INEE

Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l´Éducation en Situations d´Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

MINIMUM STANDARDS FOR EDUCATION:

Preparedness, Response, Recovery

Mission Statement

INEE is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery. www.ineesite.org

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The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of practitioners and policymakers working together to ensure all persons the right to quality education and a safe learning environment in emergencies through to recovery. The INEE Steering Group provides overall leadership and direction for the network; current Steering Group members include CARE, ChildFund International, International Rescue Committee (IRC), Refugee Education Trust (RET), Save the Children, Open Society Institute (OSI), UNESCO, UNHCR, UNICEF and World Bank.

INEE's Working Group on Minimum Standards is facilitating the global implementation of the *Minimum Standards for Education: Preparedness, Response, Recovery*. The INEE Working Group (2009-2011) consists of 19 organizations with education expertise in situations of conflict and disaster: Academy for Educational Development (AED), ActionAid, American Institutes of Research (AIR), Basic Education for Afghan Refugees (BEFARe), the Forum for African Women Educationalists (FAWE), Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), the International Rescue Committee (IRC), Mavikalem Social Assistance and Charity Association, Norwegian Agency for Development (NORAD), Norwegian Refugee Council (NRC), Oxfam Novib, Plan International, Save the Children, UNESCO, UNHCR, UNICEF, USAID, War Child Holland, World Education, ZOA Refugee Care.

INEE is grateful to more than 41 agencies, institutions and organizations for supporting the network since its inception. For a complete list of acknowledgements, please visit the INEE website: **www.ineesite.org**.

INEE is open to all interested individuals and organizations who implement, support and advocate for education in emergencies. Interested individuals can sign up for membership through the INEE website: **www.ineesite.org/join**. Membership involves no fee or obligation.

For more information, please visit **www.ineesite.org** or contact the INEE Coordinator for Minimum Standards at **minimumstandards@ineesite.org**.

CONTENTS

INTRODUCTION TO THE MINIMUM STANDARDS FOR EDUCATION: PREPAREDNESS, RESPONSE, RECOVERY

What is education in emergencies?

Education is a fundamental human right for all people. Education is especially critical for the tens of millions of children and youth affected by conflict and disasters, and yet it is often significantly disrupted in emergency situations, denying learners the transformative effects of quality education.

Education in emergencies comprises learning opportunities for all ages. It encompasses early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. In emergency situations through to recovery, quality education provides physical, psychosocial and cognitive protection that can sustain and save lives.

Education in emergencies ensures dignity and sustains life by offering safe spaces for learning, where children and youth who need other assistance can be identified and supported. Quality education saves lives by providing physical protection from the dangers and exploitation of a crisis environment. When a learner is in a safe learning environment, he or she is less likely to be sexually or economically exploited or exposed to other risks, such as forced or early marriage, recruitment into armed forces and armed groups or organised crime. In addition, education can convey life-saving information to strengthen critical survival skills and coping mechanisms. Examples include information on how to avoid landmines, how to protect oneself from sexual abuse, how to avoid HIV infection and how to access health care and food.

Education opportunities also mitigate the psychosocial impact of conflict and disasters by providing a sense of routine, stability, structure and hope for the future. By strengthening problem-solving and coping skills, education enables learners to make informed decisions about how to survive and care for themselves and others in dangerous environments. It can help people think critically about political messages or conflicting sources of information.

Schools and other learning spaces can act as an entry point for the provision of essential support beyond the education sector such as protection, nutrition, water and sanitation and health services. Coordination between workers in the education, protection, shelter, water and sanitation, health and psychosocial sectors is important in establishing learner-friendly, safe spaces.

Quality education contributes directly to the social, economic and political stability of societies. It helps to reduce the risk of violent conflict by enhancing social cohesion and supporting conflict resolution and peace-building. However, while the chances for long-term peace-building increase significantly if a conflict-affected population is educated, education can also have a negative impact on peace and stability. Education can contribute to conflict if it reinforces inequities and social injustice by denying access to education for some learners, or if curricula or teaching practices are biased. Education facilities can be targeted during conflict or students and education personnel can be attacked on their way to and from school. Well-designed education reform, which can start soon after an emergency, is necessary to help ensure the protection of education systems and set conflict-affected societies on paths to sustainable peace and development.

Crises can offer an opportunity for national authorities, communities and international stakeholders to work together for social transformation by creating more equitable educational systems and structures. Groups that are often excluded, such as young children, girls, adolescents, disabled children, refugees and internally displaced persons (IDPs), can benefit from opportunities for education achievement. This can be a dividend of a crisis, resulting in improvements in access to and quality of education.

Crises provide an opportunity to teach all members of a community new skills and values: for example, the importance of inclusive education, participation and tolerance, conflict resolution, human rights, environmental conservation and disaster prevention. It is imperative that education in emergencies through to recovery is appropriate and relevant. It should teach basic literacy and numeracy skills, provide curricula that are relevant to the needs of learners and encourage critical thinking. Education can build a culture of safety and resilience through teaching about hazards, promoting schools as centres for community disaster risk reduction and empowering children and youth as leaders in disaster prevention.

How does education fit within humanitarian response?

Communities prioritise education in times of crisis. Schools and other learning spaces are often at the heart of the community and symbolise opportunity for future generations and hope for a better life. Learners and their families have aspirations, and education is the key to increasing each person's ability to participate fully in the life of their society – economically, socially and politically.

Until recently, humanitarian relief entailed the provision of food, shelter, water and sanitation and health care. Education was seen as part of longer-term development work rather than as a necessary response to emergencies.

However, education's life-sustaining and life-saving role has been recognised and the inclusion of education within humanitarian response is now considered critical.

Education is an integral part of the planning and provision of humanitarian response, which goes beyond providing immediate relief. Coordination and collaboration between education and other emergency sectors are essential for an effective response that addresses the rights and needs of all learners. This is reflected in the Sphere–INEE Companionship Agreement and the work of the Inter-Agency Standing Committee (IASC)'s Education Cluster (see section on strategic linkages on pages 15-16).

Humanitarian response is described as a continuum involving disaster preparedness before a crisis and response in an emergency, extending into early recovery. In situations of chronic instability, this linear development is often not the reality. However, it can offer a useful framework for analysis and planning.

What are the INEE Minimum Standards?

The INEE Minimum Standards Handbook contains 19 standards, each with accompanying key actions and guidance notes. The handbook aims to enhance the quality of educational preparedness, response and recovery, increase access to safe and relevant learning opportunities and ensure accountability in providing these services.

The Inter-Agency Network for Education in Emergencies (INEE) facilitated a consultative process that engaged national authorities, practitioners, policy-makers, academics and other educators around the world in the development of this handbook in 2004 and its update in 2010 (see below for more details). The guidance in the INEE Minimum Standards Handbook is designed for use in crisis response in a range of situations, including disasters caused by natural hazards and conflict, slow- and rapid-onset situations and emergencies in rural and urban environments.

The focus of the INEE Minimum Standards Handbook is on ensuring quality, coordinated humanitarian response: meeting the educational rights and needs of people affected by disaster through processes that assert their dignity. It is also important to coordinate humanitarian and development aid in the education sector. Particularly in conflict-affected contexts, periods of stability can be interrupted by conflict, instability and humanitarian crises. In these situations, humanitarian and development organisations often act simultaneously in supporting education. Coordination and close collaboration between these stakeholders are

critical to support education effectively, including during the transition from humanitarian aid to development assistance. The handbook provides guidance on how to prepare for and respond to acute emergencies in ways that reduce risk, improve future preparedness and lay a solid foundation for quality education. This contributes to building back stronger education systems in the recovery and development stages.

How were the INEE Minimum Standards developed?

In 2003–2004, the INEE Minimum Standards were developed, debated and agreed upon through a participatory process of local, national and regional consultations, online consultations via the INEE listserv and a peer review process. The highly consultative process reflected INEE's guiding principles of collaboration, transparency, cost-effectiveness and consultative decision-making. Over 2,250 individuals from more than 50 countries contributed to the development of the first edition of the INEE Minimum Standards. In 2009–2010, based on evaluation findings and recommendations received from users of the standards, the network began an update process to ensure that the handbook:

- reflects recent developments in the field of education in emergencies;
- incorporates the experiences and good practices of people using the handbook and adapting the standards to their context;
- is more user-friendly than the 2004 edition of the handbook.

The 2010 update of the INEE Minimum Standards built upon the original consultative process and INEE's strong relationships with education, humanitarian and development practitioners and policy-makers. Key steps in this process, which involved over 1,000 people from around the world, included an analysis of feedback on the handbook, an online consultation, strengthening of cross-cutting issues through expert group consultations, consolidation of each domain of standards, a peer review and an online review by INEE members through the network's listserv.

A human rights framework for ensuring the right to life with dignity

Human rights, humanitarian and refugee law is the body of international legal treaties and normative standards that guarantee and regulate human rights in peace-time and during crises caused by conflict and disasters. The INEE Minimum Standards are derived from human rights and specifically from the right to education, as expressed in key human rights documents.

The 1990 Jomtien Declaration, the 2000 World Education Forum Framework for Action promoting Education for All and the 2000 Millennium Development Goals, though not legally binding, have reaffirmed and in some cases further

developed the right to education. These declarations give specific attention to education in crisis situations, including those that give rise to displaced populations such as refugees and IDPs. They stress early childhood education, access to learning programmes for all young people and adults, and the enhancement of the quality of existing education programmes.

The INEE Minimum Standards are also derived from the Sphere Project's Humanitarian Charter. This is based on the principles and provisions of international humanitarian law, international human rights law, refugee law and the *Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief*. The Humanitarian Charter expresses the belief that all people affected by disaster and armed conflict have a right to receive assistance and protection to ensure the basic conditions for life with dignity and security. The Charter points out the legal responsibilities of states and warring parties to guarantee the right to protection and assistance. When the relevant authorities are unable or unwilling to fulfil their responsibilities, they are obliged to allow humanitarian organisations to provide protection and assistance (see **www.sphereproject.org**).

International legal instruments underpinning the INEE Minimum Standards

Universal Declaration of Human Rights (1948) (Articles 2, 26)

Fourth Geneva Convention (1949) (Articles 3, 24, 50) and Additional Protocol II (1977) (Article 4.3 (a))

Convention Relating to the Status of Refugees (1951) (Articles 3, 22)

International Covenant on Civil and Political Rights (1966) (Article 2)

International Covenant on Economic, Social and Cultural Rights (1966) (Articles 2, 13, 14)

Convention on the Elimination of All Forms of Discrimination against Women (1979) (Article 10)

Convention on the Rights of the Child (1989) (Articles 2, 22, 28, 29, 30, 38, 39)

Rome Statute of the International Criminal Court (1998) (Article 8(2)(b)(ix) and 8(2)(e)(iv))

Guiding Principles on Internal Displacement (non-binding) (1998) (Paragraph 23)

Convention on the Rights of Persons with Disabilities (2006) (Article 24)

Is there a right to education in emergency situations?

Yes. Human rights are universal and they apply even in emergencies. The right to education is both a human right and an enabling right. Education provides skills that people need to reach their full potential and to exercise their other rights, such as the right to life and health. For example, once a person can read safety warnings about landmines, he or she knows to avoid a field littered with mines. Basic literacy also supports the right to health. It enables people to read medical instructions from doctors and to correctly follow dosage directions on medicine bottles.

Providing quality education to all is primarily the responsibility of national authorities, delegated to ministries of education and local education authorities. In emergencies, other stakeholders – multilateral organisations like the United Nations (UN), national and international NGOs and community-based organisations – also undertake education activities. In contexts where the relevant local and national authorities are unable or unwilling to meet their obligations, these stakeholders can assume responsibility for education provision. The INEE Minimum Standards Handbook provides a framework of good practice for all stakeholders to help achieve quality education.

'Quality education' is education that is available, accessible, acceptable and adaptable. The INEE Minimum Standards take the language and spirit of human rights law as the basis of education planning. They help to achieve quality education by bringing to life the principles of participation, accountability, non-discrimination and legal protection.

USING THE INEE MINIMUM STANDARDS HANDBOOK

What is the content of the INEE Minimum Standards?

The INEE Minimum Standards are organised in five domains:

Foundational Standards: these have been revised and expanded to include coordination as well as community participation and analysis. These standards should be applied across all domains to promote a holistic, quality response. These standards give particular attention to the need for good diagnosis at all stages of the project cycle, in order to better understand the context and apply more appropriately the standards in the domains that follow.

Access and Learning Environment: standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.

Coordination – Analysis – Community Participation

Access and Learning Environment	Teaching and Learning
Teachers and Other Education Personnel	Education Policy
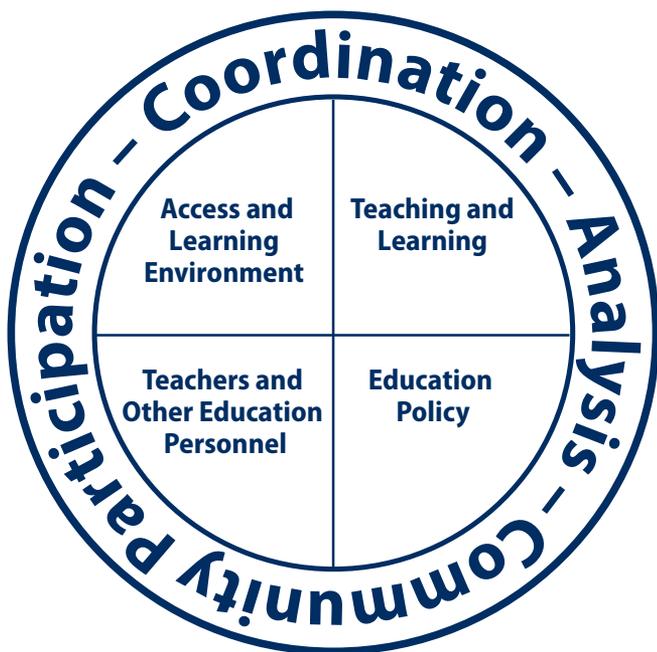
Teaching and Learning: these standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.

Teachers and Other Education Personnel: standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support.

Education Policy: standards in this domain focus on policy formulation and enactment, planning and implementation.

Each section of the handbook describes a specific domain of educational work. However, each standard intersects with others in the handbook. Where appropriate, guidance notes identify important linkages to other relevant standards or guidance notes in other domains to provide a comprehensive view of quality education.

What is new in the 2010 edition of the Minimum Standards Handbook?

Those familiar with the 2004 edition of the Handbook will recognise much of the content of the present edition. Improvements include:

- strengthening of context analysis and key issues: protection, psychosocial support, conflict mitigation, disaster risk reduction, early childhood development, gender, HIV and AIDS, human rights, inclusive education, inter-sectoral linkages (health; water, sanitation and hygiene promotion; shelter; food and nutrition) and youth. For tools to help with the implementation of these key issues, go to the INEE Toolkit: **www.ineesite.org/toolkit**.
- the inclusion of key actions, rather than key indicators, that need to be taken in order to meet the standards (see box on the next page);
- a change in the name of the first domain from 'Standards Common to all Categories' to 'Foundational Standards', to reflect the need to use these standards as the basis of all education work. In addition, given the need for coordination in all education work, the standard on Coordination has been moved to this domain from the Education Policy domain.

Context analysis

The affected population must be at the centre of humanitarian response, and it is at the centre of the updated INEE Minimum Standards. Disasters and conflict have differing impacts on people due to inequalities in control over resources and power. Vulnerability is a characteristic or circumstance that makes people more susceptible to the damaging effects of a disaster or conflict. The social, generational, physical, ecological, cultural, geographic, economic and political contexts in which people live play a role in determining vulnerability. Depending on the context, vulnerable groups may include women, disabled people, children, girls, children formerly associated with armed forces and armed groups, and people affected by HIV. Capacity is a combination of the strengths, attributes and resources available within an individual, community, society or organisation that can be used to achieve agreed goals.

In order to understand how a context influences vulnerability and capacity, education stakeholders need to consider overlapping and changing vulnerabilities and capacities in their analysis of the local context. In some contexts, people may become more vulnerable as a result of ethnicity, class or caste, displacement or religious or political affiliation. These elements can affect access to quality education services. For this reason, a comprehensive analysis of people's needs, vulnerabilities and capacities in each context is essential for effective humanitarian response. The Foundational Standards include guidance on context analysis, which has also been mainstreamed throughout the handbook.

To reduce people's vulnerability in a crisis, it is essential to recognise their resilience and capacity and to build on these. Understanding and supporting local responses and building the capacity of local actors are absolute priorities. By strengthening context analysis in the Foundational Standards and mainstreaming key issues throughout, the 2010 Handbook provides a framework to better address context, vulnerability and capacity in education preparedness, response and recovery in a comprehensive manner.

What is the difference between a standard, a key action and a guidance note?

Each standard follows the same format. First, the **Minimum Standard** is set out. The standards are derived from the principle that populations affected by disaster or conflict have the right to life with dignity and to safe, quality and relevant education. Hence, they are qualitative in nature and are meant to be universal and applicable in any context.

Standards are followed by a series of **key actions**, which are suggested ways to achieve the standard. Some actions may not be applicable in all contexts; they should be adapted to the specific context. The practitioner can devise alternative actions so that the standard can be met.

Finally, **guidance notes** cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations. They offer advice on priority issues and on tackling practical difficulties, while also providing background information and definitions.

Who should use the INEE Minimum Standards?

All stakeholders involved in emergency education preparedness, response and recovery, including disaster risk reduction and conflict mitigation, should use and promote these minimum standards, key actions and guidance notes. They provide a framework of technical knowledge and good practice to ensure access to safe, quality education and to bring stakeholders together at country and global levels. Stakeholders include:

- education authorities at national and local levels;
- UN agencies;
- bilateral and multilateral donor agencies;
- NGOs and community-based organisations, including parent-teacher associations;
- teachers, other education personnel and teachers' unions;
- education sector coordination committees and Education Clusters;
- education consultants;
- researchers and academics;
- human rights and humanitarian advocates.

How do I adapt the INEE Minimum Standards to my local context?

There is inevitably a tension between universal standards, based on human rights, and the ability to apply them in practice. The standards define the goals for access to quality education in universal terms, while the key actions represent specific steps that are needed to achieve each standard. Since every context is different, the key actions in the handbook must be adapted to each specific local situation. For example, the key action on teacher-student ratio states that 'enough teachers should be recruited to ensure an appropriate teacher-student ratio' (see Teachers and other education personnel standard 1, guidance note 5 on page 97). This must be contextualised by determining, in consultation with relevant stakeholders, the teacher-student ratio that is locally acceptable. While 60 students per teacher might be an acceptable ratio in the acute stage of an emergency, the number could be expected to improve to 30 or 40 students per teacher in a chronic crisis or recovery context. Context, including available resources, and the stage of the emergency must be considered in determining locally acceptable contextualised actions.

Ideally, the process of contextualisation should occur prior to the onset of any emergency as part of educational contingency planning and preparedness. The experience of users of the INEE Minimum Standards has shown that contextualisation is more effective when carried out as a participatory and collaborative exercise. Where operating, an education sector coordination committee or an Education Cluster is an ideal forum in which to develop locally relevant, concrete and implementable actions to meet the standards (for guidance on contextualisation of the INEE Minimum Standards, go to the INEE Toolkit: **www.ineesite.org/toolkit**).

In some instances, local factors make the realisation of the minimum standards and key actions unattainable in the short term. When this happens, it is critical to reflect upon and understand the gap between the standards and key actions listed in the handbook and the reality in the local context. Challenges should be examined and strategies for change identified in order to realise the standards. Programme and policy strategies can then be developed and advocacy can be undertaken to reduce the gap.

The INEE Minimum Standards were developed to improve the way in which humanitarian action is accountable to the education rights and needs of people affected by disasters. The aim is to make a significant difference to the lives of people affected by crisis. No one handbook alone can achieve this – only you can. INEE welcomes your feedback on the 2010 edition of the INEE Minimum Standards, which will help to inform a future revision. Please use the Feedback Form at the back of the handbook or at **www.ineesite.org/feedback**.

Tools to help implement and institutionalise the INEE Minimum Standards

Materials to support the application and institutionalisation of the INEE Minimum Standards are available on the INEE website: **www.ineesite.org/standards.**

INEE Minimum Standards Translations:
www.ineesite.org/translations

The 2004 edition of the INEE Minimum Standards handbook is currently available in 23 languages. The current edition will be translated in Arabic, French, Spanish, Portuguese and other languages.

INEE Toolkit:
www.ineesite.org/toolkit

The INEE Toolkit contains the INEE Minimum Standards Handbook, training and promotional materials (including all translations), as well as practical tools to adapt the indicators to the local setting in order to realise the standards. The tools are linked to each domain within the handbook as well as to the key issues mainstreamed in the handbook. The Toolkit also contains a range of INEE tools that have been developed to complement and support the INEE Minimum Standards Handbook: for example, Guidance Notes on Safer School Construction, Guidance Notes on Teacher Compensation, Guidance Notes on Teaching and Learning, the Pocket Guide to Inclusive Education and the Gender Pocket Guide.

