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PAULA **FRASSINETTI**

Escola Superior de Educação

CASE STUDY

EDUCATION IN EMERGENCIES
AND HUMANITARIAN RESPONSES
COURSE

*ANGOLA - BRAZIL - PORTUGAL
MAY/2023*



***“WHEN YOU RECOGNIZE
AN AUTHENTIC NEED,
DEDICATE YOURSELF
TO SUPPLYING IT.”***

JOSÉ TRIGUEIRINHO NETTO

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1 - introduction

This Case Study is the result of the development and lessons learned during the Education in Emergencies and Humanitarian Responses Course.

It took place online and on-site totalling 75 hours and was attended by 64 participants, including 6 from Portugal, 20 from Brazil, and 38 from Angola. The purpose of this case study is to share the experience and new knowledge generated from the union of these three Portuguese-speaking countries and the relationship between an academic institution and a civil society organization specializing in Humanitarian Action.

The 35-hour synchronous online component was carried out in 14 sessions of 2h30 each.

The asynchronous online component, which lasted 25 hours, was made up of the construction, in groups, of an Intervention Plan that enabled participants to reflect and act in their contexts, in the light of the theoretical and practical content worked on.

The face-to-face component, with participants from Portugal and Angola, lasted 15 hours and was based on practical and experiential workshops, as well as monitoring of the Intervention Plans.

The course introduced the Humanitarian Sector; it gave an understanding of the impacts of a humanitarian crisis and the standards for action in this context; it provided an in-depth look at Education in Emergencies with an emphasis on overcoming trauma, offering support for further research into this subject.

In addition, the experiences of the participants, who from different contexts shared their experiences in the field, the positive and transformative impacts they experienced during their participation in the course, and the new perspectives for their work in the educational field, were guiding elements for this study.

Next, elements of the context in which the course took place and the countries involved will be introduced; the curriculum program worked on during the online and face-to-face components; the so-called “seeds of learning” generated with the participants; the results and indicators achieved; and the last session will present the lessons learned.



Participants during the Storytelling Workshop.

2 - context

The current context, due to humanitarian crises and emergency situations generated by climate change, armed conflicts, and the worsening socio-political and economic situation in countries on all continents, affects millions of people around the world. Added to this are the impacts and consequences of the COVID-19 pandemic, particularly in the area of mental health and the efforts to return to normality in this new panorama. This reality is present in various areas of the Portuguese-speaking Community Countries (CPLP), making schools multicultural environments that are both challenging and rich in learning opportunities.

In this context, children, adolescents and youth are the most vulnerable and affected populations, as they experience these situations during their physical, emotional, and cognitive development. This reality requires social and educational institutions to be prepared to include and integrate people and communities who have lived in emergency contexts, as well as host communities experiencing situations of vulnerability or trauma, to generate a harmonious process of integration into societies, fostering peaceful coexistence and mutual intercultural learning.

With this in mind, the Education in Emergencies and Humanitarian Responses course enabled participants to learn about the various humanitarian emergency and acute vulnerability scenarios in the world.

The international humanitarian principles and standards contained in the Sphere Humanitarian Standards, the Child Protection Standards (CPMS), and the Minimum Standards for Education of the Inter-Agency Network for Education in Emergencies (MS-INEE) were worked on. They reflected on trauma and its impact on the development of children, adolescents, young people, and - consequently - the entire community; they explored the resilience that can come from overcoming these traumas. Finally, issues related to caring for carers, who deal directly with these situations, were addressed.

2.1 - institutional relations - uniting the humanitarian and academic sectors

To expand the capacities of society and its educational actors, Fraternidade - International Humanitarian Missions (FIHM) in partnership with the Paula Frassinetti School of Education (ESEPF) in Portugal, and collaboration with the Santa Dorotéia School of Education in Lobito - Angola and the Frassinetti University Centre in Recife (UNIFAFIRE), carried out the course, expanding relations between these three countries of the Community of Portuguese Speaking Countries (CPLP).

The combination of a humanitarian service organization and three educational institutions also brought new elements to the development of the course.

