



# EDUCATION

IN HUMANITARIAN RESPONSE  
**AND EMERGENCIES**



**FRATERNITY**  
INTERNATIONAL HUMANITARIAN MISSIONS

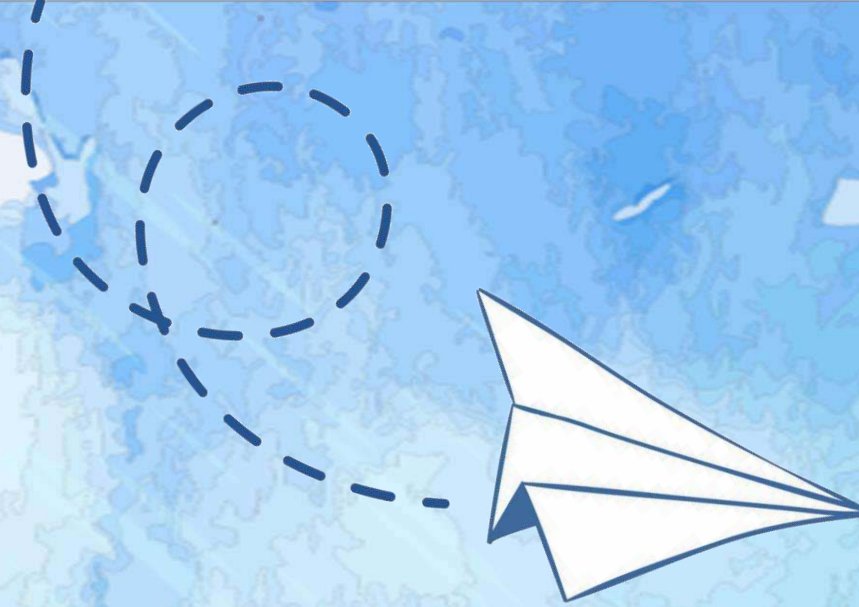
# Program for Education in Humanitarian Response and Emergencies

1<sup>st</sup> Edition

Content: Committee for the Education in Humanitarian Response and Emergencies Intervention Sector of the Fraternity – International Humanitarian Missions (FIHM), affiliated with the Fraternity – International Humanitarian Federation (FIHF).

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## INTRODUCTION

In the current context, there is a great need to intervene in emergency situations such as humanitarian crises, forced population displacement, armed and ethnic conflicts, environmental degradation, and climate change. Added to this reality is the issue of regenerative sustainable development, which calls on countries to reconsider the use and scarcity of natural resources and their impacts. The diversity of crisis situations and conflicts affect people, threaten generations, and require appropriate strategies, mainly in the education sector.

According to the UNHCR, more than half the refugees and highly vulnerable populations throughout the world are younger than 24 years old<sup>1</sup>. This group comprises children and adolescents who have experienced traumas and results due to malnutrition, alcohol and other drug addiction, sexual abuse, orphanhood, negligence, and other forms of violence, whose right to study and work has been interrupted. It becomes fundamental to build initiatives for education and protection so they may develop and build a dignified life and future despite the challenges.



It is in this context that the **Fraternity – International Humanitarian Missions (FIHM)** delivers on education in humanitarian response and emergencies. The FIHM is an internationally active civil association, with headquarters in Brazil, and registered affiliates in Portugal, Switzerland, Greece, and Colombia. With a philosophical, cultural, humanitarian, environmental, and charitable character, affiliated with 25 national, and international civil associations that form a network under the **Fraternity – International Humanitarian Federation (FIHF)** umbrella. Actively operating in 18 countries with groups of committed collaborators. The activities are supported through private donations and performed by full-time committed volunteers, relying on a portion of its projects and partnerships to support the basic logistics of the services provided.

Source:

1-<https://www.acnur.org/portugues/temas-especificos/criancas/>

# PROGRAMS & OBJECTIVES

The Fraternity Humanitarian Missions is based on the premises of localization<sup>2</sup>, considering one of its most important activities to be interagency interlinking, constructive, non-competitive dialogue, listening, building together with the affected populations. It is for this reason that since its foundation, education is the core goal for integrated development to generate autonomy.

The present Education in Emergency and Humanitarian Responses Program is the result of the maturing of this intervention sector through actions taken in humanitarian missions. This is based on the commitment to the Objectives of Sustainable Development<sup>3</sup>, especially objective 4 – “Ensure an inclusive and equitable quality education, and promote opportunities for learning throughout life for everyone” and with the Incheon Declaration<sup>4</sup>, which outlines the implementation framework.

Between 2018 and 2019, the Fraternity – Humanitarian Federation (FIHF) established a partnership with UNICEF in Roraima. Developed the education and protection project “Common Good”<sup>5</sup> reaching more than 3,400 Venezuelan children and adolescents in a refuge setting consisting of ten Operation Welcome<sup>6</sup> shelters – the Brazilian government's response to the Venezuelan migration. The FIHF was able to expand intervention with Temporary Learning and Friendly Spaces<sup>7</sup>, based on the Minimum Standards for Child Protection<sup>8</sup>.

These learning opportunities made it possible for the Fraternity – Humanitarian Missions to be appointed as INEE focal point in 2020. The FIHM core team has also been consistently acquiring the Emergency Education, Trauma Education<sup>9</sup> training and certification, as well as on the Ubuntu Academy of Leaders<sup>10</sup>, to expand its potential for the development of education in support of a Culture of Peace<sup>11</sup>.

