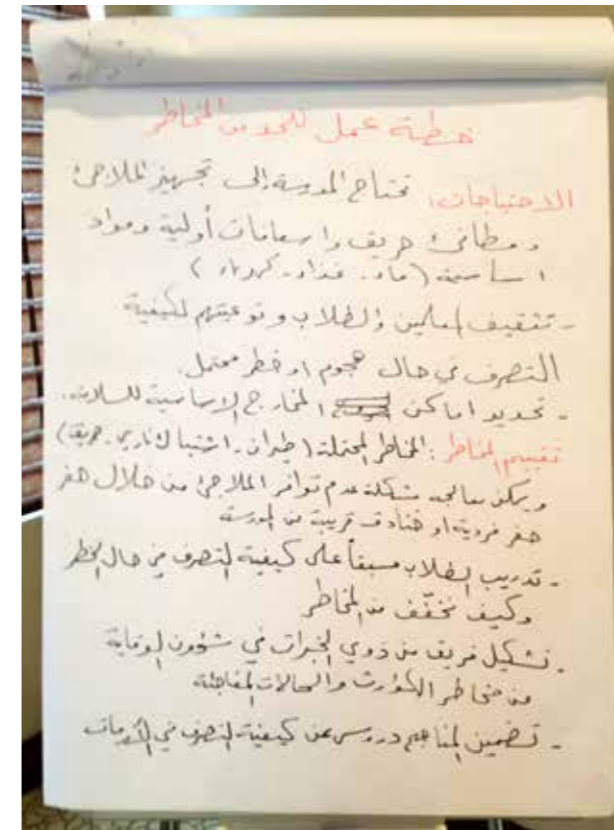
School Disaster Plan Session
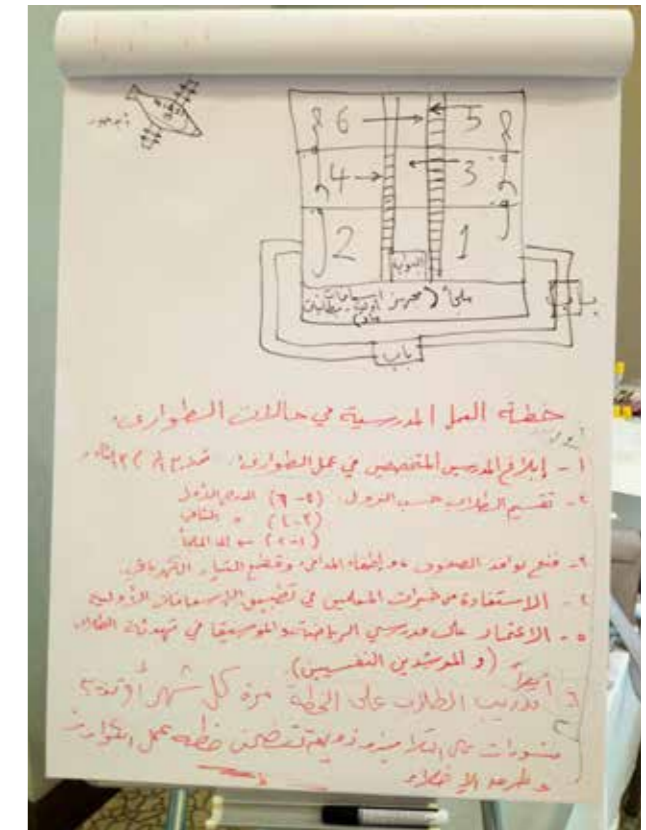
School Disaster Plan Session

Education in Emergencies Session

School Disaster PlanSession

School Disaster Plan Session

APPENDICES

APP 1
NRC AGENDA – EIE WORKSHOP

APP 1: NRC AGENDA – EIE WORKSHOP

NRC
KTNINGHJELPEN
NEGIAN REFUGEE COUNCIL

NRC, Collaborative Mentoring Workshop:
Education in Emergencies for Teachers Living in Displacement in Syria
26 – 30 August, 2013 Sanliurfa, Turkey

Overview:	The workshop series seeks to further strengthen the many capacities of teachers promote collaboration as means for teacher professional development, and enhance the protection of children and youth living in displacement in Syria. The workshop introduces a set of practices for teachers that support them to learn from one another through collaborative mentoring and lesson study.
Objectives:	This workshop aims to support teachers in promoting inclusive, peaceful and caring environments for all children and youth while reinforcing supportive and sustainable professional development mechanisms.
Expected Outcome:	Teaching capacity is further strengthened, quality of education is promoted, and protection of Syrian children and youth is enhanced.
Facilitators:	Zeynep Munevver Sanduvac, Independent DRR & EiE Instructor Translator: Mahmoud Al Ali, NRC-Syria, Education Team Leader
Language:	English – Arabic - English

NRC
FLYKTNINGHJELPEN
NORWEGIAN REFUGEE COUNCIL

Date: Monday	

Helping the Helpers

	Time	Activity
Schedule :	8.00 – 9.00	*Registration*
	9.30 - 10.30	Welcome/Overview of Workshop Group Building Activity
	10.30 - 11.00	*Coffee Break*
	11.00 – 11.45	Helping the helpers Emotional trauma Emotion- Thought- Behavior Dynamics of coping with trauma What happens in the brain during the trauma Ways of coping with Trauma Bridges: Continuity in Our Lives Coping Channels; Basic Ph
	11.45 -12.30	Coping Channels; Basic Ph (exercises)
	12.30 – 13.30	*Lunch*
	13.30 – 16.00	Coping Channels; Basic Ph (exercises) Model Exercises on Coping Channels Application of Helping the Helpers at schools (group work)
	16.00 – 16.30	*Coffee Break*
	16.30 – 17.30	Reflections on the Day Application of Helping the Helpers at schools Q&A Evaluation

Date: Tuesday

Conflict-Disaster Risk Reduction

	Time	Activity
Schedule:	8.00 – 9.00	*Breakfast*
	9.00 - 10.30	Safekeeping and Safeguarding the Students in our Care
	10.30 - 11.00	*Coffee Break*
	11.00 – 12.30	Comprehensive School Safety School Emergency and Disaster Committee Vulnerability & Risk Assessment Hazard Risk Matrix (Application)
	12.30 – 13.30	*Lunch*
	13.30 – 16.00	Basic Terminology School Disaster Plan for Education in Emergencies Current Risks for Syrian School Community Building Culture of Safety Risk Analysis What should do: 　　Intruder, Sarin Gas, Hazmat, Sniper, Mines & Explosive Bombs, Shelter in Place, Fire Drill, Evacuation Incident Command System 　　Basic Materials; First Aid Kit, Light Search& Rescue Materials 　　Basic Response Skills (demonstration) 　　Basic First Aid Skills 　　Carrying Techniques 　　Light Search & Rescue 　　Fire Extinguish Skills
	16.30 – 17.00	*Coffee Break*
	17.00 – 17.30	Reflections on the Day 　　Application of DRR at schools 　　Q&A Evaluation

Date: Wednesday

Education in Emergencies

	Time	Activity
Schedule:	8.00 – 9.00	*Breakfast*
	9.00 - 10.30	Education Can NOT Wait
	10.30 - 11.00	*Coffee Break*
	11.00 – 12.30	Education in Disasters and Emergencies Content of the INEE Minimum Standards (INEE MS)
	12.30 – 14.00	*Lunch*
	14.00 – 16.30	Introduction of INEE MS Handbook DRR & INEE MS Integration Scenario Application; INEE MS Application at schools
	16.30 – 17.00	*Coffee Break*
	17.00 – 17.30	Reflections on the Day 　　Q&A 　　Evaluation

Date: Thursday

Collaborative Mentoring

	Time	Activity
Schedule:	8.00 – 9.00	*Breakfast*
	9.00 – 10.30	Introduce Collaborative Mentoring Practice Collaborative Mentoring
	10.30 – 10.45	*Coffee Break*
	10.45 – 12.00	Classroom Management Leadership Skills- Basic Communication Skills Preparing a Lesson Plan
	12.00 – 13.30	Preparing a Lesson Plan (continue)
	13.30 – 14.00	Reflections on the Day
	14.00 – 15.00	*Lunch*
		Free Time

Date: Friday

Collaborative Mentoring Continued
Planning the Way Forward

	Time	Activity
Schedule:	8.00 – 9.00	*Breakfast*
	9.00 - 10.30	Implementation and Planning the Way Forward (group work)
	10.30 – 10.45	*Coffee Break*
	10.45– 12.00	Implementation and Planning (collaborative mentorship) Summary, Final Evaluation & Certificates
	12.00 – 13.00	*Lunch*

APP 2
NRC HELP THE HELPERS

EDUCATION IN EMERGENCIES
ToT for Syrian displaced Teachers
August, 26th - 30th. 2013 _ Şanlıurfa/ Turkey

HELP THE HELPERS for QUALITY EDUCATION:
PSYCHO-SOCIAL SUPPORT

Zeynep M. Turkmen Sanduvac
Social Worker
DRR & EiE Consultant and Instructor
zeynepturkmen@zeynepturkmen.com

TABLE OF CONTENT

- ❑ Helping the helpers
- ❑ Emotional trauma
- ❑ Emotion- Thought- Behavior
- ❑ Dynamics of coping with trauma
  * What happens in the brain during the trauma
- ❑ Ways of coping with Trauma
  * Emotional trauma
  * Bridges: Continuity in Our Lives
  * Copying Channels; Basic Ph
- ❑ Exercise: Guided Imagery

CONTENT

EMOTIONAL TRAUMA

Mental distress/ explosion situation that;

- breaks down the defense mechanisms of the individual
- prevents the individual from reacting efficently.

