

PÖLEMAG

IIEP-PÔLE DE DAKAR INFORMATION MAGAZINE

#27

FEBRUARY 2018

FEATURE

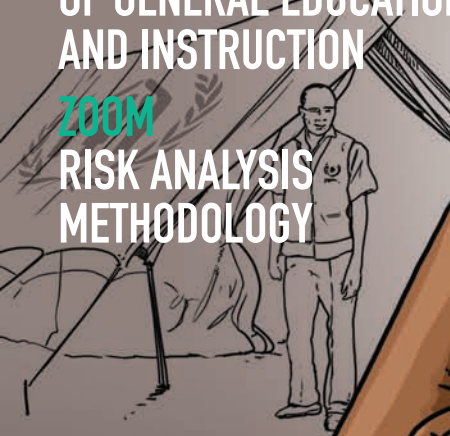
REDUCING THE IMPACT OF CRISES

INTERVIEW

SOUTH SUDAN'S MINISTRY
OF GENERAL EDUCATION
AND INSTRUCTION

ZOOM

RISK ANALYSIS
METHODOLOGY



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

Pôle de Dakar
EDUCATION SECTOR ANALYSIS

PÔLEMAG

IIEP-Pôle de Dakar
Almadies - Rte de la plage de Ngor - BP3311 Dakar Sénégal
Tel.: + 221 33 859 77 30
www.poledakar.iiep.unesco.org

IIEP-Pôle de Dakar is the African branch of UNESCO's International Institute for Educational Planning, a unique specialized United Nations institute with a mandate to support the analysis, planning and implementation of educational policies. The articles contained in this publication express the point of view of the Pôle de Dakar and not necessarily those of IIEP or UNESCO. The information bulletin is published every six months in French and English.

Publication director Guillaume Husson
Conception and editing Jonathan Jourde, Léonie Marin
Feature by Leonora MacEwen
Translation from French to English by Lillie Rumpf
Proofreading by Glynis Crook
Layout by Reg' Régis L'Hostis, Dakar.

Contact :
pdcontact@iiep.unesco.org

contents #27

FEBRUARY 2018

2	3
EDITORIAL	NEWS
6	7
EXPERT VOICE Building resilient education systems	ZOOM A methodology dedicated to risks integrated into the analysis of the education sector
8	14
FEATURE Reducing the impact of crises	INTERVIEW Esther Akumu
16	17
PUBLICATIONS	WORK AT COUNTRY LEVEL

Mitigate risks and increase resilience

BY **GUILLAUME HUSSON** - HEAD OF IIEP-PÔLE DE DAKAR

Education systems are rarely sufficiently prepared to deal with emergency situations from political crises to health or climate issues. And while it is not known how often they will occur, the effect of a crisis is generally devastating and can result in the temporary shutdown of schools or even cause many children to dropout. Worldwide, 75 million children in crisis-affected countries need educational¹ support.

How can we manage these crises? And how can we improve a system's ability to reduce their impact? Strengthening the resilience of education systems through planning that is adapted for crisis situations is a priority for IIEP. Together with our main partners, the institute has developed strategic orientations and tools dedicated to educational planning that is adapted to crisis situations. Based on our experience on this theme in Africa, we are also working with UNICEF to develop a new methodology to analyse risks and vulnerabilities.

Mitigating the impact of crises calls for strengthening relationships with partners. Planning adapted to vulnerabilities should facilitate dialogue between development and humanitarian actors so that intervention plans are coordinated and aligned with government priorities.

A dollar invested in risk reduction could save up to seven dollars in rebuilding costs². Taking the risks into account in the analysis and planning of education systems is therefore a wise investment.

1. ODI Education cannot wait. Proposing a fund for education in emergencies, p. 7.
2. IIEP Policy Brief - Conflict-sensitive and risk-informed planning in education – Lessons learned.

IN MALI, THE CRISIS HAS HINDERED SCHOOL ENROLMENT THROUGHOUT THE COUNTRY

An analysis of the education and training sector in Mali, conducted throughout 2017 by a national technical team supported by the IIEP-Pôle de Dakar, with the collaboration of the UNESCO office in Dakar and UNICEF, highlighted the negative impact of the political crisis across the whole country. While a positive dynamic was generally observed and the authorities were committed to the pursuit of the Sustainable Development Goals whose aim, amongst other things, is to ensure that all children complete a free, quality basic education cycle, the political crisis has reduced many efforts made for education. There has even been a decline in enrolment numbers. Between 2010 and 2016, the rate of access to basic education dropped from 82.5% to 67%. This means that in Mali today, one in three children does not go to school. The level of completion of the nine-year basic education programme is also very worrying, with only 30% of students finishing the cycle. In addition, the quality of education remains low. For example, in 2015, barely 20% of students scored more than 10 out of 20 in the Grade 9 exam, a level equivalent to the minimum knowledge base for acquiring sustainable literacy.