The programs and initiatives aim for positive effects both at the macro level, to guarantee and maintain the universal right to an education; and at the micro-level, together with the most inner aspects of each individual, enabling access to education that focuses on overcoming the traumas experienced.

**Source:**

- 2- *International Council of Voluntary Agencies (ICVA) and Humanitarian Policy Group (HPG). Interrogating the evidence base on humanitarian localization* [https://cdn.odi.org/media/documents/Localisation\\_lit\\_review\\_WEB.pdf](https://cdn.odi.org/media/documents/Localisation_lit_review_WEB.pdf)
- 3- <https://brasil.un.org/pt-br/sdgs/4>
- 4- [https://unesdoc.unesco.org/ark:/48223/pf0000245656\\_por?posInSet=2&queryId=c76304c9-a1b8-42d1-9be6-12709995e02e](https://unesdoc.unesco.org/ark:/48223/pf0000245656_por?posInSet=2&queryId=c76304c9-a1b8-42d1-9be6-12709995e02e)
- 5- <https://www.fraterinternacional.org/projeto-o-bem-comum-missao-roraima-humanitaria/>
- 6- <https://www.gov.br/casacivil/pt-br/acolhida>
- 7- [https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/a\\_practical\\_guide\\_to\\_developing\\_child\\_friendly\\_spaces\\_-\\_unicef.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/a_practical_guide_to_developing_child_friendly_spaces_-_unicef.pdf)
- 8- [https://alliancecpha.org/en/CPMS\\_home](https://alliancecpha.org/en/CPMS_home)
- 9- <http://pedagogiadeemergencia.org/>
- 10- <https://www.aqml.pt/images/2020/Ubuntu/Academia%20de%20L%C3%ADderes%20Ubuntu.pdf>
- 11- <http://www.un-documents.net/a53r243.htm>



**PURPOSES OF A SUSTAINABLE DEVELOPMENT**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<b>4</b> QUALITY EDUCATION  DIRECT BENEFITS	<b>3</b> GOOD HEALTH AND WELL-BEING  CO - BENEFITS	Ensure healthy lives and promote well-being for all at all ages
Achieve gender equality and empower all women and girls	<b>5</b> GENDER EQUALITY  DIRECT BENEFITS	<b>13</b> CLIMATE ACTION  CO - BENEFITS	Take urgent action to combat climate change and its impacts
Reduce inequality within and among countries	<b>10</b> REDUCED INEQUALITIES 	<b>17</b> PARTNERSHIPS FOR THE GOALS 	Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development