EMOTIONAL TRAUMA (continued)

EMOTIONAL TRAUMA

Pre-Trauma   **Breaking Point**

Breaking Point

Trauma Period

EMOTIONAL TRAUMA (continued)
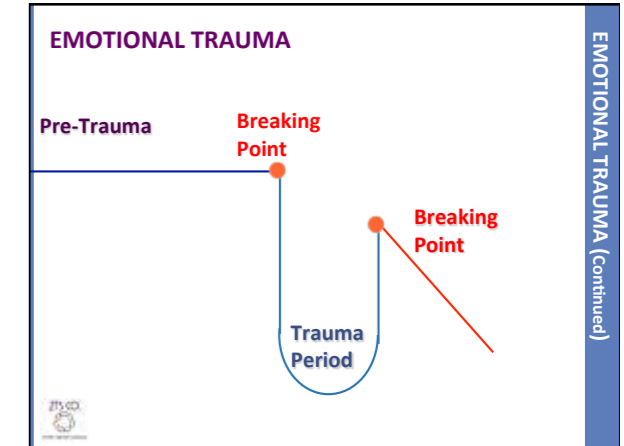
HELPING THE HELPERS

- ❑ First CARE YOURSELF!
- ❑ Caring for yourself when assisting others

HELPING THE HELPERS

HELPING THE HELPERS

WHY PSYCHOSOCIAL SUPPORT AS PART OF EDUCATION?

- Teachers can provide a stable, affectionate relationship for a child.
- Education staff can be aware of those having special difficulties in coping.
- Time can be dedicated to better understanding the crisis and its impact.
- Successes in learning will increase the self-confidence of a child.
- Local sports and art, such as drama and dance, help children relax, develop, value their cultural identity and build a sense of belonging.
- Schools and structured activities reinforce the social web of community.

Source: Nicolai (2003a)

HELPING THE HELPERS

http://toolkit.ineesite.org/

EMOTIONAL TRAUMA

Can be perceived
as a threat to

- Our lives
- Our psychical integrity
- Our beloved ones
- Our self-belief

EMOTIONAL TRAUMA (continued)

TABLE OF CONTENT

- ❑ Helping the helpers
- ❑ Emotional trauma
- ❑ Emotion- Thought- Behavior
- ❑ Dynamic of coping with trauma
- ❑ Ways of coping

TABLE OF CONTENT

EMOTION – THOUGHT - BEHAVIOUR

EMOTION → THOUGHT → BEHAVIOR
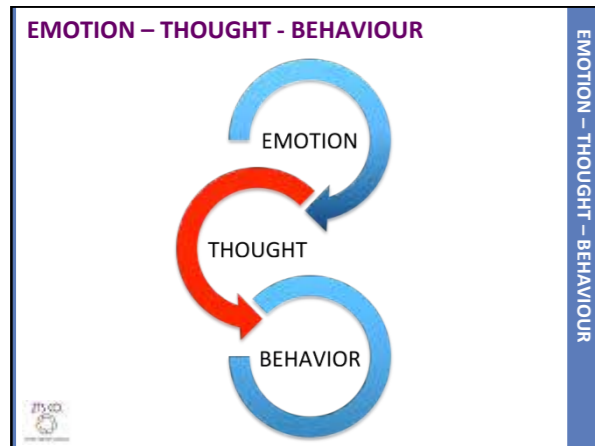
EMOTION

❑ " Turmoil or motion of mind, feeling, passion." Oxford English Dictionary

❑ " A feeling, certain thoughts special to that feeling, psychological and biological states and tendency of a series of actions." Dr. Daniel Goleman Psychologist.U.S.A.

Emotional Intelligence, 1995.

❑ Main emotion groups; fear, anger, grief, shame, disgust, surprise, love, joy

Icon:colorsnspirits.com

FUNCTION OF EMOTIONS

❑ Emotions are guiding. Each emotion somehow prepares us to act.

❑ Each emotion guides us to cope with the difficulties encountered.

❑ The word emotion derives from the word 'motere' that means 'to move' in Latin.

EMOTION → THOUGHY → BEHAVIOR

FUNCTION OF EMOTIONS

NOT replacing emotions with wisdom but trying to find the healthy balance between the two

❑Old paradigm:
An ideal of wisdom that is independent of the attraction of emotions

Today's paradigm:
Making efforts as to enable the balance of thought and emotion

---

EMOTION

❑ Everybody experiences emotions.

❑ Emotions are not thoughts.

❑ Emotions cannot be proved to be true or false.

Icon:colorsnspirits.com

BASIC EMOTIONS

Disgust	Surprise	Shame
Loathing Hatred	Astonishment Curiosity	Guilt Disappointment Regret Humiliaition

Grief	Fear	Joy	Love	Anger
Sorrow Pain Loneliness Exclusion Humiliation Despair	Anxiety Doubt Nervousness Worry Astonishment Restlessness Scare Horror	Happiness Enthusiasm Relief Satisfaction Pleasure Enjoyment Pride Excitement Gladness	Trust Close attention Loyalty Admiration Romance	Hatred Rage Irritation Grudge Annoyance
Pathological; Major depression	Pathological; Major panic	Pathological; Manic psychological state	Pathological; Extreme passion	Pathological; Hatred and violence with the intend to destroy

---

REALIZING EMOTIONS
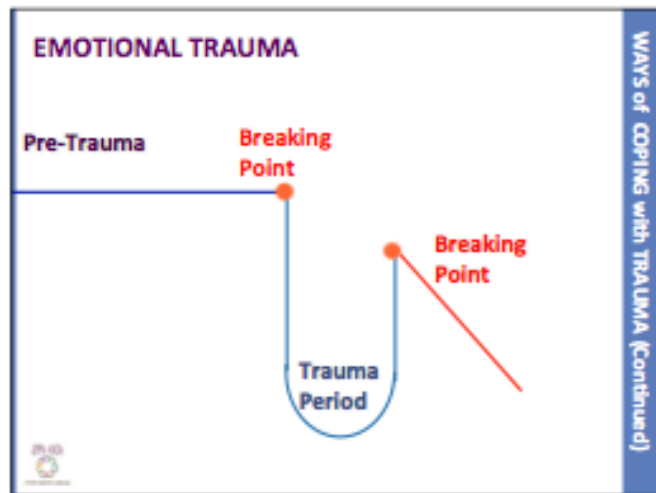
Emotions that you have not realized RULE YOU.

YOU RULE the emotions that you have realized.

EMOTIONS

❑ Everybody has emotions.

❑ Emotions are abstract, they cannot be seen or heard.

❑ We feel well or bad due to our emotions.

❑ We do not become a good or bad person depending on our our emotions.

Slide 1

TABLE OF CONTENT

Slide 2

COPING WITH TRAUMA

❑ Managing trauma is managing brain chemistry.

❑ What happens in the brain during the trauma?

icon:http://www.emotion.com/

COPING WITH TRAUMA

Slide 3

COPING WITH TRAUMA

Upon stimulation of this system;

throb

sweating

gastric contraction

rapid breathing   dizziness   cooling of hands and feet

nausea

tonus

head ache

Activating parasympathetic nervous system

COPING WITH TRAUMA (Continued)

Slide 4

COPING WITH TRAUMA

❑ This system is not self-activated; it waits for the brain's command.