The Doroteia International Network for Higher Education (RIDES), made up of various educational organizations with a strong presence in the CPLP, opened up the course to innovation and the inclusion of the subject in the academic sphere, combining practical experience with technical and theoretical accuracy.

The Fraternity - Humanitarian Missions (FIHM) is one of the affiliates of the Fraternity - International Humanitarian Federation (FIHF), which has been serving local and regional social situations through its affiliates since 1987. This service has created a basis for entry into service in the humanitarian and development sectors. It is an organization with more than a decade of experience in crisis and emergency contexts, and its humanitarian workers are trained to act in these situations and also to train other actors, whether in the field of prevention, preparation, or response to a humanitarian crisis or emergency. As a focal point for the Sphere Humanitarian Standards and the Inter-Agency Network for Education in Emergencies (INEE) in Brazil, especially over the last four years, the institution has been able to deepen its knowledge and application of humanitarian standards in different contexts.

As a result, it was possible to leverage the best that each institution could bring, generating diversity and complementarity to the initiative.



Feedback and evaluation of the course, with the participants from Portugal, in the presence of Friar Luciano, General Manager of the Fraternity - Humanitarian Missions (FIHM), and José Luís Gonçalves, Director of the ESEPF.

2.2 - the countries

Although the three countries taking part in the course belong to the CPLP and have elements in common at a historical and educational level, there are many differences, challenges, and specificities in each context.

Brazil

Marked by environmental disasters that have occurred in the country and which, in addition to destroying the fauna and flora of the affected regions, have jeopardized the lives and homes of people living near the sites.

In the last decade, the country has experienced socio-environmental emergencies such as the disasters in Teresópolis, Mariana, Brumadinho, Petrópolis, and more recently the intense rains and flooding in the states of Bahia and São Paulo.

In addition to the socio-environmental disasters, since 2017 the country has been experiencing a humanitarian crisis due to the Venezuelan migration of indigenous and non-indigenous populations, which has most directly affected the cities and states in the north and northeast of Brazil.

Angola

Angola lives the reality of multidimensional poverty and social inequality, accompanied by the marks of the post-war period and its traumatic consequences, including impacts on education. The situation of droughts and floods in the south of the country, and the transhumance of populations that live off animal husbandry, also have an impact on the integration of children and adolescents into school, which increases vulnerability, reduces access to education, causing them to enter the labour force at an early age and be exposed to situations of violence.

Portugal

A country with a large influx of migrants from other countries and continents in search of jobs, better living conditions, and family reunification. This makes society and the school environment challenging multicultural spaces. The Covid-19 pandemic has had a direct impact on the mental health and development of children and adolescents. More recently, the country has been dealing with the economic and social consequences of the war in Ukraine.

3 - programme curriculum

The training content was programmed in 4 online modules, totalling 14 meetings, and a face-to-face module held over 3 days in two of the participating countries - Portugal and Angola.



Interaction between participants and facilitators from Portugal, in a dynamic on peaceful coexistence.

3.1 - module 1

global humanitarian overview

The aim of this module, which took place over two meetings, was to broaden participants' understanding of the current global humanitarian panorama, the contexts of Portugal, Angola, and Brazil, and how institutions intervene in the humanitarian field. It took into account the different emergency situations in education, which impact the lives and dignity of people in these countries.

It looked at the architecture of the Humanitarian Sector, the differences and similarities between the Humanitarian Crisis and Social Crisis, the concept of coordination and the cluster system, as well as its principles and functions, considering that in a humanitarian situation, several organizations respond to the emergency.

From the 1990s onwards, there were important milestones in the history of Emergency Education that helped organize responses and coordinated inter-agency work to provide a more effective response that could reach the affected populations.

The creation of the IASC (Inter-Agency Standing Committee), the Sphere Project, and the Humanitarian Principles; in 2004, the creation of the INEE Network (Inter-Agency Network for Education in Emergencies), which established minimum standards for education in emergencies, emphasizing the importance of education within emergency contexts; in 2006, the Global Education Cluster was formed to support the coordination of education in emergencies and, in 2021, the Geneva Global Hub for Education in Emergencies.

These are some of the milestones that have changed the humanitarian response landscape significantly.

