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An Experience of Capacity Development on Education in Emergencies from Lesotho

Author: Munas Kalden

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Contact Details:
Dr. Naqib Safi
Deputy Representative

UNICEF Lesotho
Private Bag A171
Maseru 100, Lesotho
E-mail: nsafi@unicef.org

Munas Kalden
Consultant,
Emergencies and Disaster Risk Reduction
UNICEF, Lesotho.

Email: mkalden@unicef.org
munas.kalden@gmail.com

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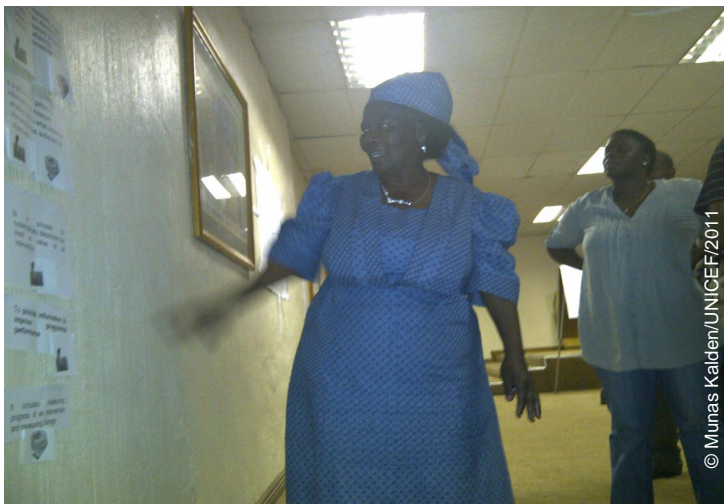
An Experience of Capacity Development
on Education in Emergencies from Lesotho

About the Training

ESAR NATIONAL CAPACITY DEVELOPMENT STRATEGY

In 2009, the UNICEF Eastern and Southern Africa Regional Office (ESARO) launched a strategy for national capacity development in partnership with Save the Children under the aegis of the IASC Education Cluster. The objective was to build and strengthen sustainable national emergency preparedness and response capacity in the education sector in ESAR holistically and strategically, by supporting national authorities at *all* levels.

A first step in achieving this objective is training of *frontline responders* from Ministries of Education and other authorities from national, provincial and district levels, and key education actors. A training package was devised which centres on practical and technical components of education in emergencies including contingency planning and preparedness processes to mitigate the impact of disasters on schools and learners. A key focus on disaster risk reduction (DRR) in countries and localities experiencing recurrent emergencies such as floods, cyclones and drought has also been incorporated.

Two regional training of trainers workshops were held in Nairobi in April-May 2009 in which participants from the Ministry of Education, UNICEF, Save the Children and other NGO partners attended from all 20 ESAR countries. (UNICEF, ESARO, *October 2010*, NATIONAL CAPACITY DEVELOPMENT FOR EDUCATION IN EMERGENCIES IN THE EASTERN AND SOUTHERN AFRICA REGION)

LESOTHO NATIONAL TRAINING OF TRAINERS

Three officers, from Lesotho, representing Ministry of Education and Training, Save the Children and UNICEF participated in the regional training held in Nairobi in 2009. As cascading the knowledge, they have, with support of the Consultant, Munas Kalden, conducted the national training of trainers in Lesotho, during 26-28 September 2011.

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Abbreviation and acronyms

CD: Capacity Development
DMA: Disaster Management Authority
EFA: Education for All
EiE: Education in Emergencies
ESARO: UNICEF Eastern and Southern Africa Regional Office
GMR: Global Monitoring Report
INEE: Interagency Network for Education in Emergencies.
MoET: Ministry of Education and Training
OECD: Organisation for Economic co-operation and Development
PCW: Participatory collective Web, an assessment tool developed by the author.
ToTs: Training of Trainers
UNDP: United Nations Development Programme
UNESCO: United Nations Educational, Scientific and Cultural Organization
UNICEF: United Nations Children's Fund

Acknowledgment

Preamble

Capacity development is integral part of development intervention. It is a fundamental part of the mandate of many international organizations. Much of their work aims to strengthen national capacities through training, technical advice, exchange of experiences, and policy advice. Yet, there is considerable dissatisfaction regarding the impact of many such interventions. That is why this report tries to present case of such difference in capacity development.

Processes of development and social change are never easy to measure though, and results can be elusive and difficult to evaluate. It is easier to count schools than to measure the impact of education. However, there are from time to time innovative and cutting edge efforts made to measure the "immeasurable", here we have used such participatory tool, developed for this purpose and employed before and after the training with the same participants.

The findings of this evaluation show that building durable capacity in Africa is possible (World Bank, 2005:19). It should go with change. Change goes with vision. This is shift in capacity development in over recent years. The shift from project to programmatic lending—in support of sectorwide and crosssector reform programs—has helped to set capacity building efforts within a country-led, long-term strategic vision and enabling environment conducive to a long-term approach to specific capacity building measures.

In capacity development, individual level strategies have to move beyond training and is should impact on the overall organizational operation. It is expected the same with regards to any education in emergency setting of a particular country context. Hope, this training will pave the way for the change envisioned, through the capacity development effort.

Munas Kalden
Consultant, UNICEF, Lesotho
(Sep 2011).

1.Introduction

1.1   Setting the Scene:

...[C]apacity development is much more than supporting training programmes and the use of national expertise – these are necessary and on the rise, but we must include response and support strategies for accountable leadership, investments in long-term education on and learning, strengthened public systems and voice mechanisms between citizen and state and institutional reform that ensures a responsive public and private sector that manages and delivers services to those who need them most.

... [I]t is our collective responsibility and response to capacity development that gives meaning and shape to the principle of national ownership, and translates it into more sustainable and meaningful development outcomes.

UNDP on behalf of the UNDG Executive Committee.
11 July, 2007 ECOSOC Operational Activities Segment.

The 2011 Education for All (EFA) Global Monitoring Report (GMR) offers a timely reminder that EFA is far from a reality in many countries and that governments continue to fall short of their collective commitments. Large numbers of children remain out of school, while many others fail to complete the full primary cycle. In Sub-Saharan Africa alone, 10 million children drop out of primary school every year. Meanwhile, around 17 per cent of the world's adults – 796 million people – are lacking basic literacy skills. Nearly two thirds of these are women (UNESCO, 2011: 1).   What is generally clear is that those countries lagging furthest behind in their

EFA targets are all too often the most fragile, beset by socio-economic crises and political instability or recovering from years of civil conflict and natural disaster.

Achieving EFA goals are obliterated by disasters. They leave gab in accessing to quality education. It requires capacity development on education in emergencies (EiE). While capacity development (CD) becomes popular concept, focus and activity in recent years, the challenges and preoccupation involved in capacity development are not new. Over time, there have been changes in the terminology, from institution building to capacity building to capacity development. But, these different terms, basically, refer to similar challenges and issues. There has been success achieved. Nevertheless, the overall record remains a source of concern, especially in the least developed countries, like Lesotho, and the countries face devastating disasters, which are most in need of stronger, internally sustainable capacities.

1.2 Capacities: Concept and Definition

The theories and expertise behind capacity development (CD) have grown over the years in response to perceived failures and achievements in development. CD itself, however, has remained a complex issue, often wrapped in convoluted and specialized terminology (UNESCO, 2011 a: 15). Discussion and debate around capacity development tend to be complex for at least two reasons. Firstly, the concept itself is multifaceted. The definitions that various agencies propose are a good illustration.

While such broad definitions have the advantages of being comprehensive, they are of limited use when government and agencies need to identify successful strategies to overcome specific constrains. Secondly, the success and failure of capacity development efforts may depend as much of the specific modalities as on national context within which these modalities are implemented-and national context differ profoundly (Hite, Steven., and De Grauwe, Anton, 2009:23).

Prior to entering into the mechanisms of how capacity development works, or is facilitated, it therefore seems vital to establish a clear notion of what is meant by 'capacity' itself. Over the past ten years, the development literature and inter-governmental agreements have often used the terms capacity development and capacity building interchangeably. Although the two are related, they have different connotations. It is, therefore, important to clarify the concepts and to use them as appropriate to a given context (UNDP, 2008: 4).

To begin with, one could say that capacity is ability or aptitude. It is the capability or skill to carry something out. It can also mean a competency, a qualification: the strength and talent to perform a function or task. This, in turn, implies understanding, will and motivation which themselves require resources, conditions and knowledge, as well as management of rules and relations, control and comprehension of procedures. In short, definitions of capacity give scope to infer anything from skills to perform a given task or function successfully, to the actual

effectiveness, authority, productivity and resources which go with it. Moreover, if strengthening capacities is about transformation and change, it invariably integrates psychological as much as material factors. Capacity, then, is both attitudinal and substantive.