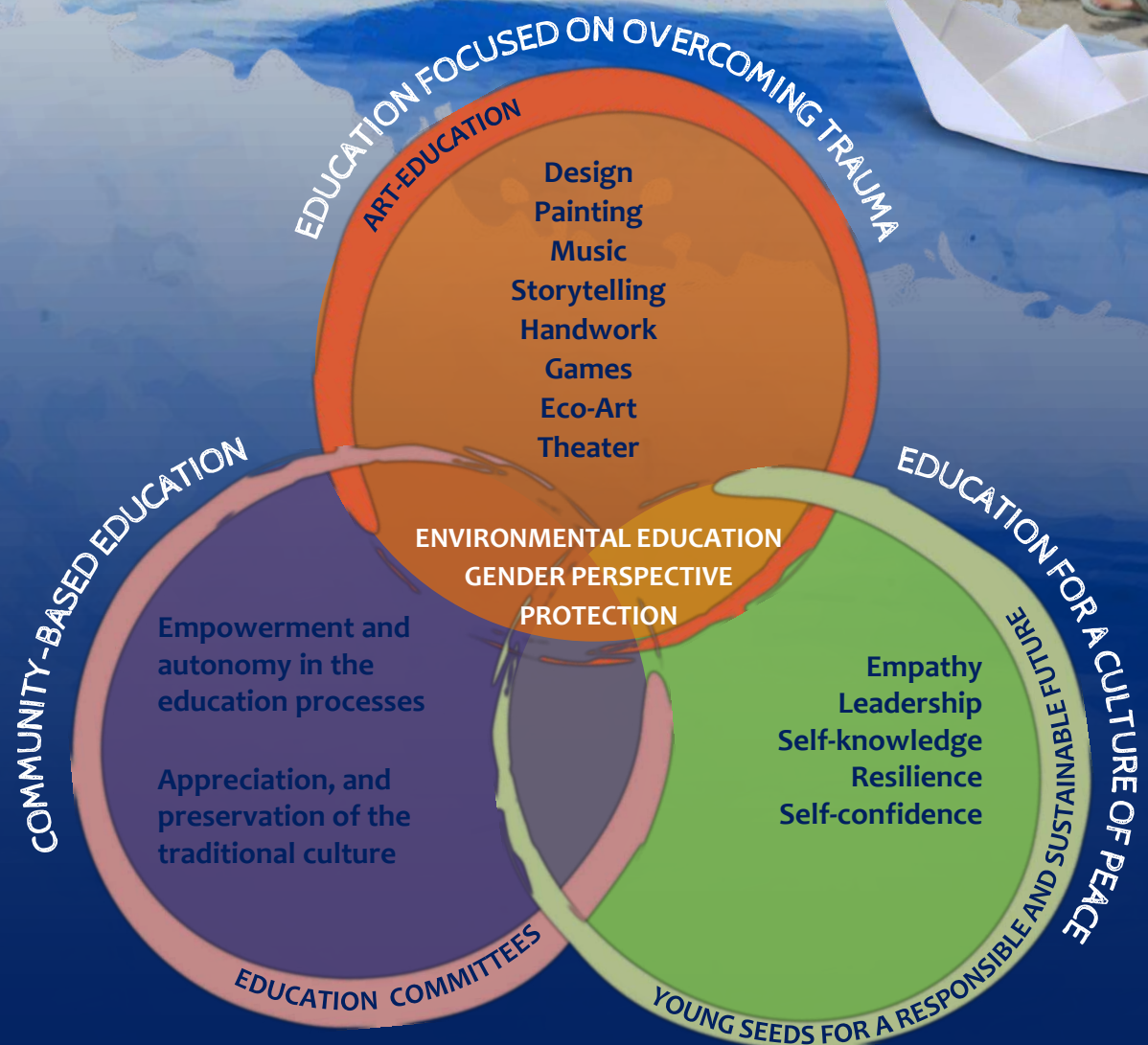



## ACTION & THEMATIC

The Fraternity – Humanitarian Missions develops Education projects in Humanitarian Response and Emergencies, based on three sectors of interventions intrinsically interconnected, based on cross-sectoral themes of these lines.

The above lines of action work with the Community Based Education, holding as a principle the active participation of the affected communities; Education Focused on Overcoming Trauma caused by moments of crises and disasters; and Education for a Culture of Peace, with the focus on the strengthening and preparation of adolescents and young people for the building of their life plans. These lines of work are permeated by cross-sectional themes that address gender, environmental education, and protection.

In the second phase, one aspires to detail the expressions and work tools of the different lines of action and cross-sectional themes, with the respective references and sources that support the development of the same. Also included are elements that make up the framework of evaluation, monitoring, indicators, and results of the initiatives, generating a synthesis of the lessons learned in each implemented project.





Line of action inspired by  
Ubuntu Leaders Academy

LINES OF ACTION

## Community-Based Education

Community-Based Education has been at the heart of the actions of the Fraternity – Humanitarian Missions from its beginnings. The objective is to encourage the participation and autonomy of the communities that are being cared for and is also one of the pillars of the Minimum Requirements for Education in Emergency (INEE).

The precepts that support this line of action can be observed in daily life. Through the configuration of Community Education Committees, teamwork and active participation in the stages of planning, implementation, and evaluation of the projects are strengthened. Valuing the traditional, cultural and historic knowledge of the communities affected by the crisis is stimulated, to strengthen their sense of identity, as well as the processes and phases of teaching and learning.

The first stage is focused on a participatory diagnosis, mapping, and encouraging community voluntarism, valuing them as social actors. The non-formal education curriculum is then defined, according to dialogue on what is appropriate for their needs and aspiration, strengthening the formal education curriculum to which they might have access. This process makes possible the empowerment of community actors in their education and that of their children.

In the implementation phase, the constructed proposal is put into practice through play and educational activities, including sports, art forms, music, caring for the environment, and social educators' continuous education, always taking into consideration gender equality and access to minority groups. Aiming for the common good and learning to live in a community setting continue to be the keynote of this whole process.

It is based on the assumption that the evaluation is a process that doesn't necessarily come through a written test, where participants are tested on their knowledge. Aspects are valued that go beyond the content, such as the capacity for reflection and self-evaluation of those involved – students, social educators, and families. The results are also based on the acquisition of moral, ethical values, and relationship skills. Educators also seek to follow and perceive these achievements at an individual and group level, both objective and subjective, thus putting together a framework of quantitative and qualitative results.

# Education Oriented Towards Overcoming the Trauma

The FIHM team offers activities based on art education and first aid. The interventions are employed both in the crisis' emergency of the initial stages as well as throughout the process of stabilization and recuperation to mitigate the results of the eventual traumas preventing their consequences from setting in and becoming permanent.

Art education uses various artistic expressions, playing, and games to develop creative capabilities for self-expression and self-care. These practices also support the release of psychic, emotional, and physical processes that were being repressed and becoming more rigid. Through that artistic process of release and self-knowledge, the children, youths, and adults can recreate the connection with their inner and outer world, regaining a new path of confidence and joy.

This line of action is based on the learning generated within the scope of the **Tibetan Parc Living Schools**<sup>12</sup>, part of the **Light-Communities**<sup>13</sup> affiliated with the Fraternity – Humanitarian Federation (FIHF), as well as in the training and experiences with the **Emergency and Trauma Education**.



LINES OF ACTION

## ART – EDUCATION

### DRAWING

Drawing in its various styles helps in the expression of feelings, ideas, imagination, and creativity. The necessary materials are varied, simple, and easy to obtain.

### Drawing of Forms

Non-figure drawings that awaken connection and relationship with the world of forms and creation, harmoniously and dynamically.

### Geometric Drawing

In geometry, we meet universal laws. It rekindles the images of a hardened thought process; it calms and organizes chaotic thinking.

### Observation Drawing

Aims to get-to-know and love the world through personal experience. In translating it onto the page through lines, a three-dimensional object, concentration, attention, and confidence are necessary.