3.2 - module 2 humanitarian principles, protection and education minimum standards (MS-INEE)

This module, which took place over five meetings, delved into the Humanitarian Principles contained in the Sphere Standards, the Standards for Child Protection in Emergencies (CPMS), and the Education Minimum Standards (MS-INEE).

All these standards and requirements are based on the Humanitarian Charter, which presents the ethical and legal guidelines of the Protection Principles and the Essential Humanitarian Standard (EHS) and can be implemented by local, national, and international actors.

In times of crisis, everyone has the right to protection, assistance, and a dignified life. At the intersection of these three rights, the humanitarian duty is at the heart of actions and programs. Humanitarian standards therefore translate these rights into concrete actions to support those affected, bearing in mind that individuals and groups have different capacities, needs, and vulnerabilities that change over time.

Systemic weaknesses intensify vulnerabilities during emergencies. Due to the loss of parents or carers, dangers and injuries, and the inability to access basic services, the damage to children and young people can worsen and take time to mitigate.

For this reason, the various humanitarian standards are important tools for planning, executing, monitoring, and evaluating emergency education responses, and were gradually introduced in the training throughout the second module. They ensure that even in the most difficult contexts,



Form Drawing Workshop, during the in-person component in Angola.

human rights are not forgotten and that the dignity of people involved in crises and recovery processes is guaranteed.

The Minimum Standards for the Protection of Children and Adolescents provide effective, high-quality interventions to prevent abuse, neglect, exploitation, and violence in humanitarian contexts, whether they involve refugees or not, in connection with other standards and cross-cutting themes.

The INEE Minimum Requirements manual contains 19 requirements, each including key actions and guidance notes. The manual aims to improve the quality of educational response preparation and ensure a coordinated, quality humanitarian response, meeting the rights and needs of crisis-affected populations through processes that safeguard their dignity.

3.3 - module 3 education directed at overcoming trauma

In the third module of the training, which took place over four meetings, there was an introduction to psychotraumatology and ACEs (Adverse Childhood Experiences); the consequences for the development of individuals affected by traumatic situations; transgenerational trauma; and intervention methodologies that enable re-signification processes.

Traumas are threats that overwhelm individual coping mechanisms, accompanied by emotions of despair and abandonment, which can jeopardize understanding of oneself and the world.



Handicraft workshop, during the in-person component in Portugal.

Throughout the meetings, five dimensions of trauma were presented, namely: types, characteristics, phases, factors, and symptoms.

Transgenerational trauma is characterized by a situation of suffering, usually unconscious, arising from a psychological, psychic, or emotional injury that is not dealt with by individuals and/or societies - at the family, community, or social level - and which is passed on from generation to generation.

It also presented how a trauma-informed school and the Emergency Education methodology, through friendly spaces, temporary education spaces, and the use of the Emergency Pedagogy “Healing Class”, can help children, adolescents, and adults to re-signify and overcome trauma.

Knowing about these situations, when they encounter them in their context, educators can try to adopt an attitude in which judgment gives way to a search for empathetic understanding that justifies certain behaviors. In this way, even if they are not carrying out a properly therapeutic job, they can adopt a respectful, transformative, and resilient stance.

3.4 - module 4 taking care of who carers

The fourth module, consisting of three meetings, focussed on educators, their challenges in dealing with stressful situations, and the good practices they adopt for greater harmony in the workplace. It encouraged resilience and the need for psycho-emotional support among peers.

Secondary trauma, caused by the negative consequences of bearing the psychic burden of others’ traumatic experiences, is natural, predictable, and treatable. It is a reaction to an extreme event. It can happen to carers,

educators, and therapists regardless of their age or how well-trained and experienced they are.

It is, therefore, necessary to build preventative measures, such as psycho-hygiene, so that it is possible to recognize stress, its effects, and the consequences of unbalanced emotional and mental loads.

It is therefore essential to develop the practice of personal and team care, working on self-help as a fundamental element in supporting other people.

3.5 - on-site module

The face-to-face module took place in Portugal and Angola and lasted three days. Using the “Healing Classroom” methodology developed by Emergency Pedagogy, a path was opened up for educators to adopt practices that help harmonize stress, broaden dialogue, and create a bond of trust with students.

