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## Module 2: Framework for Education in Emergencies

### INEE Minimum Standards for Education

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 **Time: 1 hour 30 minutes**

#### **Learning Objectives**

**At the end of this session participants will be able to:**

1. Understand what is the Inter-Agency Network for Education in Emergencies (INEE).
2. Understand the Domains and Standards of the INEE Minimum Standards for Education: Preparedness, Response, Recovery.
3. Understand how the Minimum Standards can be applied to ensure quality education during preparedness, response and recovery phases

#### **Key Messages and Learning Points**

- The key global advocacy goals of agencies and governments should be to establish education as a key component of their emergency responses.
- The purpose of the Inter-Agency Network for Education in Emergencies (INEE) is to serve as an open global network of members working together within a humanitarian and development framework to ensure all people the right to quality and safe education in emergencies and post-crisis recovery.
- INEE promotes the right to quality education in emergencies through to recovery and development.
- INEE is a resource for best practice tools, reports and research on education in emergencies through recovery.
- The INEE Minimum Standards Handbook articulates the minimum level of educational quality and access in emergencies through to recovery. The Standards 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.
- The INEE Minimum Standards Handbook has five domains: 1) Foundational Standards (Participation, Coordination and Analysis), 2) Access and Learning Environment, 3) Teaching and Learning, 4) Teachers and other Education Personnel, 5) Education Policy. Each domain has standards, key actions and guidance notes.

## Session Outline

Content	Approx. Time	Instructional Activity
1. Overview of the Minimum Standards	20 minutes	Presentation
2. Application of the Minimum Standards	70 minutes	Group work
<b>Total Time</b>	<b>90 minutes</b>	

## Preparation, Resources and Support Materials

### **Resources / Materials needed:**

- INEE Handbook - Minimum Standards for Education: Preparedness, Response, Recovery
- Handout 2.1: Minimum Standards for Education Summary
- Handout 2.2: Case Study of Emergency Education Response
- Handout 2.3: Case Analysis of Application of the Minimum Standards for Education: Preparedness, Response, Recovery
- Handout 2.4: Minimum Standards map [electronic and also on the back cover of the INEE Handbook]
- Handout 2.5: Uses of the Minimum Studies: Case Studies
- Supplementary Exercise Handout 2.6: Teaching and Learning Part 2 (Response Scenario Iraq)
- Thematic Issue Briefs [9 documents]
- Minimum Standards Reference Tool [hard copy only to be requested from INEE]
- Flip chart and markers

### **Preparation for this session:**

- Review Session slide presentations
- Copies of Handouts 2.1, 2.2, 2.3, 2.4, Thematic briefs - one for each participant
- Prepare flip charts for case study analysis case study
- Request all hard copy materials from INEE Secretariat, [materials@ineesite.org](mailto:materials@ineesite.org)

### **Additional Resources:**

- INEE Guidance Notes on Teaching and Learning
- INEE Guidance Notes on Safer School Construction
- INEE Guidance Pocket Guide to Gender
- INEE Reference Guide on External Education Financing
- INEE Guidance Notes on Teacher Compensation

### **Toolkit:**

- *For local adaptation*

### **Supplementary Material:**

- Applying the Minimum Standards to a Case Study: Conflict-induced Refugee Situation (30 minutes)
- Uses of the Minimum Standards for Education (20 minutes)
- Applying the Guidance Notes on Teaching and Learning (50 minutes)
- INEE Toolkit [can also be accessed from [www.ineesite.org/toolkit](http://www.ineesite.org/toolkit)]
- Additional materials on [www.ineesite.org](http://www.ineesite.org)

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# 1. Overview of the Minimum Standards for Education: Preparedness, Response, Recovery

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20 minutes

## Learning Objectives

At the end of this session, participants will:

- Understand what is the Inter-agency Network for Education in Emergencies (INEE).
- Understand the Domains and Standards of the Minimum Standards for Education: Preparedness, Response, Recovery.
- Understand how the Minimum Standards can be applied to ensure quality education provision.