© UNICEF/UN133877/Bindra

The analysis of the education sector also reveals that it is not in the areas affected by the crisis that enrolment rates have fallen the most, but in Mali's regions that remain unaffected by the violence. A crisis is not compartmentalized. As a result of the mass displacement of people, there has been a significant flow of pupils into cities in the interior of the country. While the government has given instructions to unconditionally welcome all displaced students, which in some cases has destabilised institutions, it is clear that many children have not been reintegrated

into the education system. And what is most worrying for the future is that 60% of the parents who do not send their children to school, think education has no benefit, this finding invites authorities to think, define and implement strategies to improve the demand from families for school across the country. ■

PSGSE: ARRIVAL OF THE 11TH SESSION AND GRADUATION CEREMONY FOR STUDENTS FROM THE 10TH

Students from seven sub-Saharan African countries gathered in Dakar, Senegal, from 9 to 17 October 2017 to take part in the 11th session of the Sector Analysis and Management of the Education System (PSGSE) training programme.

The following month, 36 students from the 10th session proudly received their certificates of participation in the presence of the FASTEF Dean, Professor Mamadi Biaye, and the Head of IIEP-Pôle de Dakar, Guillaume Husson. ■

TOWARDS A MECHANISM FOR VALIDATING WORK EXPERIENCE IN MAURITANIA

In Mauritania, the vast majority of workers, from both formal and informal sectors, who have acquired skills outside of formal training paths, do not benefit from the recognition necessary for their individual development or in the improvement of their professional activity. This problem, due to the lack of a functional mechanism for the validation of acquired experience (VAE), was revealed in an analysis of the obstacles in the implementation of vocational education and training policies, conducted in 2016, with the support of the IIEP-Pôle de Dakar via its Platform of Expertise in Vocational Training (Pefop).

In order to meet this challenge, the Minister of Employment, Vocational Training and Information and Communication Technologies, launched in July 2017, a project to design a VAE mechanism. This work is supported by the IIEP-Pôle de Dakar within the framework of its support for both public and private actors in the agro-pastoral industry in the Gorgol region, the construction industry in Nouakchott, and the fishing industry in Nouadhibou.

Following a meeting with the Minister, Mauritanian public and private actors held a two-day workshop in September

2017 to detail and validate the VAE mechanism. They thus defined the priority target groups, the conditions of access to the mechanism, the steps to be taken, the actors involved and their responsibilities, methods of financing, and the experiments to be carried out.

By comparing the results of these exchanges with the results of a comparative analysis of the VAE mechanism at the international level, it was possible to reach agreement on a VAE mechanism for Mauritania. The IIEP-Pôle de Dakar will accompany the testing of this mechanism before its final validation and wider application. ■



SAVE THE DATE! PUBLIC-PRIVATE PARTNERSHIPS IN VOCATIONAL TRAINING IN AFRICA

IIEP-PÔLE DE DAKAR REGIONAL WORKSHOP
FROM 19 TO 21 MARCH

The IIEP-Pôle de Dakar, with its partner countries from its Platform of Expertise in Vocational Training (Pefop), in association with LuxDev and IFEF (*Institute of la Francophonie for education and training*), will organize a workshop dedicated to Public-Private Partnerships in Vocational Training in Africa, from 19 to 21 March in Dakar. This workshop is also supported by UNESCO's Better Education for Africa's Rise (BEAR) programme and the European Commission TVET facility (VET-Toolbox).

Around 80 participants from 18 African countries are expected, including heads of ministries and members of occupational branches and training centres. These three days will be devoted to sharing experiences and tools to help facilitate partnerships between public and private actors. Discussions will focus on specific cases that have made it possible to build strong and sustainable Public-Private Partnerships. This type of partnership is considered one of the most effective ways of improving the link between vocational training and the world of work. ■

A NEW SUPPORT PROGRAMME FOR QUALITY MANAGEMENT

Improving the quality of learning is one of the key priorities of comprehensive education policies. This issue is at the heart of the new Education 2030 agenda through the different targets of Sustainable Development Goal 4. On the African continent, too many children have not reached the corresponding level of knowledge by the end of their schooling.