INEE Minimum Standards Reference Tool:
www.ineesite.org/MSreferencetool

This tool is a quick reference guide in the form of an 'indestructible' pamphlet, listing all the standards, key actions and guidance notes in an easy-to-read format.

INEE Minimum Standards Institutionalisation Checklists:
www.ineesite.org/institutionalisation

Developed to target the specific needs of different types of organisation (UN agencies, NGOs, governments, donors and education coordination bodies and education clusters), these checklists articulate a variety of actions that organisations can take to integrate the minimum standards internally and in bilateral and multilateral work.

How should I use the INEE Minimum Standards?

Always use the Foundational Standards when applying the standards in the other domains: Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy. Also read the brief introduction to each domain of standards, which sets out the major issues relevant to that domain. Good practice technical tools to help implement the standards can be found in the INEE Toolkit: **www.ineesite.org/toolkit**.

The INEE Minimum Standards Handbook is designed to be used during humanitarian response for planning, implementation, monitoring and evaluation (see example 1 below). It will be used most effectively if education stakeholders are already familiar with the handbook and have received training on it before using it during an acute emergency response (see example 2 below). The handbook is valuable as a training aid for capacity building. It can also be used as an advocacy tool when negotiating humanitarian space and provision of resources (see example 3 below). The handbook is useful for disaster preparedness, contingency planning and sector coordination.

WE *CAN* MEET THE INEE MINIMUM STANDARDS

Since its launch in 2004, the INEE Minimum Standards Handbook has proved to be an effective tool in over 80 countries for the promotion of quality education from the start of an emergency through to recovery. The standards provide a common framework and facilitate the development of shared objectives between different stakeholders, including members of governments, communities and international agencies. Users of the INEE Minimum Standards have reported that the handbook helps to:

- ensure that communities are meaningfully involved in the design and implementation of education programmes in emergencies through to recovery;
- better coordinate education assessments and response;
- strengthen national education systems;
- contribute to improved service delivery;
- monitor and evaluate education work in emergencies through to recovery and development;
- build capacity to increase knowledge and skills in implementing high-quality education programmes;
- guide donor investment in the education sector.

The INEE Minimum Standards also serve as a key accountability tool for education providers. Donor agencies are increasingly using them as a quality and accountability framework for education projects that they support.

The following are examples of how the standards have been used in specific contexts:

1. *School rehabilitation in Iraq*: Following fighting that had led people to flee their homes, the INEE Minimum Standards were used to inform the rehabilitation of five public schools in the city of Fallujah. In 2007, students, parents and teachers, both returnees and people who had stayed during the fighting, took part in focus group discussions to identify priority areas in the school rehabilitation programme. Drawing on the guidance in the Community Participation standards and Access and Learning Environment domain, water and sanitation and preparation of classrooms were prioritised, and a Community Education Committee (CEC) was formed. To ensure the participation of women in the CEC, female project staff met with mothers and young female students in their homes to identify reasons for low female enrolment in school. Concerns about safety for girls going to school were addressed by arranging for female students to walk to school together or with an escort. Unease about single male teachers working in schools led the CEC to work with the school administration to increase the transparency of recruitment procedures. This reassured families that teachers could be trusted to act responsibly with their children and helped to increase enrolment.

2. *Inter-agency coordination in the aftermath of the Indian Ocean tsunami*: Indonesia sustained the worst human losses and physical damage in the earthquake and tsunami of December 2004. In the province of Aceh, over 44,000 students and 2,500 teachers and education personnel were killed, and 150,000 surviving students lost access to proper education facilities. In the response, the INEE Minimum Standards were widely accepted as a relevant design and implementation tool, enabling a greater level of coordination and improved practice during the emergency phase. Using the Minimum Standard on Coordination, local authorities and international agencies formed an Education Coordination Committee, which met regularly in Banda Aceh. An inter-agency Minimum Standards Working Group trained agency staff to use the minimum standards, sharing experience and good practices. The handbook was swiftly translated into Bahasa Indonesian and used by the Aceh Provincial Ministry of Education. A key lesson learned was the importance of staff continuity in maintaining the pace of coordination and implementation in an acute emergency. The systematic inclusion of the INEE Minimum Standards trainings in the orientation of new staff has had a significant impact on improving coordination in such emergency contexts.

3. *Strengthening donor policy*: Norway is one of five donors which directly refer to education as part of their humanitarian policy, and has been very supportive of INEE and the Minimum Standards. In 2007, the Norwegian Agency for Development Cooperation (Norad) created an Emergency

Education Team, which is committed to promoting increased awareness, practical application and systematic utilisation of the INEE Minimum Standards within Norad as well as the Norwegian Ministry of Foreign Affairs (MFA) and their partners. The Emergency Education Team advises the MFA and Norad on grant allocations for education and shares relevant information from INEE Bulletins with appropriate colleagues. It recommends that organisations applying to Norad for financial support should describe their use of the INEE Minimum Standards. The INEE Minimum Standards were included in the terms of reference of an annual joint donor mission to Southern Sudan in 2008, which included UNICEF, the World Bank and the European Union. Norad thus promoted the use and institutionalisation of the INEE Minimum Standards by partner donor organisations and the Ministry of Education of South Sudan, which is responsible for the reconstruction of the education sector. Norad has been supported in its institutionalisation of the Minimum Standards by key Norwegian NGOs which are members of INEE. The Emergency Education Team in turn encourages other Norwegian NGOs and research institutions to adopt and refer to the standards in their programme development. The Government of Norway's support for INEE and its application of the INEE Minimum Standards reflect its leadership in global discussions and debates on education, in particular on teachers, gender and emergencies.

For other examples on the application and impact of the INEE Minimum Standards around the world, go to: **www.ineesite.org/MScasestudies**.

STRATEGIC LINKAGES

What are the links between the INEE Minimum Standards and the Sphere Minimum Standards for Humanitarian Action?

The Sphere Project's Humanitarian Charter and Minimum Standards in Disaster Response, which were launched in 1997 by a group of humanitarian NGOs and the Red Cross and Red Crescent movement, articulate what people affected by disasters have a right to expect from humanitarian assistance. The Sphere Handbook includes the Humanitarian Charter and minimum standards for the sectors of water supply, sanitation and hygiene promotion; food security and nutrition; shelter, settlement and non-food items; and health action.

The INEE Minimum Standards echo the core beliefs of the Sphere Project: that all possible steps should be taken to alleviate human suffering arising out of calamity and conflict, and that people affected by disaster have a right to life with dignity. In October 2008, the Sphere Project and INEE signed a Companionship Agreement whereby the Sphere Project acknowledges the quality of the INEE Minimum Standards and the broad consultative process

that led to their development. As such, the Sphere Project recommends that the INEE Minimum Standards be used as companion and complementary standards to the Sphere Project Humanitarian Charter and Minimum Standards in Disaster Response. The Companionship Agreement reinforces the importance of ensuring that inter-sectoral linkages between education and the sectors represented in Sphere are made at the outset of an emergency. This aims to improve the quality of assistance provided to people affected by crisis and to enhance the accountability of the humanitarian system in disaster preparedness and response.

Relevant guidance from the Sphere Handbook is cross-referenced throughout this edition of the INEE Minimum Standards Handbook. Likewise, guidance on education has been integrated into the 2011 edition of the Sphere Handbook. The use of the INEE Minimum Standards as a companion to the Sphere Handbook will help to ensure that inter-sectoral linkages are made through multi-sectoral needs assessments, followed by joint planning and a holistic response.

For more information on the Sphere Humanitarian Charter and Minimum Standards in Disaster Response, go to: **www.sphereproject.org**.

What are the links between the INEE Minimum Standards and the IASC Education Cluster?

The Education Cluster, co-led globally by UNICEF and the Save the Children, represents a commitment to predictability, preparedness and response within the field of education in emergencies. Where it operates, the Education Cluster is a key coordination mechanism for supporting states in determining educational needs in emergency situations and responding to them jointly in a coordinated manner. The INEE Minimum Standards are the foundational tool used by the Education Cluster to provide a framework to ensure quality education response. The Global Education Cluster and country-based Education Clusters use the standards to:

- improve the quality of cluster coordination, facilitating inter-agency dialogue and the development of shared objectives;
- improve planning and implementation of preparedness, risk reduction and response, including through joint needs assessments and related monitoring and evaluation;
- train staff and partners and support capacity building efforts;
- frame the development of funding appeals;
- foster inter-agency dialogue and advocacy between cluster members, donors and other sectors.

For more information, go to: **http://oneresponse.info/GlobalClusters/ Education**.

Frequently asked questions about the INEE Minimum Standards

How do we ensure that the INEE Minimum Standards reinforce existing government education standards?

Many ministries of education have developed national education standards. INEE recognises and supports the leading role of national authorities in defining education laws and policies and in ensuring the provision of basic educational services to all children living in the country, including refugees, IDPs and members of minority groups. In situations where there are national standards, the differences in scope, intent and content between those standards and the INEE Minimum Standards should be analysed. Experience has shown that the INEE Minimum Standards are generally compatible with national education standards. They are a useful tool to complement, supplement and help reach national standards. They provide strategies for their implementation and guidance specific to emergency situations which might not be fully addressed in national policies or strategies.

The INEE Minimum Standards set high standards – why are they called 'minimum'?

As the INEE Minimum Standards are based on the right to education, as codified in many legal instruments and international agreements, the guidance within the handbook cannot be set below these rights. The standards may seem high because they describe internationally agreed human rights as well as good practice, but they also define the minimum requirements for quality education and human dignity.

Are there ways to use the INEE Minimum Standards when financial and educational resources are limited?

The INEE Minimum Standards are useful in three ways in contexts where there are limited resources. First, many aspects of the standards define good practice without requiring high expenditure. For example, the community participation standards do not require much additional expenditure, but applying them can improve the quality of humanitarian and education work. This helps save time and resources in the long term and can contribute to more lasting positive effects. Second, the INEE Minimum Standards can be used to advocate for increased and more effective funding for education in emergencies and recovery. Third, using the INEE Minimum Standards ensures that education authorities and other organisations take good decisions at the beginning of a response and avoid the costs of having to improve a poorly designed programme or system.

1

FOUNDATIONAL STANDARDS

Foundational Standards

Community Participation

Standard 1 Participation
Community members participate actively, transparently, and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

Standard 2 Resources
Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

Coordination

Standard 1 Coordination
Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

Analysis

Standard 1 Assessment
Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

Standard 2 Response Strategies
Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

Standard 3 Monitoring
Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Standard 4 Evaluation
Systematic and impartial evaluations improve education response activities and enhance accountability.

This chapter details standards for:
- Community participation: participation and resources
- Coordination
- Analysis: assessment, response strategies, monitoring, evaluation.

The standards described here are critical for an effective education response. They are the basis for the application of the standards for Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy.

Effective emergency education response is based on active community participation – processes and activities that empower people to take part in decision-making processes and take action on education issues. Community involvement and ownership enhance accountability, strengthen the mobilisation of local resources and support the maintenance of education services in the long term. Participation facilitates the identification of education issues particular to the local context and ways to address them. In this way, community participation in assessment, planning, implementation, management and monitoring helps to ensure that education responses are appropriate and effective.

Community participation should include capacity building for community members and build upon education activities already being carried out. The participation of children and youth, who can contribute to community resilience and recovery, is very important.

There are various degrees and forms of participation. Symbolic participation ranges from use of services to acceptance of decisions made by others. Full participation refers to the active contribution of time and direct involvement in decision-making, planning and implementation of education activities. Experience has shown that symbolic participation alone is not effective in providing quality and lasting education responses. Full and inclusive participation is often difficult to achieve in emergency situations, but it is important to work towards it.

Education authorities, which are responsible for ensuring the right to education for all, should lead the coordination of the education response. International humanitarian stakeholders should offer support and capacity building to education authorities, civil society organisations and local actors, taking care not to infringe on their legitimate roles. Where education authorities lack capacity or legitimacy, leadership may be assigned by agreement to an inter-agency coordination committee, such as the

Education Cluster or another sectoral coordination group. Coordination of the education response should be timely, transparent, results-oriented and accountable to the affected community.

The local context and the evolving nature of the emergency need to be properly analysed and understood in order to respond effectively and to ensure that education responses 'do no harm'. Analysis of the education sector should take place alongside that of other humanitarian sectors. The aim is to determine the nature of the emergency, its causes and effects on the population, and the national authority's ability to fulfil its legal and humanitarian duties. Analysis should consider economic conditions, religious and local beliefs, social practices and gender relations, political and security factors, coping mechanisms and anticipated future developments. The vulnerabilities, needs, rights and capacities of affected people and institutions, including available local resources for and gaps in education services for all learners, should be identified. An understanding of the community's knowledge of local hazards and the skills they possess or need to develop to take both preventive and response actions is also essential.

The collection and analysis of information should produce transparent, publicly available and disaggregated educational data necessary for all stages of an emergency through to recovery. Collection and analysis of information can inadvertently contribute to conflict and instability, and care should be taken to avoid this. Regular monitoring and evaluation of the education response and of evolving education needs should be inclusive and transparent. Monitoring and evaluation reports, including lessons learned, should be shared to improve future education responses.

Community Participation Standard 1: Participation

> Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

Key actions (to be read in conjunction with the guidance notes)

- A range of community members participate actively in prioritising and planning education activities to ensure safe, effective and equitable delivery of education (see guidance notes 1-4).
- Community education committees include representatives of all vulnerable groups (see guidance notes 1-4).
- Children and youth participate actively in the development, implementation, monitoring and evaluation of education activities (see guidance note 5).
- A wide range of community members participate in assessments, context analyses, social audits of education activities, joint budget reviews, and disaster risk reduction and conflict mitigation activities (see guidance note 6).
- Training and capacity building opportunities are available to community members (see guidance note 7).

Guidance notes

1. **Inclusive community participation**: Education authorities and other education stakeholders should ensure community participation in the analysis, planning, design, implementation, monitoring and evaluation of education responses. Any member of the affected community should be able to participate, regardless of their age, gender, ethnicity, religion, sexual orientation, disability, HIV status or other factor.

   Education authorities and other education stakeholders should engage the community in identifying:
   - the education needs of all learners;
   - the locally available financial, material and human resources;
   - existing and changing relations between male and female children, youth and adults;
   - power dynamics within the community, including relations between language groups, and any groups that may be excluded;
   - security issues, concerns and threats;
   - ways of protecting education institutions, staff and learners from possible attack, including gender-based violence;

- local hazards, safe and accessible locations for schools and other learning spaces, and local approaches to disaster risk reduction;
- ways of integrating relevant life-saving and conflict-sensitive education messages into all aspects of education response, including messages that address the major health threats in the community.

Structures to support stronger links between family, community and schools or other learning spaces should be developed in a participatory, inclusive and consultative manner (see also guidance notes 2-3 below; Analysis standard 1, guidance note 3 on pages 37-38; Analysis standard 2, guidance note 5 on page 43; Analysis standard 3, guidance notes 1-3 on pages 45-47; and Analysis standard 4, guidance notes 3-4 on page 49).

2. **'Community education committee'** refers to a group which identifies and addresses the educational needs and rights of all learners in a community. Alternative names may include 'parent-teacher association' or 'school management committee'. It can assist a community through training and capacity building activities or by engaging with education authorities and other education stakeholders to support education programmes. If a community education committee does not already exist, its formation should be encouraged (see also guidance notes 3 and 7 below).

The community education committee should be representative of all the groups in the community and may include:
- school administrators, teachers and staff;
- parents or care-givers;
- children and youth;
- staff from civil society organisations;
- representatives from local NGOs and religious organisations;
- traditional leaders;
- health workers.

The inclusion of representatives of vulnerable groups is essential. Community education committee members should be selected through a locally relevant participatory process that is appropriate to the context and that allows women and men and girls and boys to participate equitably.

In complex emergencies, where social distinctions such as ethnicity, tribe, religion and race can be exploited, the community education committee should work with all parties. While inclusion is the goal, the safety of individuals and groups comes first. Committees should aim to provide education safely, impartially and appropriately for everyone in

the community. They should have first-hand knowledge of the changing socio-economic and political context and communicate with decision-makers at all levels (see also Analysis standard 1, guidance note 3 on pages 37-38).

3. **Roles and responsibilities** of community education committee members should be clearly defined and may include:
    -   meeting regularly to address issues of concern;
    -   keeping records of meetings and decisions;
    -   mobilising community financial and in-kind contributions;
    -   determining appropriate approaches sensitive to age and culture to ensure that educational programmes respect the needs and rights of learners. Examples include flexible school calendars and age-appropriate curricula that reflect the community context;
    -   communicating with the community and local and national education authorities to promote good relationships between community members and decision-makers outside the community;
    -   ensuring that those responsible for ensuring access and quality of education are accountable;
    -   monitoring education provision to help ensure quality of teaching and learning;
    -   collecting and monitoring disaggregated information on who is and who is not participating in learning opportunities;
    -   promoting security from attack and strengthening the security of staff and students going to and from school;
    -   ensuring that disaster risk reduction is included in education provision;
    -   ensuring appropriate psychosocial support.
    (See also Analysis standard 1, guidance note 3 on pages 37-38).

4. **Local education action plan**: Local education authorities, the community and the community education committee should prioritise and plan education activities through a participatory planning process that will result in a community-based education action plan. A community-based education plan should build upon a national education plan, if one exists, and provide a framework for improving the quality of formal and non-formal education programmes. It should reflect the needs, rights, concerns and values of the emergency-affected community, particularly those belonging to vulnerable groups.

An education action plan focuses on ensuring educational continuity. It may have several objectives, including:
- developing a shared vision of what the teaching and learning environment might become, described in terms of activities, indicators and targets, and a timeline;
- the adaptation of curricula to the particular context, including conflict sensitivity and disaster risk reduction as appropriate;
- agreeing on procedures for the recruitment, supervision and training of staff, and teacher compensation and support;
- prioritising a human rights-based approach to reduce discrimination and create a shared understanding that education must be available, accessible, adaptable and acceptable;
- gaining agreement and shared commitment on priorities for developing a safe and supportive learning environment, including protecting education from attack;
- describing specific tasks and responsibilities of education authorities, which are legally responsible for protecting the right to education, and other education stakeholders. This may include resource mobilisation, maintenance and development of infrastructure, and coordination with external agencies and other sectors including food security, health, hygiene, nutrition, water supply and sanitation responses.

Action plans should incorporate regular community monitoring and assessment to help maintain broad community participation (see also Coordination standard 1 on pages 31-34; Analysis standard 1, guidance note 3 on pages 37-38; Teachers and other education personnel standard 2 on pages 98-100 ; Education Policy standard 1, guidance note 6 on page 110; Education Policy standard 2, guidance note 3 on page 113; and Sphere standards in the chapters on Water Supply, Sanitation and Hygiene Promotion, Food Security and Nutrition, and Health Action).

5. **Participation of children and youth in education activities**: Children and youth have a right to be heard in matters that affect their lives, including the development and management of the education system. They should be invited to participate in discussions in safe, secure and welcoming environments that reinforce respect for constructive dialogue. Culturally appropriate ways of helping children and youth express themselves can be used, such as art, music and drama (see also Education Policy standard 1, guidance notes 1 and 6 on pages 107-108 and 110).

Children and youth should be trained to help them protect and support their emotional and social well-being and that of their family members and peers. Children and youth are often very valuable in identifying who

is not in school after an emergency and helping them to attend. They can also help peers who are injured or those with disabilities access educational opportunities. Capacity building should emphasise their abilities to initiate positive change, including peace-building and addressing the root causes of conflicts and disasters. For example, training can support children and youth to report and prevent abuse within the learning environment and to take part in peer mediation or conflict resolution (see also guidance note 7 below; Access and learning environment standard 2 on pages 61-67; Teachers and other education personnel standard 3, guidance notes 5-6 on page 102).

Tasks such as distributing supplies or constructing shelters can provide opportunities for youth to participate in the planning and implementation of activities that are important for their communities. Such participation can offer positive alternatives to becoming involved in crime or armed groups, has strong psychosocial benefits and helps the wider community to appreciate the contributions of youth. The participation of youth in planning, monitoring and evaluating education programmes, particularly skills and livelihoods training, helps ensure that these programmes meet their current and future needs. Special efforts should be made to encourage girls and young women to participate to ensure that their voices are heard because their access to education and educational needs may differ from those of their male peers (see also SEEP Network *Minimum Standards for Economic Recovery after Crisis*, Employment Creation standard and Enterprise Development standards).

6. **Social audits** are community-based evaluations of an education programme. They are used to:
    -   determine the people, funding and materials that are available for the programme;
    -   identify gaps;
    -   monitor the effectiveness of the programme.

    It may not always be possible to conduct social audits at the beginning or in the mid-term stages of an emergency. However, in long-term chronic crises or early recovery contexts, social audits provide communities with an opportunity to improve their ability to more effectively monitor education programmes and to document violations of their rights. Participation in social audits is particularly relevant for young people, especially those who are not in formal or non-formal education. It is important that the results of social audits are shared with all community members and relevant authorities (see also Analysis standard 4 on pages 48-49).