The purpose of each workshop was to experience techniques and expressions that allow for greater integration between the individual’s thinking, feeling, and wanting - a unity that is often disrupted by trauma situations.

The participants were also able to continue perfecting the Intervention Plans they had built as a requirement for completing the course.

WORKSHOPS



FORM DRAWING: positioning the line as a trail of movement, this is one of humanity's oldest artistic forms. Drawing shapes develops the inner sense of rhythm, promoting harmony between polarities: formative and dissolving elements; stimulating and calming; cosmic and earthly. This strengthens the balance between the extremes. The practice of drawing not only improves visual perception but also stimulates creativity, and concentration, and facilitates the learning and systematization of ideas.



HUMAN RELATIONS: makes it possible to become aware of the type of communication we establish in our daily lives. Using theatre techniques, participants present scenes of communication that show hostile aspects. These scenes are then deconstructed so that communication resolves the dramatized situations peacefully.



HANDWORK: activates the brain by encouraging psychomotor relaxation and coordination. Handicrafts are a tool for combating stress and depression, increasing feelings of well-being. Regular practice improves the development of fine motor skills, creativity, and even self-confidence and self-esteem. It's a way of getting out of the daily routine and taking the focus off the problems that cause anguish, anxiety, and other unhealthy emotions.

That's why this workshop is offered through the construction of color mandalas - using wooden sticks and threads to build a harmonious and colorful geometric shape.



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AQUARELA: develops concentration and can help to calm down, allowing you to experience a state of presence. In the technique used, wet paint is added to a wet surface. Here is a simple activity, water on water, whose fluid effect gives us an insight into our reactions to the margins, the lack of control, and what escapes our hands.

In this apparent loss of control, the experience of colors, beyond any form, puts the individual in touch with their own emotions, opening up a field of self-perception.

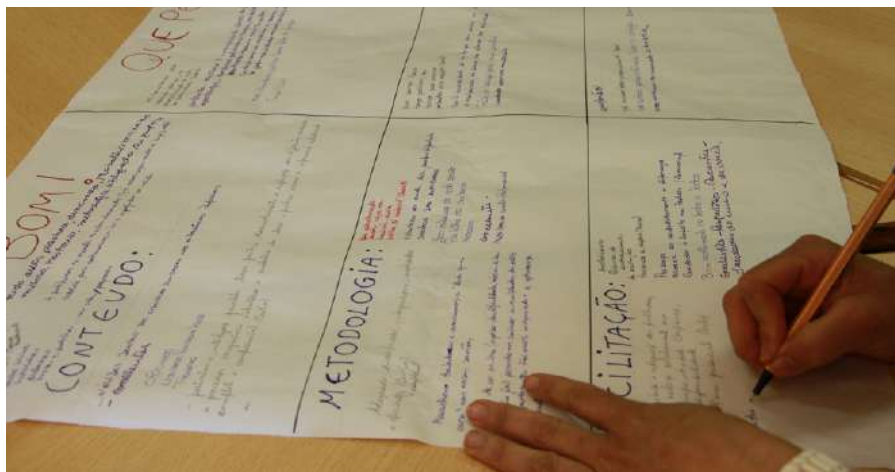


RHYTHM AND MOVEMENT: this involves motor coordination and the functional integration of all the structuring forces. It awakens the playful side, improving knowledge, socialization, literacy, intelligence, capacity for expression, sound perception, spatial perception, and even mathematics. Rhythm brings balance and contributes to psychomotor, cognitive, and linguistic development.



STORYTELLING WORKSHOP: as well as stimulating imagination, orality, and writing, storytelling is a pedagogical practice that exercises neural connections, creating identification with situations and developing ways of dealing with feelings and emotions.

The on-site meetings made it possible, through the facilitators and the openness of the participants, to try out much of the theoretical content worked on during the course.



Record of participants in an evaluation and feedback session.



Rhythm and Movement workshop, during in-person component in Portugal.