### PAINTING



When getting in touch with colors, a world full of tones and nuances is revealed. It allows feelings to move freely. It sensitizes and can awaken an interest in life. It acts on the breathing process.

### Individual painting

Through painting, the universe of color can be experienced. The connection that color can make with the emotional world is direct, it does not come through reasoning; each color is simply experienced beyond a specific form, forming and transforming forces of movement are worked with, beginning with the color to reach the form.

### Social painting

The youth paint together generating group support. It promotes integration, cooperation, respect, and creativity.

### Finger painting

The work with color warms and relaxes, i.e., deepens the experiences. It develops touch, stabilizes the organism, and acts in a specific way according to each particular case.

### ECO - ART

In eco-art, artistic expression comes through materials originating in nature, which offers us abundant raw material.

### Mosaic and/or collage with dry leaves

Through the mosaic, smaller pieces are gathered together to form something different from the original. This outer gesture is reflected in an inner movement of joining pieces or shells to create beauty. Besides working with fine motor coordination and spatial awareness, a new sense of fragmentation is gained..

Source:

12- <https://comunidadenovaterra.org/escola-viva-parque-tibetano>

13- <https://www.fraterinternacional.org/comunidades-luz/>

<p>This activity enables children and youth to observe; it develops respect and admiration for the plant and mineral kingdoms. Natural materials also reduce the production of residues toxic to the planet.</p>	<p><b>Painting with natural pigments</b></p> <p>Painting with natural pigments nurtures the desire for experimentation. To prepare one's colors – extracted from seeds, leaves, flowers, fruit, roots, and coal – is also empowering, and besides the surprise of the results, provides an artistic experience that is not connected with consumerism, but rather is born of one's own doing.</p>
	<p><b>Compositions with elements of nature</b></p> <p>Mandalas reinforce ideas of space and form, besides reproducing – in the art and inwardly – an expansive movement: from the top to extremities, from inside to outside. Using natural materials is a way of recognizing their beauty and geometry.</p>
<p><b>MUSIC</b></p> <p>The work with music has a playful approach, using musical games and songs as a means to begin to develop musical abilities: a sense of rhythm, intonation, musical memory, and a melodic and harmonic ear.</p>	<p><b>Rhythm</b></p> <p>Rhythm and body percussion exercises, fine and gross motor skills, attention, work concentration, memory, motor coordination, inner rhythm, and neuro-stimulation.</p>
	<p><b>Singing</b></p> <p>Through learning to sing and choir, work is done on the body and collective consciousness, breathing, hearing, tuning, teamwork, expressiveness, and imagination.</p>
	<p><b>Learning musical instruments</b></p> <p>This stimulates fine motor skills, consistency, persistence, focus on the task, creativity, and expressiveness.</p>
	<p><b>Eye of God</b></p> <p>It's a rhythmic activity done with colored wool and toothpicks. With simple instructions, it enables the development of personal creations.</p>
<p><b>HANDWORK</b></p> <p>These activities reinforce the development of skills such as psychomotricity, coordination of movements, and spatial and lateral orientation. They awaken creative abilities, helping to develop a healthy imagination, concentration, attention, and the recognition of the transformative ability, mobilizing willpower.</p>	<p><b>Finger knitting</b></p> <p>It helps in organizing the memory and is also fun.</p>
	<p><b>Knitting with two needles</b></p> <p>Each hand carries out its function, developing lateral awareness and concentration. The control of the eyes over the hands develops willpower and flexibility of thought.</p>

<p><b>STORYTELLING</b></p> <p>Through the stories, imagination, creativity, a liking for reading and language, and the creation of empathy with the characters are all developed. The telling of stories awakens the playful side and expression in all senses, relevant characteristics for the development of human beings. The various kinds of stories also bring up archetypes that express the human condition in its deepest aspects, generating reflection and self-knowledge.</p>	<p><b>Fables and Wonderful Tales (fairy stories)</b></p> <p>Children up to 7 years old better understand these stories, because they bring up elements of the dream and fantasy world. It fosters an enrichment of the inner life of the child, also helping them in their emotional development.</p>
	<p><b>Legends, Myths and Biographies</b></p> <p>These are mostly for work with adolescents and young people. They reveal the relationship of the inner world with the outer world. They relate to cultures, and specific historic moments, and bring in elements for the development of individuality and personality.</p>
<p><b>THEATER</b></p> <p>The theater is an artistic manifestation that develops self-observation, the observation of others, and the context in which one is positioned, waking up self-confidence, empathy, and personal independence. Through games and theatrical exercises, the participant has the chance to recognize, understand and analyze their feelings and emotions, as well as those that are around them. With this, the capacity to relate to other people becomes more solid and easy.</p>	<p><b>Tales of Wisdom and Teachings</b></p> <p>Done with mature men and women, they bring a new perspective on daily situations, strengthen ethical principles, and more harmonious relationships in the community context. They transmit the universal knowledge and wisdom of different peoples.</p>
	<p><b>Creative Writing</b></p> <p>Writing, linked to storytelling and keeping a journal, provides moments of reflection, silence, and concentration. It allows an expansion of self-knowledge and self-perception.</p>
	<p><b>Conventional Theater</b></p> <p>Dialogues and role-playing are used to tell a story, which develops a liking for reading/writing, the dramatization of what is being read, and memorization.</p>
	<p><b>Musical Theater</b></p> <p>Music is used to tell a story; in this work, rhythm and voice are developed. It helps the awakening of creativity possible through unconventional instruments such as junk or common objects, as well as the human body.</p>
	<p><b>Puppet Theater</b></p> <p>It's playing make-believe, it is giving life, and voice to a character and still interacting with it while it interacts with the audience. Different kinds of puppets are used to strengthen the development of creativity, reading, writing, expression of voice, body, and thought.</p>