7. **Capacity building** strengthens knowledge, ability, skills and behaviour to help people and organisations achieve their goals. Every effort should be made to identify education experts, including teachers, other education personnel and developers of curricula, within the affected population to be involved in programme planning and implementation. If enough local expertise cannot be identified, or if people are unable or unwilling to assist with (re-)establishing the education system, then capacity building activities for community members may be appropriate. Assessments should examine the different capacities, needs and responses of male and female children, youth and adults in the community, including vulnerable groups. Training programmes should assess community capacity to identify training and other capacity building needs and ways to address them. Such activities should promote ownership and maintenance of the education programme by the community and coordination with other sectors.

Community Participation Standard 2:
Resources

Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

Key actions (to be read in conjunction with the guidance notes)

- Communities, education personnel and learners identify and mobilise local resources to strengthen access to quality education (see guidance notes 1-3).
- Education authorities, the local community and humanitarian stakeholders recognise existing skills and knowledge and design education programmes to maximise the use of these capacities (see guidance notes 4-5).
- National authorities, the local community and humanitarian stakeholders use community resources to develop, adapt and deliver education that incorporates disaster risk reduction and conflict mitigation (see guidance note 5).

Guidance notes

1. **Community resources** include human, intellectual, linguistic, monetary and material resources existing in the community. When designing and planning education responses, locally available resources should be identified and analysed to determine how they may contribute to education.

   Community resources do not replace the legal responsibilities of national authorities. Community resources can improve the safety, access and quality of the teaching and learning. Contributions to the physical environment include material and labour support for the construction, maintenance and repair of early childhood development centres, schools and other learning spaces. Contributions to promoting protection and emotional, physical and social well-being may include psychosocial support for learners and teachers, facilitators and care-givers. Teacher motivation may be improved through resources mobilised for salaries and other forms of compensation. Records of resource mobilisation should be kept for purposes of transparency and accountability. Monitoring must ensure that children are not exploited by carrying out physical labour beyond their capacities (see also Access and learning environment standard 2 on pages 61-67; Access and learning environment standard 3, guidance notes 1-4 on pages 68-70; and Education policy standard 2, guidance note 4 on page 113).

2. **Promoting access and security**: Education authorities, the local community and humanitarian stakeholders should encourage community members to identify and help vulnerable children and youth to attend school and access other learning activities regularly. Examples may include women's and youth groups providing appropriate clothing for children from the poorest families or food to child-headed families. Community members should work with education authorities to ensure that schools, early childhood centres and other learning spaces are safe and secure places for children and youth. They can organise safe access and transportation and support outreach to isolated and remote areas. Physical barriers should be removed to promote accessibility for learners with disabilities. Women can serve as classroom assistants or provide security from harassment to encourage the attendance of girls and learners with disabilities. When youth cannot attend classes with younger children for cultural or protection reasons, the community can advocate for and design non-formal education programmes such as peer education, technical and vocational education and training, and small business development training. Community resources should be used to develop, adapt and share information on disaster risk reduction education and community response preparedness (see also guidance note 5 below; Access and learning environment standards 2-3 on pages 61-72; and SEEP Network *Minimum Standards for Economic Recovery after Crisis*, Enterprise Development standards).

3. **Building for the long term**: Education personnel and communities should participate in trainings on roles and responsibilities for the long term. These may include trainings on resource mobilisation and management, the maintenance of facilities, disability awareness and special measures to ensure the participation of children and youth.

4. **Recognition of community contributions**: All planning, programming and reporting should incorporate information on the contribution of communities. Community contributions to educational (re)construction can be physical, such as building materials. They may be qualitative, meaning they cannot be measured with numbers, such as local skills. A strong community contribution indicates ownership and helps to ensure long-term support. However, continued external support should not be dependent upon such community contributions. Legal responsibility for education lies with the national authorities.

The participation and contribution of youth in peer education, community mobilisation and community development initiatives should be encouraged and recognised. The participation of young people is particularly important in the design and needs assessment stages.

5. **Local capacity**: The development, adaptation and delivery of education for disaster risk reduction and conflict mitigation should draw upon and strengthen positive local coping strategies and capacities.

   Unequal access to resources and participation by different groups within the community may affect education interventions and increase exclusion or division. Individual or group contributors should not be favoured in education plans or programmes to the detriment of those who cannot contribute. Those who choose not to contribute should not be discriminated against (see also Analysis standard 1, guidance note 3 on pages 37-38 and Education policy standard 1, guidance note 6 on page 110).

Coordination Standard 1: Coordination

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

Key actions (to be read in conjunction with the guidance notes)

- Education authorities, which are responsible for fulfilling the right to education, assume a leadership role for education response, including convening and participating in coordination mechanisms with other education stakeholders (see guidance note 1).
- An inter-agency coordination committee coordinates assessment, planning, information management, resource mobilisation, capacity development and advocacy (see guidance note 1).
- A range of levels and types of education are considered in coordination activities (see guidance note 1).
- Education authorities, donors, UN agencies, NGOs, communities and other stakeholders use timely, transparent, equitable and coordinated financing structures to support education activities (see guidance note 2).
- Transparent mechanisms for sharing information on the planning and coordination of responses exist within the coordination committee and across coordination groups (see guidance notes 3-4).
- Joint assessments are carried out to identify capacities and gaps in education response (see guidance note 4).
- All stakeholders adhere to the principles of equality, transparency, responsibility and accountability to achieve results (see guidance notes 5–6).

Guidance notes

1. **An inter-agency coordination committee**, which coordinates the education response, should have wide representation. The national education authority should provide leadership, but local authorities and groups should be appropriately represented. Where education authorities lack capacity or legitimacy, leadership may be assigned by agreement to different agencies. An existing education coordination group should take on these responsibilities or, if the IASC's cluster system is activated, an Education Cluster should be established. However, a representative of the relevant education authority should always be involved in decision-making. Coordination groups may be needed at national and local levels, depending on the nature of the

crisis. Roles and responsibilities of members should be set out in Terms of Reference for the committee (see also Education policy standard 2, guidance notes 3-4 on page 113).

All levels and types of education should be considered in coordination activities, including early childhood development and primary, secondary, non-formal, technical, vocational, higher and adult education.

2. **Resource mobilisation**: Significant funds are required for successful and timely implementation of quality education programmes in emergencies through to recovery. Every effort should be made to ensure inclusive, transparent and coordinated approaches to financing, including through UN Flash Appeals and Consolidated Appeals Processes. In acute emergencies, the UN Central Emergency Response Fund and other emergency response funds may provide funding for education. Local partners' access to resources should be facilitated.

Emergency financing arrangements should consider national and regional labour market conditions and traditions and avoid setting precedents that cannot be maintained. Resource allocation should be informed by political analysis, particularly in conflict situations, to avoid fuelling division. A coordinated policy for the compensation of teachers and other education personnel and other education payments and fees is essential. Emergency financing arrangements should be harmonised with longer-term arrangements (e.g. multi-donor trust funds or development financing modalities such as pooled funding or national financing) to support sustainable interventions. Private sector funding should also be explored, particularly for technical and vocational education and training (see also Access and learning environment Standard 2, guidance note 8 on page 65; Teachers and other education personnel standard 2, guidance note 2 on page 99; Education policy standard 2, guidance note 4 on page 113; *INEE Guidance Notes on Teacher Compensation* and the *INEE Reference Guide to External Education Financing*, available in the INEE Toolkit: **www.ineesite.org/toolkit**; and SEEP Network *Minimum Standards for Economic Recovery after Crisis*, Financial Services Standard 5: Coordination and Transparency).

3. **Information management and knowledge management** include:
   - assessment of needs, capacities and coverage;
   - collection, storage, analysis and sharing of information;
   - monitoring and evaluation;
   - lessons learned to inform future practice.

Effective information and knowledge management systems build on and enhance, rather than duplicate, national systems. The involvement of national and local partners, such as those working on child protection, psychosocial support, shelter, water and sanitation, health and early recovery, is essential. Information and knowledge management systems should be designed and owned by national and local authorities in the long term (see also Analysis standard 1, guidance note 6 on page 39; Analysis standard 2, guidance note 6 on page 43; and Analysis standard 3, guidance note 3 on pages 46-47; Education policy standard 1, guidance note 5 on page 110; and SEEP Network *Minimum Standards for Economic Recovery after Crisis*, Common Standard 6: Coordinate Efforts for Greater Impact).

4. **Joint assessments** to identify capacity and gaps in the education response should use and adapt the Global Education Cluster's Joint Education Needs Assessment Toolkit or other needs assessment tools agreed upon in advance. Training on the use of these tools should be included in preparedness and contingency planning activities. If individual stakeholders conduct education assessments, they should share findings and data with the education authorities and the wider coordination group to support the coordinated response. In some countries, a multi-sectoral rapid assessment, which includes education questions, takes places within 48 hours of an emergency. If this happens, it requires coordination with other sectors such as health, water and sanitation, and shelter (see also Analysis standard 1, guidance notes 1-8 on pages 35-40).

5. **Accountability**: While individual stakeholders have their own mandates, all should agree to accountability in coordination and information sharing. This means being transparent about information collection, and its use to inform work planning. Where there are critical gaps in education response, the IASC Education Cluster or another coordination mechanism is responsible for ensuring that relevant stakeholders address the gaps in order to cover priority needs. Coordinated monitoring and evaluation can facilitate accountability to affected people by openly sharing information about the results of education work. It can also support the application of the INEE Minimum Standards and underlying humanitarian principles by highlighting where more work needs to be done. National human rights institutions should facilitate and monitor their national authorities' obligations in fulfilling the affected population's right to education (see also Education policy standard 2, guidance note 5 on page 114).

6.   **A results-oriented approach** means that all stakeholders work to ensure that the education response is well coordinated and produces the desired results. Continuous monitoring and evaluation of the coordination of education responses allow gaps in coordination to be quickly identified and addressed (see also Analysis standards 3-4 on pages 45-49).

Analysis Standard 1:
Assessment

> Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

Key actions (to be read in conjunction with the guidance notes)
- An initial rapid education assessment is undertaken as soon as possible, taking into account security and safety (see guidance note 1).
- The assessment collects disaggregated data that identify local perceptions of the purpose and relevance of education, barriers to access to education and priority educational needs and activities (see guidance note 2).
- Local capacities, resources and strategies for learning and education are identified, prior to and during the emergency (see guidance notes 2-5).
- Context analysis is conducted to ensure that education responses are appropriate, relevant and sensitive to the potential for risks and conflict (see guidance note 3).
- Representatives of the affected population participate in the design and implementation of data collection (see guidance notes 2-3, 5 and 7-8).
- A comprehensive assessment of education needs and resources for the different levels and types of education is undertaken with the participation of key stakeholders (see guidance notes 2-7).
- An inter-agency coordination committee coordinates assessments with other sectors and relevant stakeholders, to avoid duplication of efforts (see guidance notes 6 and 8).

Guidance notes
1. **The timing of initial assessments** should take into consideration the security and safety of the assessment team and the affected population. The assessment should take place as soon as possible after an emergency and should assess all types of education at all affected locations, if feasible. Following the initial assessment, the data should be updated regularly through monitoring and evaluation. This includes a review of programme achievements, constraints and unmet needs. When overall assessments cannot be conducted immediately, partial initial assessments can gather information to inform immediate action.

2. **Assessments** should collect disaggregated data to inform the education response and assess continuing risk from conflict or disaster. 'Disaggregated' means that the information is separated into its

component parts, and in this case analysed by sex and age group. Data identify educational capacities, resources, vulnerabilities, gaps and challenges to upholding the right to education for all affected groups. Assessments and field visits by education and other emergency response providers should be coordinated to avoid the inefficient use of resources and over-assessment of certain affected populations or issues (see also Community participation standard 2 on 28-30 and the Coordination standard 1 on pages 31-34).

Assessments should make maximum use of existing sources of information. Primary data collection should be limited to what is required to fill gaps in knowledge and inform education stakeholders' critical decisions. Where access is restricted, alternative strategies for collecting information can be explored. These may include contacting local leaders and community networks, and gathering secondary data from other sectors or pre-crisis databases. Pre-crisis data will also provide a measure against which to compare the emergency situation.

Data collection tools should be standardised in-country to facilitate the coordination of projects and to minimise the demands on people providing information. Where possible, assessment tools should be developed and agreed upon by all stakeholders prior to an emergency as part of preparedness planning. The tools should provide space for additional information deemed important by local respondents.

Assessment teams should include members of the affected community. They should be gender-balanced in order to capture more effectively the experiences, needs, concerns and capacities of male and female learners, teachers and other educational personnel, and parents and guardians. Appropriate authorities should be consulted.

Ethical considerations, including the basic principles of respect and non-discrimination, should underpin assessment. Collecting information can put people at risk because of the sensitivity of the information or simply because they have participated in the process (see also guidance note 5 below). Those collecting information have a responsibility to protect participants and must inform them of the following:
-    the purpose of collecting the data;
-    the right *not* to participate in the data collection process, or to withdraw at any time without negative effects;
-    the right to confidentiality and anonymity.
(See also Analysis Standard 4, guidance note 2 on pages 48-49).

3. **Analysis of the context**, including disaster risk and conflict analysis, helps to ensure that education responses are appropriate, relevant and sensitive to the potential for conflict and disaster.

    Risk analysis considers all aspects of the context that affect the health, security, and safety of learners. This helps to ensure that education is a protective measure rather than a risk factor. Risk analysis assesses risks to education, which may include:
    - insecurity, poor governance and corruption;
    - public health issues such as the prevalence of communicable diseases;
    - other social, economic, physical and environmental factors, including industrial hazards such as toxic gas releases and chemical spills;
    - risks specific to sex, age, disability, ethnic background and other factors relevant in the context.

    Conflict analysis assesses the presence or risk of violent conflict to try to ensure that education interventions do not exacerbate underlying inequalities or conflict. This is necessary in both conflict and disaster situations. Conflict analysis asks questions about:
    - the actors who are directly or indirectly engaged in conflict, are affected by conflict or at risk of being affected;
    - the causes of actual or potential conflict and the factors that contribute to grievances;
    - the interactions between the actors, including education stakeholders, and causes of conflict.

    Conflict analyses of specific regions or countries are often available from research organisations. They may need to be reconsidered from the perspective of education. If existing analyses are not available or applicable, a conflict analysis may be carried out by means of a workshop in the affected area or a desk study. Education stakeholders should advocate for appropriate agencies to undertake comprehensive conflict analyses, including education-specific information, and to share the findings with all interested parties.

    A risk analysis report proposes strategies for risk management of natural and human-made hazards, including conflict. Strategies may include prevention, mitigation, preparedness, response, reconstruction and rehabilitation. For example, schools or learning spaces may be required to have contingency and security plans to prevent, mitigate and respond to emergencies. They could also prepare a risk map showing potential threats and highlighting factors that affect learners' vulnerability and resilience.

Risk analysis is complemented by assessment of community resilience and local coping efforts, including resources and capacities. Knowledge, skills and capacities for disaster mitigation, preparedness and recovery are assessed and strengthened before as well as after an emergency, if possible, through preparedness and mitigation activities (see also Community participation standard 1, guidance notes 1-4 on pages 22-25; Community participation standard 2, guidance note 5 on page 30; Access and learning environment standard 2, guidance note 11 on pages 66-67; Teaching and learning standard 2, guidance note 6 on page 86; Education policy standard 1, guidance notes 2 and 4 on pages 108-110; and Education policy standard 2, guidance notes 3 and 5 on pages 113-114).

4. **Data validity and methods of data analysis**: Data analyses should clearly state:
    - the indicators;
    - data sources;
    - methods of collection;
    - data collectors;
    - data analysis procedures.

    Where there are security risks for data collectors, the types of organisations involved in data collection and not the names of individual data collectors should be referenced. Limitations of the data collection or analysis that may affect the reliability of the findings, or their relevance to other situations, should be noted. For example, data may be made unreliable by respondents who inflate enrolment or attendance figures to maximise resource allocations or to avoid blame. It should also be noted if certain groups or issues are not addressed by programmes and monitoring systems.

    In order to minimise bias, data should be drawn from several sources and compared. This technique strengthens the validity of data. The most affected groups, including male and female children and youth, should be consulted before conclusions are drawn. Local perceptions and knowledge should be central to the analysis to avoid a humanitarian response based on the perceptions and priorities of people from outside (see also Education policy standard 1, guidance note 4 on pages 109-110).

5. **Participants in assessments** should include education authorities and representatives of the affected population, including vulnerable groups. The participation of these groups in data and information collection, analysis, management and dissemination may be limited by difficult circumstances during the initial assessment. It should increase as the context becomes more stable. Assessments should facilitate communication in all languages of the community, including the use of sign language and Braille, where applicable (see also Education policy standard 1, guidance note 4 on pages 109-110).

6. **Collaboration within the education sector and with other sectors** is crucial in maximising the quality, comprehensiveness and usefulness of assessments. Education stakeholders should harmonise needs assessments by conducting joint assessments or by coordinating assessments to avoid duplication by different agencies. Coordinated assessments produce stronger evidence of the impact of emergencies and facilitate coherent responses. They improve the accountability of humanitarian stakeholders by encouraging the sharing of information (see also Coordination standard 1, guidance note 4 on page 33).

    The education sector should work with other sectors to inform the education response regarding threats, risks and availability of services. This may include work with:
    -   the health sector to obtain epidemiology data and information about threats of epidemics and to learn about available basic health services, including services for sexual and reproductive health and HIV prevention, treatment, care and support;
    -   the protection sector to learn about the risks related to gender-based and sexual violence, orphans and other vulnerable populations within the community; the barriers to education; and the available social and psychosocial support services;
    -   the nutrition sector to learn about school-based, community-based and other nutrition services;
    -   the shelter and camp management sectors to coordinate safe and appropriate location, construction/re-construction of and access to learning and recreation facilities; and the provision of non-food items necessary for school facilities;
    -   the water and sanitation sector to ensure that reliable water supply and appropriate sanitation are available at learning sites;
    -   the logistics sector to organise procurement and delivery of books and other supplies.
    (See also Coordination standard 1, guidance notes 1 and 3-4 on pages 31-33 and Education policy standard 2, guidance note 2 on page 112.)

7. **Education and psychosocial needs**: Disaggregated data on education and psychosocial needs and resources should be collected in general needs assessments. Assessment team members with local knowledge can support these aspects of assessments. Agencies should commit resources, staff and organisational capacity to carry them out.

8. **Assessment findings** should be made available as soon as possible so that education activities can be planned. Pre-crisis data and post-crisis assessments that identify resource and education needs and/or violations or fulfilment of education rights by education authorities, NGOs, humanitarian agencies and the local community should also be shared.

   Education authorities at the local or national level should coordinate the sharing of assessment findings. If such authorities lack capacity to do this, an international lead actor, such as the education sector coordination committee or the Education Cluster, can manage this process. The presentation of data in assessment findings should be standardised if possible so that the information can be used easily (see also Coordination standard 1 on pages 31-34).

Analysis Standard 2: Response Strategies

> Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

Key actions (to be read in conjunction with the guidance notes)

- Response strategies accurately reflect assessment findings (see guidance notes 1-2).
- Education responses progressively meet the needs of affected populations for inclusive and quality education (see guidance notes 1, 5 and 8).
- Response strategies are designed and implemented in ways that do not harm the community or providers and do not worsen the impact of the emergency (see guidance notes 3 and 7).
- Information collected from the initial assessment and context analysis is regularly updated with new data to inform ongoing education responses (see guidance note 4).
- Response strategies include capacity building to support education authorities and community members to carry out assessments and implement response activities (see guidance note 2).
- Education responses complement and are harmonised with national education programmes (see guidance notes 6 and 8).
- Baseline data are collected systematically at the start of a programme (see guidance note 9).

Guidance notes

1. **Response strategies**: Education stakeholders must invest in a thorough analysis and interpretation of assessment data to ensure that their response strategies are based on the key findings and major priorities revealed by assessment. This avoids the risk of assessment findings confirming already formed ideas for programme responses.

    The response strategies should demonstrate the leading role of education authorities and collaboration with other stakeholders. For example, the levels of education expenditure for items such as teacher remuneration and equipment should be harmonised across organisations, considering long-term sustainability of expenditure levels.

    The response strategies should be based on appropriate contingency plans where they exist and should be developed with active

community participation. They should indicate different levels and types of education, awareness of risks and hazards, and whether other agencies are supporting education activities. Budgets should provide for essential education activities, including baseline data collection and evaluations (see also Community participation standard 1, guidance note 1 on pages 22-23).

There should be an analysis of the barriers, including gender barriers, to accessing all levels and types of education and activities for addressing these barriers. There should be as much flexibility as possible to provide inclusive education and to respond to increasing demand for education.

2. **Capacity building for data collection and analysis**: Response strategies should include capacity building, including for education authority staff and community members. Youth community members in particular may be involved in data collection and analysis, monitoring and evaluation. It is important that staffing is gender-balanced to ensure comprehensive and effective collection and analysis of assessment data (see also Analysis standard 3, guidance note 2 on page 46 and Analysis standard 4, guidance note 3 on page 49).