4 - seeds of learning

The development of this pilot course has brought significant learning to the members of the organizing team and also to the participants. Coming from three continents, they brought their knowledge and experience to the course from different points of view, from Portugal, Brazil, and Angola. From these contexts, they reflected on the challenges and opportunities of education in situations of vulnerability, crises, and emergencies.

The participants shared a great deal, bringing the group closer to their realities and those of their countries.

In the context of the African context, José - a teacher at the Paula Frassinetti School Complex in Lubango, Angola - reflected that

“Here for us, the topic of emergencies is a daily one. What am I going to learn when my whole life is emergency? I felt that the course spoke practically about our reality.” [...]

“We talked a lot about trauma, which is the experience of ineffectiveness and helplessness that can generate emotional attacks of fear, anger, horror, psychological consequences, symptoms, or mental disorders. It touched me because I’ve overcome various difficulties in my life without psychological counseling, I was able to learn about the variety of types of trauma, how it presents itself, and what its symptoms are, in short, it all felt like therapy for me, to continue fighting for what is expected. Therefore, all the modules have contributed a lot to my knowledge and I will take this experience with me throughout my life. In the event of an emergency, I’m able to contribute and give my support to help those looking after carers.”

The course was remarkably receptive, marked by interest and attendance during the virtual and face-to-face sessions. Reflections and evaluations

were recorded at the meetings, guaranteeing feedback for improvements throughout the course. This enhanced the learning dynamic, from the approaches that analyzed the global humanitarian panorama and the education crisis in the world to the debates on concepts of education in emergencies, the application of the Minimum Standards for Education (MS-INEE), and education aimed at overcoming trauma.



Participant from Angola shows the result of their work during the Crafts workshop

The participants were attentive, curious, and interested in delving deeper into these topics. It was possible to link the content to each person's reality through the analysis activities in the small groups, favoring the consolidation of the content and expanding the repertoire of strategies, methodologies, and actions for dealing with crises.

It was an experience that raised awareness and stimulated new possibilities for planning actions and attitudes to intervene in everyday teaching and citizen life, in line with the learning and skills previously developed in teaching practice and project management. Sister Madalena, an educator in the municipality of Lubango, Angola, says: “I have learned to define steps that will lead me to empower myself little by little so that I know how to value myself and others. I’ve acquired the basic requirements to move forward, and I bring with me the baggage to deal with students, parents, and carers, as well as work colleagues. And to conclude, I think that in the midst of all this, there needs to be a healthy relationship between everyone, so that everything runs smoothly. Now, the most important thing is to try to achieve the goal and strengthen educational practices to respond carefully to the demands of education itself in an emergency situation.”

The wealth of intercultural dialogues with the participants, experiencing intense and different challenges, made it possible to listen to real experiences of coping and to take a fresh look at one’s reality.

The course stimulated thinking about commitment guided by humanitarian fundamentals and principles. Cecília, an educator in the public sector in Portugal, shared that “I expected theory from this course and I found an incentive to learn more and more, to seek and improve to help. Faced with the alienation of my work context, through the course I was able to reflect on past actions, confronting myself to do better than I have already done. On a personal level, I’ve grown a lot. I was able to rediscover the teacher in me.”

Participating in a training course where a wide range of issues was addressed inspired José Paulino, coordinator of the Pedagogy course at UNIFAFIRE do Brasil, to express that the “lessons learned have had an impact on my life both personally and professionally and have contributed to giving new meaning to my existence”. And he concludes: “Education increasingly requires educators to know life.”

In the end, the participants said it had been a fruitful experience of weaving networks of knowledge from different and unique realities. Terezha, a Brazilian psychologist, shared: “I will not leave indifferent to the purpose of this meeting, which will define new directions, new possibilities for looking at others as oneself, with all the differences and similarities present in the essence of each being.”

The course was an opportunity to build together, seeking the best professional and human performance.

According to Sister Mariquinha, coordinator of the Dorothean Sisters in Angola: “It was very profound, reliving a little of my experience during the war and also very consoling to see outstretched hands. I grew in compassion!”

These stories are like seeds sown in fertile soil, which can germinate into increasingly responsible and transformative actions. With this, we believe that knowledge goes far beyond the recipient and can bear fruit in educational communities.