Anton De Grauwe (2009), a prominent contributor to the field of capacity development, in recent years, and is attached to the International Institute for Educational Planning (IIEP) of UNESCO, defines the **Capacity development** as any activity which aims explicitly at strengthening a country so that it can better achieve its development objectives by having a positive and sustainable impact on any of the following:

- individual officers with the necessary capacities and incentives;
- organizations that have a clear mandate and are run effectively;
- a supportive public service;
- A motivating, stable and structured context; without having negative effects on any of these levels (De Grauwe, 2009: 53).

Until recently, capacity development was viewed mainly as a technical process, involving the simple transfer of knowledge or organisational models from North to South. Not enough thought was given to the broader political and social context within which capacity development efforts take place. This led to an overemphasis on "right answers", as opposed to approaches that best fit the country circumstances and the needs of the particular situation (OECD, 2006:15).

In this backdrop, the United Nations Development Programme (UNDP) has presented the definition of capacity development reflects the viewpoint that capacity resides within individuals and also at the level of organisations and within the enabling environment. In the literature on capacity development, variations on the basic distinction among these three levels can be found. For example, the organisational level is sometimes referred to as the institutional level and the enabling environment is sometimes referred to as the institutional or societal level. The three levels of capacity are the following: **Enabling environment -** Individuals and organisations do not function in isolation but are part of a broader system, which facilitates or hampers their existence and development. This system is referred to as the enabling environment and constitutes the first level of capacity. This level is not easy to visualise, but it is extremely important to the understanding of capacity issues. Capacities at this level include the policies, legislation, power relations and social norms, all of which govern the mandates, priorities, modes of operation and civic engagement across different parts of society. These factors determine the "rules of the game" for interaction between and among organisations.

The second level of capacity is the **organisational level.** This comprises the policies, procedures and frameworks that allow an organisation to operate and deliver on its mandate and that enable individual capacities to connect and achieve goals. If

these are well aligned, an organisation's capability to act will be greater than that of the sum of its parts. At the **individual level**, capacity refers to the skills, experience and knowledge that are vested in a person. Each and every person is endowed with a mix of capacities that allow us to perform, whether at home, at work or in society at large. Some of these are acquired through formal training and education, others through learning-by-doing.

The UNDP, also, relates capacity development to broader issues of human development. Its approach to supporting capacity development brings together a value base, a conceptual framework and a methodological approach. It is underpinned by the following basic principles:

- It gives tangible expression to the concept of **national ownership**, which is about the capabilities of making informed choices and decisions.
- It is not **power-neutral** and involves **relationships, mind sets and behaviour change.** It therefore emphasises the importance of **motivation** as a driver of change.
- It is a **long-term process** and can be promoted through a combination of shorter-term, often externally driven results and more sustainable, locally driven, longer-term ones.
- It requires **staying engaged** under difficult circumstances.
- It links the **enabling environment, the organisational level and the individual level**, promoting an interdependent approach.
- It moves **beyond a singular focus on training** to address broader questions of institutional change, leadership, empowerment, and public participation.
- It emphasises the use of **national systems**, beyond the use of national plans and expertise. It questions the use of stand-alone implementation units; if national systems are not strong enough, they should be reformed and strengthened, rather than bypassed.
- It demands **adaptation to the local**

'It moves **beyond a singular focus on training** to address broader questions of institutional change, leadership, empowerment, and public participation'.

reality. There are **no blueprints**. It must start from the specific capacity requirements and performance expectations of the environment, sector or organisation it supports.
- It demands a **link to a broader set of reforms**, such as education

reform, wage reform and civil service reform, to be effective. There is little value in capacity development initiatives that are designed as one-offs or in isolation.

- It results in **unintended (capacity) consequences**. This must be kept in mind during the design phase and should be valued, tracked and evaluated.
- It provides a **systematic approach to measuring** capacity development, with the use of "good practice" indicators, case evidence and available data analysis. It also brings together quantitative and qualitative data to give grounding and objectivity to perceptions and judgments on capacity assets, needs and progress.

"Without robust capacity – strong institutions, systems, and local expertise – developing countries cannot fully own and manage their development processes.
We agreed in the Paris Declaration that capacity development is the responsibility of developing countries, with donors playing a supportive role, and that technical co-operation is one means among others to develop capacity."
Paris Declaration on Aid Effectiveness (2005)

This is perhaps an over-simplification as it is also important not to see capacity as one unfathomable, nondescript block. The capacity development challenge is not only one of addressing gaps, weaknesses or a lack of capacity. If this were the case, the response would be simple and mainly one of filling gaps. Yet, in many cases, the challenges are related to more complex issues: capacity is available and present, but is ineffectively used. What we do know is that capacities must be reinforced over the long term and result from the strengthened 'power to perform' of relevant leaders, decision-makers, task managers and individuals working for an institution or organization. Capacity development is subject to, and can result in, unforeseen

events. It requires flexibility and adaptability to national and local circumstances (UNESCO, 2011 a: 16). Ownership only has meaning if priorities are nationally determined and are carried by a broad group of actors (UNDP, 2008: 4).

And, capacity and capacity development issues have been on the development agenda for decades. As early as the 1950s and 1960s, donors and academics did considerable work on public sector institution building, with a substantial emphasis on human resource development (education, training and scholarships). This was heavily influenced by notions of knowledge transfer from North to South. Technical co-operation emerged as an

instrument for filling perceived institutional or skills gaps. In many poor countries, much of this assistance yielded very low returns, leading to attempts at improvement, but generally within the same broad paradigm.

Period	Terminology	Focus
1950s	Institution Building	• Provide public sector institutions • individual functioning Organizations
1960s	Development Management / Administration	• improving delivery systems and public programmes to reach target groups
1970s	Institutional Strengthening and Development	• Strengthening rather than establishing • Provide tools to improve performance
1980s	Capacity Building	• Reassessment of the notion of technical cooperation (TC) • Participatory approaches as 'the way to do development'
1990s	Capacity Development	• Increased participation in capacity Development • Emphasis on continuous learning and adaptation • Balancing results-based management and long-term sustainability
2000s	Institutionalism	• Capacity building broadened to sector level • Attention to shaping national economic behaviour

Table 1 Chronology of Capacity Development, tabulated by Munas Kalden (2011), based on the literature on capacity development

Capacity development was about nurturing and unleashing capacity from within (UNESCO, 2011 a: 19). This has been reflected in the UNDP articulation of capacity development. It, generally, prefers to use the broader term capacity development since this best reflects its approach: starting from capacities that exist and supporting national efforts to enhance and retain these. This is a process of endogenous transformation that is based on nationally determined priorities, policies and objectives and cannot be driven from the outside.

Whilst the notion of capacity is normally associated with individual, organisational and societal "capabilities" to perform functions, the notion of willingness or motivation is equally important since it holds the key to the effective utilization of such competencies. By distinguishing between ability on the one hand, and willingness on the other, attention is drawn to the centrality of ownership to capacity

development, and of the influence of incentives and motives on transforming capacity into performance (JICA, UNDP, CIDA and World Bank, 2003: 11).

In summary, then, it could be said that there has been a gradual movement away from a linear blueprint approach to development and capacity development, going beyond training aimed at improving human resources towards a concern for the overall policy framework and environment in which individuals and organizations operate and interact with each other, as well as the formal and informal relationships between institutions (Global Environment Facility 2003:16). And, it is integral party of sustainability (Kalden, Munas 2009). Improving education, the EFA-FTI argued, is not simply a matter of inputting 'more money' into national Ministries of Education. It must take place in the context of a much broader discussion about the challenges of education provision, quality and delivery, and putting the best formulated plans into practice (Federal Ministry for Economic Cooperation and Development, 2007). It becomes obvious that capacity development is needed as a strong foundation for effective change (UNESCO, 2011 a: 27).

1.3 Education in Emergencies (EiE):

Education in emergencies (EiE) is the formal and non-formal education provided to children and youth whose access to national or community education systems has been destroyed by war or other humanitarian calamities (AED, 2003:7).

Education in emergencies comprises learning opportunities for all ages. It encompasses early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education (INEE, 2010:2). Education in emergencies takes different forms according to the stage of a particular emergency. In the acute phase of an emergency, just after populations flee, education efforts often offer recreation programs or basic literacy and numeracy. As the situation stabilizes and security is assured, more formal schools are established, utilizing curricula from the country of origin or from the host country. Education in emergencies also includes efforts to reestablish education systems when the conflict has ended. Formal schools are just one of the services offered. Non-formal classes for youth and adults, preschools, vocational education, and other non-formal programs are others.