❑ The individual to have information/help on the trauma managing techniques

❑ The individual to make efforts to apply those techniques

icon: www.123rf.com

COPING WITH TRAUMA (Continued)

Slide 5

COPING WITH TRAUMA

Sympathetic system:
The system that keeps the organs moving.

Parasympathetic system:
The system where the organs rest and stay motionless.

icon: www.123rf.com

COPING WITH TRAUMA (Continued)

Slide 6

COPING WITH TRAUMA

❑ This system is stimulated, when our body confronts with a threat.

❑ The process of the "fight" or the "flight" is triggered.

FIGHT or FLIGHT

❑ More oxygen is pumped to our muscles and brain and the body's energy is burst.

❑ **And the organism is ready to fight**

http://www.jencourt.com

COPING WITH TRAUMA (Continued)

Slide 7

ACTIVATING THE PARASYMPATHETIC NERVOUS SYSTEM

❑ This system is not self-activated; it waits for the of the brain's command.

❑ The individual to have information/help on the trauma managing techniques

❑ The individual to make efforts to apply those techniques

❑ The individual can continue to live with the event/situation that caused the trauma.

❑ The individual can fulfill his/her daily responsibilities.

❑ The individual can prevent or control the negative effects of the trauma on the other organs.

❑ The individual can help the others.

COPING WITH TRAUMA (Continued)

Slide 8

WAYS of COPING with TRAUMA

EMOTIONAL TRAUMA

Pre-Trauma

Breaking Point

Breaking Point

Trauma Period

EMOTIONAL TRAUMA

Before Emotional Trauma

After Emotional Trauma

experiences

objectives

PAST

FUTURE

TRAUMA

WAYS OF COPING with TRAUMA

Every individual has its wide range of ways of coping.

- Belief/Faith Self-belief
- Affect/ Emotion
- Social Support
- Imagination Visualization
- Cognitive
- Physical Activity

COPING WITH TRAUMA

BASIC PH MODEL

- ☐ **B**elief/Faith /Self-belief
- ☐ **A**ffect/ Emotion
- ☐ **S**ocial Support
- ☐ **I**magination – Humor
- ☐ **C**ognitive
- ☐ Physical Activity

EMOTIONAL TRAUMA

Development of Skills and System

Normal life

Breaking Point

Going back to normal life

Trauma situation (Vulnerability)

Introduction of Efficient Ways of Coping

Inefficiency of Existing Ways of Coping

Experiencing Negative Emotions

BRIDGES: CONTINUITY IN OUR LIVES

COGNITIVE CONTINUITY	Explaining, informing, reframing, telling what it is, asking questions on what it is.
CONTINUITY IN ROLES	Supporting the individual to take new roles, helping the individual be active by giving new roles to him/her, providing permanence of the individual's role.
SOCIAL CONTINUITY	Providing a suitable environment for the individual to meet with new people, build up relations and create a social ties.
PERSONAL CONTINUITY	The question of " What has not changed? is very important here. Showing that the name, past livings and memories of the individual are still with him/her.

24

EXERCISE

GUIDED IMAGERY:
THE MY SEED – MY TREE – OUR FORREST

EXERCISE

Think about your own way of coping:

- ☐ Belief/Faith /Self-belief
- ☐ Affect/ Emotion
- ☐ Social Support
- ☐ Imagination – Humor
- ☐ Cognitive
- ☐ Physical Activity

SERENITY PRAY

"ALLAH, GRANT ME THE PATIENCE

TO ACCEPT THE THINGS I CANNOT CHANGE;

COURAGE TO CHANGE THE THINGS I CAN;

AND WISDOM TO KNOW THE DIFFERENCE."

Quoted from Reinhold Niebuhr.

33

PREPARED BY:

❑ Prepared by Zeynep M. Turkmen Sanduvac & Solmaz Havuz

❑ Tailored for UNICEF Turkey _1500 School Teachers and
Other Education Personnel Training for Quality Education
(Ref:em/Tura/2013-c)

REFERENCES
❑ Zeynep M. Turkmen Sanduvac's Training of Trainers notes
of Trauma & Recovery Trainers Course – Level 1-2, 2001
Community Stress Prevention Center (CSPC), Kiryat Shmona, Israel

❑ http://www.nasponline.org/resources/crisis_safety/index.aspx

❑ Daniel Coleman, Emotional Intelligence: 10th Anniversary Edition;
Why It Can Matter More Than IQ. 2006. Bantam.

❑ INEE MS Psychological-Support:
http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1104/
_Psychosocial_Support_to_Learners.pdf

34

THANK YOU!

**HELP the HELPERS for QUALITY EDUCATION:
PSYCHO-SOCIAL SUPPORT**

Zeynep M. Turkmen Sanduvac
Social Worker
DRR & EiE Consultant
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APP 3
NRC INEE MS QUALITY EDUCATION

Slide 1

MINIMUM STANDARDS FOR EDUCATION IN EMERGENCIES

INEE — An international network for education in emergencies

Zeynep M. Turkmen Sanduvaç
Social Worker
INEE MS Instructor, Istanbul _ Turkey
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Slide 2 — CONTENT

CONTENT

❑ Education Can NOT Wait

❑ Our Goal

❑ Why education in disasters and emergencies?

❑ What is Minimum Standards for Education in Emergencies (MS EiE)?

❑ What is INEE MS?

❑ Sharing ideas on implementation of MS EiE

Slide 3

Slide 4 — OBJECTIVES OF THE MEETING

OUR GOALS

❑ To give information on INEE MS for quality, continuing and suitable education

❑ To give information on the establishment and structure of the International Network for Education in Emergencies (INEE)

❑ To share ideas on implementation of INEE MS EiE

Slide 5 — HELPING THE HELPERS

Slide 6

Slide 7 — CONTENT

CONTENT

❑ Our Goal

❑ Why education in disasters and emergencies?

❑ What is Minimum Standards for Education in Emergencies (MS EiE)?

❑ What is INEE MS?

❑ Sharing ideas on implementation of MS EiE

Slide 8 — WHY EDUCATION IN DISASTERS AND EMERGENCIES?

WHY EDUCATION IN DISASTERS AND EMERGENCIES?

❑ Education can save lives.

❑ Education provides continuity in life; gives hope; feeds that hope.

❑ Education provides protection

❑ Education is the ticket for a way back to normal life. **Education is a human right.**

❑ Parents wish/ request for education for their children.

Photo credit:http://www.egitimtercihi.com/

Slide 1

WHY EDUCATION IN DISASTERS AND EMERGENCIES?

❑ The average duration of migration of the displaced people is 17 years.

❑ The average duration of internal conflict in the poorest countries is 12 years.

If no education is provided,
generations will not be literate,
not learn mathematics
and the development of that country will slow down.

Slide 2

CONTENT

❑ Our Goal

❑ Why education in disasters and emergencies?

❑ What is Minimum Standards for Education in Emergencies (MS EiE)?

❑ What is INEE MS?

❑ Sharing ideas on implementation of MS EiE

Slide 3

(Arabic Language Community) مجتمع اللغة العربية

Slide 4

MINIMUM STANDARDS FOR EDUCATION:
Preparedness, Response, Recovery

❑ A global tool that articulates the minimum level of educational quality and access to education in emergencies through to recovery.

❑ More than 1300 people from 52 countries participated in the updating process.

Slide 5

❑ A global network open to anyone who would like to join (5700 members)

❑ Ensuring the right to quality education in learning environments.

❑ Sharing good practices, tools and outcomes of researches.

❑ Encouraging information sharing.

People from UN organizations, NGOs, practitioners, researchers, INEE members and people affected from disasters.

www.ineesite.org
❑10th year anniversary of INEE; 2011

Slide 6

Slide 7

5 DOMAINS

Slide 8

EiE MS 5 DOMAINS

Coordination – Analysis – Community Participation

Access and Learning Environment | Teaching and Learning

Teachers and Other Education Personnel | Education Policy

Slide 1

Domain 1: Foundational Standards
- Community Participation and Sources
- Coordination
- Determination of situation, Intervention, Watch and Analyses

Domain 2: Access and Learning Environment
- Equality in Access
- Safety and Well-being
- Facilities and Services

Domain 3: Teaching and Learning
- Curricula
- Training, Professional Development, Support
- Instruction and learning Processes
- Assessment of Learning Outcomes

Domain 4: Teachers and Other Education Personnel
- Recruitment and Selection
- Conditions of Service
- Supervision and Support

Domain 5: Education Policy
- Policy Formulation and Enactment
- Planning and Implementation

Slide 2

CROSS CUTTING ISSUES

- ❏ Conflict Mitigation
- ❏ **Disaster Risk Reduction**
- ❏ Early Childhood Development
- ❏ **Gender**
- ❏ HIV and AIDS
- ❏ **Human Rights**
- ❏ Inclusive Education
- ❏ **Inter-sectoral Linkage**
- ❏ Protection
- ❏ **Psychosocial Support**
- ❏ Youth

The members of INEE indicated that the thematic issues are not sufficiently mentioned in the 2004 edition of the book, thus they are added to the 2010 edition.

