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## UNESCO/IIEP Distance Education Course on

### ‘Educational Planning for Conflict and Disaster Risk Reduction’

17 September to 9 November 2012

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## Information Note

### 1. *Introduction to the course*

Natural disasters and conflicts can have devastating impacts on the economic and social development of countries. Increasingly, many governments and developing partners are recognizing the need to adopt strategies that reduce the risk of impact and create a culture of peace and resilience. Countries affected by conflict or prone to disaster face significant challenges, and education ministries in these countries often lack the human and financial capacity to cope with the additional burdens caused by crisis. To increase the resilience of the education system in this regard, education sector planning processes can support risk reduction interventions that cover predictable, recurrent emergencies, as well as sudden-onset disasters or conflicts. Yet, few countries have systematically included conflict and disaster risk reduction (*C/DRR*) in their education sector plans.

In order to support ministries of education in reducing the risk of conflict and disaster, IIEP and UNICEF’s West and Central Africa Regional Office (WCARO) have developed **Guidance Notes for educational planners; integrating conflict and disaster risk reduction into education sector planning**. The Guidance Notes put forward ways in which each of the steps of the planning cycle can contribute to reducing the risk of predictable, recurrent emergencies, and also better respond to the sudden onset of disaster and conflict. As such, addressing conflict and disaster risk reduction in national educational plans and strategies demonstrates a commitment to Education for All (EFA) under all circumstances. IIEP has supported Burkina Faso, Chad and South Sudan to address some of these issues in their education sector plans.

To strengthen the capacity of other countries in this field, IIEP has developed a distance course that takes participants through a systematic examination of the ways in which education authorities can integrate conflict and disaster risk reduction into sector planning processes. The course will improve participants’ knowledge of the steps involved in crisis-sensitive education planning through individual reading and activities as well as working group sessions.

## **2. Objectives**

By the end of the course, participants should be able to integrate C/DRR in national planning processes, and develop a relevant C/DRR project as an integral part of a programme for access, quality, equity or management in education, based on an analysis of risks of natural disaster and conflict in their education sector.

Country teams will also formulate an action plan that outlines the process that can be used in their country to integrate C/DRR into the education sector planning process.

More specifically, at the end of the course, after having studied the different modules and completed the required assignments, participants should be able to:

- describe basic concepts and phases of educational planning;
- analyze risks of conflict and disaster that impact their country's education sector;
- design a C/DRR project for their country;
- develop C/DRR indicators and identify sources of information for the C/DRR project;
- generate a cost estimation for the draft C/DRR project; and
- produce an action plan to use the C/DRR project as part of the education planning process.

## **3. The profile of participants**

The course has been designed for senior staff of ministries of education, and for personnel from development partner organizations who are directly involved in the organisation, planning and management of the education sector, including both technical staff and policy-makers.

## **4. Training modules**

A set of five modules accompanies this distance course. Modules 1 and 5 will cover a one-week period, while Modules 2, 3 and 4 will be covered in a two-week time frame. They include:

### **Module 1 – Introduction to conflict and disaster risk reduction (C/DRR) and education sector planning (1 week/5-8 hours)**

During the first week, participants will become familiar with basic concepts and phases of educational planning. Furthermore, participants will have the opportunity to describe general impacts of disasters and conflict on the education system in their country.

### **Module 2 –Education Sector Diagnosis for C/DRR (2 weeks/10-16 hours)**

Module 2 will focus on the analysis of impacts of disasters or conflict on access, quality, equity and management of their education systems. This will involve examining the capacity of the education sector to respond to and prevent crisis. Participants will also evaluate their education sector diagnosis in its current form to identify the entry point(s) for the C/DRR analysis.

### **Module 3 – Developing a project for C/DRR (2 weeks/10-16 hours)**

Based on the analysis developed during Module 2, participants will begin to identify strategic actions for their C/DRR project within an overall programme for access, quality, equity and management. Participants will work together to identify the main activities and actors responsible for the implementation of the proposed project, and will evaluate the current education sector plan to identify the entry point(s) for the proposed C/DRR project.

#### **Module 4 – Costing and monitoring C/DRR projects (2 weeks/10-16 hours)**

Participants will further develop their C/DRR project, by estimating unit and total costs for the proposed C/DRR project activities and identifying possible funding sources for the proposed C/DRR project activities. They will also map out a monitoring and evaluation framework by identifying indicators and sources of information for use in monitoring implementation of proposed risk reduction activities.

#### **Module 5 – Action planning for C/DRR in the education sector (1 week/5-8 hours)**

During this final one-week module, participants will prepare an action plan for the use of their C/DRR project in their country's education sector policy and plan development processes.

### **5. Course organization**

Participating ministries and/or organizations should set up a team of at least four people and at most six, with a Group Coordinator. The Coordinator will preferably have a leading position in the area in the area of education planning. He/she will be responsible for: (i) disseminating the course documentation; (ii) organizing the group work; (iii) facilitating computer-based sessions; and (iv) communicating with the course team.

This course will be organized through the distance education mode. The format of the course combines the advantages of a traditional face-to-face workshop – that is, instruction and interaction with the course team and among the participants themselves – with the flexibility of time and place of independent study.

The design of this course is based on a combination of the following learning techniques:

- independent study of materials and individual reflection on questions and exercises;
- scheduled group sessions to discuss individual responses and to prepare a group response; and
- interaction with the IIEP course team and with other groups (through on-line discussions, and with access to the submissions of participating groups).

An IIEP certificate will be awarded to all participants who successfully complete the individual and group assignments.

### **6. Selection of participating countries**

All organizations and ministries wishing to participate are invited to complete the enclosed application forms and return these to Ms Leonora MacEwen and Ms Shérázade Mihoubi, no later than **3 August 2012**, at IIEP (by e-mail: [plan4cdrr@iiep.unesco.org](mailto:plan4cdrr@iiep.unesco.org) or by fax +33 1 40 72 83 66).

In order for participants to fully benefit from the course, we expect the organization to which they belong to give them adequate time for study and group work during office hours (an average of five hours per week). We also expect the organization to provide them with space to work as a group. The Group Coordinator will need some additional time: about 8 hours per week. All participants must be able to read and communicate in English.

Moreover, applying organizations must have the necessary technological support. The course is organized through an e-learning platform (Moodle). Therefore, the Group Coordinator and participants must have an e-mail address and access to the Internet.

## **7. Course fees**

Course fees amount to 500 USD per participant.

## **8. Additional information**

If necessary, more information on the course can be obtained from:

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