The importance of education in emergencies gained momentum in the 1990s with the recognition that at the time half of some 100 million out-of-school children lived conflict- or disaster- affected states (Global Education Cluster, 2011: 5). Education in emergencies was recognized as an Education for All flagship as part of the Dakar Framework for Action in 2000. Further, the recognition of the education as a need and right for disaster and conflict affected population increased significantly after the subsequent founding of INEE[1] and

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[1] The INEE, Inter-Agency for Education in Emergencies, is an open global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies through to recovery.

the development of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early reconstruction in 2004. The establishment of the Education Cluster has succeeded in further affording education in emergencies greater recognition and funding as part of immediate humanitarian response and recovery. A further important development was the adaption, in July 2010, by the UN General Assembly, of the resolution on education in emergencies entitled 'The Right to Education in Emergency Situation (A/64/L.58)'.

Table 2 Development of Education in Emergencies

Year	Milestone in EiE
1990	Gaining momentum in education in emergencies
2000	EiE recognized in Education for All
2004	Development of Minimum Standards for Education in Emergencies
	The establishment of Global Education Cluster
July 2010	The UN General Assembly, of the resolution on education in emergencies entitled 'The Right to Education in Emergency Situation (A/64/L.58)'.

Organized by Munas Kalden (2011)

1.4 Capacity Development for Education in Emergencies:

After having understood the meaning of capacity development, it is important for education in emergencies practitioners to know about what are the skills, ability and capabilities needed in order to perform, and create space for access to quality education in the context of education in emergencies.

1.4.1 Five Core Capabilities

Baser and Morgan (2008: 34) distinguish between competencies, which are individual attributes; capabilities, which are collective ones; and capacity as the 'combination of the two that enables an organization to create value'. Such a definition implies that the specific competency of an individual staff member (in a supportive organizational framework with clear job descriptions, satisfactory salary, sufficient training), or the collective capability of a department (able to adapt to the constraints of non-formal processes of the institutional culture and to the instability of the socio-economic-political context), can only be considered capacity when they are part of a creative and collaborative process (De Grauwe, 2009: 55).
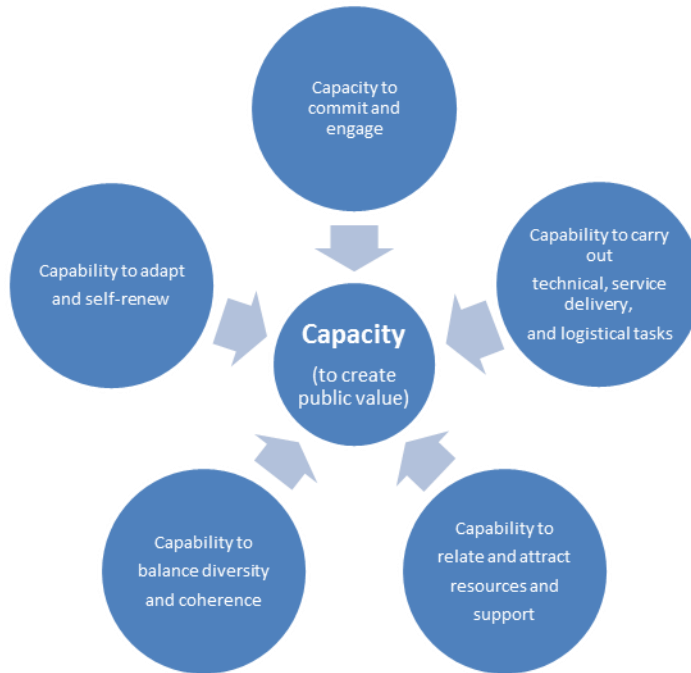
Figure 1: Five Core Capabilities

The core capabilities are 1) to commit and engage, 2) to carry out technical, service delivery, and logistical tasks, 3) to relate and to attract resources and support, 4) to adapt and self-renew and 5) to balance diversity and coherence.

1.5 *Competencies, Capabilities and EiE:*

If we convinced to the unpacking of capacity: competencies, which are individual attributes; capabilities, which are collective ones; and capacity as the 'combination of the two that enables an organization to create value' for prepare for, respond to and recover from emergencies. Then, the question remains that are there specific competencies and capabilities for perform the business of education in emergencies in other world: what is the capacity meant for education in emergencies? This needs deliberation. I would prefer to visualize this puzzle and equation, C+C=C, as follow.
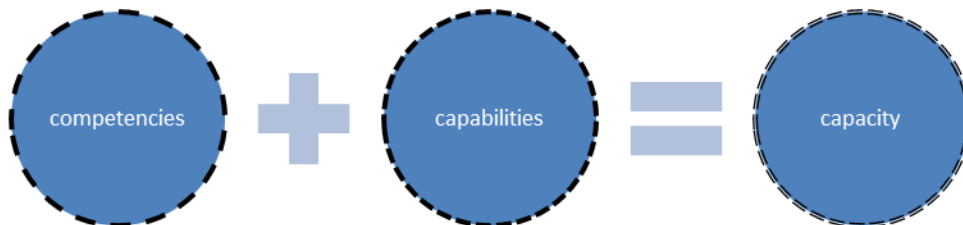
Figure 2 the Equation of Capacity: C+C=C {Exponent: Munas Kalden (2011)}

'Yes' is the simple answer to the question: does education in emergencies need specific competencies. And, also 'yes' that EiE requires set of capabilities, derived from collective one in an organization, engaged in the business of education in emergencies, in order to prepare for, respond to, and recover from an emergency ,collectively, as well as restore of, and access to education services, as early as possible.

1.5.1 Key Competencies for EiE:

The following is the set of key competencies needed to carry out education in emergencies related activities.

The core capability	Competencies and capabilities related to education in emergencies
to commit and engage (in education emergencies related activities)	• political will for education in emergency • develop its own motivation and commitment and then to act on and around emergencies • emergency leadership • working with the elite groups who form the educational leadership • understanding the incentive and interest structures that motivate and shape the behaviour and interaction of elite groups • the leadership of the Minister/y of Education • the leadership of the Disaster Management Authority/Centre • Ensuring that education policy on emergency

to carry out technical, service delivery, and logistical tasks	• Applying Minimum Standards for Education in Emergencies
	  o Community Participation
	  o Analysis
	  o Access and Learning Environment
	  o Teaching and Learning
	  o Teachers and Other Education Personnel
	  o Education Policy and Coordination
	• Implementing Temporary Learning Spaces
	  o Temporary Learning Space Planning
	• Coordination of Education Cluster/Sector
	  o Structure and Governance of an Education Cluster / Sector
	  o Emergency Coordination
	  o Emergency Funding
	  o Disaster Preparedness
	  o Capacity Mapping for Education Emergency Response
	• Strategic planning and management for education in emergencies
	• Planning Emergency Education Curricula
	• Planning Teacher Mobilisation and Training
	• Planning School Repair and Construction

	- Planning Resumption of Formal Education
	- Education in Emergencies Assessment
	   o Education Assessment Planning
	   o Multi-Sectoral Rapid Assessment
	- Planning Emergency Education Response
	   o Data Analysis Planning for Education Response
	- Planning Monitoring of Education Response
	- Fiduciary management
	- Delivery of services
	- Human and Financial Resources
	   o Staff Identification and Mobilisation Planning
	- Supplies and Logistics
	   o Emergency Education Kits
	   o Supply and Distribution Planning
	   o Supply Delivery and Monitoring
	- Disaster Risk Reduction
	   o School Disaster Reduction & Readiness
	   o Ensuring Access to Education during and after Armed Conflict
	   o Preparedness and response planning
	   o Preparedness and Contingency Planning
	   o preparedness and policy planning for education in emergencies

to relate and to attract resources and support	- Relating and surviving by securing support and protection, often in competition - Cooperation with other actors - Earning credibility and legitimacy, - Mobilisation and Training of Teachers and other Education Personnel - Strategies for teacher compensation - Rehabilitation and Construction of Schools o Engaging Stakeholders in School Repair and Construction - Buffering the organization - System from intrusions and political capture during emergencies - Eearning the trust of others, such as donors and clients, - Combining political neutrality and assertive advocacy - Diplomacy and communication

The core capability to adapt and self-renew	- Psychosocial Support and Strategies
	   o Reconciling the symptom of stress in children in emergencies
	   o Psychological supports and strategies for children in emergencies
	   o Mental Health and Psychosocial Support in Emergency