3. **'Do No Harm'**: Emergency education responses involve the transfer of resources such as training, jobs, supplies and food into frequently resource-scarce environments. These resources often represent power and wealth. They can become an element of the conflict or exacerbate marginalisation or discrimination within communities. In a conflict situation, some people may attempt to control and use such resources to support their side, to weaken the other side or to gain personally. If this happens, education responses may cause harm. Efforts should be made to avoid this, based on an understanding of risk and conflict analysis (see also Analysis standard 1, guidance note 3 on pages 37-38).

The transfer of resources and the process of conducting emergency education responses can also strengthen local capacities for peace. Activities can reduce divisions and sources of tension that lead to destructive conflict by building on or creating ties that bring communities together. For example, teacher training programmes can unite teachers in their professional interest across ethnic divides. More equitable community relations can be promoted through the incorporation of previously marginalised groups.

4. **Updating response strategies**: Education stakeholders should regularly review and update their response strategies during emergencies through to recovery and development. They should demonstrate achievements to date, changes in the emergency and security situation and concurrent changes in strategy. There should be current estimates of unmet needs and rights and appropriate changes in strategy to meet those needs. Interventions should promote progressive improvements in quality, inclusion, coverage, sustainability and shared ownership.

5. **Donor response**: Donors should regularly review both the quality and coverage of emergency education response to ensure that the minimum level of educational quality and access is met. Special attention should be paid to the enrolment and retention of learners from vulnerable groups, aiming for equal access to a range of educational opportunities in emergency-affected locations. 'Equal access' refers to equality of opportunity for male and female children, youth and adult learners, particularly those who are marginalised due to ethnicity, language or disability. Funding for education response should be given equal priority with water, food, shelter and health responses to ensure education provision for affected populations. This includes communities that host refugees or internally displaced populations. Adequate funding is critical to upholding the right to education for all. Programmes should not be limited by short-term funding cycles and should continue well into the recovery period (see also guidance note 7 below, Access and learning environment standard 1, guidance notes 1-2 on pages 55-57, and *INEE Reference Guide to External Education Financing*, available in the INEE Toolkit: **www.ineesite.org/toolkit**).

6. **Strengthening national programmes**: Emergency education responses should be harmonised with and should strengthen national education programmes, including early childhood development and vocational and livelihood programmes. This includes national and local education planning, administration and management as well as physical infrastructure and in-service teacher training and support. Emergency education responses should work with education authorities to build a better system for the future, strengthening an inclusive education system for all children, such as those with disabilities and from minority groups (see also Education Policy standard 1 on pages 107-111 and Education Policy standard 2, guidance note 4 on page 113).

7. **Emergency response preparedness and disaster risk reduction**: Development agencies and donors should promote and support activities for disaster risk reduction and preparedness for emergency response as prevention measures and during recovery after crisis. Investment in disaster risk reduction and preparedness can be cost-effective and efficient because it can contribute to better planning, coordination and response by education authorities and partners. Investment in disaster risk reduction and preparedness may also mean that less investment may be required during emergencies.

8. **Overcoming constraints of organisational mandates**: Humanitarian organisations with limited mandates – such as for children, primary education or refugees – should ensure that their education responses complement those of the education authorities and other education stakeholders. Overall education strategies should cover:
    -   early childhood development;
    -   inclusive primary education;
    -   the needs of youth, including secondary, higher and vocational education;
    -   adult education;
    -   pre-service and in-service teacher training.

    Strategies for adult learners should include non-formal education programmes for literacy and numeracy, life skills development and awareness-raising for safety and security, such as landmine awareness. Educational development in areas receiving returnees should include provisions for longer-term support such as catch-up classes and vocational training (see also Coordination standard 1 on pages 31-34 and Teaching and learning standards 1-2 on pages 77-86).

9. **Collecting baseline data**: 'Baseline data' refers to information collected from the targeted population before new education activities begin. It helps programme staff understand the education situation and is used to form a basis for comparison with information collected later, during monitoring and evaluation. Baseline data should be collected systematically. Examples include disaggregated population data, school attendance rates and teacher-student ratios. Data may be specific to an intervention. For example, if a programme is intended to improve girls' school attendance, the attendance rates of girls before the programme begins will be needed as a baseline.

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Key actions (to be read in conjunction with the guidance notes)
- There are effective systems for regular monitoring of education response activities in emergency situations through to recovery (see guidance note 1).
- Education response activities are monitored to ensure the safety and security of all learners, teachers and other education personnel (see guidance note 1).
- Vulnerable people are regularly consulted, trained in data collection methodologies and involved in monitoring activities (see guidance note 2).
- Disaggregated education data are systematically and regularly collected and inform education responses (see guidance notes 3-4).
- Education data are analysed and shared at regular intervals with all relevant stakeholders, especially affected communities and vulnerable groups (see guidance notes 3-4).

Guidance notes
1. **Monitoring** measures whether programmes are meeting the changing educational needs of the population and how they are responding to the evolving context. It:
   - ensures that interventions are relevant and responsive;
   - identifies possibilities for improvement;
   - contributes to conflict mitigation and disaster risk reduction;
   - promotes accountability.

   The planned and unplanned impacts of education programmes should be monitored to ensure that they do not unintentionally increase marginalisation, discrimination, conflict or natural hazards. Unannounced monitoring visits can improve the validity of monitoring data.

   The design of monitoring will determine how often different types of data are collected, according to need, and the resources required for data collection and processing. Many types of information can be collected from schools and other education programmes on a sample basis, giving quick indications of needs and problems. Such information may include:

- disaggregated data on enrolment and drop-out;
- whether students eat before attending school;
- availability of textbooks and teaching and learning materials.

Monitoring of out-of-school children and youth and their reasons for not enrolling or attending can be done through visits to a small random sample of households. During monitoring, it is important to listen directly to the voices of women and vulnerable groups. If data on ethnicity or other social groupings are too sensitive or difficult to gather on a comprehensive basis, sample surveys and qualitative feedback, such as informal conversations, may indicate problems specific to particular groups.

Monitoring and reporting systems are needed for violations of the safety and well-being of learners, teachers and other education personnel, and for the state of education infrastructure. This is particularly important where there is risk of armed attack, abduction, child recruitment to armed forces and armed groups, gender-based violence or natural disasters. For this aspect of monitoring, education stakeholders may need to liaise with local and national authorities or UN and non-government agencies for security, justice, protection and human rights. It is important to take into account the sensitivity of the reported information.

Ongoing education response activities should be modified if necessary, according to the results of monitoring.

2. **People involved in monitoring** need to be able to collect information from all groups in the affected population in a culturally sensitive manner. It is important that the team is gender-balanced, fluent in local language(s) and trained in data collection. Local practices may require that women or minority groups be consulted separately by individuals who are trusted. Representatives of the affected community, including young people, should be involved as early as possible in monitoring the effectiveness of education programmes that directly affect their lives. This is particularly important in non-formal education programmes for specific groups, such as adolescent girls or learners with disabilities (see also Analysis standard 2, guidance note 2 on page 42 and Analysis standard 4, guidance note 3 on page 49).

3. **An education management information system,** normally managed by national authorities, compiles and analyses education data. If an education management information system exists for the context, it may have been disrupted by the emergency or may need to be upgraded. The development or rehabilitation of a national education

management information system or equivalent may require capacity building at national, regional and local levels. Capacity building supports relevant people to collect, manage, interpret, use and share available information. It should start as early as possible, with the aim of having a functioning system, ideally housed with a government body, by the recovery phase (see also Coordination standard 1, guidance note 3 on pages 32-33; Education policy standard 1, guidance note 5 on page 110; and Education policy standard 2, guidance note 4 on page 113).

Compatible software and hardware for an education management information system are essential. National and local education offices and other education sub-sectors, such as national training institutes, should have compatible equipment to facilitate the exchange of information. Mobile phones equipped with special software can improve data collection, but lack of technology should not prevent data collection from under-resourced areas.

4. **Monitoring of learners** should take place whenever possible during their learning and after they complete or leave a course. Monitoring through quantitative and qualitative assessments can cover, for example:
    -   gross and fine motor development, cognitive and socio-emotional development in very young children;
    -   the retention of literacy and numeracy skills;
    -   awareness and application of key life skills;
    -   access to post-literacy reading materials.

    For vocational education, monitoring should keep track of employment opportunities for learners. Post-programme monitoring of learners provides valuable feedback for programme design (see also Teaching and learning standard 4 on pages 89-90 and SEEP Network *Minimum Standards for Economic Recovery after Crisis*, Employment Creation standard and Enterprise Development standards).

Analysis standard 4: Evaluation

Systematic and impartial evaluations improve education response activities and enhance accountability.

Key actions (to be read in conjunction with the guidance notes)

- Regular evaluations of education response activities produce credible and transparent data and inform future education activities (see guidance notes 1-2).
- All stakeholders, including representatives of the affected community and education authorities, are involved in evaluation activities (see guidance note 3).
- Lessons and good practices are widely shared and inform future advocacy, programmes and policies (see guidance note 4).

Guidance notes

1. **Distinction between monitoring and evaluation**: Monitoring and evaluation are key to achieving the goals and objectives of education programmes. Monitoring is an ongoing process that regularly measures progress towards goals and objectives of education programmes. It allows education programme staff to make changes during the programme or project cycle to ensure that they stay on track for achieving their goals and objectives.

   Evaluation is less frequent, usually conducted in the middle of or at the end of a programme or project cycle and carried out by external or independent actors. It measures outcomes and evaluates whether expected results have been achieved. Evaluations can also address whether activities were relevant to stated priorities, policies and legal instruments and whether programmes were implemented in an efficient manner.

2. **Evaluations of education response activities** should use approaches and methods that produce timely and credible evidence of programme outcomes and impacts that can inform future action. 'Impact' is the measurable change that the programme has caused in people's lives. Both qualitative and quantitative data disaggregated by sex and age are important. Quantitative data are about things that can be counted. They

measure outcomes such as enrolment, attendance, drop-out and achievement. Qualitative data are about things that cannot be measured with numbers. They help to understand processes and explain results. Examples of qualitative data include information on what happens in schools or other learning spaces, and the reasons behind enrolment, attendance and drop-out rates (see also Analysis standard 1, guidance note 2 on pages 35-36 and Coordination standard 1, guidance note 3 on pages 32-33).

3. **Capacity building through evaluation**: The evaluation budget should cover capacity-building workshops for relevant stakeholders, including education authorities, community representatives and learners. These can introduce and explain the evaluation, develop evaluation plans in a participatory and transparent way, and allow stakeholders to review and interpret findings together. Learners, teachers and other education personnel should be involved in the evaluation process to improve the accuracy of data collection and support the development of recommendations that can realistically be implemented. For example, teachers and other education personnel may add insights into practical difficulties resulting from proposed recommendations (see also Analysis standard 2, guidance note 2 on page 42; Analysis standard 3, guidance note 2 on page 46; and Education policy standard 2, guidance note 4 on page 113).

4. **Sharing evaluation findings and lessons learned**: Key findings in evaluation reports, particularly recommendations and lessons learned, should be shared in a form understandable to all, including community members. They should inform future work. Sensitive data need to be handled carefully to avoid contributing to the emergency or conflict and/or to avoid putting informants who contributed anonymous or sensitive information at risk (see also Coordination standard 1, guidance notes 3 and 5 on pages 32-33 and Education policy standard 2, guidance note 4 on page 113).

| **T** | **For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.ineesite.org/toolkit** |

INEE Toolkit
    ↳ INEE Minimum Standards
        ↳ Implementation Tools
           ↳ Foundational Standards

2 | ACCESS AND LEARNING ENVIRONMENT

Foundational Standards:
Community Participation, Coordination, Analysis

Access and Learning Environment

Standard 1 Equal Access	Standard 2 Protection and Well-being	Standard 3 Facilities and Services
All individuals have access to quality and relevant education opportunities.	Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.	Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

During times of crisis, access to education, which is a vital right and resource, is often extremely limited. Education plays a crucial role in helping affected people cope with their situation and establish normality in their lives. It can provide life-saving knowledge and skills for survival, and may offer opportunities for change that will improve equity and quality of education.

It is often more complicated to organise education activities during emergencies through to recovery. There is a danger that newly vulnerable groups will not benefit from education, or that previous patterns of risk and exclusion are reinforced in the emergency response. National authorities, communities and humanitarian organisations have a responsibility to ensure that all individuals have access to relevant, quality education in secure learning environments. This promotes the physical protection and psychosocial well-being of learners, teachers and other education personnel.

Learners, teachers and other education personnel are too often subjected to physical or psychosocial risks on their way to and from education facilities and within the learning environment. Education programmes in emergencies through to recovery can provide physical and psychosocial protection. Temporary and permanent education facilities, including schools, learning spaces and child-friendly spaces, should be located, designed and constructed to be resilient to all possible hazards. They should be accessible to all people they are intended to serve.

Safer education facilities ensure educational continuity, minimising disruption of teaching and learning. They can become centres for community activities and provide services that are critical to reducing poverty, illiteracy and disease. Where education may have been unequal before the emergency, rebuilding for safer and more equitable education can be an important contribution to building peace.

No individual should be denied access to education and learning opportunities because of discrimination. Programmes should provide formal and non-formal educational services to meet education rights and to reduce the obstacles to accessing education. All education providers must be alert to gender discrimination in particular and to the different risks for girls and boys. Steps need to be taken to address these risks. Discrimination may be caused by, for example, school fees, language and physical barriers, which can exclude certain groups.

Access and Learning Environment Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities.

Key actions (to be read in conjunction with the guidance notes)

- No individual or social group is denied access to education and learning opportunities because of discrimination (see guidance note 1).
- Learning structures and sites are accessible to all (see guidance note 1).
- Barriers to enrolment, such as lack of documents or other requirements, are removed (see guidance notes 2 and 4).
- A range of flexible, formal and non-formal education opportunities is progressively provided to the affected population to fulfil their education needs (see guidance notes 3-5).
- Through sensitisation and training, local communities become increasingly involved in ensuring the rights of all children, youth and adults to quality and relevant education (see guidance notes 6-7).
- Sufficient resources are available and ensure continuity, equity and quality of education activities (see guidance note 8).
- Learners have the opportunity to enter or re-enter the formal education system as soon as possible after the disruption caused by the emergency (see guidance note 9).
- The education programme in refugee contexts is recognised by the relevant local education authorities and the country of origin.
- Education services for disaster-affected populations do not negatively impact host populations.

Guidance notes

1. **Discrimination** includes obstacles imposed because of sex, age, disability, HIV status, nationality, race, ethnicity, tribe, clan, caste, religion, language, culture, political affiliation, sexual orientation, socio-economic background, geographic location or specific education needs. Discrimination may be intentional. It may also be the unintentional result of infrastructure that is inaccessible to people with disabilities, or of policies and practices that do not support learners' participation. Examples of discrimination include

barring pregnant girls or learners affected by HIV from school and costs for school fees, uniforms, books and supplies.

Particular groups or individuals may have difficulty accessing education in an emergency situation. Some may become more vulnerable as a result of emergencies and displacement. These groups may include:
- physically and mentally disabled people;
- those who suffer from severe mental health and psychosocial difficulties;
- girls;
- youth;
- children associated with armed forces and armed groups;
- adolescent heads of household;
- teenage mothers;
- persons from particular ethnic or other social groups.

National authorities, communities and humanitarian organisations have the responsibility to ensure that all people have access to educational activities. This means assessing the needs and priorities of excluded groups and those with different learning needs in the specific context, and addressing them. Discriminatory policies and practices that limit access to learning opportunities should be identified and remedied. The lack of access to education for particular ethnic, linguistic, geographic or age groups can create or maintain tensions that may contribute to conflict.

The International Covenant on Economic, Social and Cultural Rights (1966) clarifies the right to education:
- Article 2 recognises 'the right to education without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status';
- Article 13 recognises the right of everyone to education that 'shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. Education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious

groups, and further the activities of the United Nations for the maintenance of peace'. Article 13 also commits countries to recognise that, with a view to achieving the full realisation of this right: '1) primary education shall be compulsory and available free to all; 2) secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education; 3) fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education'(see also Education policy standard 1, guidance notes 1 and 7 on pages 107-108 and 110-111 and Education policy standard 2, guidance note 3 on page 113).

2. **Admission, enrolment and retention**: Documentation requirements should be flexible. Certificates of citizenship, birth or age, identity papers or school reports should not be required for entry because emergency-affected populations may not have these documents. Age limits should not be strictly enforced, provided that protection concerns and cultural norms are respected. Second-chance enrolment for drop-outs should be permitted. Special efforts are needed to identify the most vulnerable individuals and how to include them. Where there are security concerns, documentation and enrolment information should be kept confidential (see also guidance note 4 below; Education policy standard 1, guidance notes 1, 2 and 7 on pages 107-111; and Education policy standard 2, guidance note 1 on page 112).

3. **A range of quality education opportunities** is necessary. The aims are to ensure that the educational needs of all learners are met and to contribute to the economic, social and political development of the country. These opportunities should be relevant to the learners and to the context and may include:
   - early childhood development;
   - primary, secondary and higher education;
   - literacy and numeracy classes;
   - life skills education;
   - youth and adult education programmes, such as technical and vocational education.

   In acute crises, child-friendly spaces or safe spaces are often the first response while formal education is being established or reactivated. Child-friendly spaces aim to protect and promote the well-being of

children and youth. Some prepare children and youth to re-enter the formal classroom, while others allow them to participate in non-formal learning activities. They provide different age groups, ranging from young children to youth, with access to structured learning, play, sports, drama, art, music, protection and psychosocial support. Child-friendly spaces can allow community members and humanitarian and government workers to assess needs and capacities for formal and non-formal education, including how to integrate and support local initiatives.

4. **Flexibility**: Learning opportunities need to be flexible and adapted to the context. Adaptations may include:
    -   changes to class schedules, hours, shifts and annual timetables to meet the needs of particular groups of learners;
    -   alternative modes of delivery, such as self-study, distance learning and accelerated or 'catch-up' learning programmes;
    -   provision of child-care services for young parents;
    -   waiving documentation requirements, such as birth or age certificates (see also guidance note 2 above).

Adaptations should be discussed with community members, including youth, women and others who might otherwise be excluded. Relevant education authorities should be involved to ensure that proposed adaptations are recognised. If learners are spread over a large area, schools and other learning sites can be mapped to plan for their most cost-effective access to a range of education opportunities (see also Education policy standard 1, guidance note 7 on pages 110-111 and Education policy standard 2, guidance note 1 on page 112).

5. **Immediate education priorities** should be based on initial assessment. It is important to consider:
    -   data disaggregated by sex and age;
    -   vulnerability and protection concerns;
    -   particular content needs such as life-saving information;
    -   linkages with the re-establishment of the education system.

Prioritisation may also consider funding, logistical and security constraints, but should not lead to the exclusion of vulnerable groups (see also Analysis standard 1 on pages 35-40; Teaching and learning standard 1 on pages 77-82; and Educational policy standards 1-2 on pages 107-114).

6. **'Quality' and 'relevant' education**: see Glossary on page 122 for definitions of these terms.

7. **Community involvement**: Communities should be actively engaged in education processes in order to facilitate access to education. Community involvement helps to:
    -   address communication gaps;
    -   mobilise additional resources;
    -   address security, protection and psychosocial concerns;
    -   identify needs for alternative learning opportunities;
    -   promote participation of all relevant groups, particularly those who are vulnerable.

    (See also Glossary on page 121 for a definition of 'participation'; Community participation standards 1-2 on pages 22-30; and Teaching and learning standard 3, guidance note 2 on page 88).

8. **Resources**: National authorities have ultimate responsibility to ensure that education is provided. This includes the coordination and provision of sufficient financial, material and human resources. If national authorities are unable to provide fully for education in an emergency through to recovery, additional support may be provided from other sources. Examples include the international community, UN agencies, international and local NGOs, local authorities, communities, faith-based organisations, civil society groups and other development partners. Donors should be flexible and should support a range of coordinated approaches to ensure continuity of education and learning initiatives (see also Community participation standard 2, guidance note 1 on page 28 and Analysis standard 2, guidance notes 1 and 5 on pages 41-43).

9. **Minimising the use of educational facilities as temporary shelters**: Educational facilities should only be used as shelters for displaced people when there are no other possibilities. Alternative locations for shelter in the event of an emergency or disaster should be identified during preparedness planning.

    When educational facilities are used as temporary shelters, the negative impacts and potential protection risks must be minimised in collaboration with the shelter and protection sectors. Stakeholders should agree to a date for returning the educational facility to its original function. This minimises disruptions to learning and avoids families remaining in an educational facility long after an emergency has occurred.

If educational facilities are used as temporary shelters, it is important to protect school property, including books, libraries, furniture, school records and recreational equipment. The educational facilities should be returned in a useable state. Wherever possible, stakeholders should use the opportunity to improve the educational facilities. For example, sanitation facilities could be renovated and building structures could be reinforced (see also Access and Learning Environment standard 3, guidance notes 4-6 on pages 70-71 and Education policy standard 1, guidance note 3 on page 109).