## CIRCLE DANCES AND BODYWORK

In the circle movements, calm, harmony, and self-confidence are expressed. They represent principles of social and human organization which have been damaged by the trauma. Besides strengthening the experience and sense of self, circular forms support the building of community. It acts contrary to movements of isolation and withdrawal and offers shelter, protection, and safety. It ensures a sequence in the development of the physical body.

### Sacred Circle Dances

All the work of the participants is concentrated on the steps and movements. Contact with the self becomes sacred in the silence of the movements.

### Dances of Universal Peace

Dances are accompanied by mantras or poetic phrases of different cultural traditions. Also sought is the inclusion of the native tongues of the original languages of the area where the activities take place, generating cultural values.

### Sports and Movement

Work and physical exercise, with sports, games, and dynamic activities improves the humor, concentration, quality of sleep, confidence, and school performance. It stimulates leadership and a healthy weight, diminishing stress, and depression.

## PLAY AND GAMES

A child expresses themselves through unstructured play and games, and this is fundamental to their development. The child needs to: run, jump, climb, balance and swing. The environment must be safe and peaceful so they can experience freedom and joy. And whenever possible, a child should be able to play in nature.

## Education for a Culture of Peace

Through the understanding of education as not only a technical and objective process but also one of building and strengthening the individual in their integrity, the Education for a Culture of Peace opens up a field of possibilities where adolescents and youths can reflect upon themselves, others, and their participation in the world. Worked with are reflection, relationship, and the practical living of values and principles that strengthen self-knowledge, esteem, and empathy. It helps to express the resilience that the communities affected by crises already have, pointing out the path of leadership through service, for the transformation of the self and the reality in which the life is lived.

For this reason, the Fraternity – Humanitarian Missions promotes experiences of group initiative, leadership, and cooperation, with the main focus on adolescents and young adults. The intention behind these activities is to work in alignment with the natural qualities of young people, such as the desire to actively collaborate in building a more solidary world, impetus, the need for independence, and the expansion of their personal space beyond their family, as well as the search for group companions. We reinforce their safety, confidence in themselves, and respect for all the manifestations of life through game workshops, art, themed conversation circles, group dynamics, and experiences, involvement in service to the kingdoms of nature, and communication.

Youth also have access to opportunities for preparing for their adult life through professional training in partnership with other institutions.



Roraima Mission 2019

LINES OF ACTION

## ENVIRONMENTAL EDUCATION

Being in the presence of nature, in contact with, and having a positive relationship with the environment is an extremely important factor for the processes of healing and the closing of wounds of the inner trauma experienced. In addition, it makes an expansion of consciousness possible concerning the care of the planet, as well as care of the self and of the region where they live.

Encouraging integrative and regenerative actions that confront climate change, generates responsibility and ideas of care, also diminishing the environmental impacts of the humanitarian response. That is why Environmental Education is present as a cross-sectional activity, through eco-art, educational vegetable gardens, recycling initiatives and walks through nature.

Foster and encourage responsible behavior in the use of water, management of solid wastes, and interaction with the natural heritage in general, as well as producing good agriculture practices (agroecology).

This theme is strongly focused in the Intervention Sector on Ecology in the Humanitarian Response of the Fraternity—Humanitarian Missions. For this reason, it's also based on the WASH (Water, Health & Hygiene) standards of the Sphere Handbook<sup>14</sup>, and the inclusion of this content in the curriculum of activities of all the lines of action strengthen the link between education and health.

## GENDER PERSPECTIVE

From the development of these three lines of action and through projects in specific contexts, it is taken into consideration to offer the same opportunities to all groups present and represented, respecting their identities and avoiding ideological disputes and discussions. Commitment is thus focused on emergency education, considering that all groups have an important role to play in legitimately addressing equality.

The planning and implementation of actions take into consideration the inclusivity and access of specific groups, such as girls, women, LGBTQIA+, and people with special needs. In carrying out evaluations of needs and methodology planning for the beginning of activities, the gender elements are present, making it possible for strategies for expanding the participation to be drawn up with individuals and the whole community.

## PROTECTION

In the realm of protection, from an early age, interactions with the caretakers in safe, protective, and stimulating environments promote healthy development and learning. Activities to ensure well-being focus on the fostering of positive social interactions. They also encourage the participation of boys, girls, youths, and adults in decisions that will affect them. By participating in the resolution of problems, decision-making, and reduction of risks, individuals can feel more empowered and responsible because of their contribution to their well-being.

This trans-sectional theme is also connected to the Mental Health and Psychological First Aid Sector of the Fraternity—Humanitarian Missions through initiatives of psycho-social support.

## INFRASTRUCTURE, SPACES, AND EQUIPMENT

Complementing the various lines of educational action, what is sought is the building of clean, organized, and functional working spaces, as well as routines and rhythms of study. This facilitates very much the educational process, as well as has a positive effect on those involved.