	Settings
	• Emergency Education Curricula
	o Survival skills: learning to live where you live
	o Learning skills: learning to learn
	• Resumption of Formal Education
	o Student Reintegration
	o Reintegration of Teachers
	• Adaptability
	• Self-renewal
	• Seizing the many positive opportunities for change
	• Monitoring and Evaluation
	• Improving individual and organizational learning
	• Fostering internal dialogue
	• Reposition and reconfigure the organization
	• incorporating new ideas
	• mapping out a growth path
	• Strategizing, prioritizing, and restructuring itself
to balance diversity and coherence	• Manage diversity and to manage paradox and tension.
	• Gender and Inclusion in Emergency Education
	o Inclusion Strategies for Education in Emergencies
	o Prevention strategies for sec and gender based violence
	• Encouraging both stability and innovation, and balancing the other four core capabilities
	• Doing with the necessary trade-offs, for example between being technocratic and political at once, having 'hard' and 'soft' capabilities, focusing externally as well as internally, focusing on the short versus the long term
	• Decentralizing
	• Balancing act between direction and participation
	• Managing paradox and tension

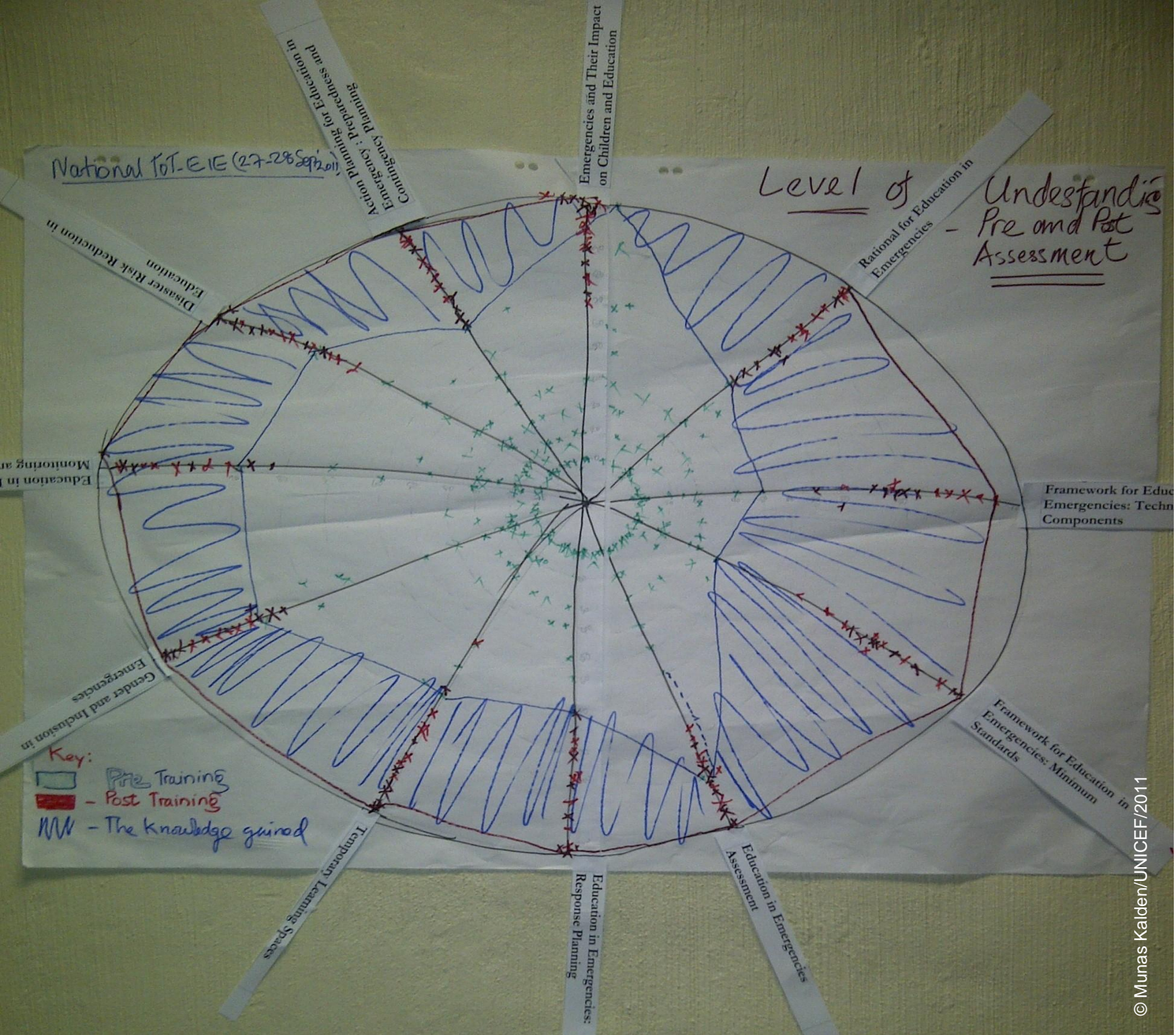**Figure 3 Applying Five Capabilities in Education in Emergencies,   Munas Kalden (2011)**

They are interconnected and one is contributing to another.

commit and engage (in EiE)

political will for education in emergency

develop its own motivation and commitment and then to act on and around emergencies

emergency leadership

working with the elite groups who form the educational leadership

understanding the incentive and interest structures that motivate and shape the behaviour and interaction of elite groups

the leadership of the Minister/y of Education

the leadership of the Disaster Management Authority/Centre

Ensuring that education policy on emergency

carry out technical, service delivery, and logistical tasks

Applying Minimum Standards for Education in Emergencies
- Community Participation
- Analysis
- Access and Learning Environment
- Teaching and Learning
- Teachers and Other Education Personnel
- Education Policy and Coordination

Implementing Temporary Learning Spaces
- Temporary Learning Space Planning

Coordination of Education Cluster/Sector
- Structure and Governance of an Education Cluster / Sector
- Emergency Coordination
- Emergency Funding
- Disaster Preparedness
- Capacity Mapping for Education Emergency Response

Strategic planning and management for education in emergencies

Planning Emergency Education Curricula

Planning Teacher Mobilisation and Training

Planning School Repair and Construction

Planning Resumption of Formal Education

Education in Emergencies Assessment
- Education Assessment Planning
- Multi-Sectoral Rapid Assessment

Planning Emergency Education Response
- Data Analysis Planning for Education Response

Planning Monitoring of Education Response

Fiduciary management

Delivery of services

Human and Financial Resources
- Staff Identification and Mobilisation Planning

Supplies and Logistics
- Emergency Education Kits
- Supply and Distribution Planning
- Supply Delivery and Monitoring

relate an attract resources and supports

Relating and surviving by securing support and protection, often in competition

Cooperation with other actors

Earning credibility and legitimacy,

Mobilisation and Training of Teachers and other Education Personnel

Strategies for teacher compensation

Rehabilitation and Construction of Schools
- Engaging Stakeholders in School Repair and Construction

Buffering the organization

System from intrusions and political capture during emergencies

Eearning the trust of others, such as donors and clients,

Combining political neutrality and assertive advocacy

Diplomacy and communication

adapt and self renew

Psychosocial Support and Strategies
- Reconciling the symptom of stress in children in emergencies
- Psychological supports and strategies for children in emergencies
- Mental Health and Psychosocial Support in Emergency Settings

Emergency Education Curricula
- Survival skills: learning to live where you live
- Learning skills: learning to learn

Resumption of Formal Education
- Student Reintegration
- Reintegration of Teachers

Adaptability

Self-renewal

Seizing the many positive opportunities for change

Monitoring and Evaluation

Improving individual and organizational learning

Fostering internal dialogue

Reposition and reconfigure the organization

incorporating new ideas

mapping out a growth path

Strategizing, prioritizing, and restructuring itself

balance diversity and coherence

Manage diversity and to manage paradox and tension.