Access and Learning Environment Standard 2: Protection and Well-being

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

Key actions (to be read in conjunction with the guidance notes)
- The learning environment is free from sources of harm to learners, teachers and other education personnel (see guidance notes 1 and 3-4).
- Teachers and other education personnel acquire the skills and knowledge needed to create a supportive learning environment and to promote learners' psychosocial well-being (see guidance notes 2-3 and 8-9).
- Schools, temporary learning spaces and child-friendly spaces are close to the populations they serve (see guidance notes 5-6).
- Access routes to the learning environment are safe, secure and accessible for all (see guidance notes 5-7).
- Learning environments are free from military occupation and attack (see guidance notes 1, 3 and 6-7).
- The community contributes to decisions about the location of the learning environment, and about systems and policies to ensure that learners, teachers and other education personnel are safe and secure (see guidance notes 1 and 10).
- Safe learning environments are maintained through disaster risk reduction and management activities (see guidance note 11).

Guidance notes
1. **Security and safety**: A secure learning environment provides protection from threat, danger, injury or loss. A safe environment is free from physical or psychosocial harm (see also Glossary on pages 122-123).

   National authorities have the duty to ensure security. This includes providing sufficient and good-quality policing and the deployment of troops where appropriate and necessary. If usual learning sites are insecure or not available, alternative safe and secure sites or modes of learning should be set up. Home schooling or distance learning may be options in such circumstances. In insecure situations, the community should advise on whether they wish learners to attend school. Security forces should never use educational facilities as temporary shelters (for security, see also guidance notes 5-7 below;

for safety, see also guidance notes 2-4, 8-9 and 11 below; see also Education policy standard 1, guidance note 1 on pages 107-108).

2. **Emotional, physical and social well-being** depends on:
    -   security, safety and protection;
    -   health;
    -   happiness and warmth in the relations between education providers and learners, and among learners.

    From the earliest age, children's development and learning are supported by their interactions with caring people in safe, secure and nurturing environments. Activities to ensure learners' well-being focus on enhancing sound development, positive social interactions and good health. They encourage learners' participation in decisions that affect them. By participating in problem-solving, decision-making and risk reduction, children and youth can feel less helpless and can contribute to their own well-being.

    If parents are unable to provide for their children's well-being at home, others need to help. This may include referrals to appropriate services if available (see also Access and Learning Environment standard 3, guidance note 8 on page 72).

3. **Protection**: 'Protection' means freedom from all forms of physical, emotional and social threat, abuse, exploitation and violence. Learners, teachers and other education personnel should be informed about and protected from dangers in and around the learning environment. Dangers include:
    -   bullying;
    -   sexual exploitation;
    -   natural and environmental hazards;
    -   arms, ammunition, landmines and unexploded ordnance;
    -   armed personnel, crossfire locations and other military threats, including abduction and recruitment;
    -   political insecurity.

    Risk assessments, including consultation with community members, learners, teachers and other education personnel, are important to understand protection needs and priorities. These assessments should take place regularly and should include analysis of relevant cultural and political factors (see also Analysis standard 1, guidance notes 2-3 on pages 35-38).

When protection violations take place, they should be confidentially documented and reported, preferably with the assistance of people trained in human rights monitoring. Key information about the incident should be noted, including sex, age and whether the person was targeted on the basis of specific characteristics. Such information is important to identify patterns and may be needed to create effective interventions to address the problem. Responses to reported violations should also be documented, including referrals to health, protection and psychosocial service providers.

In environments where violence and other threats to the physical and psychosocial safety of learners, teachers and other education personnel are common, it is important to involve families and communities in promoting safety in the home and community. Activities may include:
- information campaigns for parents and elders to reinforce positive methods for bringing up children including positive discipline practices;
- outreach to police or other security forces to raise awareness of protection concerns in the community;
- working with communities and relevant authorities to address specific protection concerns, such as organising escorts for learners going to and from classes.
(See also Education policy standard 1, guidance note 1 on pages 107-108).

4. **Gender-based violence** (for a definition, see Glossary on page 118), particularly sexual violence, is a serious, life-threatening protection issue. It can affect men and boys, but gender-based violence most often targets women and girls. Education programmes should monitor and respond to issues of harassment and sexual exploitation. Parents, learners, teachers and other education personnel should agree on ways to reduce risks to children and youth on the way to and from and within the learning environment. These may include:
    - developing and publicly posting clear rules against sexual harassment, exploitation, abuse and other forms of gender-based violence;
    - including these rules in codes of conduct for teachers and other education personnel, who need to understand what behaviours are unacceptable;
    - increasing the number of adult women in the learning environment to protect and reassure female learners. Where there is not a balance between male and female teachers, women from the community can volunteer as classroom assistants to promote a more protective environment for children.

When gender-based violence takes place, confidential and safe reporting, complaint and response systems are important. These can be facilitated by national authorities or by an independent organisation knowledgeable about gender-based violence. Appropriate health, psychosocial, protection and judicial support should be available to survivors of gender-based violence in a well-coordinated referral system (see also guidance note 9 below; Teachers and other education personnel standard 2, guidance note 3 on pages 99-100; and Education policy standard 1, guidance note 1 on pages 107-108).

5. **The maximum distance between learners and their learning sites** should be defined according to local and national standards. It is important to consider security, safety and accessibility concerns such as soldiers' quarters, landmines and dense bush in the vicinity. Learners, parents and other community members should be consulted on the location of learning sites and potential dangers. Where distance to school is so far that it reduces access, subsidiary (or 'satellite' or 'feeder') classes at sites nearer to learners' homes may be encouraged (see also guidance notes 3 above and 6-7 below).

6. **Access routes**: In order to ensure safe and secure access routes for all learners, teachers and education personnel, communities, including boys and girls of different age groups, should identify perceived threats and agree on measures to address them. For example, in areas where learners must walk to and from education facilities along poorly lit roads, safety can be improved by having adult escorts or by using reflectors or reflective tape on clothing and bags (see also guidance notes 3 above and 7 below; Community participation standard 1, guidance notes 2-5 on pages 23-26; and Education policy standard 1, guidance note 1 on pages 107-108).

7. **Keeping education safe from attack**: In some contexts, learners, teachers and education personnel are exposed to physical or psychosocial risks on their way to and from education facilities. Actions to reduce these risks include:
    -   enriching the curriculum to include safety messages, psychosocial support and education on human rights, conflict resolution, peace-building and humanitarian law;
    -   raising public awareness on the meaning and use of the Geneva Conventions and the Rome Statute of the International Criminal Court, which prohibit attacks against civilians (including students and teachers) and education buildings in times of war;
    -   capacity building for government and military judicial systems,

armed forces and armed groups in the basic principles of humanitarian law and its application to the protection of education;
- reinforcing buildings or perimeter walls and use of security guards (paid or community volunteers);
- on-site housing for teachers;
- relocation of learning sites and threatened students, teachers and other education personnel;
- setting up home- and community-based schools.

Depending on the context and security concerns, communities or community education committees may take responsibility for the protection of schools. For example, they can provide escorts or identify trusted community or religious leaders to teach in and support schools. In civil conflicts, community members may help promote negotiations with both sides of the conflict to develop codes of conduct that make schools and learning sites safe sanctuaries or 'zones of peace'.

Attacks on schools and hospitals are one of the six grave violations prohibited under UN Security Council Resolution 1612 (2005). If attacks occur, they should be reported through the UN-led Monitoring and Reporting Mechanism (see also Education policy standard 1, guidance note 1 on pages 107-108 and Education policy standard 2, guidance note 4 on page 113).

8. **Training on psychosocial support and well-being**: Teachers and other education personnel should receive training on providing psychosocial support to learners through:
- structured learning;
- use of child-friendly methods;
- play and recreation;
- teaching life skills;
- referrals.

It is important to address the well-being of teachers and other education personnel. This will contribute to learners' well-being and successful completion of formal or non-formal education programmes (see also Teaching and learning standard 1, guidance note 6 on pages 80-81; Teaching and learning standard 2, guidance note 2 on pages 83-84; and Teachers and other education personnel standard 3 on pages 101-102).

9. **Non-violent classroom management**: According to the Dakar Framework, education should be conducted 'in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict'. To meet this goal, teachers need support in positive classroom management. This means ensuring that a learning environment promotes mutual understanding, peace and tolerance and provides skills to prevent violence and conflict. Positive reinforcement and a solid system of positive discipline are the foundations for establishing such an environment. They should replace corporal punishment, verbal abuse, humiliation and intimidation. Intimidation includes mental stress, violence, abuse and discrimination. These points should be included in teacher codes of conduct and addressed systematically in teacher training and supervision activities (see also Teaching and learning standards 2-3 on pages 83-90; Teachers and other education personnel standard 2, guidance note 3 on pages 99-100; and Teachers and other education personnel standard 3 on pages 101-102).

10. **Community participation**: Communities should take a leading role in creating, sustaining and protecting the learning environment. Representatives of all vulnerable groups should participate in programme design. This increases community ownership of support to education (see also Community participation standard 1 on pages 22-27 and Access and learning environment standard 1, guidance note 7 on page 59).

11. **Disaster risk reduction and management**: Learners, teachers and other education personnel can be trained to support disaster prevention and management activities. These may include:
    - the development and utilisation of emergency preparedness plans;
    - practice of simulation drills for expected and recurring disasters;
    - school structural and non-structural safety measures, such as school evacuation plans in earthquake-prone areas.

    Community or school safety committees may need support to develop and lead the implementation of school disaster management or safety plans. Support includes help with assessing and prioritising risks, implementing physical and environmental protection strategies and developing procedures and skills for response preparedness.

Emergency preparedness plans, including school evacuation plans, should be developed and shared in ways that are accessible to all, including people who are illiterate and persons with physical, cognitive and mental disabilities (see also Analysis standard 1, guidance note 3 on pages 37-38; Access and learning environment standard 3, guidance notes 1-2 on pages 68-70; Teaching and learning standard 2, guidance note 6 on page 86; Education policy standard 1, guidance notes 2 and 6 on pages 108-110).

Access and Learning Environment Standard 3: Facilities and Services

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

Key actions (to be read in conjunction with the guidance notes)

- Learning sites and structures are safe and accessible for all learners, teachers and other education personnel (see guidance notes 1-4).
- Temporary and permanent learning environments are repaired, retro-fitted or replaced as needed with disaster-resilient design and construction (see guidance notes 2 and 4).
- Learning spaces are marked by visible protective boundaries and clear signs.
- Physical structures used for learning sites are appropriate for the situation and include adequate space for classes, administration, recreation and sanitation facilities (see guidance notes 2 and 4).
- Class space and seating arrangements meet agreed ratios of space per learner and teacher in order to promote participatory methodologies and learner-centred approaches (see guidance note 4).
- Community members, including young people, participate in the construction and maintenance of the learning environment (see guidance notes 1-3).
- Adequate quantities of safe water and appropriate sanitation facilities are provided for personal hygiene and protection, taking into account sex, age and people with disabilities (see guidance notes 3 and 5-6).
- Skills-based health and hygiene education is promoted in the learning environment (see guidance note 6).
- School-based health and nutrition services are available to address hunger and other barriers to effective learning and development (see guidance note 7).
- Schools and learning spaces are linked to child protection, health, nutrition, social and psychosocial services (see guidance note 8).

Guidance notes

1. **Location**: Education facilities should be built, reconstructed or relocated to sites that promote equity and the physical safety of learners, teachers and other education personnel. It is important to consider whether the sites of education facilities before the emergency should be reused. Rebuilding physical structures in their previous locations may continue discrimination against certain groups within

the community or may put learners at risk of natural disaster. Careful conflict and disaster risk assessments are essential. These should include consultations with representatives from national authorities and a wide range of community members, especially vulnerable groups. They can provide valuable information on where educational facilities can be built. Collaboration with other sectors (such as camp coordination and management, shelter and health) is essential to ensure that schools and education facilities are close to learners' homes and to other services (see also Analysis standard 1, guidance notes 1-6 on pages 35-39; Access and learning environment standard 2, guidance note 11 on pages 66-67; Education policy standard 1, guidance note 3 on page 109; and Coordination standard 1 on pages 31-34).

2. **Structure, design and construction**: It is important to consider the following elements in the design and construction of temporary and permanent education facilities.
    - Safe site selection: the structural safety of damaged school buildings needs to be assessed by qualified professionals, and buildings prioritised for re-occupancy, repair, retro-fitting or replacement, based on need and cost.
    - Inclusive and disaster-resistant design and construction: international planning and building code standards for schools (or local codes when they are of a higher standard) should be applied to temporary and permanent construction. School facilities should be designed, constructed and maintained to be resilient in the face of known hazards and threats such as fire, storms, earthquakes and landslides. Reconstruction efforts should ensure that going to school will not expose learners, teachers or other education personnel to avoidable risks; design and construction should ensure adequate lighting, cross-ventilation and heating (as appropriate) to promote a quality teaching and learning environment.
    - Whether the structure can be maintained by local authorities and the local community at an affordable cost: locally procured materials and labour should be used to build the structure wherever feasible. Steps should be taken to ensure that structures are cost-effective and that physical features (e.g. roofs, floors) are durable.
    - Available budget, possible current and long-term uses, and involvement of communities and education planners and managers.

Structures may be temporary, semi-permanent, permanent, extensions or mobile. The involvement of members of groups differently affected by the emergency in joint activities, such as construction and maintenance of schools, may support conflict mitigation (see also Access and learning environment standard 2, guidance note 11 on pages 66-67; Education policy standard 1, guidance note 3 on page 109; *INEE Guidance Notes on Safer School Construction*, available in the INEE Toolkit: **www.ineesite.org/ toolkit**; and Sphere standards on Shelter, Settlement and Non-Food Items).

3. **People with disabilities**: The needs of people with physical and visual disabilities should be carefully considered in the design of education facilities. Entrances and exits need to accommodate people in wheelchairs or using other assisted-mobility devices. Classroom space and furniture, and water and sanitation facilities, should meet the needs of people with disabilities. When identifying sites and reconstructing education facilities, cooperation at local and national levels is recommended with organisations representing people with various types of disability, parents of children with disabilities and youth with disabilities.

4. **Design and maintenance of learning spaces**: Education facilities should be designed giving careful thought to who uses the learning space, and how. Spaces need to be appropriate to the sex, age, physical ability and cultural considerations of all users. A locally realistic standard should be set for maximum class size. Enough space should be allowed, if possible, for additional classrooms if enrolment increases, to enable a progressive reduction in the use of multiple shifts. Entrances and exits need to allow students, teachers and other education personnel to exit safely in an emergency.

   The building structure, including sanitation facilities, and furniture, including desks, chairs, blackboards, should be maintained regularly. Members of the community and the community education committee can contribute to the maintenance of the learning spaces with labour, time or materials (see also Teachers and other education personnel standard 3, guidance note 1 on page 101).

5. **Sanitation facilities** should be available within or close to the learning environment. Collaboration with the water and sanitation sector is important in achieving this. Sanitation includes:

- solid waste disposal facilities, such as containers and waste pits;
- drainage facilities, such as soak pits and drainage channels;
- adequate water for personal hygiene and to clean toilets.

Sanitation facilities should be accessible for persons with disabilities and should maintain privacy, dignity and safety. Toilet doors should lock from the inside. To prevent sexual harassment and abuse, separate toilets for boys/men and girls/women should be located in safe, convenient and easily accessible places. Sphere guidelines for school toilets call for one toilet for every 30 girls and one toilet for every 60 boys. If provision of separate toilets is not initially possible, arrangements can be made to avoid girls and boys using the toilets at the same time. If toilets are not located within the learning site, nearby facilities can be identified and children's use of them monitored (see also Sphere standards on excreta disposal in the chapter on Water Supply, Sanitation and Hygiene Promotion).

Sanitary materials and culturally appropriate clothing, if necessary, should be provided to female learners so that they can participate fully in learning.

6. **Safe water and hygiene promotion**: Learning environments should have a safe water source and should provide soap. Hygiene practices, such as hand and face washing, should be incorporated as daily activities. Sphere guidelines for minimum water quantities in schools call for 3 litres of water per student per day for drinking and hand washing (see also Sphere standards on water supply in the chapter on Water Supply, Sanitation and Hygiene Promotion).

7. **School-based health and nutrition services**: School-based health and nutrition programmes link education with resources in the health, nutrition and sanitation sectors. They address barriers to learning and promote healthy development. Programmes may include:
- school feeding programmes to address hunger needs;
- de-worming to treat parasitic infections;
- communicable disease prevention programmes (such as for measles, diarrhoea, HIV and AIDS);
- provision of micronutrient supplements (such as vitamin A, iron and iodine).

Programmes should follow recognised guidelines such as the World Food Programme's guidelines on school feeding. Coordination with the health and nutrition sectors is important (see also Sphere standards on Food Security and Nutrition).

8. **Access to local services and referrals**: Teachers and other education personnel can use referrals to local services to support and promote learners' physical, psychosocial and emotional well-being. They should be trained to recognise signs of physical or psychosocial distress and other protection concerns, such as children who have been separated from their families. They should share information on threats to learners' well-being with relevant partners from other service sectors.

To ensure that the referral system operates effectively, formal links with outside services should be established. Services may include counselling, psychosocial and legal services for survivors of sexual and gender-based violence, and social services for suspected cases of abuse or neglect. Children formerly associated with armed forces and armed groups may need help with family tracing and reunification (see also Access and learning environment standard 2, guidance note 2 on page 62; Teaching and learning standard 1, guidance note 6 on pages 80-81; and Teaching and learning standard 2, guidance note 2 on pages 83-84).

T **For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.ineesite.org/toolkit**

INEE Toolkit
↪ INEE Minimum Standards
↪ Implementation Tools
↪ Access and Learning Environment

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3 | TEACHING AND LEARNING

Foundational Standards:
Community Participation, Coordination, Analysis

Teaching and Learning

Standard 1
Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Standard 2
Training, Professional Development and Support

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

Standard 3
Instruction and Learning Processes

Instruction and learning processes are learner-centred, participatory and inclusive.

Standard 4
Assessment of Learning Outcomes

Appropriate methods are used to evaluate and validate learning outcomes.

Access to education is only meaningful if the education programmes offer quality teaching and learning. Emergencies may offer opportunities for improving curricula, teacher training, professional development and support, instruction and learning processes and assessment of learning outcomes so that education is relevant, supportive and protective for learners. Important decisions may need to be made about the type of curriculum offered and the focus of learning priorities. Building knowledge and skills to prevent or minimise immediate and future risks, threats and hazards is a priority. Education about human rights and education for peace and democratic citizenship should be emphasised.

Education related to livelihoods and employment, such as small business development, financial literacy, technical and vocational education and training, should be provided to young men and women, particularly those from vulnerable groups who do not complete formal school. Analysis of the labour market and collaboration with the economic and early recovery sectors will better ensure that programmes are relevant and that economic skills learned are useful.

In emergencies, untrained or under-trained teachers and education personnel, often filling gaps left as a direct or indirect result of the disaster or crisis, need to be trained in skills to convey learning content effectively to students. Teachers and other education personnel should participate in specific trainings on how to support children who have experienced distress.

In emergency contexts through to recovery, it is important that national authorities, educational institutions and employers recognise curricula and the certificates awarded. Communities want to know that their children's education has value and that national authorities recognise that value. Timely and appropriate assessment and evaluation of the teaching and learning process:
- lend credibility;
- inform teaching practices;
- identify strengths and weaknesses in the curricula and of learners;
- inform education personnel, community members and learners of progress made and of continued needs.

Teaching and Learning Standard 1: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Key actions (to be read in conjunction with the guidance notes)
- Education authorities lead the review, development or adaptation of the formal curriculum, involving all relevant stakeholders (see guidance notes 1-3).
- Curricula, textbooks and supplementary materials are appropriate to the age, developmental level, language, culture, capacities and needs of learners (see guidance notes 1-4).
- Formal curricula and examinations used in the education of refugees and internally displaced people are recognised by home and host governments (see guidance note 3).
- Formal and non-formal curricula teach disaster risk reduction, environmental education and conflict prevention (see guidance notes 3-4).
- Curricula, textbooks and supplementary materials cover the core competencies of basic education including literacy, numeracy, early learning, life skills, health and hygiene practices (see guidance notes 4-5).
- Curricula address the psychosocial well-being and protection needs of learners (see guidance note 6).
- Learning content, materials and instruction are provided in the language(s) of the learners (see guidance note 7).
- Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners (see guidance note 8).
- Sufficient, locally procured teaching and learning materials are provided in a timely manner (see guidance note 9).