Slide 3

MS EiE COVERS

- ❏ **Key Actions**– suggested ways to achieve the standard.

- ❏ EXAMPLE

Key actions (to be read in conjunction with the guidance notes)
- There are effective systems for regular monitoring of education response activities in emergency situations through to recovery (see guidance note 1).

Slide 4

MS EE COVERS

- ❏ **Guidance Notes**– Cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations.

- ❏ EXAMPLE

data collection and processing. Many types of information can be collected from schools and other education programmes on a sample basis, giving quick indications of needs and problems. Such information may include:
- disaggregated data on enrolment and drop-out;
- whether students eat before attending school;
- availability of textbooks and teaching and learning materials.

Slide 5

MS EiE COVERS

- ❏ **Standards** – Those that are wanted to be achieved.
  They are qualitative in nature and are meant to be universal and applicable in any context.

- ❏ **Key Actions** – Suggested ways to achieve the standard.

- ❏ **Guidance Notes** – Cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations.

Slide 6

MS EiE COVERS

- ❏ **Standards** – Those that are wanted to be achieved.
  They are qualitative in nature and are meant to be universal and applicable in any context.

- ❏ EXAMPLE

Analysis Standard 3: Monitoring

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Slide 7

INEE MS 5 DOMAINS

Slide 8

GROUP WORK

Groups
Choose
A president
A secretary
A Spokeperson

Each group analyses the case with regard to its subject title. Scenerio.
 Title 1: Participation, Coordination, Analyses
  Title 2: Access and Learning Environment
  Title 3: Teaching and Learning
  Title 4: Teachers and Other Educational Personnel
  Title 5: Education Policy

THANK YOU!

INEE
An international network for education in emergencies

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OPTIONAL

QUESTIONS AND ANSWERS

İcon: www.birdunyabilgi.org

EVALUATION
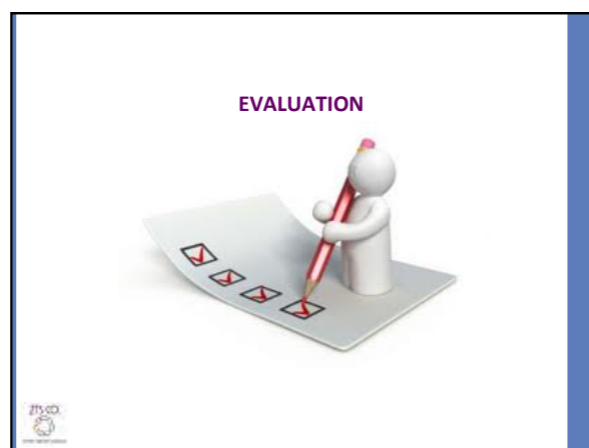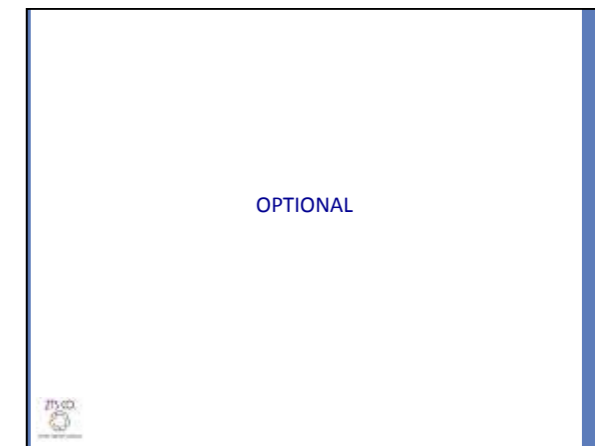
Quality Education (as defined by UNICEF) includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;

Quality Education (as defined by UNICEF) includes:

- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge is such areas as gender, health, nutrition, HIV/AIDS prevention and peace;

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- Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge is such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

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THANK YOU!

MINIMUM STANDARDS FOR EDUCATION IN EMERGENCIES

INEE
An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência

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APP 4
NRC CONFLICT DISASTER
RISK REDUCTION

APP 4: NRC CONFLICT DISASTER RISK REDUCTION

Slide 1

Slide 2 — CONTENT
CONTENT
- Basic Terminology
- Comprehensive School Safety
- School Disaster Plan for Education in Emergencies
- Current Risks for Syrian School Community
  - Building Culture of Safety
  - Risk Analysis
- What should do:
  - Intruder, Air Strike, Sarin Gas, Hazmat, Sniper, Mines & Explosive Bombs, Shelter in Place, Fire Drill, Evacuation
- Incident Command System

Slide — LOCKDOWN/ SECURE CLASSROOM

WHAT SHOULD DO _ ANGRY PERSON, INTRUDER

Slide — SARIN GAS _NERVE GAS
APPARANCE: Clear, colorless liquid (no odor, no taste) It is the most volatile of the nerve agents; sarin changes from a liquid to a gas faster than the other Nerve agents.

DESCRIPTION: Sarin is a nerve agent that is one of the most toxic of the known chemical warfare agents.

Exposure to sarin can cause death in minutes. A fraction of an ounce (1 to 10 mL) of sarin on the skin can be fatal.

As the name implies, nerve agents work by attacking the nervous system.

WHAT SHOULD DO _ SARIN GAS

Slide — DISASTER RISK REDUCTION
- The concept and practice of reducing disaster risks
- systematic efforts to analyze and manage the causal factors of disasters

Slide — HAZARD
The hazard is a physical or human-made event that can potentially trigger a disaster.

Physical/natural events need not necessarily result in disaster.

Human made disasters

Slide — SARIN GAS
METHODS OF DISSEMINATION
- Indoor Air: Sarin can be Released into indoor air as a liquid spray (aerosol) or as a vapor (heavier than air)
- Water: Sarin can contaminate water
- Food: Sarin can contaminate food
- Outdoor Air: Sarin can be released into outdoor air as a liquid spray (aerosol) or as a vapor
- Agricultural: If sarin is released into the air as a liquid spray (aerosol), it has the potential to contaminate agricultural products.

WHAT SHOULD DO _ SARIN GAS

Slide — SARIN GAS
- Sarin vapor is heavier than air, it is sunk, collected and stay in poorly-ventilated, low-lying, or confined areas (e.g., sewers, basements, and tanks) and create a greater exposure hazard there
- Symptoms likely will appear within a few seconds after exposure to the vapor form.
- A fraction of an ounce (1 to 10 mL) of sarin on the skin can be fatal

WHAT SHOULD DO _ SARIN GAS

Slide — RISK
The combination of the probability of an event and its negative consequences.

Risk = (probability of event) X (losses per event)
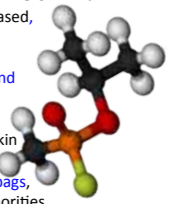
Slide — SARIN SYMPTOMS
- Exposure to low or moderate doses of sarin that symptoms are:
  - Miosis (pinpoint pupils)
  - Copious secretions e.g. excessive salivation, runny nose/ sweating
  - Muscle twitching/fasciculation
  - Blurred/dim vision
  - Headache
  - Nausea, vomiting, diarrhoea
  - Tight chest and breathing difficulty
  - Seizures
  - Loss of consciousness

- Exposure to large doses of sarin may result in the following harmful health effects:
  - Loss of consciousness
  - Convulsions, Paralysis
  - Respiratory failure possibly leading to death

WHAT SHOULD DO _ SARIN GAS (cont.)

Slide — WHAT SHOULD YOU DO IF YOU ARE EXPOSED TO SARIN?
- If you are in an area where sarin has been released, leave quickly and go to an area with fresh air
- If the release is outdoors, move to higher ground
- Remove your outer clothing, taking care not to touch the outside of your clothing to your skin
- Carefully put contaminated clothing in plastic bags, and set them aside for proper disposal by authorities
- Clothing contaminated with sarin should never be washed or worn again
- Decontaminate yourself by washing your body thoroughly with soap and water
- Rinse your eyes with water for 10 to 15 minutes. Then quickly seek medical attention

WHAT SHOULD DO _ SARIN GAS(cont.)