To solve this challenge, the IIEP-Pôle de Dakar is launching a new support programme backed by the Agence française de développement, to strengthen capacity for quality management in basic education. A first circle of six countries¹ is directly concerned with structured support including technical cooperation, training, methodological tools, production, and knowledge sharing. Other countries taking part in the evaluations of student achieve-

ments from the 2014 or 2019 PASEC² will form a second circle, in order to share knowledge on the subject more widely.

The objective of the programme is to formulate concrete proposals for measures to improve the results from education. At the methodological level, support consists of the use of data produced by education systems. Tools that have a direct impact on school management and learning will then be put in place, such as school dashboards. Actions to improve quality and its management at the school level will also be developed.

The development of quality education requires the coordination of actors at all levels of the basic education system: national and decentralized public authorities, civil society, teachers, and

students. The programme will also aim to create a regional network for sharing experiences, collaboration, and dissemination of good practices in order to improve quality of basic education. This will include regular regional seminars as well as numerous online activities on IIEP's web portal dedicated to learning - learningportal.iiep.unesco.org.

The official launch of this support programme took place in Abidjan, Côte d'Ivoire, from 13 to 15 February. It brought together policymakers from the six countries of the first circle to raise awareness and promote an active involvement of the various actors at both the political and technical levels. ■

1. Burkina Faso, Côte d'Ivoire, Madagascar, Niger, Senegal, Togo.

2. Programme d'analyse des systèmes éducatifs de la Confemem (Educational System Analysis Programme of the Confemem).



© IIEP-Pôle de Dakar/ Mario Belis

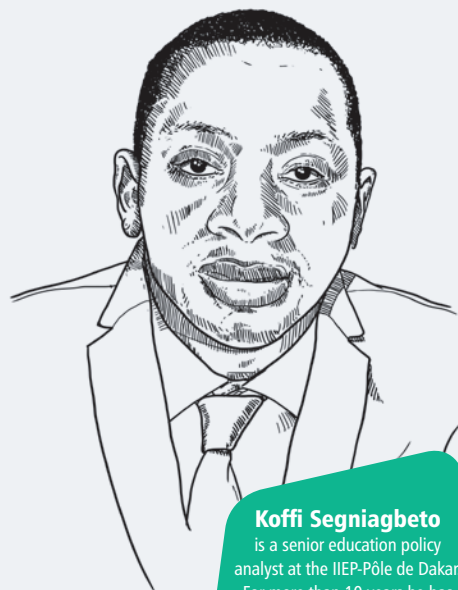
Building resilient education systems

The crises that occur in countries are numerous and have a negative impact on their education systems. Beyond crises, systems that find themselves in vulnerable situations are also exposed to risks. So, what is a risk in the field of education?

In education, crisis situations are those where the normal course of teaching activity is broken, suddenly or gradually, for a large number of actors, especially pupils or teachers. When in a country or region there is a high probability that crises will occur - such as conflicts, natural disasters, and epidemics - then the education system is said to be "at risk". The term "risk" in this sense refers to violent and brutal phenomena such as war, an earthquake or even a tsunami. However, the risk can also be linked to latent situations (repeated peaceful strikes by teachers because of institutional weaknesses of all kinds) or progressive situations (famines, droughts) with the associated school closures or high drop out figures. There is even a story about a group of experts who made an unannounced visit to a school only to find it had literally disappeared. After discussing with locals, they learned that after a long drought that led to a significant fodder deficit in the area, the school had been eaten camels. Its precarious structure had consisted of stalks of millet and straw. The school is in this case a collateral victim of a vulnerable situation and in the process, the children's future has been jeopardised.

Why give more importance to the analysis of risks and vulnerabilities?

In recent years, the analysis of the vulnerability of the education system faced with crises has taken a prominent place in the sectoral analyses conducted by countries. There are three reasons for this. Firstly, crisis contexts are recurrent but education systems are often insufficiently - or absolutely not - prepared to deal with them. Helping systems become resilient requires a better understanding of the different



Koffi Segniagbeto is a senior education policy analyst at the IIEP-Pôle de Dakar. For more than 10 years he has been leading technical support missions to countries in analysis and educational planning.

risks, their essential characteristics and their actual or potential effects on the system. Analysing risks - and especially integrating mitigation actions into the educational planning process - is also a matter of social justice. Indeed, a significant proportion of out-of-school children live in crisis zones. Allowing them to return to the benches of a classroom requires a refined analysis of the pockets of vulnerability or fragility of the system. Finally, education is not neutral with regards to the risks of conflict. In particular, while education can - and must - help mitigate its effects, it may also exacerbate them. For example, in 2002 in Côte d'Ivoire, schools may have played a role in spreading violence. Students, replicating patterns of increased mistrust among adults, have sometimes engaged in violent forms of unionism. Understanding the interactions between education and the risk of crisis then becomes imperative to achieve safer schools for children and to rebuild the social cohesion of the entire population. ■

A methodology dedicated to risks integrated into the analyses of the education sector

IIEP and its partners, aware of the importance of taking into account risks and vulnerabilities in the analysis of the education and training sector, have for several years been engaged in collective reflection to develop a methodology that takes risks into account.