Gender and Inclusion in Emergency Education
- Inclusion Strategies for Education in Emergencies
- Prevention strategies for sec and gender based violence

Encouraging both stability and innovation, and balancing the other four core capabilities

Doing with the necessary trade-offs, for example between being technocratic and political at once, having 'hard' and 'soft' capabilities, focusing externally as well as internally, focusing on the short versus the long term

Decentralizing

Balancing act between direction and participation

Managing paradox and tension

The consensus view is that capacity development, in education emergencies, is the primary responsibility of partner countries, Ministry of Education (MoET), in collaboration with Disaster Management Authority (DMA) with donors playing a supportive role. While clear enough in principle, this raises an important set of issues for those responsible for its operationalization at country level. Once again, there are questions at the enabling environment, organisational and individual levels of analysis. The above are the set of competencies and capabilities contribute to capacity in education in emergencies. These competencies are tailored through capacity development training package of 1) Minimum Standards for Education in Emergencies, 2) Coordination of Education Cluster/Sector, 3) Education Assessment, 4) Emergency Education Response Planning, 5) Human and Financial Resources, 6) Supplies and Logistics, 7) Temporary Learning Spaces, 8) Psychosocial Support, 9. Emergency Education Curricula, 10) Mobilisation and Training of Teachers and Other Education Personnel, 11) Rehabilitation and Construction of Schools, 12) Resumption of Formal Education, 13) Gender and Inclusion in Emergency Education, 14) Monitoring and Evaluation, 15) Disaster Risk Reduction, 16) Emergency Education during and after Armed Conflict, and 17) Preparedness and Contingency Planning.

National ToT-EiE (27-28 Sep'2011)

Action Planning for Education in Emergency Planning

Disaster Risk Reduction in Education

Emergencies and Their Impact on Children and Education

Level of Understanding – Pre and Post Assessment

Rational for Education in Emergencies

Framework for Education Emergencies: Techn Components

Education in Monitoring an

Gender and Indusion in Emergencies

Framework for Education in Emergencies: Minimum Standards

Key:

☐ – Pre Training
🟥 – Post Training
∿∿ – The Knowledge gained

Temporary Learning Spaces

Education in Emergencies: Response Planning

Education in Emergencies Assessment

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Measuring Change in Capacity Development

2. Measuring Change in Capacity Development

2.1. Evaluability: Methodology

Right-based approaches to development have been prompted since the late 90s, but very little progress has been made in finding ways to measure the effectiveness of such approaches. The contested concept of empowerment is generally regarded as the key outcome of right-based approaches, but has eluded quantification and attempt at measurement are often dismissed as anecdotal (Jupp and Ali, 2010:15). Without effective planning, monitoring and evaluation, it would be impossible to judge if capacity development (CD) is going in the right direction, whether progress and success can be claimed, and how future efforts might be improved.

The many angles of capacity demonstrate the richness and daunting nature of the subject. Monitoring and evaluation are fundamentally about measurement, which we look to in order to help decipher this complex puzzle of CD (Oritiz and Taylor, 2009:12). Therefore, the assessment is also an effort to identify the knowledge gap to respond to the expectation of the participants. On the other hand, it also helps capacity developers on how capacity development strategies on DRR and EiE are used, what results are achieved, and how appropriate these results are in bringing about desired changes in human development for building culture of safety in schools. This is also encourages emergency managers and development agencies to focus on building partnerships and collaboration and ensure greater coherence. Similarly, it promotes stronger focus on sustainability through measures that enhance national ownership and capacity development.

2.2.Participatory Collective Web

This is a participatory tool tailored, specifically, for this exercise by the consultant. All the topics, that were included in the capacity development training of trainers training (ToT) were printed and pasted in the web, as given in the figure 4. From center to the edge of the circle, it was give value starting from 0, 10, 20, 30-100. If the participant assumes that s/he does not have any knowledge, it is explained to make '0' against the particular topic, given in the web. If the participant assumes of s/he knowledge on a given topic is very good, then s/he has to mark at the values of '100'. Each and every participant wants to mark in all topics given in the web, before the workshop starts.

Before the workshop:

All the participants were given enough time to mark their levels of understanding against each topic that covered in the workshop. The pre knowledge of the each and every topic was captured as baseline. The workshop topics are as follow:

1. Emergencies and Their Impact on Children and Education
2. Rationale for Education in Emergencies
3. Framework for Education in Emergencies: Technical Components
4. Framework for Education in Emergencies: Minimum Standards
5. Education in Emergencies Assessment
6. Education in Emergencies: Response Planning

Figure 4: Participatory Web: Assessing Pre-knowledge
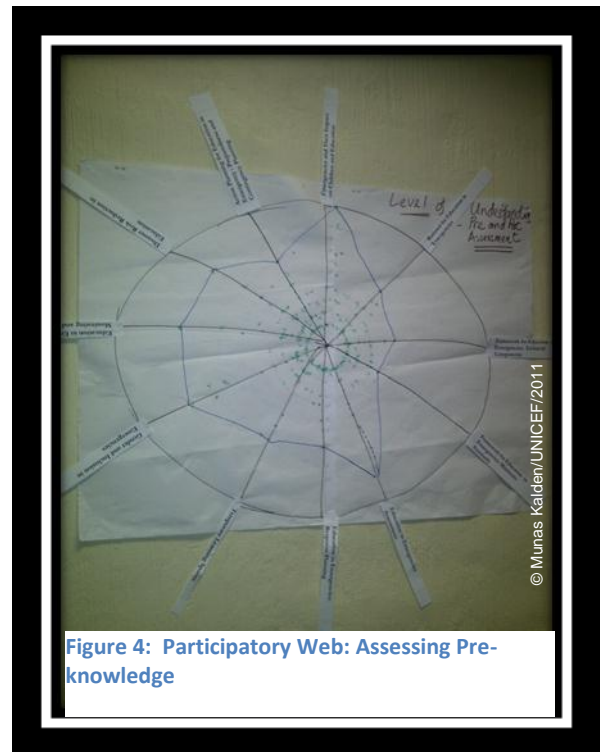
7. Temporary Learning Spaces
8. Gender and Inclusion in Emergencies
9. Education in Emergency: Monitoring and Evaluation
10. Disaster Risk Reduction in Education
11. Action Planning for Education in Emergencies: Preparedness and Contingency Planning

After all the participants marked their levels of understanding individually, they were called and given time to reflect, collectively. They knew their knowledge gap against each topic. This is also provided the opportunity to reflect themselves the remaining knowledge gap and commitment expected from them to fill, throughout the workshop. Additionally, printed set of reading material also provided to the participants.

On the other hand, the facilitators were, also, given time, before beginning the session and foraying into the real exercise, to critically reflect on the challenge posed and facilitative knowledge cascading role in filling the gaps. This tool helped facilitators to set strategies in bridging the knowledge gap portrayed by the participants.

After the Workshop:
End of the closure of the workshop, the participants were asked to tick their level of understanding, again, by ticking off their present knowledge gained against the workshop topics in the same evaluation tool, they have marked at the beginning of the workshop. The evaluation tool was kept in a separate place, enabling them to make their attainment freely.

Individual Questionnaire:
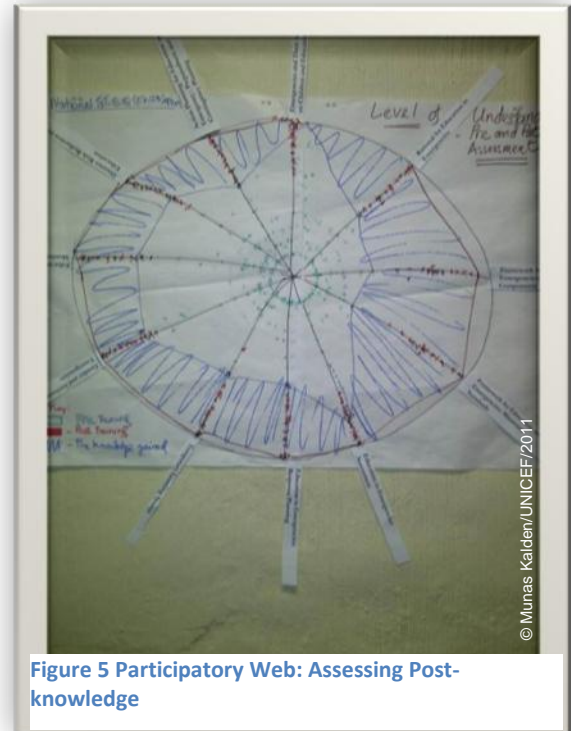In addition to the participatory collective web (PCW) tool, the questionnaire is also

Figure 5 Participatory Web: Assessing Post-knowledge

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employed to get individual level of understanding on the same. Each and every participant was given separate envelope consisting of a questionnaire. They marked their level of understanding against the topics, before they get into to the workshop. The closed envelopes were collected and kept with the facilitators. At the end of the workshop, the same envelopes were returned to the corresponding participants for self-assessment. They had marked the same workshop topic, after the workshop, they have gained, in terms of knowledge and skills.