Included in the planning are the infrastructure objective elements – spaces and materials; and subjective elements, harmony, aesthetics, and the conservation and storage of teaching materials. Work is done on building up safe and protected sites, having the community itself as an ally in this process.

These practices are inspired by the Minimum Standards for Protection and Education in Emergencies, the experience of the Friendly and Temporary Learning Spaces, as well as the conception of the School as a Safe Site for Education in Emergency.

Source:

14- The Sphere Handbook. Available at: [https://www.irdin.org.br/pdf/O\\_Manual\\_Esfera\\_WEB.pdf](https://www.irdin.org.br/pdf/O_Manual_Esfera_WEB.pdf)

15- Concepts and definitions on gender, available at: <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>



**CROSS-SECTORAL**

## COMMUNICATION, MEDIA, AND VISIBILITY

Monitoring the implementation of projects is also developed from the production of communication materials – videos, photos, news, and podcasts. These are disseminated on the institution's various social networks (Twitter, Instagram, Facebook, YouTube, web portal, WhatsApp, and Telegram channels), as well as other communication channels that are articulated for the dissemination of community and educational actions done throughout the cycle of the project.

Intermittently, the visibility of actions and partners, the transparency in the use of the resources, and the outreach to other audiences make it possible for more people and institutions to engage in the maintenance of the project during its development.

The use of logos must be aligned and analysed for each project, respecting the institutional and compliance premises of each institution involved in the project.

## MONITORING INDICATORS, RESULTS, AND LESSONS LEARNED

The form of reporting is extremely important for monitoring the degree of achievement of the objectives, indicators drawn, and the levels of implementation of the project over time. It also seeks to measure the achievement of the expected results and how the resources are being used to ensure the success of actions carried out and the transparency of their management.

Based on that, four types of reports are envisioned to be written during the implementation:

- Accountability and accounting audits with financial reports in three phases – having in mind 12-month projects: bimonthly in the first semester; quarterly in the second semester; and annual closing.
- Project performance evaluation, with a biannual review of the proposed objectives and the results to be achieved.
- Biweekly report of activities of the project implementing team:
  1. Description of daily activities, content, and the number of people – disaggregated by age and gender.
  2. A general assessment of project development in the month: difficulties, strengths, shortcomings, lessons learned in the period, and suggestions for the following month.
  3. Weekly planning meeting in line with the FIHM Communication Sector.