Slide: SHELTER IN PLACE / HAZARD EXAMPLES: HazMat Situation

SHELTER IN PLACE

HAZARD EXAMPLES:
HazMat Situation

1. Bring classroom to main hallway
2. Close door to classroom
3. Duct tape door to classroom
4. Take attendance.
(Notify school commander of any missing students)
5. Remain in hallway until the "ALL CLEAR" is given
6. No one should enter the school once the building has been secured
7. Wait for further instructions

WHAT SHOULD DO _ ANGRY PERSON, INTRUDER

Slide 5.

WHAT SHOULD DO_HAZMAT SITUATION(cont.)

Slide: SNIPER (37)

SNIPER

SOFT COVER   HARD COVER

Staying Alive, International Committee of the Red Cross, 2005

WHAT SHOULD DO _ SNIPER

37

Slide: SNIPER (38)

SNIPER

❑ Having found cover, do not be tempted to look up to see what is going on, or at least not initially.
❑ A sniper may have seen where you went to ground and just be waiting for you to pop your head up.
❑ Rather, once you have taken cover, crawl a few metres one way or the other while maintaining your cover. This will conceal your position.

Staying Alive, International Committee of the Red Cross, 2005

WHAT SHOULD DO _ SNIPER

38

Slide: Shelter-In-Place Kit

Shelter-In-Place Kit
Prepare a kit ahead of time and put it in a convenient place in the room you have selected to Shelter-In-Place.

Make sure all school workers know about the kit.

SUPPLIES

WHAT SHOULD DO _ SHELTER in PLACE

Slide (image)

Slide: MINES & UNEXPLODED BOMBS (39)

MINES & UNEXPLODED BOMBS

❑ Landmines are **blind**; they cannot tell the difference between an adult (soldier/opponent) and a child
❑ Simply being a child, with a natural curiosity and desire to play, touch, seek and explore, is risky in an environment contaminated with explosive remnants of war.

❑ Mine Risk Emergency Programs ;
http://www.unicef.org/protection/Emergency_MRE_Toolkit_-_Final_Handbook.pdf

Courtesy: Cover Page, UNICEF Emergency_MRE_Toolkit, 2008

❑ First, though, you need to know which types of explosive hazard people are facing most.

❑ Data Collection about the mines impacts on community:
If mines are the greatest threat, do not use "don't touch" messages, as people are rarely injured through touching mines; rather they step on them or trigger unseen tripwires.

WHAT SHOULD DO _ LANDMINES & UNEXPLODED BOMBS

39

Slide: MINES & UNEXPLODED BOMBS (40)

MINES & UNEXPLODED BOMBS
❑If unexploded sub munitions (or other forms of UXO) pose the greatest threat, "don't touch" messages are far more appropriate:

❑Unexploded bombs are lying in the fields around your homes.

❑ They are small but extremely powerful and can kill many people.

❑ They are highly unstable – you never know when they're going to explode.

❑ NEVER touch them, pick them up or kick them. Determining the key messages in an emergency depends on variety factors.

Courtesy: Cover Page, UNICEF Emergency_MRE_Toolkit, 2008

WHAT SHOULD DO _ LANDMINES & UNEXPLODED BOMBS

40

Slide: SNIPER (36)

SNIPER
WHAT CAN A SNIPER ACHIEVE?

❑ Attacks on a high-value targets; such as enemy commander, key persons or valuable equipment; such as missile launchers
❑ Have a disruptive effect – psychologically and otherwise - on their opponents. Shots from nowhere that maim or kill will be extremely disconcerting to an opponent.

❑ First consideration must always be to avoid known sniper areas.
❑ You should develop your terrain awareness.
❑ This applies equally to sniper and rifle fire, to artillery, to mortar and to similar threats. It means being fully aware of your surroundings at all times in areas of high risk.

WHAT SHOULD DO _ SNIPER

36

Slide: SNIPER (36)

SNIPER
DEALING WITH THE SNIPER THREAD

❑ Train yourself always to be thinking ahead about where you could take cover or go if you were fired on.
❑ With practice, this is perfectly possible.

"What if we were fired on now?
"What would my immediate reaction be?"

❑ Train yourself always to be thinking ahead about where you could take cover or go if you were fired on.
❑ With practice, this is perfectly possible.

WHAT SHOULD DO _ SNIPER

36

Slide: MINES & UNEXPLODED BOMBS (41)

MINES & UNEXPLODED BOMBS
Moune: Hello, Mohmoud.
Mahmoud: Oh hello, Mouno. How are you?
Mouno: I'm still in shock. Did you hear about the terrible accident in the next village to ours yesterday?
Mohmoud: Yes, two boys were killed by a cluster bomb.
Mouno: How did it happen?
Mohmoud: Apparently, one of the boys found a cluster bomb while he was playing in the forest with some friends.
It was one of the bombs that was dropped last week, but it hadn't exploded. He told the others what he had found.
One of his friends told him to leave it alone as it could explode but he wanted to play with it.
Mouno: I thought that a bomb which didn't go off when it landed was safe.
Mohmoud: No, not at all. He picked it up and two of the boys started throwing it to each other. Luckily, the other boys left the area as they realized it was dangerous.
A Couple of minutes later they heard a big bang. They ran back to the village to get help but the boys were already dead.
Mouno: Are there more of these bombs in the forest?
Mohmoud: We don't know. But make sure you tell your children not to go there.
Mouno: I will, straightaway. Thank you, Mohmoud.

WHAT SHOULD DO _ LANDMINES & UNEXPLODED BOMBS

41

Slide: DROP COVER HOLD ON / HAZARD EXAMPLES

DROP COVER HOLD ON

HAZARD EXAMPLES:
Air Strike, Explosion, Intruder

1. All staff and students will take cover under a nearby desk or table, hold onto desk or table leg and cover the back of head and neck with hand for protection and face away from the windows.

2. Everyone stays under furniture until the "ALL CLEAR" is given.

3. Take attendance. (make a note of any Missing students to report to office after ALL CLEAR is given).

4. No one should enter or leave classroom.

5. Wait for further instructions.

DROP!
COVER!
HOLD ON!

WHAT SHOULD DO _ ANGRY PERSON, INTRUDER

Slide: HAZARD EXAMPLE(S): CAUGHT on FIRE

STOP   DROP   ROLL ON

Courtesy of Zeynep Turkmen Sanduvac
Illustration: Arzu Ozler
Basic Disaster Knowledge Handbook 2009

WHAT SHOULD DO _ CAUGHT on FIRE

Slide: USING FIRE EXTINGUISHER

P.A.S.S.

PULL the PIN | AIM the BASE of FIRE | SQUEEZE the HANDLE | SWEEP from SIDE to SIDE

Courtesy of Zeynep Turkmen Sanduvac
Illustration: Arzu Ozler
Basic Disaster Knowledge Handbook 2009

WHAT SHOULD DO _ FIRE (cont.)

Slide:

A Walk chain for kids
It prepared by Bogazici University, kindergarden teachers

WHAT SHOULD DO_EVACUATION (cont.)

Slide:

The walk chain for kids

WHAT SHOULD DO_EVACUATION (cont.)

Slide: FIRE DRILL

1. Fire alarm is sounded.
2. Everyone evacuates following normal procedure. Teacher will close windows and doors, shut off lights, take back-pack and emergency flipchart.
3. All students and staff will take coats during inclement weather (if time allows).
4. Evacuate using safest route – be alert for hazards
5. Go to designated evacuation site.
6. All children will be returned to their homeroom class.
7. Take attendance.
8. Check with buddy teacher and help if needed.
9. Do no re-enter building until "All Clear" is given.
10. If building cannot be re-entered, the decision will be made to go to a designated shelter
11. Wait for further instructions.

DO NOT RUN !

WHAT SHOULD DO_FIRE DRILL

Slide: EVACUATION – planned   HAZARD EXAMPLES: Fire, Hazmat Spill, Explosion, Intruder

1. Take the closest and safest way out as posted.

2. Do not stop for student/ staff belongings unless there is time to grab a coat.

3. Take emergency backpack and flip chart with you.

4. Take attendance at designated evacuation location. Report any missing students to school commander.

5. Wait for further instructions.

WHAT SHOULD DO_EVACUATION

Slide:

Each class has a place in assembly area; no matter how small it is.

WHAT SHOULD DO_EVACUATION (cont.)

Slide:

Keep kids busy while waiting further announcements

WHAT SHOULD DO_EVACUATION (cont.)