Lesotho National Training of Trainers on Education in Emergencies (26-28 Sep 2011):
-Training   Impact   Assessment   on   Knowledge   and   Skill

No	Session Topic	Before the Training										After the Training									
		Knowledge					Skill					Knowledge					Skill				
		Not at all	Poor	Fai r	Good	V. Good	Not-at-all	Poor	Fai r	Good	Very	Not at all	Poor	Fai r	Good	V. good	Not at all	Poor	Fai r	Good	Very
1.	Emergencies and Their Impact on Children and Education																				
2.	Rational for Education in Emergencies																				
3.	Framework for Education in Emergencies: Technical Components																				
4.	Framework for Education in Emergencies: Minimum Standards																				
5.	Education in Emergencies Assessment																				
6.	Education in Emergencies: Response Planning																				
7.	Temporary Learning Spaces																				
8.	Gender and Inclusion in Emergencies																				
9.	Education in Emergencies: -Monitoring and Evaluation																				
10	Disaster Risk Reduction in Education																				
11	Action Planning for Education in Emergencies : Preparedness and Contingency Planning																				

Participants:

There were 37 participants. Of them, 24 female and 13 were male. The selection was in consultation with the Ministry of Education, Disaster Management Authority and UNICEF. The priority was given for those who engaged in education in emergencies and their availability for future works.
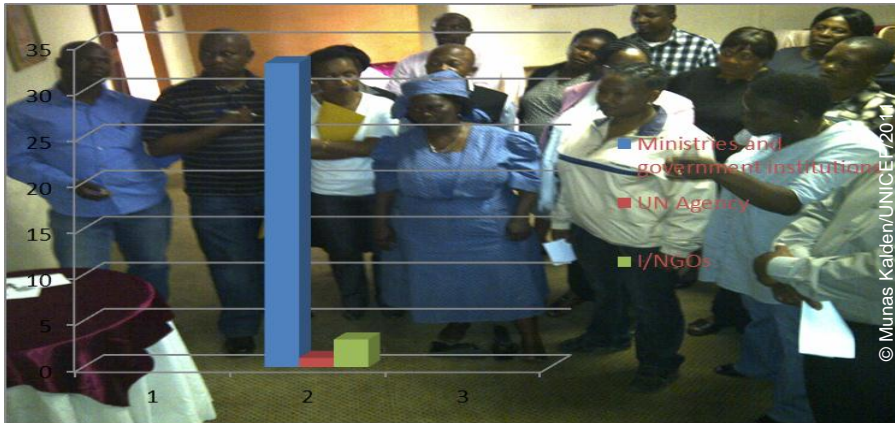
The workshop reflected the

Figure 7: Heterogeneity in Participation and Institutional Representation

heterogeneity in participation, represented from government: Ministry of Education (MoET), Disaster Management Authority (DMA), the Fire Brigades, National Curriculum Development Centre (NCDC) and INGOs: Save the Children, Red Cross, as well as UN agency: UNICEF-Lesotho.

Improved Working Relationship:

The residential workshop, in addition to the content on EiE, also created space to interact among participants and created attachment points which in turn improved a working relationship among them. This is of twofold: vertical and horizontal. The participa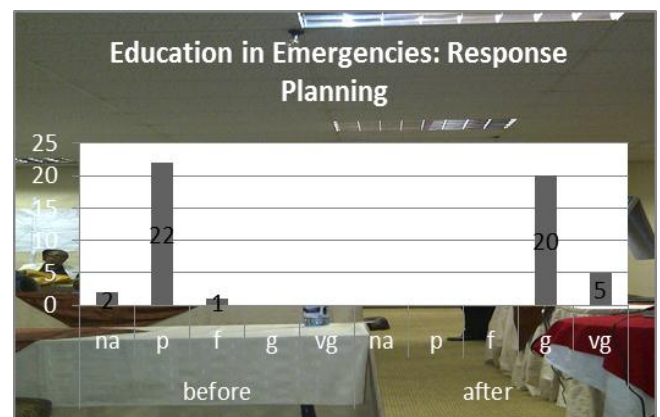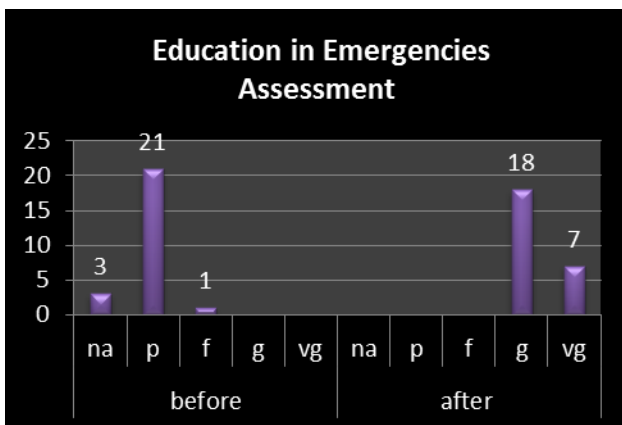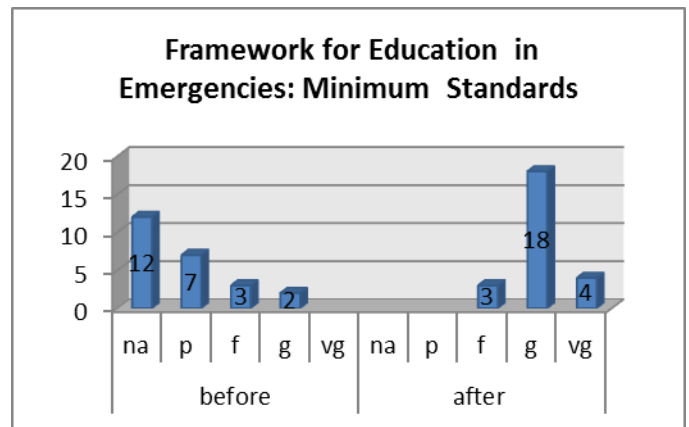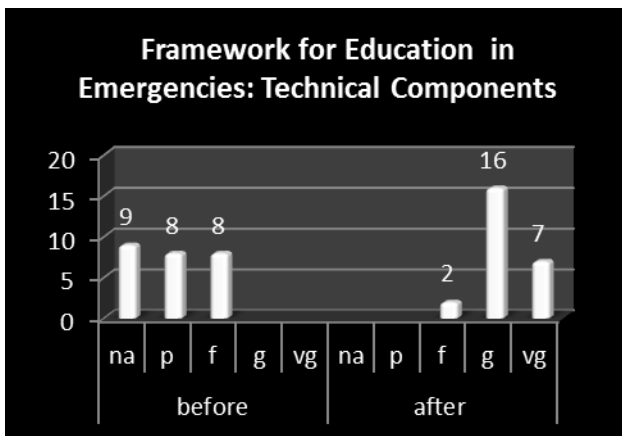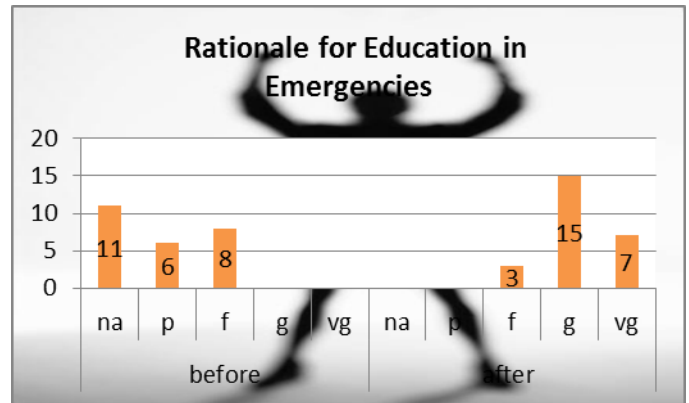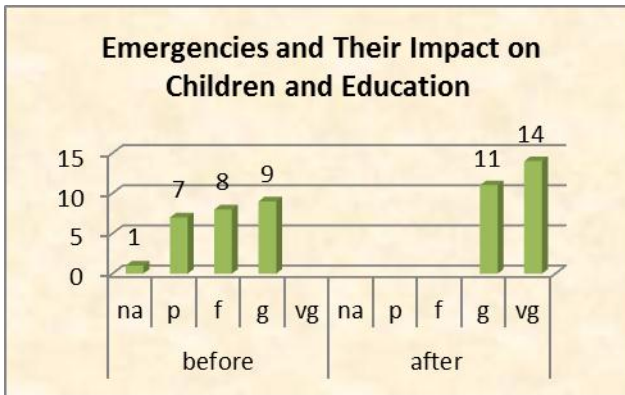nts from the Ministries and government departments consisted of four key institutions: Ministry of Education and Training (MoET), which the prime body for policy formulation and im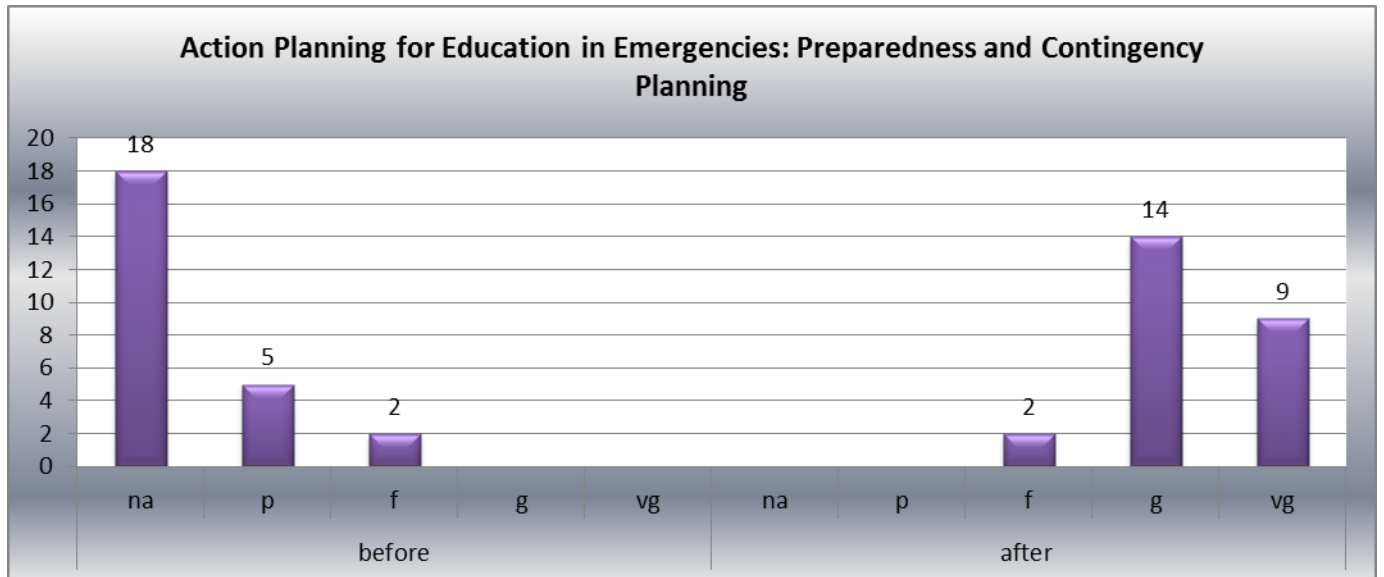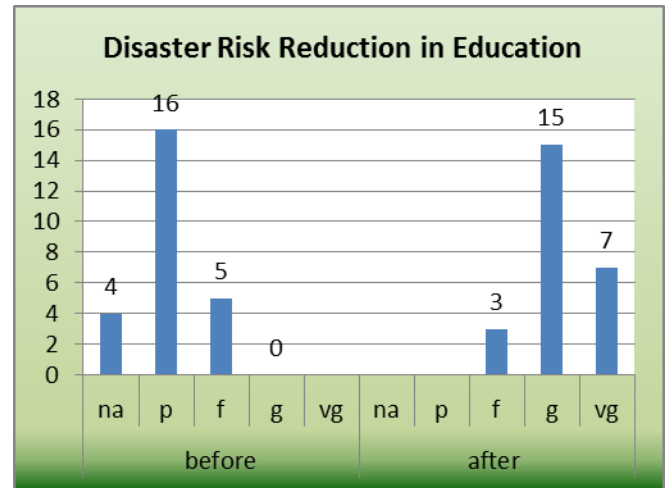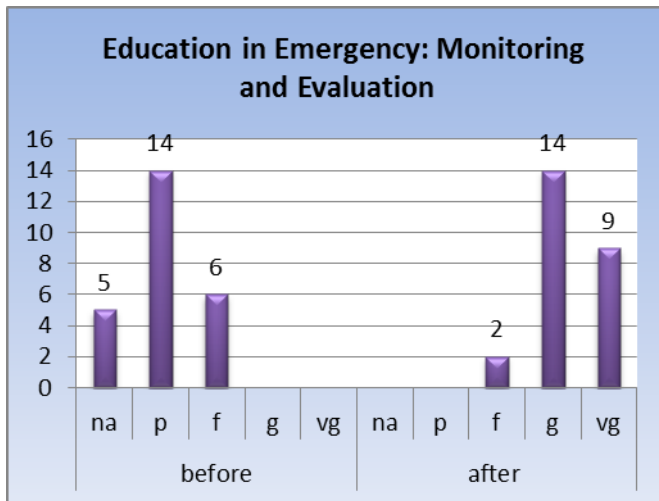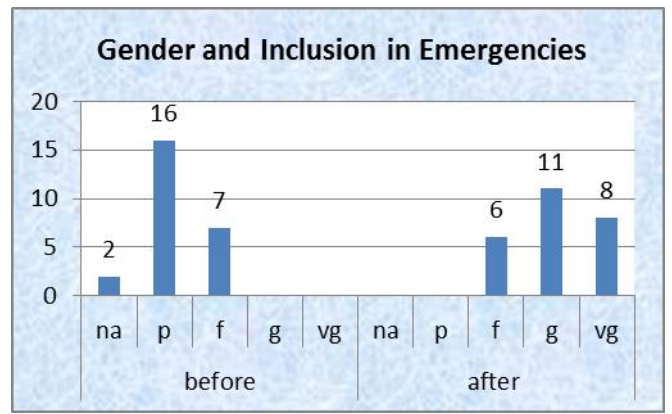plementation, in relation to education and emergencies, represented by the Chief Officer Curriculum Development, Disaster Management Authority, the Fire Brigades and National Curriculum Development Centre (NCDC). These government official interacted among them ad strengthened their working relationship. Vertically, the representatives from I/NGOs, Save the Children and Red Cross maximized the relational aspect of the workshop ad relationship skills, during the three days. A participant from UNICEF, procurement and supply division, is, also, capitalized this opportunity. This relationship is important to engage in emergencies.

Knowledge Gained:

Based on the questionnaire, received from the participants, the following assessment strongly supports the assertion that this workshop enhanced or strengthened the ability, competencies of them in the topics of education in emergencies, tailored to develop the capacity. It attempts, in the case of Lesotho, by trying to improve, replicate or scale up other primary education in emergencies activities and programmatic intervention. (Key to the following assessment-na: not at all; p: poor; f: fair; g: good; and vg: very good)

Temporary Learning Spaces

	na	p	f	g	vg	na	p	f	g	vg
		20	2	3					20	5
			before					after		

Gender and Inclusion in Emergencies

	na	p	f	g	vg	na	p	f	g	vg
	2	16	7					6	11	8
			before					after		

Education in Emergency: Monitoring and Evaluation

	na	p	f	g	vg	na	p	f	g	vg
	5	14	6					2	14	9
			before					after		

Disaster Risk Reduction in Education

	na	p	f	g	vg	na	p	f	g	vg
	4	16	5		0			3	15	7
			before					after		

Action Planning for Education in Emergencies: Preparedness and Contingency Planning

	na	p	f	g	vg	na	p	f	g	vg
	18	5	2					2	14	9
			before					after		

Capacity development, in education in emergencies, is UNICEF's core function. Capacity is competencies, which are individual attributes; capabilities, which are collective ones; and capacity as the 'combination of the two that enables an organization to create value' for prepare for, respond to and recover from emergencies. It is achieved through training of individuals, training of teams in the field, organizational development and the promotion of enabling coordinating environment.

Therefore, the objective of this ToT training was to build and strengthen sustainable national emergency preparedness and response capacity in the education sector in ESAR holistically and strategically, by supporting national authorities at *all* levels(UNICEF,

ESARO, 2010). A first step in achieving this objective is training of *frontline responders* from Ministries of Education and other authorities from national, provincial and district levels, and key education actors (ibid). The content, of the training, has substantially contributed to developing the capacity of frontline responders in Lesotho by laying a foundation for developing core capabilities to commit and engage, carry out technical, service delivery, logistical tasks in education in emergencies, and support, adapt, self-renew in recovery, balance diversity and coherence in the local emergency setting.