# WHO WE ARE in Education in Emergencies



Egypt Mission 2018

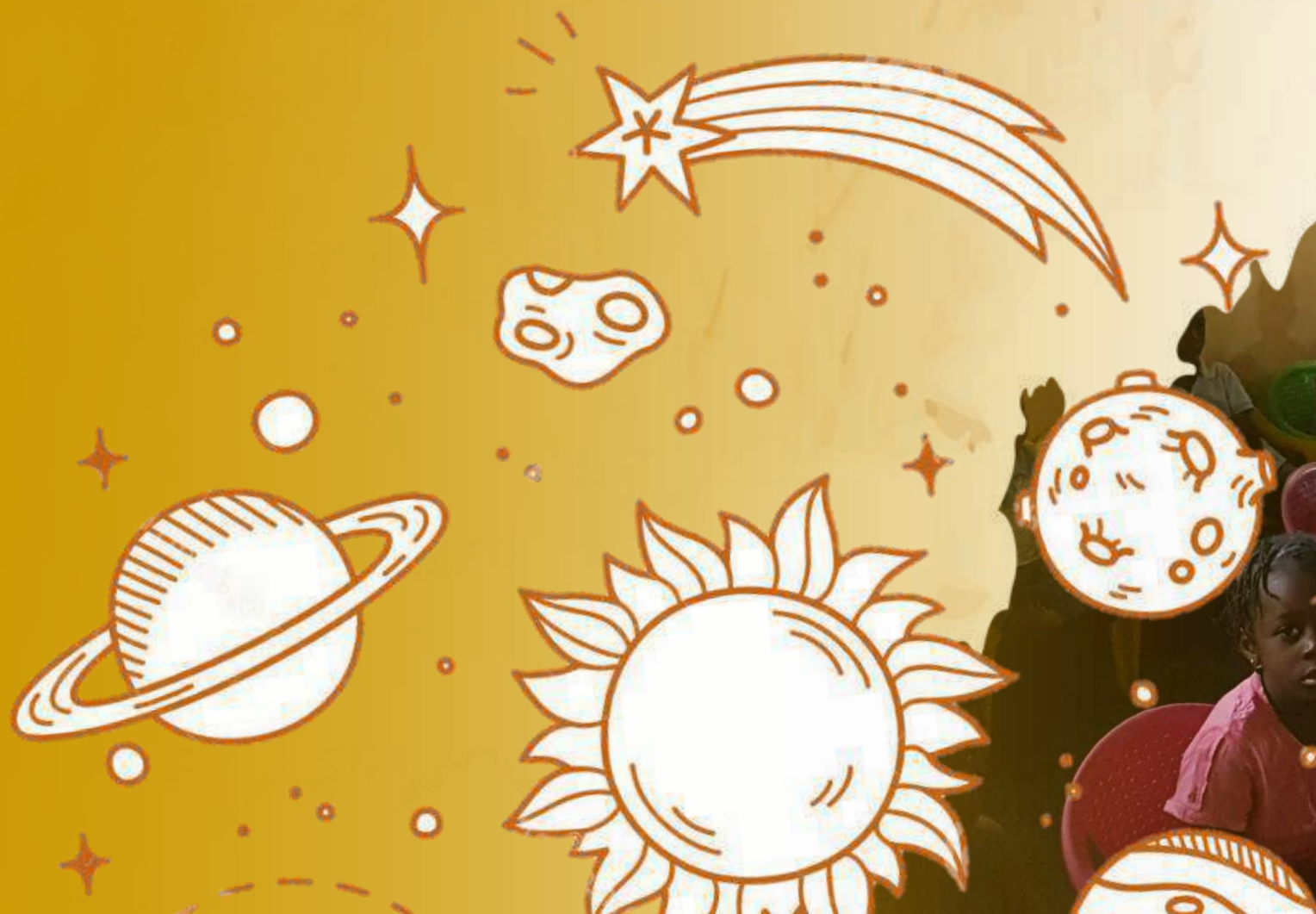
## TRAINING AND STRENGTHS

Keeping in mind that Education in Emergencies requires different ranges of skills to deal with the complexity of humanitarian crises, the Intervention Sector of Education in Humanitarian Response and Emergency Situations relies on humanitarian workers who have degrees in various fields. Among them, education is predominant, but there is also health, environment, and human, social, and information sciences.

The interventions are carried out with the volunteer efforts of humanitarian workers from different countries and cultures, who offer themselves for a specific period or full-time. Team turnover, when well applied, brings out other strengths, i.e., enrichment to actions, renewed work flow, avoids rhythms and activities from crystallizing. Moreover, the practical experiences and the range of what is learned on different missions bring versatility to the way of acting.

The Fraternity – Humanitarian Missions team members presently assigned to lead this sector of intervention, has been trained in the Minimum Requirements for Education in Emergencies (INEE), focusing on four INEE-FIHM pieces of training for humanitarian actors in Brazil throughout 2021, with the support of the FIHM team members acting as INEE Brazil focal points.

Angola Mission 2019



Angola Mission 2019



Turkey Mission 2016



Roraima Mission 2019

## HOLISTIC TRAINING, INTER-AND TRANS-DISCIPLINARY

There is a potential in the team to act in an inter-and trans-disciplinary way, especially when the interconnection between interdependent areas is expanded, assisting in unity among subjects, practices, planning, and new activities.

The experience in health involves public health, mental health, and community-based actions, including individual and group support, or work with gender, prevention of violence, and promotion of rights. There is an emphasis on holistic health, which includes ideas on nutrition and medicinal plants.

The 35-years of experience developing the environment is complemented by volunteer practice in self-sustainable communities and humanitarian missions, through the care of crops, vegetable and medicinal gardening. Attention is paid to the preservation of green spaces, agroecological areas, the conservation of sustainable energy, and nature's organization and harmony.

In the social, human, and information sciences there is volunteer experience in the technical, structural, logistic, organizational, and administrative areas, in information systems, communication support, and management of information through writing manuals. Experience in education includes art education, education in emergency and health, in addition to expressive, artistic, manual, and corporal approaches, based on practices that come not only from formal, basic, elementary, and higher education but above all, from informal, creative, and flexible education geared for rebuilding lives.

It is worth pointing out that there are members of the team with experience in coordination and management of projects, people, and groups, which guarantees an adequate administration of the action.

## RISK MATRIX – LIMITATIONS AND VULNERABILITIES

The strengths of the team are also likely to have risks and vulnerabilities in the implementation of projects, keeping in mind the various limitations present in the contexts and in the institutional sphere itself.

The choice of this program being restricted to non-formal education is seen as a limitation, although it can supply occasional support activities to formal teaching. In addition, despite the possibility of hiring professionals, this program's basic foundation is the presence of a volunteer team.

The following Risk Matrix specifies elements of vulnerability and is organized according to the following components:

### RISK

- External
- Financial
- Operational
- Security

### PROBABILITY

- High: very probable
- Medium: there is a probability that the risk will manifest
- Low: remote or unlikely probability



TYPE OF RISK	DESCRIPTION	POTENTIAL IMPACT ON THE PROJECT	PROBABILITY TO OCCUR	RESPONSE TO THE RISK (MITIGATION & RESPONSE)
OPERATIONAL	Change in the volunteer team.	Discontinuing activities and tasks in the field.	High	Organize a transition logistics for leaving and arriving workers, going over tasks, and assuring continuity.
OPERATIONAL	Failing to define and delimit short, medium, and long cycles.	Interruption of successful activities.	High	Planning the logistics of the opening and closing of the cycles of work, taking into account the transition of teams, necessary materials, and the expected result.
OPERATIONAL	Restricted use of strengths and capabilities of the team.	Not taking advantage of latent strengths.	Medium	Expand the interconnection between pairs and groups, with well-planned logistics, so that strengths can be duplicated and multiplied within the team and on different missions.
OPERATIONAL	Little use of original and successful projects.	Lessening the reach of initiatives that could more broadly support the population of interest.	Low	Organize strategies to support, multiply and expand the reach of projects that prove to be successful, to the public and the different missions.
EXTERNAL	Maladjustments in a structural, social, and economic organization at a regional level.	Impossibility of effectively developing activities, impacting results. Bureaucratic-administrative obstructions.	High	Strives adequate study, among the members of the team, of the socio-political and economic context of the region where they will act, and its governmental and non-governmental actors. Whenever necessary, consult legal advice for institutional shielding.