The IIEP-Pôle de Dakar has developed expertise in this domain by integrating the risks and vulnerabilities into the analysis of the education and training sector of half a dozen African countries.

The analysis methodology takes place mainly in three stages. Firstly, the aim is to create a typology of risks (conflicts and natural disasters) to which a region or country is regularly or sporadically exposed. This typology is carried out within the national frameworks, in consultation with the technical partners present in the country. If possible, this typology is completed by a hierarchy of different risks, based in particular on an assessment of their severity. Secondly, the analysis discusses the interactions that take place or that could take place between risks and education, in particular to highlight the impact of crises on various aspects of the education system (access, retention, quality), but also to point out how the education system carries within it seeds of conflict (hidden curriculum, for example). The last stage consists of an analysis of the capacity of the education system to cope with the risks. In this step, the institutional mechanisms in place are reviewed to determine the successes and failures of actions taken in the past to mitigate risks in the situations a country was confronted with.

In order to plan appropriate policies to make education systems resilient, analysing risks is an important first step. For example, the IIEP-Pôle de Dakar, applying this methodology in the sector analysis of Guinea Bissau in 2015, highlighted the absence of a service specifically dedicated to emergency situations. This led the government to put in place a contingency plan for the preparation and response to the risks of crises and natural disasters. For the analysis of the education and training sector in Chad, in 2016, the use of this methodology revealed the extent to which the food crisis had been a major cause for the abandonment in the education system and to alert the authorities on this point. In the case of Côte d'Ivoire, in 2016, the risk analysis made it possible to better highlight the educational issues related to displaced persons and refugees in certain regions. In this instance, the educational care of internally displaced persons and refugees can raise a number of issues, including the ability to accommodate them, both in terms of infrastructure and personnel.

The methodology also makes it possible to better put into perspective the issues related to risks and vulnerabilities in the education system. Improving the awareness of these issues in the analysis of the education and training sector is a first step towards risk-sensitive planning to strengthen the resilience of education systems faced with crises. ■

FEATURE

REDUCING THE IMPACT OF CRISES

CREATING THE HUMANITARIAN-DEVELOPMENT NEXUS THROUGH CRISIS-SENSITIVE EDUCATIONAL PLANNING



© UNHCR/Georgina Goodwin

FEATURE

CREATING THE HUMANITARIAN-DEVELOPMENT NEXUS THROUGH CRISIS-SENSITIVE EDUCATIONAL PLANNING

Prolonged emergency situations all too often mean that populations have dire living conditions and limited opportunities for sustainable livelihoods or access to basic services such as health and education. Only approximately 61% of the world's child refugees have access to primary education, while some 23% have access to secondary school. Around the world, 136 million people need humanitarian aid and protection due to conflicts, natural disasters, epidemics, and displacement. Meeting the needs of these populations will require a record US\$22.5 billion in funding in 2018 alone, according to the Coordination of Humanitarian Affairs (OCHA) Global Humanitarian Overview, 2018.

There are explicit humanitarian challenges, but also development challenges that must be addressed. The humanitarian-development divide must be filled to meet the needs of these populations.

For IIEP, the key to bridging this divide, or to supporting the humanitarian-development nexus lies in building education systems that are resilient and that withstand shocks. The third pillar of IIEP's newly released Medium-Term Strategy is to support ministries of education to do just that. Education sector plans that include risk reduction measures are at the nexus of humanitarian and development approaches. They recognize the humanitarian risks and aim to put an end to the needs that arise when these risks have disastrous consequences on the education system and its communities. These crisis-sensitive sector plans include development measures that help ensure that the school communities and systems are prepared to respond in disaster situations. Most importantly, these nationally-owned plans bring together humanitarian and development

stakeholders around a common vision: ensuring quality education for all, including refugees and internally displaced people (IDPs).

IIEP's work is supported by a global paradigm shift and an international policy framework in which the humanitarian system is increasingly focusing on underlying vulnerabilities in order to end need. This is reinforced by the **2030 Agenda for Sustainable Development**, and its 17 interconnected goals which aim to 'leave no one behind', and explicitly address vulnerable populations including refugees and IDPs. The **Sendai Framework for Disaster Risk Reduction 2015-2030** and its four priorities provide a road map for building resilience and managing risk, and place education as a central element to resilience. Finally, the international **Agenda for Humanity**, adopted during the World Humanitarian Summit in 2016, strives to ensure that humanitarian action is transformed to include prevention measures, sound national leadership, and a change in financing mechanisms. This policy environment contributes to the humanitarian-development nexus.