Slide: EVACUATION RULES

DO NOT RUN !
DO NOT TALK !
DO NOT PUSH !
DO NOT RETURN BACK !

WHAT SHOULD DO_EVACUATION

Slide:

Each class has a sign

WHAT SHOULD DO_EVACUATION (cont.)

Slide: CONTENT

- Basic Terminology
- Comprehensive School Safety
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- Current Risks for Syrian School Community
  - Building Culture of Safety
  - Risk Analysis
- What should do:
  - Intruder, Sarin Gas, Hazmat, Sniper, Mines & Explosive Bombs, Shelter in Place, Fire Drill, Evacuation
- Incident Command System

CONTENT

Slide: INCIDENT COMMAND SYSTEM- ICS

The purpose is to
- provide clear leadership
- improve effectiveness of response
- ensure the safety of team

The objectives are to
- identify scope of the incident
- determine overall strategy
- deploy resources
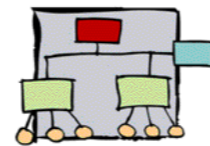
WHAT SHOULD DO_INCIDENT COMMAND SYS.

A Walk chain for kids
It prepared by Bogazici University, kindergarden teachers

The walk chain for kids

INCIDENT COMMAND SYSTEM

PLANNING COMMITTEE
•Organisation Inventory
•Risk Assessment
•Staff Education

ADMINISTRATION AND COMMUNICATION
• Wireless Radio Operator
• Public Information
• Record Keeping

INCIDENT COMMAND CENTER
•Incident Commander
•Incident Command Deputy

OPERATIONS ARM
- Hazard Identification and Control
- Damage Assessment and Light Search and Rescue
- Disaster First Aid
- Small Fire Suppression
- Evacuation

LOGISTICS ARM
- Equipment and Supplies
- Water and Food
- Traffic Control and Transportation
- Shelter and Sanitation
- Psychological Support and Supervision
- Volunteers & Staffing

Each class has a place in assembly area; no matter how small it is.

Keep kids busy while waiting further announcements

Public meeting in Yellow Pine, 8th Sept 2006,
South Fork Complex, photo by RailRoad Sue

CONTENT

- Basic Terminology
- Comprehensive School Safety
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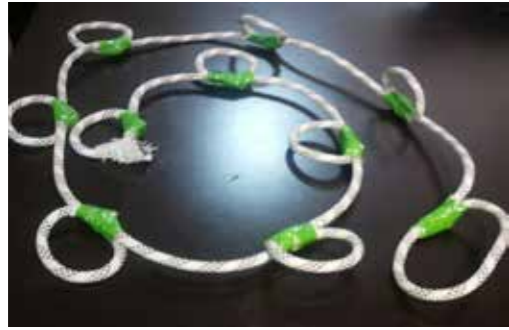
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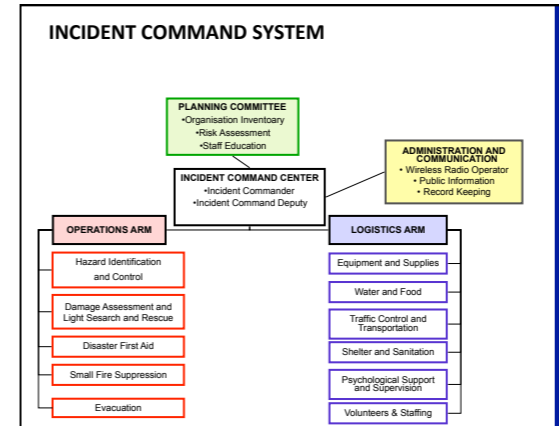- determine overall strategy
- deploy resources

Public meeting in Yellow Pine, 13 Sept 2006,
South Fork Complex, photo by RailRoad Sue

SCHOOL DRR ACTION PLAN STEPS

SCHOOL DRR ACTION PLAN STEPS
1. Assessment – Assessing the overall situation
1.1 Maintaining Safety & Security Environment
1.2 Assessing structural risks
1.3 Dealing w/ the infrastructure problems
1.4 Dealing w/ non-structural damages

2. Assessing and mobilizing the resources
(human, aid materials, shelter, etc.)

3. Recruiting of the educational staff

4. Revising and Adapting the Curriculum on current situation

5. Psycho-social support
Dealing & Improving teachers and students' mood

6. Coordination with Provincial and District Directorates of National Education
(other stakeholders)

EDUCATION IN EMERGENCIES
ToT FOR SYRIAN DISPLACED TEACHERS
August, 26th - 30th, 2013 _ Şanlıurfa/ Turkey

THANK YOU !

CONFLICT- DISASTER RISK REDUCTION (C-DDR)
Module 2

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APP 5
NRC RISK ANALYSIS

APP 5: NRC RISK ANALYSIS

In terms of the Conflict Disaster Risk Reduction (C DDR) content, the demonstration of application of Risk Analysis Matrix was shown to the participants. Briefly, below the risk theory terminology and the Risk Analysis Matrix Tool were shared with the participants.

Besides, firstly, the instructor conducted the Risk Analysis Matrix application, then 4 groups were applied the Risk Analysis Matrix to the specific school in their region.

See the risk analysis tables from each group on the next page.

Risk Analysis Matrix

Risk: The combination of the probability of an event and its negative consequences.

Risk = (probability of event) X (losses per event)

A. Hazards	B. Likelihood 0 low – 5 is high	C. Impact Severity 0 low – 5 is high	D. Risk Score B x C	E. Priority
	Risk = Likelihood x Impact			
		D = B x C		

IMPACT ANALYSIS	5	4	3	2	1
Likelihood	Very high	High	Medium	Low	Very low
Impact Severity	Terminal	Devastating	Critical	Controllable	Minor

PRIORITY	25 - 20	19 - 15	14 - 9	8 - 4	1 -3
Total	Very high	High	Medium	Low	Very low
Priority	1	1	2	3	3

4 Groups applied the risk analysis matrix on one specific school conditions in their region.

The groups listed the very high and high risks regarding the school as below.

Group 1 Tal Abyad _ Risks	Very High	High
Air Strikes	5	
Sniper	5	
Conflict	5	
Damaged school buildings		4
Fire		4

Group 2 Menbij _ Risks	Very High	High
Air Strikes	5	
Conflict	5	
Intruder	5	
Damaged school buildings		4
Fire		4

Group 3 Slouk_ Risks	Very High	High
Conflict	5	
Damaged school buildings	5	
Intruder		4
Fire		4

Group 4 Slouk_ Risks	Very High	High
Conflict	5	
Damaged school buildings		4
Broken infrastructure/ water/ environment pollutions		4
Fire		4
Scorpions,etc.		4

APP 6
NRC SCHOOL DISASTER ACTION PLAN

APP 6: NRC SCHOOL DISASTER ACTION PLAN

In terms of the Conflict Disaster Risk Reduction (C DDR) content; Comprehensive School Safety and School Disaster Plan for EiE, the template The School Conflict Disaster Action Plan Steps was shown to the participants. Briefly, below the detailed School Conflict Disaster Action Plan Steps were explained with examples to the participants.

Then all participants as 2 groups were applied the School Conflict Disaster Action Plan Steps to the specific school in their region.

See the School Conflict Disaster Action Plan Steps from each group on the next pages.

The School Conflict Disaster Action Plan Steps Template

SCHOOL DRR ACTION PLAN STEPS

1. Assessment – Assessing the overall situation

1.1 Maintaining Safety & Security Environment
1.2 Assessing the structural risks
1.3 Dealing w/ the infrastructure problems
1.4 Dealing w/ the non-structural damages

2. Assessing and mobilizing the resources (human, aid materials, shelter, etc.)

3. Recruiting of the educational staff

4. Revising and Adapting the Curriculum on current situation

**5. Psycho-social support
Dealing & Improving teachers and students' mood**

6. Coordination with Provincial and District Directorates of National Education and/or other/ related stakeholders)

Group 1
SCHOOL DRR ACTION PLAN STEPS
1. Assessment – Assessing the overall situation

- to evaluate the situation; to call teaching staff to evaluate the situation

- to provide safe exits and prepare the shelters if available or define the alternative safe place in; such as mosques, national park, etc.

during the disaster

- to inform all teachers about the risks

- to take students to the shelter if available at the school or to defined safe places

- to turn of utilities

- to extinguish the small fire (if any-if available)

2. Assessing and mobilizing the resources (human, aid materials, shelter, etc.)
- to role distribution among the existing teachers and volunteers if possible

- to train students on school disaster plan regarding all kind of risks; airstrike, fire, sarin gas, etc.