Guidance notes
1. **A curriculum** is a plan of action to help learners to improve their knowledge and skills. It applies to both formal and non-formal education programmes and needs to be relevant and adaptable to all learners. It includes learning objectives, learning content, assessments, teaching methods and materials:
   - 'learning objectives' identify the knowledge, attitudes and skills that will be developed through education activities to promote the cognitive, social, emotional and physical development of learners;

- '*learning content*' refers to subject areas such as literacy, numeracy and life skills;
- '*assessment*' refers to the measurement of what has been learned in the form of knowledge, attitudes and skills for the learning content covered;
- '*teaching methods*' refer to the approach chosen for, and used in, the presentation of learning content to encourage the acquisition of knowledge and skills in all learners;
- '*instructional material*' refers to books, maps and charts, supplementary study materials, teachers' guides, equipment, toys and other teaching and learning materials.

2. **Curricula appropriate to context, age and developmental levels**: Curricula should be age-appropriate and compatible with learners' developmental level, including their sensory, mental, cognitive, psychosocial and physical development. Age and developmental levels may vary widely within formal and non-formal education programmes in emergency to recovery contexts. This requires adaptation of curricula and methods. Teachers should be given support to adapt their teaching to the needs and levels of the learners with whom they work (see also Teaching and learning standard 2 on pages 83-86).

3. **Curriculum review and development** is a long, complex process and should be carried out by accepted and appropriate education authorities. If formal education programmes are being re-established during or after emergencies, recognised national primary and secondary school curricula should be used. In settings where none exist, curricula will need to be quickly developed or adapted. In the case of refugees, this may be based on curricula from the host country or the country of origin. In other cases, curricula adapted from comparable emergency settings may be appropriate.

    In refugee situations, curricula should ideally be acceptable in both the country of origin and the host country, to facilitate voluntary repatriation. This requires substantial regional and inter-agency coordination, taking into account, for example, language competencies and recognition of examination results for certification. Refugee and host country perspectives and international law should inform these decisions (see also Education policy standard 1, guidance note 7 on pages 110-111).

    In emergencies through to recovery, the curricula of formal and non-formal education programmes should be enriched with knowledge and skills specific to the emergency context (see guidance note 5 below).

Special curricula may be needed for certain groups, such as:
- children and youth earning a livelihood;
- those formerly associated with armed forces and armed groups;
- learners older than their grade level or returning from long periods out of school;
- adult learners.

The development and evaluation of curricula and textbooks and the periodic review of education programmes should be led by the relevant education authorities. Learners, teachers and teachers' unions, and affected communities should be actively involved. Textbook review panels, including representatives of different ethnic and other vulnerable groups, may help to avoid perpetuating bias and to build peace between different communities. They should take care not to incite tensions in the process of removing divisive messages from textbooks.

4. **Core competencies** should be identified before the development or adaptation of learning content and teacher training materials. 'Core competencies' of basic education are:
   - functional literacy and numeracy;
   - the essential knowledge, life skills, attitudes and practice required by learners to attain a life with dignity and to participate actively and meaningfully as members of their community.

   Core competencies should be reinforced through practical application. Early childhood development interventions should be available for very young children. Strong foundations developed in early childhood form the basis for acquiring and mastering core competencies.

5. **Life skills learning content and key concepts** should be appropriate to the age, different learning styles, experience and environment of the learners. They enhance learners' capacity to lead independent, productive lives. Content and concepts should be context-specific and may include:
   - health and hygiene promotion, including sexual and reproductive health and HIV and AIDS;
   - child protection and psychosocial support;
   - human rights education, citizenship, peace-building and humanitarian law;
   - disaster risk reduction and life-saving skills, including education on landmines and unexploded ordnance;
   - culture, recreation, sports and arts, including music, dance, drama and visual arts;

- livelihoods skills and vocational and technical skills training;
- local and indigenous environmental knowledge;
- protection skills related to the specific risks and threats faced by girls and boys.

Learning content lays the foundations for learners' livelihoods. The content of vocational training programmes should be determined by employment opportunities and should include workplace practice such as apprenticeships (see also SEEP Network *Minimum Standards for Economic Recovery after Crisis*, Employment Creation standard and Enterprise Development standards).

In conflict-affected communities, conflict resolution and peace education content and methodologies may enhance understanding between groups. They can provide communication skills to facilitate reconciliation and peace-building. Care is needed in the implementation of peace education initiatives to ensure that communities are ready to address contentious or painful issues (see also Education policy standard 1, guidance note 1 on pages 107-108).

6. **The psychosocial needs, rights and development** of learners, teachers and other education personnel should be addressed at all stages of emergency through to recovery. Education personnel need training to recognise signs of distress in learners. They should be able to take steps to address distress, including using referral mechanisms to provide additional support. There should be clear guidelines for teachers, education support staff and community members on providing psychosocial support to children inside and outside the class. Learners who have experienced distress need teaching within a predictable structure, using positive disciplinary methods and shorter learning periods to build concentration. All learners can be involved in cooperative recreational and learning activities. Appropriate teaching methods and content give learners increased self-confidence and hope for their future (see also Access and learning environment standard 2, guidance notes 8-9 on pages 65-66; Access and learning environment standard 3, guidance note 8 on page 72; and Education policy standard 1, guidance note 1 on pages 107-108).

Teachers and other education personnel, often recruited from the affected population, can face the same distress as learners. This should be addressed through training, monitoring and support. Teachers should not be expected to take on responsibilities that could prove detrimental to their own psychosocial well-being or to that of learners (see also Teachers and other education personnel standard 3, guidance

note 6 on page 102 and Sphere standards on mental health and psychosocial well-being in the chapter on Health Action).

7. **Language** of instruction can be a divisive issue in multilingual countries and communities. To minimise marginalisation, decisions about language(s) of instruction should be made on the basis of consensus, involving the community, education authorities and other relevant stakeholders. Teachers should be able to teach in language(s) understood by learners and to communicate with parents and the broader community. Deaf and blind students should be taught using the most appropriate languages and methods to ensure full inclusion. Supplementary classes and activities, especially early childhood learning, should be available in the language(s) of the learners.

    In refugee situations, host countries may require refugee schools to comply with their standards, including the use of their language(s) and curricula. It is important to know the rights of refugee learners. Their future opportunities and what is needed to allow them to continue their education in host or home communities after an emergency need to be considered. In situations of extended displacement, opportunities should be provided for learners to learn the language of the host community or country. This enables them to function within the host community and to continue to access education and opportunities (see also Education policy standard 1, guidance note 7 on pages 110-111).

8. **Diversity** should be considered in the development and implementation of educational activities at all stages of emergency through to recovery. This means including learners, teachers and other education personnel from different backgrounds and vulnerable groups and the promotion of tolerance and respect. Specific aspects of diversity may include:
    -   gender;
    -   mental and physical disability;
    -   learning capacity;
    -   learners from diverse income groups;
    -   classes containing children of different ages;
    -   culture and nationality;
    -   ethnicity and religion.

    Curricula, instructional materials and teaching methodologies should eliminate bias and reinforce equity. Programmes can go beyond talking about tolerance and begin to change attitudes and behaviours. This leads to better recognition and respect of the rights of others. Human rights education should be supported through formal and non-formal

education to promote diversity in ways that are age-appropriate and culturally sensitive. Content can be linked with international human rights and humanitarian law and with life skills. Teachers may need support to modify existing materials and teaching methods if textbooks and other materials need revision (see also Teaching and learning standard 2, guidance note 2 on pages 83-84 and Education policy standard 1, guidance note 7 on pages 110-111).

9. **Locally available learning materials** for learners should be assessed at the beginning of an emergency. For refugees or those who are displaced, this includes materials from their country or area of origin. Materials should be adapted or developed if necessary and made available in sufficient quantities for all. This includes accessible formats for learners with disabilities. Relevant education authorities should be supported to monitor the storage, distribution and use of materials (see also Teachers and other education personnel standard 3, guidance note 1 on page 101).

Teaching and Learning Standard 2:
Training, Professional Development and Support

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

Key actions (to be read in conjunction with the guidance notes)
- Training opportunities are available to male and female teachers and other educational personnel, according to needs (see guidance notes 1-2).
- Training is appropriate to the context and reflects learning objectives and content (see guidance notes 1-2).
- Training is recognised and approved by relevant education authorities (see guidance notes 3-4).
- Qualified trainers conduct training courses that complement in-service training, support, guidance, monitoring and classroom supervision (see guidance notes 3-4).
- Through training and ongoing support, teachers become effective facilitators in the learning environment, using participatory methods of teaching and teaching aids (see guidance notes 3-6).
- Training includes knowledge and skills for formal and non-formal curricula, including hazard awareness, disaster risk reduction and conflict prevention (see guidance note 6).

Guidance notes
1. **'Teacher'** refers to instructors, facilitators or animators in formal and non-formal education programmes. Teachers may have different experience and training. They may be older learners or community members (see also Teachers and other education personnel standards 1-3 on pages 77-88).

2. **The development of formal training curricula and content** is the responsibility of education authorities. Curricula and content should reflect the needs and rights of learners and the particular needs of education personnel in the context within budget and time constraints.

    Training content may include:
    - core subject knowledge, such as literacy, numeracy and life skills appropriate to the context, including health education;
    - pedagogy and teaching methodologies, including positive discipline and classroom management, participatory approaches and inclusive education;

- codes of conduct for teachers and other education personnel, including condemnation of gender-based violence against learners and appropriate report and referral mechanisms;
- disaster risk reduction and conflict prevention principles;
- psychosocial development and support, including both learners' and teachers' needs and the availability of local services and referral systems;
- human rights principles and perspectives and humanitarian law, to understand their meaning and intention and their direct and indirect connection with learners' needs and the responsibilities of learners, teachers, communities and education authorities;
- other content appropriate to the context.

Training initiatives should include how to address issues of diversity and discrimination. For instance, gender-sensitive teaching strategies encourage teachers of both sexes to understand and commit to gender equity in classrooms. Training of female education personnel and community members can reinforce positive changes in the classroom and the broader community (see also Teaching and learning standard 1 on pages 77-82; Access and learning environment standard 2, guidance notes 2-3 and 8 on pages 62-63 and 65; Access and learning environment standard 3, guidance note 8 on page 72; and Teachers and other personnel standard 3 on pages 101-102).

3. **Training support and coordination**: Whenever possible, education authorities should take the lead in the design and implementation of formal and non-formal teacher training activities. When education authorities are unable to lead this process, an inter-agency coordination committee can provide guidance and coordination. Training plans should include in-service training and, where necessary, the revitalisation of teacher training institutions and university education facilities. These institutions play a vital role in rebuilding a sustainable education sector (see also Coordination standard 1, guidance note 1 on pages 31-32 and Teachers and other education personnel standard 3, guidance notes 3-4 on page 102).

National education authorities and other relevant stakeholders should start a dialogue about curricula for in-service teacher training and mechanisms for its recognition at the beginning of an emergency response. Where possible, in-service training should

be designed to fulfil national requirements for qualified teacher status. Additional elements relevant to the emergency, such as meeting psychosocial needs, should be also incorporated. Where refugee school systems are separate from the local education system, the in-service training of refugee teachers should build towards qualified teacher status in the country of origin or asylum.

Local trainers should be identified to develop and implement appropriate training for teachers. Capacity building of their facilitation and training skills may be needed. A balance of male and female trainers and trainees should be promoted. Where limited numbers of trainers are available, or they are inadequately trained, institutions providing in-service and pre-service teacher training may be strengthened. This should be a coordinated effort by national and regional institutions and external agencies such as UN agencies and NGOs. It may include:
- review of the teacher training curriculum and textbooks;
- inclusion of updated and emergency-related content;
- provision of practical teaching experience, such as serving as teaching assistants or interns.

4. **Training recognition and accreditation**: Approval and accreditation by education authorities are crucial to ensure quality and recognition of teacher training in the emergency through to recovery. For refugee teachers, education authorities in the host or home country or area should determine whether the training is acceptable and adapted to the needs of learners and teachers (see also Education policy standard 1, guidance note 7 on pages 110-111).

5. **Teaching and learning materials**: Teachers should be trained on how to identify needs for specific teaching aids based on the curriculum. They should learn how to create effective and appropriate teaching aids using locally available materials (see also Teaching and learning standard 1, guidance note 9 on page 82 and Teachers and other education personnel standard 3, guidance note 1 on page 101).

6. **Hazard awareness, risk reduction and response preparedness**: Teachers need skills and knowledge to help learners and the community to prevent and mitigate future disasters. They may need support to integrate the promotion of risk reduction and conflict prevention into teaching and learning. This includes information and skills needed to identify, prevent and respond to potential hazards and disasters faced by communities (see also Analysis standard 1, guidance note 3 on pages 37-38; Access and learning environment standard 2, guidance note 11 on pages 66-67; Access and learning environment standard 3, guidance notes 1-2 on pages 68-70; and Education policy standard 1, guidance notes 2 and 6 on pages 108-110).

Teaching and Learning Standard 3: Instruction and Learning Processes

Instruction and learning processes are learner-centred, participatory and inclusive.

Key actions (to be read in conjunction with the guidance notes)

- Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners (see guidance notes 1-3).
- Teachers demonstrate an understanding of lesson content and teaching skills in their interaction with learners (see guidance notes 1-3).
- Instruction and learning processes address the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning (see guidance note 2).
- Parents and community leaders understand and accept the learning content and teaching methods used (see guidance note 3).

Guidance notes

1. **Active engagement**: Learners' active engagement is important at every developmental and age level. Teaching should be interactive and participatory, ensuring that all learners are involved in the lesson. It makes use of developmentally appropriate teaching and learning methods. This may involve group work, project work, peer education, role-play, telling stories or describing events, games, videos or stories. These methods should be incorporated into teacher training, school textbooks and training programmes. Existing curricula may need to be adapted to accommodate active learning.

   Young children learn through play. Their learning should be based on active play and interaction. Guided play may build skills and relationships with both peers and teachers. Parents and primary care-givers of very young children should be supported to understand and apply:
   - the importance of being responsive and sensitive to the needs of the children;
   - ways to care for younger children;
   - play methods that actively engage children in the learning process and promote their development.

2. **Barriers to learning**: Teachers should be supported to talk with
    parents, community members, education authorities and other
    relevant stakeholders about the importance of formal and non-formal
    education activities in emergency settings. They may discuss issues
    of rights, diversity and inclusion and the importance of reaching out
    to children and young people who are not taking part in education
    activities. These discussions are important to ensure that people
    understand and support the inclusion of all children and the provision
    of appropriate resource materials and facilities. Groups such as parent-
    teacher associations, school management and community education
    committees may be mobilised to help identify barriers to learning and
    to develop plans to address them at the community level (see also
    Access and learning environment standard 1, guidance note 7
    on page 59).

3. **Appropriate teaching methods**: Education in emergencies through
    to recovery should offer teachers in a formal education setting an
    opportunity for positive change. Teaching methods may be changed
    to be adaptable and acceptable to the context and should address
    the rights, needs, age, disabilities and capacities of learners. However,
    more participatory or learner-friendly teaching methods should
    be introduced with care and sensitivity. Implementation of new
    methodologies, particularly during the initial stages of an emergency,
    may be stressful even for experienced teachers. This may also affect
    learners, parents and community members (see also *INEE Guidance
    Notes on Teaching and Learning*, available in the INEE Toolkit:
    www.ineesite.org/toolkit).

    Changes should be introduced with the approval, coordination and
    support of education authorities. It may take time for the school and
    the community to understand and accept these changes. It is important
    to ensure that the concerns of parents and other community members
    are addressed. Teachers need to be familiar with new content and with
    changes expected in their awareness and behaviour.

    For non-formal education interventions, learner-centred approaches
    may be introduced through the training and continued support of
    volunteers, animators, facilitators and care-givers. Methodologies
    should be appropriate to the curriculum, addressing core competencies
    of basic education including literacy, numeracy and life skills relevant
    to the emergency context (see Teaching and learning standard 1,
    guidance note 4 on page 79).

Teaching and Learning Standard 4: Assessment of Learning Outcomes

Appropriate methods are used to evaluate and validate learning outcomes.

Key actions (to be read in conjunction with the guidance notes)
- Continuous assessment and evaluation of learners' progress towards established objectives inform teaching methods (see guidance note 1).
- Learners' achievement is recognised and credits or course completion documents are provided accordingly (see guidance note 2).
- Graduates of technical and vocational programmes are assessed to gauge the quality and relevance of the programmes against the changing environment (see guidance note 2).
- Assessment and evaluation methods are considered fair, reliable and non-threatening to learners (see guidance note 3).
- Assessments are relevant to learners' future educational and economic needs (see guidance note 4).

Guidance notes
1. **Effective assessment and evaluation methods and measures** should be introduced and should consider the following:
    -   relevance: tests and examinations are appropriate to the learning context and the age of learners (see also guidance note 4 below);
    -   consistency: evaluation methods are known and applied in a similar way at all locations and by all teachers;
    -   opportunity: absent learners are offered another chance for assessment;
    -   timing: assessment occurs during and at the end of instruction;
    -   frequency: this may be affected by the emergency;
    -   safe and appropriate setting: formal assessments are conducted in a safe place by education personnel;
    -   transparency: assessment results are shared and discussed with learners and, in the case of children, their parents. External examiners are available for key stages of assessment where possible and appropriate;
    -   accommodation of learners with disabilities: longer time is allocated, and skills and understanding are demonstrated through appropriate alternative means (see also *INEE Pocket Guide to Supporting Learning for People with Disabilities*, available in the INEE Toolkit: **www.ineesite.org/toolkit**).

2. **Assessment results**: In formal education programmes, assessment is conducted so that learners' achievements and examination results can be recognised by the education authorities. For refugees, efforts should be made to obtain recognition by the education authorities in the country or area of origin. For technical and vocational education and training, training service providers should ensure compliance with national certification standards. Course completion documents may include diplomas and graduation certificates.

3. **Assessment code of ethics**: Assessment and evaluation should be developed and implemented according to a code of ethics. This means they should be fair, reliable and conducted in a way that does not increase fear or cause distress. Learners should not be harassed in return for good marks or promotions within a school or programme. To help ensure that these conditions are met, monitoring, including spot-checking by supervisors and community members, may be helpful (see also Access and learning environment standard 2, guidance notes 4 and 9 on pages 63-64 and 66).

4. **Relevance**: The content of assessments and the processes used should be directly linked to the materials that have been taught. Learning objectives and benchmarks should be identified from the curriculum. When possible, assessments should be modified to reflect materials taught rather than a standard curriculum, thereby reflecting actual learning rather than gaps in teaching.

   Teachers and other education personnel should employ appropriate and easily used assessment tools and methods. Guidance and training in the use of assessment tools will enhance effectiveness. Community members may assist with assessment of learning progress and effectiveness of teaching. This may be particularly beneficial in large or multi-grade classes, or when learners need more individual attention.

T **For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.ineesite.org/toolkit**	

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↳ INEE Minimum Standards
  ↳ Implementation Tools
    ↳ Teaching and
      Learning
	INEE Toolkit
	↳ Guidance Notes on Teaching
	  and Learning
	  ↳ Resource Pack on Teaching
	    and Learning

4 | TEACHERS AND OTHER EDUCATION PERSONNEL

Foundational Standards:
Community Participation, Coordination, Analysis

Teachers and Other Education Personnel

Standard 1
Recruitment and Selection

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

Standard 2
Conditions of Work

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

Standard 3
Support and Supervision

Support and supervision mechanisms for teachers and other education personnel function effectively.

Teachers and other education personnel provide for the education needs of children and youth in emergencies through to recovery. They may vary in professional status from state employees with university degrees to volunteers or community-based educators with little formal education. The term 'teachers and other education personnel' includes:
- classroom teachers and classroom assistants;
- early childhood or pre-school teachers;
- educators of people with disabilities;
- subject specialists and vocational trainers;
- facilitators in child-friendly spaces;
- community volunteers, religious educators and life skills instructors;
- head teachers, principals, school supervisors and other education officials.

Roles and responsibilities for teachers and other education personnel depend on the type of education (formal or non-formal) and the type of learning environment. The participation of teachers and other education personnel in decision-making and their own professional development are important components in the design of an emergency education project.

The identification, recruitment and selection of teachers and other education personnel should be non-discriminatory, participatory and transparent. Gender balance and community representation are necessary. Teachers and other education personnel should have relevant experience and skills and should be appropriately compensated. They should be free to join or to form trade unions. Codes of conduct, roles and responsibilities, supervisory mechanisms, conditions of work, contractual arrangements, compensation and working entitlements are best developed in consultation with affected communities.

In crisis situations, teachers and other education personnel require support to cope and begin to rebuild and heal. Education in emergencies through to recovery strengthens resilience by providing children, youth and communities with life-saving information, learning opportunities and social support that build towards a more positive future. Teachers and other education personnel are essential contributors to education in emergencies through to recovery. They also have a right to support and guidance themselves.

Teachers and Other Education Personnel Standard 1: Recruitment and Selection

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

Key actions (to be read in conjunction with the guidance notes)
- Clear, appropriate, non-discriminatory job descriptions and guidelines are developed before the recruitment process (see guidance note 1).
- A representative selection committee selects teachers and other education personnel based on transparent criteria and an assessment of competencies, taking into account community acceptance, gender and diversity (see guidance notes 2-4).
- The number of teachers and other education personnel recruited and deployed is sufficient to avoid over-sized classes (see guidance note 5).