Materials produced by participants in Portugal.

5 - outcome and performance indicator

In total, 64 participants participated, 46 females and 18 males. 38 from Angola, 20 from Brazil, and 6 from Portugal.

Participants came from a variety of institutions:

ANGOLA
Instituto Superior de Ciências da Educação de Luanda (ISCED - Lubango)
USP/PIAGET (Lobito)
Projeto Melika (Freixiel/Matala)
Instituto Superior Politécnico Católico (ISPOCAB - Benguela)
Faculdade Evangélica Sinodal (Lubango)
Complexo Escolar Nossa Senhora de Fátima (Moçâmedes)
Colégio Pequenos Príncipes (SPL Luanda)
MS - Sociedade de Advogados RL (Benguela)
Hospital Municipal de Benguela
Escola de Magistério Santa Cruz (Lobito)
Instituto Médio Padre Martins Ferreira (Benguela)
Instituto Superior de Teologia Evangélica (ISPEL - Lubango)
BRAZIL
Fundação Cecosne
Refúgio 343
Conselho Regional de Psicologia da Bahia (CRP-BA)
Universidade de Pernambuco (UPE)
PORTUGAL
União das Freguesias de Aldoar, Foz do Douro e Nevogilde
Escola Profissional de Conde S. Bento
Agrupamento de Escolas Oliveira de Frades
Equipa Local de Intervenção (ELI) de Matosinhos

About the quality of the content covered, the participants commented on the importance of having learned about the Manual on Minimum Standards in Education (MS-INEE):

“The MSs can be extremely useful in my professional context since they allow me to apply an organized, participatory, guided, and evaluated work methodology for building an educational context that corresponds to the needs of the target group in which it is intended to be operationalized. They are a valuable support for active-reflective teaching practice.”

“MS is a guide, a compass so that there is a possible process of more success, monitoring, and evaluation of actions.”

“I can think more strategically about preventive and interventional activities, in realities that are very close to my daily life.”

Using the MS-INEE Manual as a working and analysis tool, and with the understanding that education cannot stop in any emergency, in any crisis context, 16 Intervention Plans were built by the participants as a requirement for completing the course, 9 from Angola, 5 from Brazil and 2 from Portugal.



Rhythm and Movement. Play is serious work!

ANGOLA

Group 1 (Lobito) The impact of interactive dynamics as a tool for minimizing children's aggression in the classroom. The case of 6 and 7-year-old pupils at the BG Teaching School. 2050, Santa Doroteia do Lobito

Group 2 (Lobito) The casualties of the 11 March rains in Lobito

Group 3 (Lobito) Child street vendors in the streets of Angola - Lobito

Group 4 (Benguela) Reconstruction of the Personality Based on Values, of the Children of the Nossa Senhora da Conceição School Complex and the Santa Paula Frassinetti Reception Centre in the Municipality of Benguela

Group 5 (Lubango) Vulnerable Adolescents at the 1st of December School Complex

Group 6 (Lubango) Child labor from 6 to 12 years old in the province of Huíla - Lubango Municipality

Group 7 (Lubango) Gender ideology: parents' influence on their children's education and understanding of the phenomenon

Group 8 (Freixiel) Causes and consequences of early pregnancy in the 1563 school complex Melika Freixiel Project

Group 9 (Namibe) Education as a Priority for Mucubal Children

BRAZIL

Group 1 - Literary Literacy as a way of mitigating the damage to education caused by the pandemic

Group 2 - Psychosocial care for victims of floods and landslides in the metropolitan region of Recife

Group 3 - Training program for hospital classrooms

Group 4 - Floods in Bahia: guidelines for professionals and managers for community participation with a focus on the elderly

Group 5 - Education and health in the state of Amazonas: preventing endemic diseases

PORTUGAL

Group 1 - A tie and a hug - building relationships of trust and respect:
an intervention plan through art education

Group 2 - Open School

These Intervention Plans demonstrate the motivation and commitment with which the participants were able to learn and reflect in a more structured way on the content covered, linking it to their current contexts. The diversity of themes provides a broad overview and analysis of the main challenges and threats in the national and local contexts in which educators work.

