



EDUCATION AND YOUTH THEMATIC AREAS

In emergencies and early recovery settings children and youth are the most affected by crisis, conflicts and climate change. Due to disruptions and displacement children are forced out of schools We address these gaps through Education in Emergencies (EiE) and youth engagement and assist clients by delivering informed and methodologically rigorous technical support within the youth and EiE space in humanitarian, emergency and early recovery settings.

Education in Emergencies (EiE)

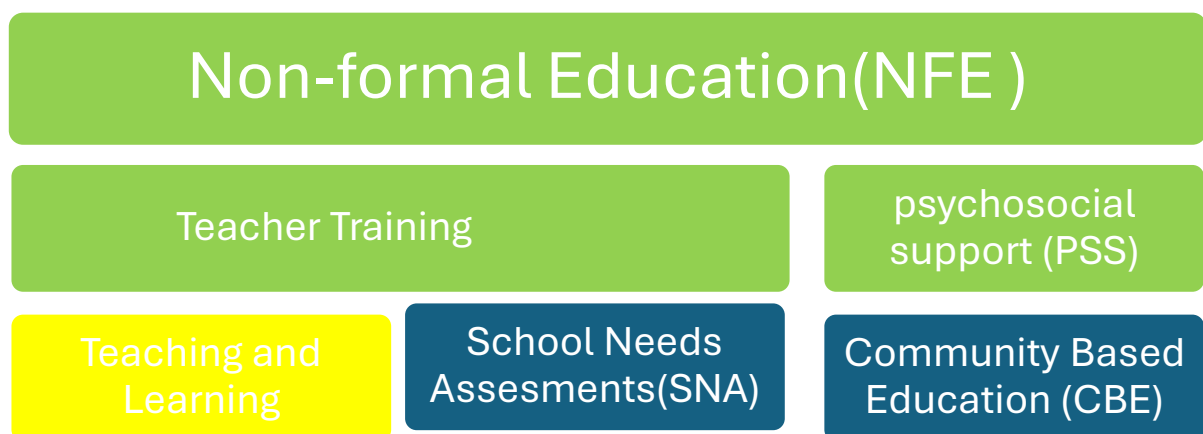


Figure 1 Education thematic area

We specialise in education in emergencies (EiE), teacher training, psychosocial support (PSS), and school enhancement initiatives. Our services also include community-based education, non-formal education (NFE), and comprehensive assessments of school needs. Our work is informed by the Inter-Agency Network for education of Emergencies (INEE) and encompass offering technical expertise at

primary level in emergencies or early recovery. We are interested in continuity of teaching and learning, ensuring access, understanding community resource in emergencies and resourcing teaching and learning. We envisage to connect communities and duty bearers, capacity teachers and other education personnel and foster a sense of normalcy and wellbeing as well as community ownership in schools, temporary learning spaces and other facilities.

Teacher training

We offer advice and training of teachers and other education personnel on key topics related to delivering EiE in complex settings such as TiCC (Teaching in Crisis context), teacher professional development and cross cutting issues in EiE settings such as gender, TaRL and subject related pedagogy.

Teachers and other education personnel need capacity support to address complex learning needs of children in emergencies; thus, we focus on initial teacher training. We also focus on teacher professional development to address gaps during resilience building phases

Psychosocial support (PSS)

Mental health and psychosocial support (MHPSS) are a critical gap in emergencies. children, Youth, teachers and other education personnel may be exposed to violence, loss, and displacement. children may witness things they are not supposed to see in normal circumstance, the psychological and emotional distress caused by this experience can impede their recovery, learning and wellbeing. We advocate for the inclusion of PSS into early intervention activities, offering support services to teachers in non-clinical intervention and a holistic approach that empowers and removes the stigma when accessing these services.

Research has shown improved learning outcomes for children attending any form of PSS intervention. There is a positive correlation between learning and wellbeing. NRC's better learning Program (BLP) and other MHPSS approaches have been tested in fragile and conflict affected settings, showing improved wellbeing and reduced trauma in children. Our activities also include Social and emotional learning (SEL) in line with the INEE guidelines.