Guidance notes
1. **Job descriptions** do not discriminate on the basis of gender, ethnicity, religion, disability or other areas of diversity. They include at a minimum:
   - roles and responsibilities;
   - clear reporting lines;
   - a code of conduct.
   (See also Teachers and other education personnel standard 2, guidance note 1 on page 98).

2. **Experience and qualifications**: It is important to recruit qualified teachers with recognised credentials. They need skills to provide psychosocial support for learners and to teach learners with disabilities. If qualified teachers no longer have certificates or other documents because of the emergency, their teaching skills should be assessed. If there are not enough qualified teachers, those with little or no teaching experience may need to be considered. Training will be required for these teachers, based on an assessment of their education level and teaching experience.

   Teachers speaking the mother-tongue language(s) of learners should be recruited whenever possible. Where necessary and appropriate, it is recommended that intensive courses in the national or host country language(s) be provided (see also Teaching and learning standard 1, guidance note 7 on page 81).

In some situations, it may be necessary to work proactively towards gender balance in the recruitment of teachers and other education personnel. This could involve adjusting recruitment criteria in consultation with the selection committee. The minimum age for teachers and other education personnel should be 18 years, according to international labour and human rights instruments, laws and regulations. It may be necessary occasionally to recruit younger people to serve as facilitators, assistants or tutors.

3. **Criteria for the selection of teachers** may include the following:
   Professional qualifications and attributes:
   - academic background;
   - teaching experience, including teaching children with disabilities;
   - sensitivity to the psychosocial needs of children and youth;
   - trade or other technical skills and experience;
   - relevant language ability, which may include local sign language knowledge and Braille.

   Personal qualifications:
   - age and gender, keeping in mind gender balance;
   - tolerance;
   - ethnic and religious background;
   - diversity reflecting that of the community. It is important to consider underlying social tensions and longstanding inequalities, which may have an effect on the recruitment process (see also Teaching and learning standard 1, guidance note 8 on pages 81-82).

   Other qualifications:
   Teachers and other education personnel should interact with and be accepted by the community. They should be selected, if possible, primarily from the affected community because of their understanding of the social, economic and political issues faced locally. If teachers and other education personnel are accepted from outside the community, it may be necessary to consider additional compensation such as transportation and accommodation. If a learning site is established for refugees or internally displaced people, hiring eligible teachers and other education personnel from the host community may help to foster good relations (see also *INEE Guidance Notes on Teacher Compensation*, available in the INEE Toolkit: **www.ineesite.org/toolkit**).

4. **References**: Where possible, the references of all recruited teachers and other education personnel should be checked to try to ensure that learners are not put at risk.

5. **Class size**: It is important to set locally defined, realistic limits on class size, which allow the inclusion of all children and youth, including those with disabilities. Enough teachers should be recruited to ensure an appropriate teacher-student ratio. Stakeholders should consider the relevant national and local standards for teacher-student ratio and instruction. In some cases, humanitarian and development organisations may have their own standards for teacher-student ratios. A ratio of 1 to 40 has been recommended in some cases. However, stakeholders are encouraged to review and determine what is locally appropriate and realistic (see also the Introduction on pages 14-15 for examples of contextualisation of the Minimum Standards and Teaching and learning standards on pages 74-90).

Teachers and Other Education Personnel Standard 2: Conditions of Work

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

Key actions (to be read in conjunction with the guidance notes)
- Compensation systems and conditions of work are coordinated among all relevant stakeholders (see guidance notes 1-2).
- Compensation and conditions of work are described in contracts, and compensation is provided regularly (see guidance note 2).
- Teachers and other education personnel are allowed to organise to negotiate terms and conditions.
- A code of conduct, which includes clear implementation guidelines, exists and is well respected (see guidance note 3).

Guidance notes

1. **Conditions of work**: Job descriptions, descriptions of working conditions and codes of conduct should be included in a contract. This helps to professionalise the role of teachers in the learning environment and community. It defines the services expected from teachers in return for compensation from communities, education authorities and other stakeholders, and provides a framework for appropriate and expected teacher behaviour.

   The contract should specify:
   - job tasks and responsibilities;
   - compensation;
   - attendance requirements;
   - hours and days of work;
   - length of contract;
   - code of conduct;
   - support, supervision and dispute resolution mechanisms.

   (See also Teachers and other education personnel standard 1, guidance note 1 on page 95).

2. **Compensation**: Adequate compensation is sufficient to enable teachers and other education personnel to focus on their professional work without having to seek additional sources of income to meet their basic needs. Where needed, an appropriate payment system for teachers and other education personnel should be reestablished or developed as soon as possible. The payment system should respect the fact that education authorities have the principal responsibility for ensuring compensation. Coordination among relevant stakeholders, including education authorities, unions, community members, committees and associations, UN agencies and NGOs, lays the foundation for sustainable compensation policy and practice, and helps in the transition from recovery to development.

    Compensation can be monetary or non-monetary. The system should be equitable and sustainable. Once implemented, compensation policies set a precedent that teachers and other education personnel will expect to be maintained. In situations of displacement, qualified teachers and other education personnel may be more likely to move where there are higher wages, even if it means crossing borders. It is important to take into account market forces such as:
    -   the cost of living;
    -   demand for teachers and other professionals;
    -   wage levels in similarly qualified professions, such as health care;
    -   the availability of qualified teachers and other education personnel.
    (See also SEEP Network *Minimum Standards for Economic Recovery after Crisis*, Employment Creation standard).

    Compensation depends on adhering to the conditions of work and the code of conduct. Conflicts of interest should be avoided, including situations where teachers privately charge students fees for teaching and tutoring (see also Coordination standard 1, guidance note 2 on page 32 and *INEE Guidance Notes on Teacher Compensation*, available in the INEE Toolkit: **www.ineesite.org/toolkit**).

3. **A code of conduct** sets clear standards of behaviour for teachers and other education personnel. These standards apply in the learning environment and during education events and activities. The code of conduct specifies mandatory consequences for persons who do not comply. It includes commitments that teachers and other education personnel will:

- respect, protect and, within their ability, fulfil the education rights of learners;
- maintain high standards of conduct and ethical behaviour;
- actively remove barriers to education to ensure a non-discriminatory environment in which all learners are accepted;
- maintain a protective, healthy and inclusive environment, free from sexual and other harassment, exploitation of learners for labour or sexual favours, intimidation, abuse, violence and discrimination;
- not teach or encourage knowledge or actions that contradict human rights and non-discrimination principles;
- maintain regular attendance and punctuality.

(See also a sample code of conduct in the INEE Toolkit: **www.ineesite.org/toolkit**; Access and learning environment standard 2, guidance notes 4 and 9 on pages 63-64 and 66; and Teachers and other personnel standard 3, guidance note 4 on page 102).

Teachers and Other Education Personnel Standard 3: Support and Supervision

Support and supervision mechanisms for teachers and other education personnel function effectively.

Key actions (to be read in conjunction with the guidance notes)

- Adequate teaching and learning materials and space are available (see guidance note 1).
- Teachers and other education personnel are involved in professional development that contributes to their motivation and support (see guidance notes 2-3).
- A transparent, accountable supervisory mechanism provides for regular assessment, monitoring and support for teachers and other education personnel (see guidance notes 2-3).
- Performance appraisals for teachers and other education personnel are conducted, documented and discussed regularly (see guidance note 4).
- Students regularly have the opportunity to provide feedback on the performance of teachers and other education personnel (see guidance note 5).
- Appropriate, accessible and practical psychosocial support is available to teachers and other education personnel (see guidance note 6).

Guidance notes

1. **Teaching and learning materials and space** should be adequate to allow teachers and other education personnel to teach and work effectively (see also Access and learning environment standard 3 on pages 68-72; Teaching and learning standard 1 guidance note 9 on page 82; and Teaching and learning standard 2, guidance note 5, on page 85).

2. **Support and supervisory mechanisms**: Effective management, supervision and accountability are vital to providing professional support and maintaining teacher motivation and teaching quality. Systems should be developed as far as possible under the leadership of the relevant education authorities and with the participation of education unions, community members, committees and associations, UN agencies and NGOs. Mentoring and peer support can motivate teachers and other education personnel by helping them to set goals and recognise steps that need to be taken to improve their performance (see also Community participation standard 1, guidance notes 1-5 on pages 22-26; Teaching and learning standard 2, guidance note 3 on pages 84-85; and the UNESCO/ILO Recommendation concerning the Status of Teachers (1966)).

3. **Capacity building, training and professional development**: It is important to consult with teachers and other education personnel about their motivation, incentives, needs and priorities for capacity-building. This helps to identify pre-service and in-service needs and opportunities for professional development. Capacity building, training and professional development should be provided in a non-discriminatory way (see also Teaching and learning standard 2, guidance note 3 on pages 84-85).

4. **Performance appraisals**: Well-conducted performance appraisals support good performance. Assessment of the efficiency and effectiveness of teachers and other education personnel includes discussion with each individual to identify issues and agree on follow-up activities.

    A performance appraisal process may include:
    -   developing criteria to support classroom observations and evaluations;
    -   providing feedback;
    -   setting goals and targets to measure growth and progress.
    (See also guidance note 5 below and Teachers and other education personnel standard 2, guidance note 3 on pages 99-100).

5. **Learners' participation**: Including learners in assessment and evaluation processes is important. It helps in understanding all aspects of the learning environment and in assuring quality. Learners may periodically provide feedback to neutral parties as part of performance appraisal processes. Topics can include teaching performance, behaviour, concerns about the teaching environment and protection issues.

6. **Psychosocial support and well-being**: Even trained and experienced teachers and other education personnel may find themselves overwhelmed by crisis events. They face new challenges and responsibilities and may experience distress. Their ability to cope and provide for learners depends on their own well-being and available support (see also Access and learning environment standard 2, guidance notes 8-9 on pages 65-66; Access and learning environment standard 3, guidance note 8 on page 72; and Teaching and learning standard 1, guidance note 6 on pages 80-81).

5 | EDUCATION POLICY

Foundational Standards:
Community Participation, Coordination, Analysis

Education Policy

Standard 1
Law and Policy Formulation

Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

Standard 2
Planning and Implementation

Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

International legal instruments and declarations state the right of all individuals to receive an education. It is the duty of national authorities and the international community to respect, protect and fulfil this right. The rights to free expression, to non-discrimination and to have a voice in decision-making about social and educational policies are integral parts of the right to education.

In an emergency through to recovery, it is essential that these rights are protected. To support this, education authorities and other key stakeholders should develop and implement an emergency education plan. This plan should:
- take into account national and international educational standards and policies;
- demonstrate commitment to the right to education;
- demonstrate responsiveness to the learning needs and rights of people affected by crisis;
- include steps to ensure access to quality education for everyone;
- show clearly the links between emergency preparedness, emergency response and longer-term development.

Community involvement in the planning and implementation of interventions, programmes and policies is vital to the success of emergency preparedness and response.

To ensure the promotion of gender equality and respect for diversity, emergency education policies and programmes should fully incorporate the provisions of the Convention on the Rights of the Child and reflect the Education For All and Millennium Development Goals frameworks. These instruments support and promote education policies and laws that protect against all forms of discrimination in education. This includes discrimination on the basis of sex, religion, ethnicity, language and disability.

Education Policy Standard 1: Law and Policy Formulation

Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

Key actions (to be read in conjunction with the guidance notes)

- National education laws, regulations and policies uphold the protected status under international humanitarian and human rights law of education facilities, learners, teachers and other education personnel (see guidance note 1).
- National education laws, regulations and policies respect, protect and fulfil the right to education and ensure continuity of education (see guidance notes 1-2).
- Laws, regulations and policies ensure that every education facility rebuilt or replaced is safe (see guidance notes 2-3).
- Laws, regulations and policies are based on an analysis of the context that is developed through participatory and inclusive processes (see guidance note 4).
- National education policies are supported with action plans, laws and budgets that allow a quick response to emergency situations (see guidance notes 5-6).
- Laws, regulations and policies allow schools for refugees to use the curricula and language of the country or area of origin (see guidance note 7).
- Laws, regulations and policies allow non-state actors, such as NGOs and UN agencies, to establish education in emergency programmes (see guidance note 8).

Guidance notes

1. **The national authority's duty is to respect, protect and fulfil the right to education** according to international human rights instruments (see Introduction on page 2).

   These human rights instruments include international rules about the care of populations, with an emphasis on children and youth. Areas covered include nutrition, recreation, culture, prevention of abuse and early childhood education for children aged under six years. The Convention on the Rights of the Child is particularly important because it covers both children's right to education and their rights within the educational process, such as the right to be consulted on decisions that affect them, the right to be treated with respect and the right to

know about their rights (see also Community participation standard 1, guidance note 5 on pages 25-26; Access and learning environment standard 1, guidance notes 1-2 on pages 55-57; and Teaching and learning standard 1, guidance notes 5-6 on pages 79-81).

Learners, teachers and education personnel have civilian status, as do education buildings. They are protected from armed attack under the Geneva Conventions, which form part of international humanitarian law recognised by every country. National authorities and international stakeholders should support efforts to build this protected status into national law and practice, and to prevent the use of education facilities for military purpose.

When violence threatens educational continuity and child protection, advocacy to promote education, human rights and humanitarian law relevant to education is a priority. Monitoring and reporting of attacks on learners, education personnel and facilities or occupation of educational facilities are essential. This respects the victims' dignity and leads to coordinated response, investigation and prosecution (see also Access and learning environment standard 2, guidance notes 1, 3-4 and 6-7 on pages 61-65).

2. **National education laws and policies should ensure continuity of education** for all. National and local school contingency plans should cover known, expected and recurring hazards. These include small-scale disasters, such as regular flooding, that cause cumulative negative impacts on education. The particular needs of vulnerable children and youth should be included. In countries where there are no emergency or disaster response laws for education, the emergency situation provides an opportunity to create them (see also Analysis standard 1, guidance note 3 on pages 37-38; Access and learning environment standard 2, guidance note 11 on pages 66-67; and Teaching and learning standard 2, guidance note 6 on page 86).

    Early childhood development services for children below school age and their parents or guardians should be included in education policies and programmes. Services may include:
    -   early care and parenting groups;
    -   play groups;
    -   inclusion of young children in safe space activities;
    -   links with health, nutrition and other services.

    In countries with a national youth policy, an emergency provides an opportunity to strengthen cross-sectoral work on youth-focused education. In countries without a national youth policy, relevant

stakeholders should name a focal point for youth issues in a crisis setting. There should be collaborative work on cross-sectoral policy and programme planning and implementation that considers youth issues. If a national youth policy is developed, it should be based on analysis of the diverse interests and influences among youth sub-groups and the opportunities and risks of various forms of youth participation. A national youth policy complements national frameworks on:
- education;
- technical and vocational education and training;
- emergency preparedness.
(See also Access and learning environment standard 1, guidance note 2 on page 57 and SEEP Network *Minimum Standards for Economic Recovery after Crisis*, Employment Creation standard).

3. **Safety of new and rebuilt schools**: School sites should be selected for safety from known hazards and threats and designed and constructed to be resilient. Sufficient space should be planned so that education is not disrupted if schools are needed as emergency, temporary shelters (see also Access and learning environment standard 1, guidance note 9 on pages 59-60; Access and learning environment standard 3, guidance notes 1-2 on pages 68-70; and *INEE Guidance Notes on Safer School Construction*, available in the INEE Toolkit: **www.ineesite.org/toolkit**).

4. **Analysis of the context**: Education laws and policies should reflect a thorough understanding of the social, economic, security, environmental and political dynamics in the emergency context. In this way, education planning and programming meet the needs and rights of learners and of wider society, and avoid aggravating social divisions or conflict.

   Context analyses may include conflict assessments, human rights assessments and risk and disaster preparedness analyses. Education authorities and other education stakeholders should contribute to context analysis to ensure that education issues are reviewed. Context analysis involves wide consultation with the community. Education authorities and other education stakeholders should advocate for such analyses to be undertaken and included as part of regular education sector reviews and reform processes (see also Analysis standard 1, guidance notes 3-6 on pages 37-39).

   Risk analysis includes an analysis of risks of corruption in the political, administrative and humanitarian environment. Discussion of corruption should be as open as possible in the planning and implementation of

emergency education responses. Open discussion is the best way to develop robust anti-corruption policies. Discussion of corruption issues does not mean condoning corruption or implying an actor's particular vulnerability (see also Analysis standard 1, guidance note 3 on page 37).

5. **Information sharing and information systems**: Those involved in education policy development and implementation should share information about policies and strategic responses. This is particularly important in mitigating conflict and disaster. Information should be easily understood and accessible to all (see also Coordination standard 1, guidance note 3 on pages 32-33).

    Laws, regulations and policies should be developed based on reliable information. Education management information system data should be linked to information about areas and population groups that are prone to particular kinds of emergencies. This is a preparedness strategy that provides input into national and local education planning. Where possible, educational data collected by the community should be fed into a national education management information system (see also Analysis standard 3, guidance note 3 on pages 46-47).

6. **Disaster preparedness frameworks**: Education must be an integral part of national disaster preparedness frameworks. Resources should be secured to provide an effective and timely education response. International stakeholders, supporting national or local education programmes, should promote preparedness for emergency education response as a component of development programmes. Preparedness frameworks should make explicit provisions for the participation of children and youth in response efforts at the community level (see also Community participation standard 1, guidance notes 4-5 on pages 24-26; Community participation standard 2, guidance note 5 on page 30; Access and learning environment standard 2, guidance note 11 on pages 66-67; and Teaching and learning standard 2, guidance note 6 on page 86).

7. **Non-discrimination**: Education authorities must ensure that education reaches all groups in an equitable manner. According to international law, refugees should have the same education entitlements as nationals at the elementary level. At higher levels, refugees should have access to studies, recognition of certificates,

diplomas and degrees, remission of fees and charges and access to scholarships on terms equivalent to those for nationals of the host country. Internally displaced learners retain the same educational rights as nationals who are not displaced. They are covered by national and international human rights law and the Guiding Principles on Internal Displacement (see also Access and learning environment standard 1, guidance notes 1-2 and 4 on pages 55-58; Teaching and learning standard 1, guidance notes 3 and 7-8 on pages 78-79 and 81-82; and Teaching and learning standard 2, guidance note 5 on page 85).

8. **Non-government and UN actors** should be allowed to supplement national education provision to ensure that the education needs and rights of all learners are met. Their access to set up programmes and facilities and to respond swiftly and securely to emergencies should be facilitated by the host country. This may include fast-track visa opportunities and special customs regulations for learning and relief materials.

Education Policy Standard 2: Planning and Implementation

> Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

Key actions (to be read in conjunction with the guidance notes)

- Formal and non-formal education programmes reflect international and national legal frameworks and policies (see guidance note 1).
- Planning and implementation of educational activities are integrated with other emergency response sectors (see guidance note 2).
- Emergency education programmes are linked to national education plans and strategies and are integrated into longer-term development of the education sector.
- Education authorities develop and implement national and local education plans that prepare for and respond to future and current emergencies (see guidance note 3).
- Financial, technical, material and human resources are sufficient for effective and transparent development of education policy, and for planning and implementation of education programmes (see guidance notes 4-5).

Guidance notes

1. **Meeting education rights and goals**: Formal and non-formal education programmes should provide inclusive educational activities that fulfil education rights and goals. They should be in line with national and international legal frameworks (see Access and learning environment standard 1, guidance notes 1-2 and 4 on pages 55-58 and Education policy standard 1, guidance notes 1 and 7 on pages 107-108 and 110-111).

2. **Inter-sectoral linkages**: Education responses, including early childhood development and youth activities, should be linked to activities carried out in other sectors such as water supply, sanitation and hygiene promotion, nutrition, food security and food aid, shelter, health services and economic recovery (see also Analysis standard 1, guidance note 6 on page 39; Access and learning environment standard 1, guidance note 9 on pages 59-60; Access and learning environment standard 3 on pages 68-72; the Sphere Handbook; and the SEEP Network *Minimum Standards for Economic Recovery after Crisis*, Employment Creation standard and Enterprise Development standards).

3. **National and local education plans** should indicate the actions to be taken in current or future emergencies. They should specify decision-making, coordination, security and protection mechanisms for inter-sectoral coordination. Plans should be based on a thorough understanding of the context and should include indicators and mechanisms for early warning of disaster and conflict. They should be supported by appropriate education policy and frameworks. There should be a system for regular revision of national and local education plans (see also Community participation standard 1, guidance note 4 on pages 24-25; Community participation standard 2 on pages 28-30; Coordination standard 1, guidance note 1 on pages 31-32; Analysis standard 1, guidance note 3 on pages 37-38; and Education policy standard 1, guidance note 4 on pages 109-110).

4. **Resources**: National authorities, humanitarian agencies, donors, NGOs, communities and other stakeholders should work together to ensure adequate funding for emergency education provision. Resource coordination should be country-led and integrated with existing coordination mechanisms. Where contextually feasible, resource allocation should be balanced between:
   - physical elements, such as additional classrooms, textbooks and teaching and learning materials;
   - qualitative components, such as teacher and supervisory training courses, teaching and learning materials.