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## Overview of the INEE Minimum Standards

- INEE was established to develop standards to promote a minimum level of access to quality education for all persons including those affected by emergencies.
- The standards are based on the Convention on the Rights of the Child (CRC), Education for All (EFA) and Humanitarian Charter to represent 'universal goals for helping adults and children achieve the right to life with dignity'.
- Addition to Sphere Humanitarian Standards which does not include education.
- More information: INEE web site at [www.ineesite.org](http://www.ineesite.org)

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## The 5 Domains



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## 11 Cross-Cutting Issues

- Conflict Mitigation
- Disaster Risk Reduction
- Early Childhood Development
- Gender
- HIV and AIDS
- Human Rights
- Inclusive Education
- Inter-sectoral linkages
- Protection
- Psychosocial support
- Youth

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## Standards, Key Actions, Guidance Notes

- **Standards** - are what you want to reach. They are qualitative and universal, applicable in any environment.
- **Key Actions** - are suggested actions to be taken in order to reach/meet the standard.
- **Guidance Notes** - cover points of good practice to consider when applying the minimum standards and adapting the key actions in different situations.

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1. Ask participants if they have used the INEE Minimum Standards in anyway and/or are familiar with the INEE Minimum Standards Handbook.

2. Explain the following points about the development of the INEE Minimum Standards:

- The Inter-Agency Network for Education in Emergencies (INEE) was established to develop standards to promote a minimum level of access to quality education for all persons, including those affected by emergencies.
- The standards are based on the Convention on the Rights of the Child, Education for All (EFA) and the Sphere Project's Humanitarian Charter and Minimum Standards for Disaster Response. They represent 'universal goals for helping adults and children achieve the right to life with dignity'. They include that education is a basic right for all.
- The standards are an essential addition to the Sphere Standards, which outline the 'minimum standards in disaster relief'. The Sphere Standards cover the sectors of water; sanitation and hygiene; food security, nutrition and food aid; shelter, settlement and non-food items; and health services. They do not include education.
- Participants should refer to the INEE Minimum Standards Handbook, which can be found on the INEE website at [www.ineesite.org/minimumstandards](http://www.ineesite.org/minimumstandards)

3. Provide to all participants

- INEE Handbook - Minimum Standards for Education
- Handout 3.1: Minimum Standards for Education Summary

4. Review the **5 Domains** of the **INEE Minimum Standards**

5. **11 Cross-cutting issues:**

1) Conflict Mitigation, 2) Disaster Risk Reduction, 3) Early Childhood Development, 4) Gender, 5) HIV and AIDS, 6) Human Rights, 7) Inclusive Education, 8) Inter-sectoral linkages, 9) Protection, 10) Psychosocial support, 11) Youth.

Refer the participants to the thematic briefs found on their CD which provide an exploration of a number of these cross cutting issues

**Note to facilitator:** More information on the cross-cutting issues can be found in these thematic briefs.

6. Have the participants open their Handbook and look at the structure with **Standards, Key Actions** and **Guidance Notes**.

The **standards** are "what you want to reach". They 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.

Provide an example by having the participants open their handbooks, turn to **page 22**. Review the standard, one corresponding key action and the guidance notes that are connected to that key action.

7. Now review the **domains** and their **standards**.

**Foundational Domain: 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.

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**Foundational Domain: Coordination**

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

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**Foundational Domain: 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.

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**Domain: 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 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.

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**Domain: 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 and Learning Outcomes**  
Appropriate methods are used to evaluate and validate learning outcomes.

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**I. Foundational Standards:** 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.

- **Community participation** and the utilisation of local resources when applying the standards. This standard focuses on the engagement of communities to actively participate in the development of education response. All sections of the community should participate and the whole project cycle (analysis, planning, design, implementation, monitoring and evaluation) should be covered. In addition community resources should be identified and mobilised.