Teaching and Learning

Our teaching and learning approaches advance research into what works in any education settings and specially in emergencies. We advise on learning outcomes, TaRL approaches and other approaches to learning. For instance, Accelerated learning Programs (ALPs), competency based learning and early grade reading competencies. We work with academics, institutions and schools to address key gaps in curriculum delivery in emergencies and through the resilience building phases. We support policy and influent national actors in meeting the [Sustainable Development Goal 4 \(SDG 4\)](#) which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030



Figure 2 Our teaching and learning approaches and processes

School Needs Assessment (SNA)

Based on client needs, our teams in field locations conduct a thorough needs assessment to identify and analyse primary and secondary data and information in schools, camps and IDP settings. This essential step enables us to gather data and insights that inform the direction and focus of the proposal, ensuring that proposed interventions are responsive to actual need

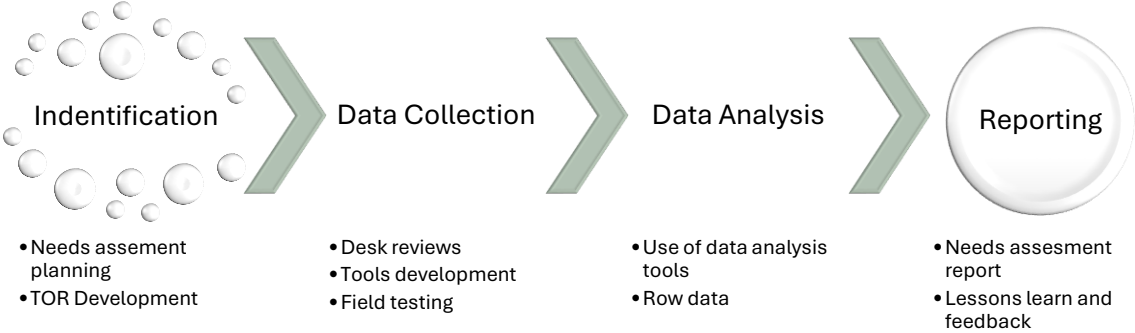


Figure 3 Needs assessment map

Community Based Education (CBE):

In our community-based education approach, we are keen address the gaps in EiE aid delivery in utilizing community resources. For instance, if there is no schools/learning center established can the community provide such spaces for learning. Can the communities sustain EiE interventions after the initial emergency. Our community participation approach ensure that community members meaningfully participate in prioritizing, planning, designing, implementing, monitoring, and evaluating EiE activities in any settings and to resource such interventions.

We work with PTAs, CECs and other groups in school settings to foster community ownership, address gaps in service delivery and capacitate them as part of our localisation efforts to come up with school improvement plans (SIP) and to holistically plan for future education service delivery.

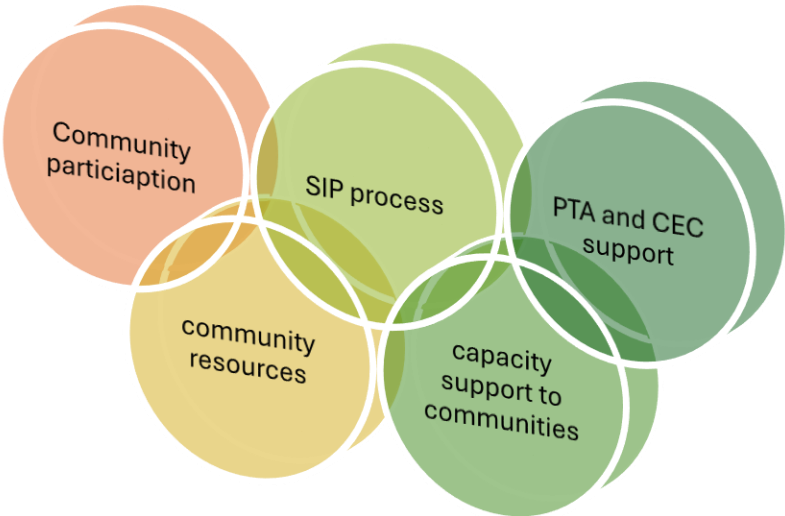


Figure 4 Our CBE approach in practise