IIEP's support to the Ministry of Education in South Sudan is one example where the planning process brought together humanitarian and development actors¹. The world's youngest country, plagued by recurrent conflict, developed its second general education strategic plan (GESP), within the context of a national economic crisis, extreme poverty, lack of infrastructure, and political instability. The crisis-sensitive Education Sector Analysis (ESA) draws on data from OCHA, and specifically on its risk index. This index is based on a series of indicators for each risk (conflict affected civilians, death and disease, food insecurity and livelihoods, and widespread



© UNHCR/David Azia

malnutrition) that are collected regularly at county level.

The findings of the ESA were then used as the basis for including issues related to safety and social cohesion in the country's Education Sector Plan (ESP). This included measures such as building fences to ensure that learning spaces are safe, the provision of learning opportunities for out-of-school children, including IDPs and refugees, and improved coordination with humanitarian partners. The Ministry also developed a new curriculum that includes elements of safety, resilience, and social cohesion.

The Ministry of Education in Burkina Faso (MENA) developed a conflict and disaster risk reduction strategy which served as the policy framework for risk reduction activities in the education sector. After analysing the education system's exposure to different risks, and examining existing capacities for risk reduction, the Ministry identified a series of priority preparedness and prevention activities. These included a careful rationalising of the provision of school feeding programmes, the pre-positioning of school supplies, and

investing in weatherproof storage containers for school materials in zones that experience recurrent heavy winds and rains.

Another essential aspect of the humanitarian-development nexus is partnership. IIEP is embarking on a new partnership with the European Union's **Foreign Policy Instrument** to foster the development of the humanitarian-development nexus in the education sector. The collaboration on '*Strengthening education sector planning capacities for conflict prevention and crisis preparedness*' will allow stakeholders to rethink the humanitarian-development nexus and aims to reduce the risks of conflict and disaster and increase equitable access to quality education for children and youth in crises contexts. IIEP will work with ministries of education, humanitarian, and development partners to strengthen capacities in crisis-sensitive education planning, including planning for refugees. The programme also aims at building a stronger evidence base on crises prevention, mitigation, and response efforts in the education sector, including providing quality education for refugees.

1. For more information about IIEP's support to countries as they develop crisis-sensitive plans, please see our [Policy Brief: Conflict-sensitive and risk-informed planning in education: Lessons learned](#).

The programme has three components:

- 1. Global-level capacity development** - developing and implementing training courses on crisis-sensitive planning and education planning for refugees;
- 2. Country-level capacity development** - providing technical cooperation at the national level in three countries; and
- 3. Knowledge production and generation** - undertaking research, and contributing to evidence-based global policy advocacy.

The global-level capacity development component will bring together partners such as the Global Education Cluster and UNHCR to support education stakeholders better understand the three education planning streams that may take place in parallel – humanitarian planning, sector planning, and planning for refugees. This includes a deepened awareness of planning processes among ministry of education staff and humanitarian and development partners in order to identify entry points for cooperation and collaborative approaches towards joint planning to ensure that quality education can be provided continuously.

The country-level component of this programme will be tailor-made for participating countries and may include initiatives such as developing a crisis-sensitive education sector analysis, as has been done with support from Pôle de Dakar in six African countries: Chad, the Democratic Republic of Congo, Guinea Bissau, Côte d'Ivoire, Guinea, and Niger.

Finally, documenting and producing new knowledge in this area will contribute to an evidence base for global policy advocacy and technical support for bridging the humanitarian-development divide. One key area that urgently needs a better understanding is that of teaching management for those working with refugees. In collaboration with Education Development Trust, IIEP has recently launched a research programme on “Who teaches refugees”, which will examine issues of teacher recruitment, certification, and selection, as well as their preparation and development. The research will take place in Ethiopia, Kenya, and Uganda, will also analyze aspects that encourage teacher retention and issues related to teacher remuneration and incentives. The research will be conducted in 2018 and 2019, and aims to identify current international, regional and national policies that guide ministries of education in the selection and management of teachers for refugee populations. The research will also contribute to the growing international evidence base that describes promising policies for cost-effective, sustainable and conflict-sensitive management of teachers in refugee contexts. Ultimately, this study will also provide policy options for governments and policymakers on selecting and managing teachers of refugees.