TYPE OF RISK	DESCRIPTION	POTENTIAL IMPACT ON THE PROJECT	PROBABILITY TO OCCUR	RESPONSE TO THE RISK (MITIGATION & RESPONSE)
EXTERNAL	Impossibility of target public participating due to problems concerning economics, health, drug addiction, child pregnancy, family loss, lack of commitment.	The impossibility of the activities being developed successfully impacts the extent of objectives, results, and indicators.	High	Visualize ways to guarantee the permanence of individuals to help with food, and transportation, besides the use of participative methodologies and preventative education.
SECURITY	Exposure of the team to a setting with a high index of crime, such as assaults, robbery, kidnapping, and violence.	Extraction of resources necessary for carrying out the planned activities. Psychological, motivational, and physical integrity impacts the team.	High	Establish an agreement with an insurance company, in case of theft. Prioritize credit card payments. Train the team for sensitive, higher-risk situations and locations. Equip properties with security measures such as alarms, door bolts, and cameras.
EXTERNAL	Corruption through misuse of power.	The margin for institutional and ethical vulnerability.	High	Determined to be within the legal parameters of the region. Report immediately to official complaint channels, not giving in to threats. Ensure the team has access to and complies with the Code of Conduct and Ethics of the institution.
EXTERNAL	Extreme weather factors.	Impossibility of transport to reach the place of activities, the risk to the safety of the teams, and partial or total risk to project execution.	High	Through the logistics team, ensure a weekly weather forecast study, as well as safe routes for movement. Structuring online activities as "plan B" during times when in-person actions are unfeasible.

TYPE OF RISK	DESCRIPTION	POTENTIAL IMPACT ON THE PROJECT	PROBABILITY TO OCCUR	RESPONSE TO THE RISK (MITIGATION & RESPONSE)
OPERATIONAL	Impact on the members of the team in the face of unsafe situations, vulnerability, and triggers to personal trauma.	Members of the team are subject to physical and mental illnesses. Absence from the implementation of the project for periods.	Medium	Team preparation is directed to project implementation, with prior psychological assessment, conversation rounds, workshops, films; group activities that ensure psyche hygiene and socio-emotional strengthening; psychological support.
FINANCIAL	Money laundering through offers with illicit or irregular values or goods.	Impact on institutional visibility, damaging the ethics of the organization.	Medium	Donations are processed through official mechanisms, allowing the resources to go through detection filters for fraud. Enables team access and agreement with the Code of Conduct and Ethics.



Angola Mission 2019



This **program** prioritizes work with vulnerable groups, according to lines of intervention and cross-sectoral axes.

Lines of intervention:

1. Education for overcoming trauma: children and adolescents;
2. Community-based education: teachers, leaders, and people involved in education and community work;
3. Education-based on values: adolescents and young people.

Cross-sectoral axes:

1. Environment: population of interest;
2. Gender: population of interest, with a focus on girls, women, and LGBTQIA+ people;
3. Protection and promotion of rights: children, adolescents, families, and people with special needs.



## WHO WE WORK WITH in Education in Emergencies



## FINAL REMARKS

As humanitarian responders in Education in Emergency, the team of the **Fraternity – Humanitarian Missions (FIHM)** focuses its content on the needs expressed by children, adolescents, and adults affected by emergencies and humanitarian crises. The actions will be guided by the principle of fraternity objectively and neutrally.

Through education and dialogue with the affected communities and families, it will be possible to expand initiatives that ensure dignity, livelihoods, and lasting solutions. Actions within the humanitarian and development spheres enable mutual support for individuals in continuing to strengthen their potential, taking care of the self, their communities, and the environment around them.



Roraima Mission 2021





## OUR REFERENCES

SPHERE HANDBOOK

<https://spherestandards.org/wp-content/uploads/Sphere-Handbook2018-EN.pdf>

PARQUE TIBETANO LIVING SCHOOLS

<https://comunidadenovaterra.org/escola-viva-parque-tibetano/>

EMERGENCY AND TRAUMA EDUCATION

<http://pedagogiadeemergencia.org/>

UBUNTU LEADERS ACADEMY

<https://academialideresubuntu.org/en/>

INEE MINIMUM STANDARDS FOR EDUCATION

<https://spherestandards.org/wp-content/uploads/INEE-EN.pdf>

THE MINIMUM STANDARDS FOR CHILD PROTECTION IN HUMANITARIAN ACTION (CPMS)

[https://alliancecpa.org/en/CPMS\\_home](https://alliancecpa.org/en/CPMS_home)

ICVA E HPG. INTERROGATING THE EVIDENCE BASE ON HUMANITARIAN LOCALISATION

[https://cdn.odi.org/media/documents/Localisation\\_lit\\_review\\_WEB.pdf](https://cdn.odi.org/media/documents/Localisation_lit_review_WEB.pdf)

SUSTAINABLE DEVELOPMENT GOALS AND INCHEON DECLARATION

<https://unesdoc.unesco.org/ark:/48223/pf0000245656>



**FIND OUT ABOUT AND  
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