- to evaluate the risks every fifteen days

- to drill school evacuation every fifteen days

- to distribute brochures to students and parents regarding the work plan in disasters and how to evacuate the school

- to divide teachers into groups as each group is responsible for specific task(s)
such as; - evacuation task, - place safety & security task, - first aid task, - fire safety task, - psychosocial support task

3.Recruiting of the educational staff
Depend on the education staff inside the school and/or call, mobilize available teachers

4. Revising and Adapting the Curriculum on current situation
- Adjust the curriculum to be just for basic subjects such as (Arabic - Mathematic), and adding some life saving instructions relating with the new existing conflict –disaster situation

5. Dealing & Improving teachers and students' mood
- Depends on psychological consultant and sports teachers to help in calming down the students
- Music, sports teachers and social advisors try to keep students are relaxed and are not getting anxious

6. Coordination with Provincial and District Directorates of National Education and/or other/ related stakeholders)
- Coordinating with local council and specialized committees

APP 7
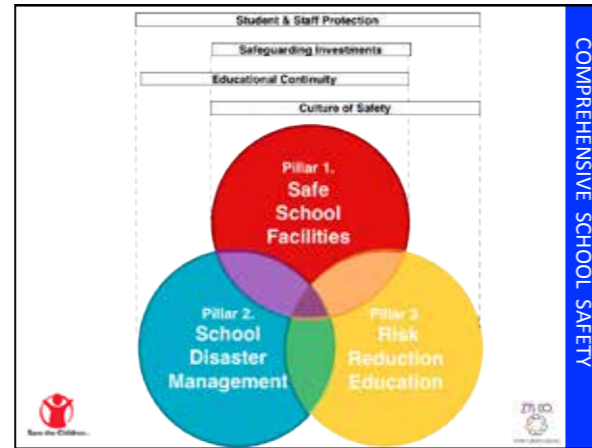# NRC INTEGRATION C DRR & INEE MS

Slide 1:
EDUCATION IN EMERGENCIES
ToT FOR SYRIAN DISPLACED TEACHERS
August, 26th - 30th. 2013 _ Şanlıurfa/ Turkey

INTEGRATION of C-DRR with INEE MS

PREPARED BY: Zeynep M. Turkmen Sanduvac
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Slide 2: COMPREHENSIVE SCHOOL SAFETY
- Student & Staff Protection
- Safeguarding Investments
- Educational Continuity
- Culture of Safety
- Pillar 1. Safe School Facilities
- Pillar 2. School Disaster Management
- Pillar 3. Risk Reduction Education

Slide 3: INNE MS ADVOCACY on TR MoNE
OUTCOME of WORKSHOP: SAMPLE SCHOOL DRR PLAN for EDUCATION CONTINUITY IN EMERGENCIES
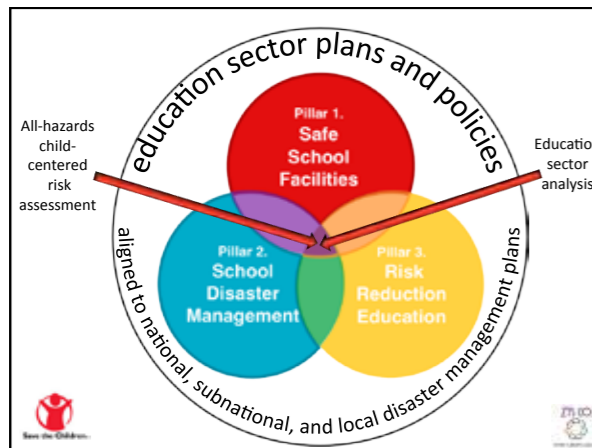SCHOOL DRR ACTIVITIES

Slide 4: INNE MS ADVOCACY on TR MoNE
SCHOOL DRR ACTION PLAN STEPS → INEE MS DOMAINS
1. Assessment – Assessing the overall situation
   1.1 Maintaining Safety & Security Environment
   1.2 Assessing structural risks
   1.3 Dealing w/ the infrastructure problems
   1.4 Dealing w/ non-structural damages
2. Assessing and mobilizing the resources (human, aid materials, shelter, etc.)
4. Recruiting of the educational staff
3. Revising and Adapting the Curriculum on current situation
5. Psycho-social support Dealing & Improving teachers and students' mood
6. Coordination with Provincial and District Directorates of National Education (other stakeholders)

Slide 5:
education sector plans and policies
aligned to national, subnational, and local disaster management plans
All-hazards child-centered risk assessment
Education sector analysis
- Pillar 1. Safe School Facilities
- Pillar 2. School Disaster Management
- Pillar 3. Risk Reduction Education

Slide 6: INNE MS ADVOCACY on TR MoNE
OUTCOME of WORKSHOP: SAMPLE SCHOOL DRR PLAN for EDUCATION CONTINUITY IN EMERGENCIES
SCHOOL DRR ACTIVITIES

Slide 7 (table): INNE MS ADVOCACY on TR MoNE

ACTIONS	RELATED DOMAINS-STANDARDS EXAMPLES (not limited with below items)
1. Assessment- Needs Analysis; Evaluating the Overall Situation	Foundational Standards: Analysis Standard 1_ Assesment (Identifying the Situation) Standard 2_Response Strategies Standard 3_Monitoring Standard 4_Evaluation
1.1 Safety&Security; Maintaining Safety&Security Environment	Foundational Standards: Coordination Standard 1_Coordination; Foundational Standards: Community Participation Standard 1_Participation; Access and Learning Environment: Standard 2_Protection and Well-Being
1.2 Assessing structural risks	Foundational Standards: Coordination Standard 1_Coordination. Guide notes 3.Identifying-evaluating a common situation. Identifying a multi-sectorial situation. For instance; Need to education and water and environmental hygiene are evaluated collectively. Access and Learning Environment: Standard 2_Protection and Well-Being
1.3 Assessing the infrastructure problems 1.4 Assessing the non structural damages	Standard 3_Facilities and Services

Slide 8 (table): INNE MS ADVOCACY on TR MoNE

2. Assessing and mobilizing the resources (human resource); Repairing infrastructure, distributing food and water, classifying and distributing the aids, supporting of school admins and teachers; volunteer assistants/ mother-brother roles, security-observers etc.	Foundational Standards: Community Participation Standard 1_Participation Standard 2_Resources Standard 3_ Coordination
3. Revising and adapting the Curriculum on current situation. • Re-prioritizing the curriculum in a way to apply it gradually; reorganizing theeducation hours, choosing the course subjects • Adding new course subjects according to the situations; Water treatment, washing hands, paying attention to street animals as the food chain will be spoiled)	Teaching and Learning: Standard 1_Curricula Standard 2_Training, Professional Development and Support Standard 3_Instruction and Learning Processes Standard 4_Assesment of Learning Outcomes
4. Constituting education personnel/Organizing education according to available teachers	Teachers and Other Education Personnel: Standard 1_Recruitment and Selection Standard 2_Conditions of Work Standard 3_Support and Supervision
5. Psycho-social support: Dealing & Improving teachers and students' mood.	Teachers and Other Education Personnel: Standard 3_Support and Supervision; Teaching and Learning: Standard 2_Training, Professional Development and Support

6. Starting the education (possibilities for adult education are put into use as well as education to school students; distribution, logistics, life saving skills, first aid, nutrition etc.)	**Teaching and Learning:** Standard 3_ Instruction and Learning Processes Standard 4_ Assesment of Learning Outcomes
	Foundational Standards: Community Participation. Standard 1_Participation. Guide Notes 2: Community –Education- Committee (Parent-School Unit) Guide Notes 5: Activities such as music, art, theatre could be started immediately to enable the students to express themselves for Chidren and Youth Partipacition to Education activities.
7. Coordination with Provincial and District Directorates of National Education (other stakeholders) _Action plan is applied considering current laws and policies	**Education Policy:** Standard 1_Laws and Policy Formulation Standard 2_Planning and Implementation

INNE MS ADVOCACY on TR MoNE

EDUCATION IN EMERGENCIES
ToT for Syrian displaced Teachers
August, 26th.- 30th. 2013 _ Şanlıurfa/ Turkey

THANK YOU !

INTEGRATION of C-DRR with INEE MS
Module 3

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APP 8
DILLEMMA OF PRACTICE TEACHER

APP 8: DILLEMMA OF PRACTICE TEACHER

Dilemma of Practice

Problem

The Head Teacher X's problem is students' dropping out of schools.