It is hoped that through our work at the global and country level, with both international partners and national authorities, IIEP will support education systems around the world become more resilient to withstand shocks and crisis and able to provide education for all children and youth. ■

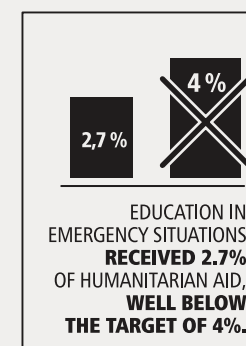
IN FIGURES

EDUCATION IN THE FACE OF CRISES



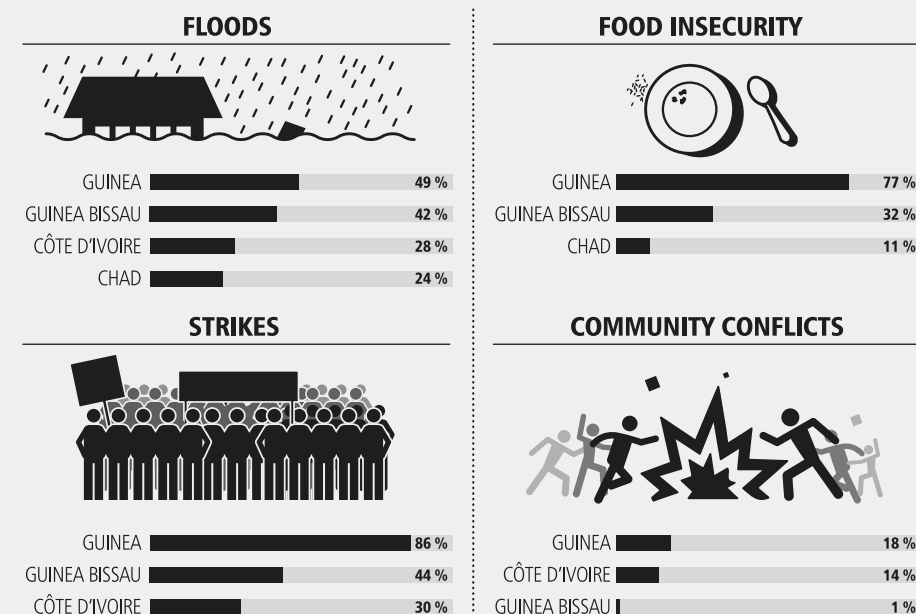
75 MILLION
CHILDREN
LIVING IN CRISIS-AFFECTED COUNTRIES
NEED EDUCATIONAL SUPPORT

1 \$ → **7 \$**
1 DOLLAR INVESTED
IN RISK REDUCTION
COULD SAVE 7 DOLLARS
IN REBUILDING COSTS



SCHOOLS ARE EXPOSED TO NUMEROUS AND VARIED RISKS

(Percentage of schools affected by risk - Investigations carried out during risk analyses supported by the IIEP-Pôle de Dakar)



Esther Akumu

DIRECTOR, DEPARTMENT OF INTERNATIONAL RELATIONS, MOGEI SOUTH SUDAN

IIEP BOOKLETS AND ONLINE REPOSITORY ON CRISIS-SENSITIVE POLICY, PLANNING, AND CURRICULA

IIEP and Education Above All's Protect Education in Insecurity and Conflict (PEIC) have produced tools, resources, and methodologies to help ministries of education and their partners mainstream crisis sensitivity in education planning and curricula.

'Together, we have steered the vision of planning for crisis in the education sector,' said IIEP Director Suzanne Grant Lewis. 'We have also strengthened local discussions on how to not only respond to crises, but how to mobilize education systems to prevent and prepare for them.'

The in-demand planning and curriculum resource kits are available in English, French, and Arabic – and provide step-by-step guidance on how to address safety, resilience, and social cohesion in education sector planning and curriculum development processes, and are already being used by decision makers in countries around the world. Over the course of their collaboration, the partners also held national and regional workshops and distance courses aimed at helping ministries of education to better anticipate crises. The partnership has also involved providing direct support to ministries of education, including in South Sudan and Uganda.

In addition to publishing case studies on South Sudan and Uganda, the partners have documented the experiences of Nepal, Burkina Faso, and Palestine in publications that serve as a valuable resource for countries looking for concrete examples of how to address conflict and disaster risks through education.