   Resources should be allocated for systematised and centralised reporting of attacks on education and the collection, analysis and sharing of education data (see also Community participation standard 2, guidance note 1 on page 28; Coordination standard 1, guidance notes 1-2 on pages 31-32; Analysis standard 1 on pages 35-40; Analysis standard 2, guidance note 2 on page 42; Analysis standard 3, guidance note 3 on pages 46-47; Analysis standard 4, guidance notes 3-4 on page 49; and Access and learning environment standard 2, guidance notes 4 and 7 on pages 63-65).

5. **Transparency and accountability**: Relevant information on policy planning and implementation, including practices to prevent corruption (in both monetary and non-monetary forms), should be shared between central and local authorities, communities and other humanitarian stakeholders. Transparency is important for effective monitoring and accountability. There should be confidential and culturally appropriate systems for handling complaints of corruption. These include policies to encourage people to report corruption and to protect those who do so (see also Coordination standard 1 guidance note 5 on page 33; Analysis standard 1, guidance note 3 on pages 37-38; and Education policy standard 1, guidance note 4 on pages 109-110).

T **For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.ineesite.org/toolkit**

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  ↳ Implementation Tools
    ↳ Education Policy

ANNEX 1: GLOSSARY

Access: an opportunity to enrol in, attend and complete a formal or non-formal education programme. When access is unrestricted, it means that there are no practical, financial, physical, security-related, structural, institutional or socio-cultural obstacles to prevent learners from participating in and completing an education programme.

Accountability: an explanation of the meaning and reasons for actions and decisions that consider the needs, concerns and capacities and circumstances of affected parties. Accountability is about the transparency of management processes including the use of financial resources. It is about the right to be heard and the duty to respond. In education, accountability means holding education providers responsible for the quality of their service delivery in terms of student knowledge, skills and attitudes; teacher behaviour; and school or system performance.

Assessment: 1) an investigation carried out before planning educational activities and intervening in an emergency to determine needs, gaps in the response and available resources; 2) a test of learners' progress and achievement. An 'assessment of learning outcomes' is a form of assessment determined by an education programme. A number of assessment tools can be found in the INEE Toolkit: **www.ineesite.org/toolkit**. Assessment tools should always be adapted to reflect information needed in a specific context or environment.

Capacity: a combination of the strengths, attributes and resources of individuals or available within a community, society or organisation that can be used to achieve agreed goals.

Capacity building: the strengthening of knowledge, ability, skills and behaviour to help people and organisations achieve their goals.

Child-friendly spaces and schools: safe spaces and schools where communities create nurturing environments for children to access free and structured play, recreation, leisure and learning activities. Child-friendly spaces may provide health, nutrition and psychosocial support and other activities that restore a sense of normality and continuity. They are designed and operated in a participatory manner. They may serve a specific age group of children or a variety of age ranges. Child-friendly spaces and schools are important in emergencies through to recovery.

Child protection: freedom from all forms of abuse, exploitation, neglect and violence, including bullying; sexual exploitation; violence from peers, teachers or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

Children: all people between 0 and 18 years of age. This category includes most adolescents (10–19 years). It overlaps with the category of youth (15–24 years) (see also definition for 'youth' below).

Children associated with armed forces and armed groups: childern may be abducted or recruited by force, or may join the fighting forces 'voluntarily'. They do not always take up arms. They may be porters, spies, cooks or victims of grave sexual violence. These children are deprived of the opportunity for education. During demobilisation and reintegration processes, special attention must be given to their specific educational needs, including formal and non-formal education, accelerated learning, life skills and vocational learning. Particular attention needs to be given to girls, who are often overlooked and omitted from rehabilitation programmes.

Cognitive: mental processes such as thought, imagination, perception, memory, decision-making, reasoning and problem-solving.

Community education committee: an existing or new committee, which identifies and addresses the educational needs of a community. Members include representatives of parents and care-givers, teachers, learners, community organisations and leaders, marginalised groups, civil society associations, youth groups and health workers.

Conflict mitigation: actions and processes that 1) are sensitive to conflict and do not increase tensions or sources of violence; and 2) aim to address causes of conflict and change the way that those involved act and perceive the issues. Humanitarian, recovery and development activities are reviewed for their effect on the conflict context in which they take place and their contribution to longer-term peace and stability. Conflict mitigation approaches can be used for conflict prevention and interventions in conflict and post-conflict situations.

Disability: physical, mental, intellectual or sensory impairments and barriers of attitude and of the environment that prevent full and effective participation of individuals in society on an equal basis with others.

Disaggregated data: statistical information that is separated into its component parts. For example, assessment data from a population or a sample can be analysed by sex, age group and geographic area.

Disaster: a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

Disaster risk reduction: the concept and practice of reducing risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, reduced vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

Discrimination: Treating people differently leading to denial of access to facilities, services, opportunities, rights or participation on the basis of gender, religion, sexual orientation, age, ethnicity, HIV status or other factors.

Distress: the state of being upset, anxious and destabilised. It can occur in response to difficult living conditions such as poverty and overcrowding or exposure to threats to one's security or well-being.

'Do No Harm': an approach which helps to identify unintended negative or positive impacts of humanitarian and development interventions in settings where there is conflict or risk of conflict. It can be applied during planning, monitoring and evaluation to ensure that the intervention does not worsen the conflict but rather contributes to improving it. 'Do No Harm' is considered an essential basis for the work of organisations operating in situations of conflict.

Early childhood development: the processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. These processes are supported by social and financial policies and comprehensive programming that integrate health, nutrition, water, sanitation, hygiene, education and child protection services. All children and families benefit from high-quality programmes, but disadvantaged groups benefit the most.

Education authorities: governments with their associated ministries, departments, institutions and agencies who are responsible for ensuring the right to education. They exercise authority over education provision at national, district and local levels. In contexts where government authority is compromised, non-state actors, such as NGOs and UN agencies, can sometimes assume this responsibility.

Education Cluster: an inter-agency coordination mechanism for agencies and organisations with expertise and a mandate for humanitarian response within the education sector in situations of internal displacement. Established in 2007 through the IASC (see separate entry), the Education Cluster is led by UNICEF and Save the Children at the global level. At a country level, other agencies may lead and the national ministry of education is actively involved. UNHCR is the lead agency in refugee contexts. The Education Cluster is responsible for strengthening preparedness of technical capacity to respond to humanitarian emergencies. During humanitarian response, it should ensure predictable leadership and accountability in the education sector.

Education in emergencies: quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.

Education response: the provision of education services to meet people's needs and rights to education during an emergency through to recovery.

Emergency: a situation where a community has been disrupted and has yet to return to stability.

Formal education: learning opportunities provided in a system of schools, colleges, universities and other educational institutions. It usually involves full-time education for children and young people, beginning at between five and seven years and continuing to 20 or 25 years old. It is normally developed by national ministries of education, but in emergency situations may be supported by other education stakeholders.

Gender: the roles, responsibilities and identities of women and men and how these are valued in society. They are specific to different cultures and change over time. Gender identities define how society expects women and men to think and act. These behaviours are learned in the family and in schools and through religious teaching and the media. Gender roles, responsibilities and identities can be changed because they are socially learned.

Gender balance: an approximately equal number of men and women and boys and girls. It can refer to participation and input into activities and decision-making to ensure that both male and female interests are considered and protected. It can refer to the number of men and women employed by education authorities and by international and national agencies. It is particularly important in the employment of teachers. A balance of men and women at all levels creates more possibilities for discussing and addressing the different impacts of policies and programming on men and women and boys and girls.

Gender-based violence: any harmful act based on gender differences. In many contexts, women are more vulnerable to gender-based violence because of their lower status in society. Men and boys may also be victims, especially of sexual violence. The nature and extent of gender-based violence vary across cultures, countries and regions. Examples include:
- *sexual violence* such as sexual exploitation and abuse, forced prostitution, and forced and child marriage;
- *domestic and family violence* including physical, emotional and psychological abuse;
- *harmful cultural* or *traditional practices* such as female genital mutilation, honour killings and widow inheritance, usually by male members of a dead husband's family.

Hazard: a potentially damaging physical event, phenomenon or human activity that may cause loss of life or injury, property damage, social and economic disruption or environmental degradation. Hazards can have natural or human-made origins or a combination of these. The risk posed by a hazard depends on how likely it is, and where, how often and with what intensity it takes place. For example, a small earthquake in a desert region that occurs once in 100 years poses a very low risk for people. An urban flood that occurs to a height of 3 metres within 48 hours once every 5 –10 years has a relatively high probability and requires mitigation measures.

HIV prevention, treatment, care and support: a combination of behavioural, legal, structural and biomedical interventions needed to reduce the number of new HIV infections and the impact of HIV and AIDS on those infected and

affected. HIV prevention, treatment, care and support need to be based on a thorough understanding of the epidemic, who is most at risk of infection and which behaviours are leading to new infections. Most at-risk behaviours include men having sex with men; injecting drug use; sex for the exchange of money or other materials; concurrent partnerships; and age-disparate relationships. Socio-economic drivers also impact on HIV prevention, treatment, care and support.

Human rights: a means to a life in dignity. Human rights are universal and inalienable: they cannot be given, nor taken away. In an emergency context, key human rights, such as non-discrimination, protection and the right to life, take immediate priority, while the progressive realisation of other rights may rely on available resources. As education is instrumental to protection, non-discrimination and survival, it must be seen as a key human right. International human rights law is the body of international legal treaties and normative standards that govern states' obligations to respect, protect and fulfil human rights at all times, including during emergencies. During conflict, international humanitarian and criminal law also apply. These treaties and standards regulate hostilities, protect civilians and place duties on actors who may challenge, supplant or act on behalf of the state. Refugee law sets out government obligations towards persons displaced across international boundaries due to the fear of persecution or armed conflict.

Inclusive education: ensures the presence, participation and achievement of *all* individuals in learning opportunities. It involves ensuring that education policies, practices and facilities respond to the diversity of all individuals in the context. Exclusion from education can result from discrimination, lack of support to remove barriers or use of languages, content or teaching methods that do not benefit all learners. People with physical, sensory, mental and intellectual disabilities are often among the most excluded from education. Emergencies have an impact on exclusion. Some individuals who were previously able to access education may be excluded because of circumstantial, social, cultural, physical or infrastructural factors. Inclusive education means ensuring that these barriers to participation and learning are removed and that teaching methodologies and curricula are accessible and appropriate for students with disabilities. All individuals are welcomed and supported to make progress, and their individual requirements are addressed.

Information management: comprises assessment of needs, capacities and coverage and the associated monitoring and evaluation, data storage, data analysis, and systems for sharing information. Information management tools and systems should help stakeholders decide which facts and data to collect, process and share, with whom, when, for what purpose, and how.

Instruction and learning processes: interactions between the learners and teachers. Instruction is planned according to the curricula, based on needs identified through assessment, and made possible through training of teachers. Learner-centred, participatory and inclusive instruction and learning processes involve the larger community in providing and supporting education.

Inter-Agency Standing Committee (IASC): an inter-agency forum for coordination, policy development and decision-making within humanitarian assistance. The IASC was established in June 1992 in response to a UN General Assembly Resolution on the strengthening of humanitarian assistance. The IASC involves both key UN and non-UN humanitarian partners.

Internally displaced person (IDP): a person who has been forced to leave his or her home area to find a safe place inside his or her home country, rather than crossing an international border. IDPs often flee for similar reasons as refugees, such as armed conflict, disasters, generalised violence or human rights violations. However, legally they remain under the protection of their own government, even though that government might be the cause of their flight. As citizens, they retain their rights, including to protection, under both human rights law and international humanitarian law.

Learners: People, including children, youth and adults, who participate in education programmes. This includes students in formal schools, trainees in technical and vocational education and training programmes and participants in non-formal education, such as literacy and numeracy classes, life skills courses in the community and peer-to-peer learning.

Learning outcomes: the knowledge, attitudes, skills and abilities that students have attained as a result of taking part in a course or education programme. Learning outcomes are usually described as what students 'should know and be able to do' as a result of instruction and learning processes.

Learning sites: the location of learning spaces.

Learning spaces: places where teaching and learning happen. Examples include private homes, child-care centres, pre-schools, temporary structures and schools.

Life skills: skills and abilities for positive behaviour that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act and interact as individuals and as participating members of society. Life skills fall into three inter-related categories: *cognitive*; *personal* or *emotional*; and *inter-personal* or *social*. Life skills can be general: for example, analysing and using information, communicating and interacting effectively with others. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence or peace-building. The need for life skills often increases in situations of crisis, requiring increased emphasis on building life skills that are relevant and applicable to the emergency and local contexts.

Livelihood: the capabilities, assets, opportunities and activities required for a means of living. Assets include financial, natural, physical, social and human resources. Examples include stores, land and access to markets or transport systems. A livelihood is sustainable when it can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets and provide sustainable livelihood opportunities for the next generation.

Non-formal education: educational activities that do not correspond to the definition of formal education (see separate entry above). Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterised by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programmes, literacy and numeracy. Non-formal education may lead to late entry into formal education programmes. This is sometimes called 'second-chance education'.

Participation: being involved in and influencing processes, decisions and activities. Participation is a right for all and is the basis for working with communities and developing programmes. Participation varies according to evolving capacities. All groups including adults, children, youth, persons with disabilities and members of vulnerable groups can participate in different ways from the earliest age. No group of people should be denied opportunities for participation because they are hard to reach or difficult to work with. Participation is voluntary. People are invited and encouraged to participate, not coerced or manipulated. Participation may include a range of activities and approaches. Passive roles include using services, contributing material resources, accepting decisions made by others and being consulted in a minimal way. Examples of active participation include contributing time, being involved directly in decision-making and planning and implementing education activities.

Participatory learning: an approach to teaching and learning which focuses on the learner. It encourages learning by doing things, using small groups, concrete materials, open questioning and peer teaching. For example, learners use practical activities to understand mathematical concepts or work together to solve problems and ask and answer questions. Participatory learning is contrasted with teacher-focused methodologies, which are characterised by learners passively sitting at desks, answering closed questions and copying from a blackboard. Participatory learning may also be used with teachers and education authorities to support them to analyse their needs, identify solutions and develop and implement a plan of action. In these contexts, it may include community participation, coordination and analysis.

Preparedness: the knowledge and capacities developed by governments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current hazard events or conditions.

Prevention: actions taken to avoid the adverse impacts of hazards and related disasters (see separate entries for these terms).

Protection: freedom from all forms of abuse, exploitation, violence and neglect.

Psychosocial support: processes and actions that promote the holistic well-being of people in their social world. It includes support provided by family and friends.

Examples of family and community support include efforts to reunite separated children and to organise education in an emergency setting.

Quality education: quality education is affordable, accessible, gender-sensitive and responds to diversity. It includes 1) a safe and inclusive learner friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; 4) adequate and relevant materials for teaching and learning; 5) participatory methods of instruction and learning processes that respect the dignity of the learner; 6) appropriate class sizes and teacher-student ratios; and 7) an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills.

Recovery: the restoration and improvement of facilities, livelihoods, living conditions or psychosocial well-being of affected communities, including efforts to reduce disaster risk factors.

Refugee: according to the 1951 Refugee Convention, a refugee is someone who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality, and is unable to, or owing to such fear, is unwilling to avail him or herself of the protection of that country'.

Relevant education: learning opportunities that are appropriate for learners. Relevant education takes into account local traditions and institutions, positive cultural practices, belief systems and the needs of the community. It prepares children for a positive future in society in the national and international context. Relevant education is an element of educational quality and refers to what is learned, how it is learned and how effective the learning is.

Resilience: the capacity of a system, community or individual potentially exposed to hazards to adapt. This adaptation means resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Resilience depends on coping mechanisms and life skills such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance and resourcefulness. Resilience occurs when protective factors that support well-being are stronger than risk factors that cause harm.

Risk: the product of external threats such as natural hazards, HIV prevalence, gender-based violence, armed attack and abduction, combined with individual vulnerabilities such as poverty, physical or mental disability or membership in a vulnerable group.

Risk assessment: a methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat or harm to people, property, livelihoods and the environment on which they depend.

Safety: freedom from physical or psychosocial harm.

Security: protection from threat, danger, injury or loss.

Stakeholder: a person, group or institution with interests in a project or programme.

Vulnerability: the characteristics and circumstances of individuals or groups that result in them being susceptible to attack, harm or distress. Examples of vulnerable groups may include unaccompanied children, people with disabilities, single-headed households and children formerly associated with armed forces and armed groups.

Well-being: the condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; having security, protection and access to quality services (see also entry for 'cognitive').

Youth and adolescents: *youth* are people between 15 and 24 years and *adolescents* are people between the ages of 10 and 19. Together they form the largest category of young people, those aged between 10 and 24 years. The end of adolescence and the beginning of adulthood vary. Within a country or culture, there can be different ages at which an individual is considered to be mature enough to be entrusted by society with certain tasks. In emergency situations, adolescents have needs that are different from those of younger children and adults. Youth refers to a period of progression towards independent responsibility. Definitions vary from one context to another depending on socio-cultural, institutional, economic and political factors.

You may find a more extensive list of key terms in the INEE Toolkit: **www.ineesite.org/toolkit**.

ANNEX 2: ACRONYMS

AIDS   Acquired Immune Deficiency Syndrome

HIV   Human Immunodeficiency Virus

IASC   Inter-Agency Standing Committee

IDP   Internally displaced person

ILO   International Labour Organization

INEE   Inter-Agency Network for Education in Emergencies

MFA   Ministry of Foreign Affairs

NGO   Non-government organisation

NORAD   Norwegian Agency for Development

SEEP   Small Enterprise Education and Promotion

UN   United Nations

UNESCO United Nations Educational, Scientific and Cultural Organisation

UNHCR   United Nations High Commission for Refugees

UNICEF   United Nations Children's Fund

ANNEX 3: INDEX

ANNEX 4: FEEDBACK FORM

Contact Information	
Date:	Name:
Organisation and Job Title:	
Address:	
Phone:	
E-mail:	

1. Please list the ways in which you or your organisation have used the Minimum Standards. Be as specific as possible and include the ways (if any) in which you adapted the key actions in the handbook to your context and to the work of your project/organisation/coordination structure etc.

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2. What challenges have you encountered while using this handbook and how did you overcome or work around them?

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3. Can you share any lessons learned and/or examples of good practices from your experience using this handbook? What has been the impact of using the standards on your work?

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4. Based on your experience, what additional information and/or tools would make this handbook more effective and relevant?

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5. Please provide any additional comments or feedback on this handbook.

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Thank you for sharing your experience using the *Minimum Standards for Education: Preparedness, Response, Recovery*. This feedback will inform an update of and strategy for promotion of the Minimum Standards. Please fill in this questionnaire and email it to **minimumstandards@ineesite.org** or mail it to INEE Coordinator for Minimum Standards, c/o UNICEF – Education Section, 3 United Nations Plaza, New York, NY 10017, USA. You may also fill in this feedback form online at: **www.ineesite.org/feedback**.

Minimum Standards for Education:
Preparedness, Response, Recovery

INEE — Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة بين الوكالات للتعليم في حالات الطوارئ

MAP

Foundational Standards

Community Participation Standards: Participation and Resources — **Coordination Standard:** Coordination — **Analysis Standards:** Assessment, Response Strategies, Monitoring and Evaluation

Access and Learning Environment

Standard 1: Equal Access – All individuals have access to quality and relevant education opportunities.

Standard 2: Protection and Well-being – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

Standard 3: Facilities and Services – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

Teaching and Learning

Standard 1: Curricula – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Standard 2: Training, Professional Development and Support – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

Standard 3: Instruction and Learning Processes – Instruction and learning processes are learner-centred, participatory and inclusive.

Standard 4: Assessment of Learning Outcomes – Appropriate methods are used to evaluate and validate learning outcomes.

Teachers and Other Education Personnel

Standard 1: Recruitment and Selection – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

Standard 2: Conditions of Work – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

Standard 3: Support and Supervision – Support and supervision mechanisms for teachers and other education personnel function effectively.

Education Policy

Standard 1: Law and Policy Formulation – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

Standard 2: Planning and Implementation – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth

INEE

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الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

The *Minimum Standards for Education: Preparedness, Response, Recovery* expresses a commitment that all individuals—children, youth and adults—have a right to education. The standards articulate the minimum level of educational quality and access in emergencies through to recovery. They can be used as a capacity-building and training tool for humanitarian agencies, governments and local populations to enhance the effectiveness and quality of their educational assistance. They help to enhance accountability and predictability among humanitarian actors and improve coordination among partners, including education authorities.

INEE facilitated a highly consultative process to develop the Minimum Standards in 2003-2004 and to update them in 2009-2010. They are founded on the Convention on the Rights of the Child, the Dakar 2000 Education for All goals and the Sphere Project's Humanitarian Charter.

The Sphere Project recognizes the *Minimum Standards for Education: Preparedness, Response, Recovery* as Companion Standards to the *Sphere Project Humanitarian Charter and Minimum Standards in Disaster Response*.