Questions:

1. What is the period students mostly drop out of school at?
   A. (Answer) In the harvest seasons (ex: olives- cotton)
2. Is the reason of drop out is the student or the parents?
   A. The bad financial situation of parents forces them to send children to work. Also, some teachers, inability to make the lesson interesting or boring is a reason.
3. Does the teacher take in consideration the students, differences (individuality) and did teachers' join any training sessions on psychological aspect of teaching?
   A. No specific yes/ no answer here because teachers don't have the same skills and characteristics. For example, some teachers have got courses on child development and psychology but others are only specialized teachers in physics, English or other majors.
4. Is the lack of schools in distant areas, towns or the lack of professional teaching staff is the reason for the drop out?
   A. Yes both are from the main reasons to drop out.
5. Is the reason of drop out the unqualified teacher or the bad financial situation of the family?
   A. Both issues are main reasons, too.
6. Does the teacher apply the modern teaching methods to his class and are there well-distributed classes of music and sport in the curriculum?
   A. Mostly this is not functioning in government schools in Syria even though it is applied.
7. Do the school rules have certain procedures to follow up with parents and make them send their kids to school?
   A. A financial fine is applied according to schools policy and the parents are contacted through the police to pay the fine and promise sending the kids to school.
8. Do the parents inability to buy the school material or the parents' need of the kid labour money stand behind not sending the kid to school?
   A. The poor, who does not have money to buy food, will not have money to buy school material for his kid.
9. Does the war situation now prevent parents from sending their kids to school?
   A. The problem is far behind that but the current situation adds to it.

Suggestions:

(The 1st person Suggestions)

1. Parent –teacher communication is vital through monthly meetings to work together and follow up on the solution of drop out problem.
2. If poor students are unable to buy school material, the school personals can buy them for him/her from the school fund assigned to this mission and they can help improve the parents financially situation as possible.

Summarizing the suggestions by facilitator Zeynep Sanduvac:
- School administration takes care of both the parents and the students' via the monthly parent-teacher meeting to stop the problem of students dropping out of school. School provides the parents' with the knowledge of the function of students attending school in the learning process.
- Teaching the teachers new modern teaching methods that make the lessons interesting and collaborative not boring.
- Poverty is the real problem and it should be solved by helping the poor students and by reaching charitable organizations to support the parents' financial issue.

(The 2nd person Suggestions)

1. Providing teachers with social and psychological training to deal with the students who dropping out of school.
2. Increasing the number of sport, music and activities in classroom to get the students interested in attending school.
3. Securing the school environment as much as possible and distributing schools according to the population in the area.
4. Applying the modern teaching methods and tools in classroom teaching.(Student central approach of learning).

Summarizing the suggestions by facilitator Zeynep Sanduvac:
-Developing teachers' skills (ex. emotional support training).
-Developing the teachers lesson planning by adding more interactive exercises that involve movement.
- Adding various active sessions in the daily curriculum.
- Creating a save learning environment for the children at school.

(The 3rd person Suggestions)

1. Educating the parents on the importance of students attending school for the learning continuity and the role of attending school in the learning process focusing on the negative results of kids dropping out of school (literacy process interruption).
2. Building schools in the distant areas of towns and providing a good teaching staff for these schools as well as providing transportations for the students in far way areas where no school available.

3. Including the drop out of school penalty on parents (the fine), making a monitoring committee on the monitoring personals.
4. Penalizing the people who use child labour.

Summarizing the suggestions by facilitator Zeynep Sanduvac:
- Educating the parents about the importance of students' attendance at school.
- Providing the accessibility to schools in far areas by building new schools or providing transportations to far schools.
- Mobilizing the school committees of obligatory elementary learning and continuity of learning.

Comments by the person who have the problem about the suggestions:

All suggestions are valuable and useful for solving the problem.
- Solving the financial situation of parents' is good.
- Training the teachers.
- Increasing the number of fun classes and mobilizing them.
- Suitable geographical distribution of schools.
- Using new modern methods and tools in teaching.
- Communicating with parents and educating them about school attendance role in their child learning process.
- Founding schools in far away areas or providing transportation to students from and to the far schools.
- Mobilizing the role of committees at school to follow up on dropping out of school issue.

Comment by the people in workshop on the exercise:
- The interrupted discussions get us nowhere so this exercise was a great technique of how to have a successful discussion and get useful results.
- Knowing the reason and result are big part of solving any problem so asking questions and giving suggestions were specific and useful.
- One opinion is not good so teamwork is the best.
- We have not seen this kind of discussion in our school or community unfortunately. Great way of problem solving.

APP 9
NRC HELP HELPERS
RAPID SITUATION ANALYSIS FORM

APP 9: NRC HELP HELPERS
RAPID SITUATION ANALYSIS FORM

EiE ToT for Syrian displaced Teachers
HELP the HELPERS PROGRAM
August, 30 th. 2013 _ Şanlıurfa

Table#	HELP the HELPERS for QUALITY EDUCATION	
	STUDENTS	TEACHERS
CURRENT SITUATION		
NEEDS / SUGGESTIONS		

APP 10
NRC INEE MS 5 DOMAINS
RAPID SITUATION ANALYSIS FORM

APP 10: NRC INEE MS 5 DOMAINS
RAPID SITUATION ANALYSIS FORM

EiE ToT for Syrian displaced Teachers
August, 30 th. 2013 _ Şanlıurfa

NRC
FLYKTNINGHJELPEN
NORWEGIAN REFUGEE COUNCIL

	RAPID NEED ANALYSIS FORM for INEE MS for QUALITY EDUCATION				
	BASIC FOUNDATIONS	**ACCESS & LEARNING ENVIROMENT**	**TEACHERS & EDUCATION PERSON.**	**TEACHING & LEARNING**	**EDUCATION POLICY**
CURRENT SITUATION					
NEEDS / SUGGESTIONS					

APP 11
NRC WORKSHOP EVALUATION FORM (daily)

APP 11: NRC WORKSHOP EVALUATION FORM (daily)

DAILY EVALUATION FORM

PROVINCE:
DATE:
SUBJECT:

EVALUATION CRITERIA
The content was relevant to my needs/work?
The impact of this workshop to my work?
The style of training and method in today's workshop?
My opinion about the instructors?
What was the most useful thing that I found in today's workshop?
What I liked in today's workshop?
What I have learned in today's workshop?
How I can integrate what I have learned today?
What I suggest to improve to this workshop for future needs?
Other comments or expand on previous responses here

How do you rate the training overall?

Excellent	Good	Average	Poor	Very poor
○	○	○	○	○

APP 12
NRC WORKSHOP EVALUATION FORM (overall)

APP 12: NRC WORKSHOP EVALUATION FORM (overall)

NRC, Collaborative Mentoring Workshop:
Education in Emergencies for Teachers Living in Displacement in Syria
26 – 30 August, 2013 Sanliurfa, Turkey

EVALUATION FORM (all topics)

According to me this training was:

I learned most from this training:

I still need to learn more about is:

I will have difficulty conveying the followings to my school:

I liked most during the training:

I would change for next time – explain why and recommend options please:

My feedbacks about the facilitators:

My overall feeling about the course is:

APP 13
REFERENCES

NRC, COLLABORATIVE MENTORING WORKSHOP:
EDUCATION in EMERGENCIES for TEACHERS LIVING in DISPLACEMENT
in SYRIA

REFERENCES

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- http://www.nasponline.org/resources/crisis_safety/index.aspx

- Daniel Coleman, Emotional Intelligence: 10th Anniversary Edition; Why It Can Matter More Than IQ. 2006. Bantam.

- INEE MS Psychological-Support: http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1104/Psychosocial_Support_to_ Learners.pdf

INEE MS Quality Education
- Minimum Standards for Education: Preparedness, Response, Recovery
- www.ineesite.org

Conflict Disaster Risk Reduction
- Comprehensive School Safety http://www.preventionweb.net/files/globalplatform/5194f951dabc99997_STC00792_DRR_CSS_Framework_singles_web.pdf
- Zeynep M. Turkmen Sanduvac's course materials; Bogazici University, Safety & Security Management

Dilemma of Practice
- Dr. Katherine Schultz. Developed and adapted from Prospect's Descriptive Processes, the Child, the Art of Teaching and the Classroom and School, Prospect Center, Spring 2002

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- Jon-Håkon Schultz (editor), Marit Dalset, Helen Suizu Norheim, Safwat Diab & Magne raundalen, Better Learning Program 1, Increasing Learning Capacity among Pupils in Ongoing Crises, Manual for Improving Self-Regulation: Classroom Sessions, University of Tromsø, 2013