IIEP and PEIC continue to share the important outcomes of their partnership through the online repository and website education4resilience.iiep.unesco.org, which hosts more than 400 documents related to educational planning and curriculum for safety, resilience, and social cohesion, including complete versions of their planning and curriculum resource kits. At the same time, the partners have renewed their commitment to crisis-sensitive education through their work with the Inter-Agency Network for Education in Emergencies (INEE) and the Global Education Cluster. ■



© UNHCR/Georgina Goodwin

In South Sudan, the Ministry of General Education and Instruction (MoGEI) has developed a Strategic Education Plan 2017-2022, which addresses the issue of risk. Why has this dimension been integrated into sector planning?

The recent crisis affecting our country has made us realise that we are not prepared to deal with all the situations. The conflict has forced approximately 1,000 schools to close down and it is estimated that more than 1.8 million children of primary school age have not attended school due to violence across the country. We now know that disasters can happen at any time. We want to be prepared for any eventuality, and know what to do in any scenario. That is why the government decided to integrate risk management into the recent education sector plan covering the period 2017-2022 and to ensure that this dimension is budgeted for.

Furthermore, when we observed the work of our partners in education in emergencies, we found that the collaborative dimension was essential to achieving results. Integrating risk into planning has enabled a closer relationship between government and partners on this issue. The development of the Education Sector Plan, led by the MoGEI, brought together a large number of education sector actors at central and local level, civil society, the Education Cluster, UNESCO, UNICEF and UNHCR. This dialogue in itself is very constructive in anticipating crises that may arise.

Integrating the issue of risk into planning helps to make school stakeholders more aware of the problems that may arise. The educational community must have the necessary knowledge to face a period of crisis. This awareness is a first step towards effective risk management.

How exactly is the strategic plan sensitive to system risks and vulnerabilities? Can you give examples?

Various issues directly linked to security and social cohesion have been integrated into the ESP: secure learning spaces, educational opportunities for demobilised child soldiers and out-of-school children, and improved cooperation between MoGEI and its partners in the humanitarian sector. The Ministry has also developed a new curriculum that includes elements of security, resilience, and social cohesion.

Work between technical partners and national officials, through practical planning workshops, has helped to inform the technical aspects of the work and facilitate the ministry's discussions on setting strategic priorities. The active involvement of state and non-state stakeholders has helped to ensure ownership of the planning process. The involvement of humanitarian and development partners is essential to ensure that crisis management is aligned with government priorities.

Risk management policy is an integrated process that involves the broadest possible participation of government, partners, NGOs, parents, and students. It is a complex process, but it is the involvement of everyone in the process that makes it functional and effective.

What results have been achieved through this approach?

Together with the partners we have succeeded in getting many children back into school. Education is not waiting. For us it is a great achievement to have ensured that 400,000 children return to school and that close to 1,000 temporary learning spaces are established through the Back to Learning programme. In the case of internally displaced persons, children continue to have access to education either in refugee camps or in community public schools.

It is a very positive process because every child in school learns to live with different people and tribes, who sometimes consider themselves enemies. The school is a sanctuary, a protected area, where children of all origins are brought together in a safe place. In this sense, school is part of the peace-building process: children learn to live together and bring this message of cohesion back to their families. As we implement this programme, public awareness and resilience capacities are strengthened.

A fundamental aspect of our risk management policy is to raise awareness among children and that they in turn take the culture of peace with them outside the classroom. What a child learns goes beyond school. That is how the country will change. ■

PUBLICATIONS



Approach to the identification of obstacles to the implementation of vocational education and training policies

The IIEP-Pôle de Dakar and its partners from its Platform of Expertise in Vocational Training (Pefop), have developed a participatory approach to identify obstacles to the operationalization of renewed vocational training policies. This approach aims to provide a framework of methodological references that can serve as a common tool for identifying obstacles to the implementation and operationalization of vocational training policies.



Improving the financing of education: the use and usefulness of school grants: Haiti, Madagascar, the Democratic Republic of Congo and Togo, by Chloé Chimier and Christine Emeran. Only available in French.

This comparative study reviews the reasons for the introduction of school grants and the practical arrangements adopted in four countries: Haiti, Madagascar, the Democratic Republic of Congo, and Togo.



Exploring the impact of career models on teacher motivation by Lucy Crehan

Drawing on the experience of a wide range of countries, this book examines the relationship between career structures and teacher motivation. It identifies different organisational models of the professional development of teachers and highlights the difficulties of implementation.