There is a prospect that many of these intervention plans will be put into practice with the work teams in their respective countries and contexts.



Group of participants from Portugal at the end of the in-person component of the course in Porto.

6 - lessons learned

Once the training has been completed, there are many lessons learned that remain as baggage for the implementation of this course in other contexts and with other audiences:

Inter-institutional relations:

- Working with academic institutions requires that the practical experiences of the humanitarian service be referenced, reflected on, and transformed into specific content and methodology, to multiply the dissemination and appropriation of the field of Education in Emergencies by academia;
- Academia must also make an effort at academic hospitality by welcoming diverse content and methodologies, and in this case from the work and reflection of a specialized civil society entity from the Global South.

Before the course:

- Building a committed, neutral team that is responsible for its duties, flexible to change, and willing to face the challenges that this training required;
- The importance of planning, team-building, detailed meeting plans, and adapting to planned timetables;
- The prior exercise of the content presentations - “dry-runs” - to adjust the technical details and offer better quality in the meetings;
- The presence of a technical team to support the transmissions, trained and available, generates more stability in the online component.

“With this approach to education in humanitarian emergencies, we need to alert people to the risk of disasters

with quality information, in other words, we need to have a culture of awareness and education about the risks and disasters that the world's population is increasingly subject to.”
Tâmara Lúcia (Brazil)

During the course:

- Being able to generate confidence at the group level in the virtual tools and the facilitators themselves, to provide quality, interactive training;
- Bringing together a group of people, engaged in their contexts, whether educational or not, who are open to learning and sharing is, in itself, a lesson learned;
- Thinking up strategies for dealing with unexpected situations and mitigating negative effects is something that needs to be planned. Although the course is not therapeutic, it is important to be aware of the conditions of each participant, as the content and tools can mobilize personal aspects, bringing up traumatic situations and memories;

“The course also made me realize that, just as it is important to care about the well-being of others, to carry out activities to restore their personality, it is no less important to care for carers with individual or institutional support, such as training and capacity-building to self-regulate their well-being. By doing this, I will be taking care of myself and my work team, so that we are resilient, finding strategies to renew ourselves internally.” *Sister Domingas Jamba (Angola)*

- The exchanges between the participants and between the participants and the facilitators were important throughout the course, as they valued the contexts, experiences, challenges, and practices, integrating the dimensions of thinking, feeling, and wanting;

- It is important to always think about creating more and better spaces for sharing, as this expands the potential of the knowledge provided in the course program, incorporating new dimensions and points of view.

“[The course] helped me to look at the problems facing our reality differently, there were cases where I saw certain situations as problems, and from the training, I saw how we grew, we became more established, the themes developed and I began to realize that not all problems are problems in themselves, simply a lack of strategy, a lack of initiative to help provide solutions. So I began to see educational problems as well as socio-economic or even political problems as soluble, as long as there are forces that come together to provide some solutions, and some answers. As we say here in Africa: every pot has its lid, and I’ve come to believe that every problem, every situation has a resolution, has a solution.”

Professor Luciano (Angola)

After the course:

- What each participant was able to experience within themselves will be the driving force behind the dissemination of knowledge and the implementation of the strategies and tools acquired in their field;
- Participants recognized that the welcome at each online and face-to-face meeting, in addition to the theoretical content, also brought a caring character and fraternal relationship between everyone;
- To the content and methodologies proposed, the relevance of the face-to-face component is evident for greater proximity, understanding, and adherence;
- It is necessary to review the online component of the course so that the content is better suited to distance learning, contributing to the quality and interactivity of distance learning, and making it more attractive.

“I didn’t leave indifferent to the purpose of this course, a milestone in my personal and professional life and one that will define new directions. I have a new outlook on others, on myself, on my actions in the world, even though I realize that we are all so different and so similar in our human essence.”
Terezinha (Portugal)



Participant accepts the challenge of the Storytelling Workshop.

Watch the videos by scanning or click the QR Codes:



*Education in
Emergencies Situations
and Humanitarian
Responses in Porto,
Portugal*



*Education in
Emergencies Situations
and Humanitarian
Responses in Lobito,
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