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Lessons Learnt:

Done Many, Want to Do More

3 Lessons Learnt: Done Many, Want to Do More

This section shares the lessons learnt in developing capacity of education in emergencies, involved in Lesotho's education sector. The views and opinions expressed in this section those of the consultant do not necessarily represent the views of UNICEF.

3.1 Education in Emergencies Capacity Development Outcomes

The following is few that the team has achieved through this ToT training.

1) Raised Awareness: the participants improved their understanding and increased confidence on education in emergencies. They are motivated to work on improving EiE.

2) Enhanced Knowledge and Skills: the process of cascading
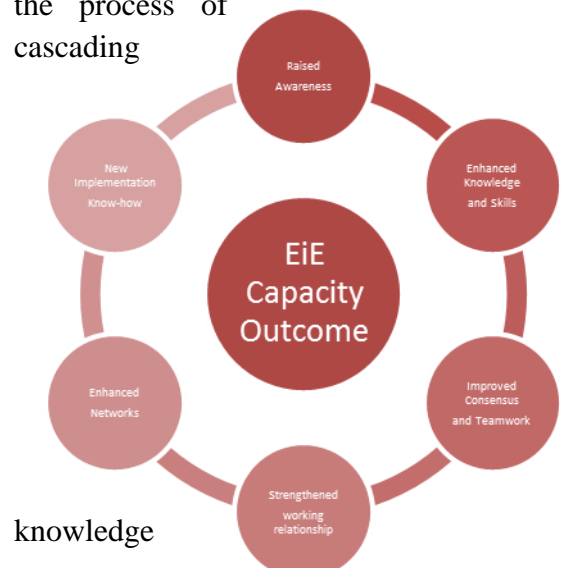

knowledge

Figure 8: Education in Emergencies- Capacity Development Outcomes

and skill on EiE has provided new knowledge and skills. This has been lustrated in the section two of this report.

3) Improved Consensus and Teamwork: the training brought different elements, engaged in education in emergencies, Disaster Management Authority (DMA), MoET, Fire Brigade, Red Cross, & the Save the children and laid the foundation for coordination.

4) Enhanced Networks: also these different bodies has expressed their willingness to continue to commit and engaged in EiE related activities in schools. The comment interest and process for collaboration are two key factors for enhancing network among them.

5) New Implementation Know-how: the assertion is that they have improved their implementation of know-how in education in emergencies technical and not technical components.

3.2 *Lessons Learnt:*

Give practitioners the tools to do their jobs better
We do expect the national staff attached to the Ministry of Education and practitioners to be proactive and prepares for emergencies. It requires set of tools to perform. The tools provide confidence and make them being proactive. 'A lack of these skills among national staff also makes it more probable that international TAs will simply 'do the work' rather

than invest in transfer the skills' (De Grauwe, A. 2009:102). The training has equipped them with the tools to do their business better.

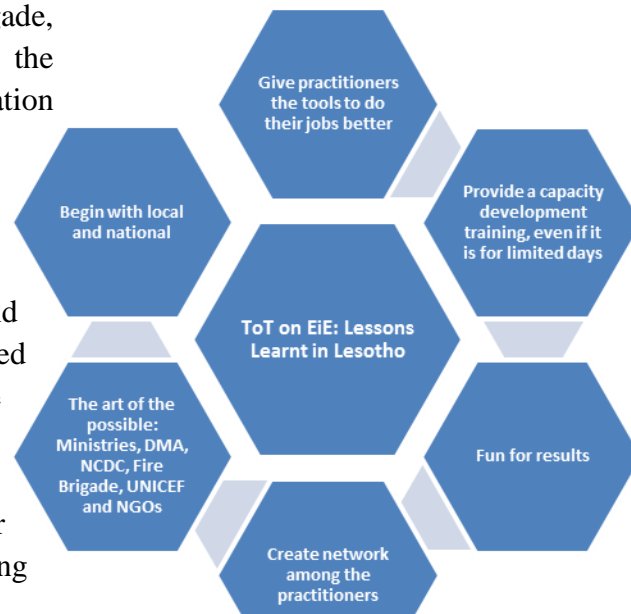Figure 9: Training of Trainers o Education in Emergencies- Lessons Leant in Lesotho

Provide a capacity development training, even if it is for limited days
The full package of the training, on Education in Emergencies, is designed for one week. Considering the resources, including the time, it was advised to shorten for three days. This is a challenge for the facilitators, as well as cascading 'the wholeness' of training. The topics are logically structured; removing one from 'the wholeness' has implication on the process of cascading knowledge and skills. Albeit, expected to conduct the training for three days, with well thought selected topics. Go ahead with capacity development training, even if it is for limited days. But, the material, tailored for one week, provided to the participants to benefit from the 'the wholeness'.

Pre-knowledge assessment makes the facilitation more meaningful

The facilitators must know the levels of understanding of the participants on the subjects. This has to be done in participation with the learners. This helps the facilitators in redesigning the methodologies and time to be spent for the subject areas that are needed more attention. And, participants also reflect on the filling knowledge gap and their commitment. Share the result with both participants and facilitators, before beginning the training and adjust facilitation methodologies taking knowledge gap into account.

Fun for results

Pedagogy for adult differs. In the recent past, it is known as kinesthetic **learning.** It is a [learning style](#) in which [learning](#) takes place by the student actually carrying out a physical activity, rather than listening to a lecture or merely watching a demonstration. It is also referred to as **tactile learning**. People with a kinesthetic learning style are also commonly known as **do-ers (Wikipedia)**. The activities could be introduced through participatory tools, known as participatory appraisal tools (PRA). It is, really, fun; but for results. And, also the leaning is interesting with active contribution of participants.

Create network among the practitioners

Learning is an ongoing process. It needs to be connected to the participants and practitioners. Even, those who have been trained by the Regional Office (ESAR) need to practice what they have gained in 2009. Networking is one of strategies for further learning and engaging in the field.

The art of the possible: Ministries, DMA, NCDC, Fire Brigade, UNICEF and NGOs

In the context of education in emergencies, the key actors are Ministry of Education, Disaster Management Authority, UN agencies, Fire Brigades, psychosocial service providers, and I/NGOs involved in education. Most of the actors, brought together for this training, are of the art of the possible in education in emergencies.

Begin with local and national

The training was facilitated by national staff. This is salient feature of the capacity development and ensuring the ownership. This could be also used as entry point for improving education in emergency in Lesotho. We have done many and want to do more.

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Appendix01- Participants List

Participants List			
NAME	GENDER	GEOGRAPHY/DISTRIC	ORG/INST
Mabatlokoa Moloi	F		DMA
Matseliso Morahanye	F		MOET - SSRFU
Mamoipone Senauoane	F	Thaba-Tseka	MOET
Flora M. Mokhitli	F		NCDC - Central
Tsepo Mohale	M		MOET - SSU
Thato H. Lebetsa	F		MOET
Manapo Mabea	F	Mokhotlong	MOET
Mamoeresi Lebeko	F	Mokhotlong	DRT
Mosiuoa Nthakong	M	Qacha'sNek	DRT
Motlatsi Chobobane	M	Mohale'sHoek	DRT
Lebenya Mothibeli	M	Qacha'sNek	MOET
Tanki Motumane	F		MOET
Leemisa Mokone	M		MOET - EFU
Halieo Lebesa-Pitso	F		MOET - EFU
Mampoi Theko	F	Leribe	
Mabatho Fransi	F	Quthing	DRT
Limakatso Rakeketsi	F	Berea	MOET
Matsikoane Tsikoane	F	Berea	DRT

Maselebalo Kali	F		MOET - ECCD
Deborah Nkokana	F		LRCS
Sylvia Nkuebe	F		LRCS
Borane Mofatisa	M	Quthing	DRT
Mampho Makakole	F	Maseru	DRT
Mamohlabinyane Ramoseeka	F	Maseru	DRT
Mathato Mabote	F	Mafeteng	
B.B. Matsunyane	M	Mafeteng	DRT
I. S. Rasalemane	M	Thaba-Tseka	DRT
M. R. Molise	M		MOET - NCDC
M. Mosoang	M	Quthing	
M. Matjeli	F	Butha-Buthe	DRT
M. Makibi	F	Butha-Buthe	
L. J. Sechache	M		Fire Bregade
Lati Makara	F	Maseru	UNICEF
Mpewi Semoli	F	Maseru	UNICEF
Motselisi Shale	F	Maseru	Lesotho Save the Children
Makhaola Koatsi	M		MOET
Lebohang Moletsane	M		DMA
Ntsilane E. Baholo	F		DMA

Making Difference Measuring Change

**An Experience of Capacity Development
on Education in Emergencies from Lesotho**

unicef