CALENDAR

Launch of IIEP-Pôle de Dakar's support for quality management

Abidjan, Côte d'Ivoire
13 to 15 February 2018

Regional Workshop - Public-Private Partnerships in Vocational Training in Africa

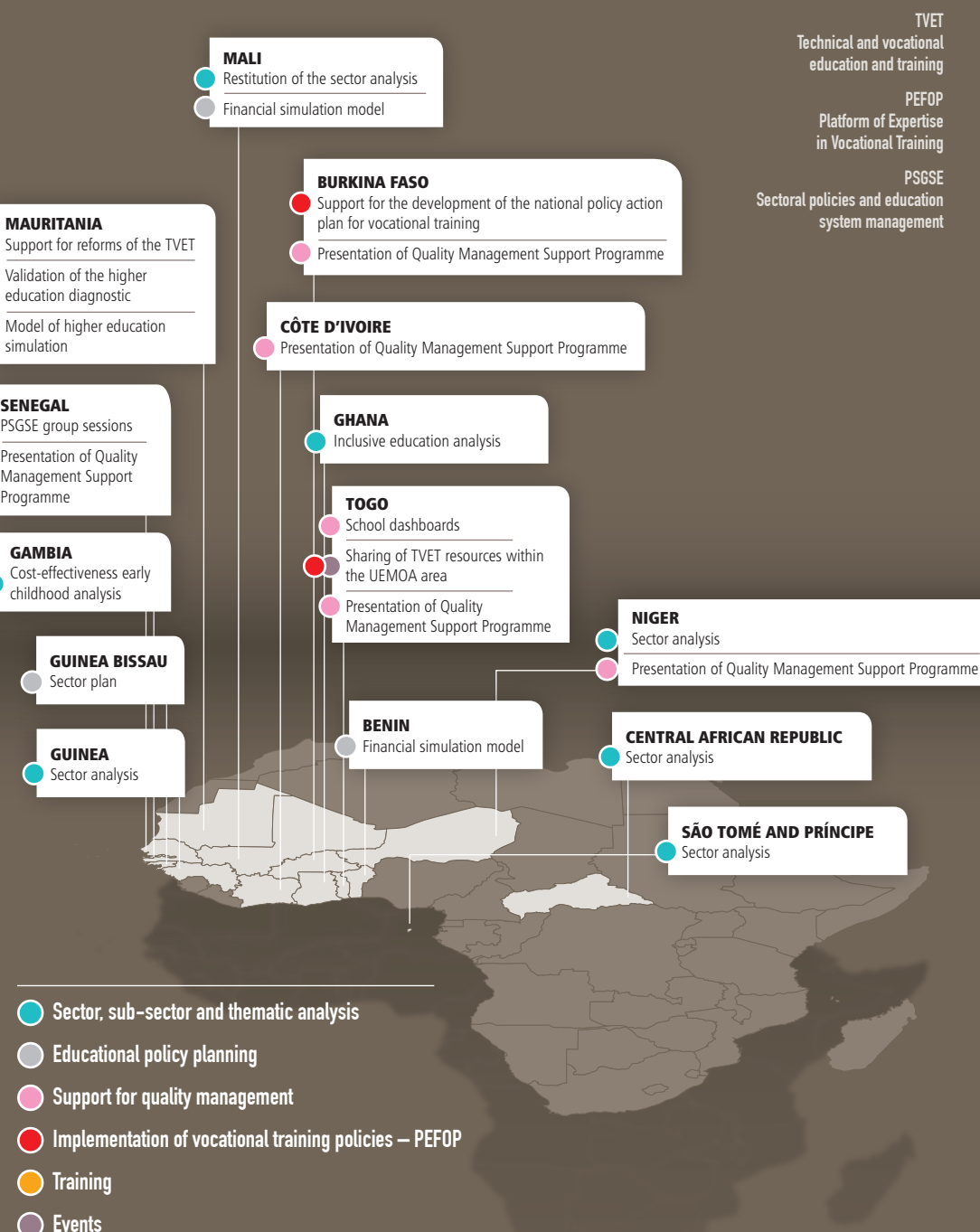
Organised by IIEP-Pôle de Dakar, IFEF and LuxDev.
Dakar, Senegal
19 to 21 March 2018

Find IIEP-Pôle de Dakar Publications at
www.poledakar.iiep.unesco.org

and all IIEP Publications at
<http://publications.iiep.unesco.org/>

WORK AT COUNTRY LEVEL

MISSIONS FROM JULY 2017 TO DECEMBER 2017



“ Together, we can address root causes of crises and conflict. Together, we can reinforce development gains when providing the most basic services in humanitarian settings. Together, we can address vulnerabilities and reach those furthest left behind. ”

SUZANNE GRANT LEWIS
DIRECTOR OF UNESCO'S INTERNATIONAL INSTITUTE
FOR EDUCATIONAL PLANNING

PÔLEMAG
IIEP-PÔLE DE DAKAR INFORMATION MAGAZINE
#27
FEBRUARY 2018

www.poledakar.iiep.unesco.org