- **Coordination** mechanisms for education should be put in place and support stakeholders working to ensure access to and continuity of quality education. This includes links to government and NGO/UN agencies.

- **Analysis** ensures that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and evaluation.

**II. 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.

**III. 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. Refer to the INEE Guidance Notes on Teaching and Learning for in-depth good practice on this domain.



**Domain: 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.

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**IV. 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. INEE also has a Guidance Notes on Teacher Compensation which



**Domain: 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 education policies, laws, standards and plans and the learning needs of affected populations.

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

Summarise that these are general standards and benchmarks to strive to achieve, but they need to be contextualised to specific country contexts to be most useful. For guidance on how to do that, look at the case studies in the INEE toolkit ([www.ineesite.org/toolkit](http://www.ineesite.org/toolkit)) and on the INEE website: [www.ineesite.org/contextualisation](http://www.ineesite.org/contextualisation).

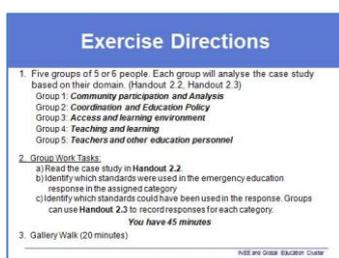
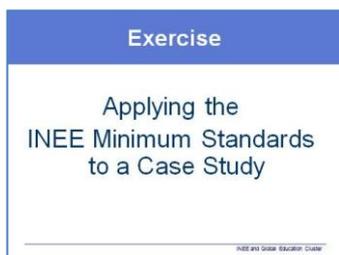
Refer the participants to **Handout 2.5** which summarises some case studies of the utilisation of the INEE Minimum Standards. Also point out that many tools and resources can be found on the INEE website and a number of these resources are contained on their CD.

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## 2. Applying the Minimum Standards to a Case Study

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70 minutes



### Group Work Exercise: (45 minutes)

1. Tell participants that they will now have an opportunity to apply the INEE Minimum Standards to a case study of the Tsunami disaster of 2005 (or local case if desired). Refer participants to **Handout 2.1**, which summarises the five domains and standards for each domain.

*Note: Some already prepared alternative cases are also included in this module.*

2. Have participants review **Handout 2.2: Case Study of Emergency Education Response**. Divide participants into 5 groups of 5 or 6 people and assign each group the following domains to analyse as follows:  
Group 1: **Community Participation, Coordination and Analysis**  
Group 2: **Education Policy**  
Group 3: **Access and Learning Environment**  
Group 4: **Teaching and Learning**  
Group 5: **Teachers and Other Education Personnel**

### Tasks for the Groups:

- 1) Identify which standards from the assigned domain were used in the emergency education response
- 2) Identify which standards could have been used in the response. Groups can use **Handout 2.3** as a framework. Record responses on flip chart paper.

*Note that there may not be sufficient information to determine if some of the standards were used. In this case, participants should identify what might have been done in the response to apply the standard.*

### 3. **Gallery Walk (20 minutes)**

Have one person in each group stay with their domain and describe to others their analysis of the case study.

### 4. **Plenary Discussion to Summarise (5 minutes)**

Summarise the standards that were met and were not met in this case study. Answer any last questions.

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## Supplementary Exercises

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### Exercise - Applying the Minimum Standards to a Case Study: Conflict-induced Refugee Situation

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30 minutes

***Note to facilitator:** You need to have strong internet connection, a laptop and projector in order to conduct this exercise.*

1. Tell participants that they will now have an opportunity to apply the INEE Minimum Standards to a case study of the continuing Darfur refugee crisis in Chad.
2. Split the participants into groups of 5 or 6 people.
3. Show the UNHCR video, "Learning is their Future: Darfuri Refugees in Eastern Chad

(Link on Youtube: <http://www.youtube.com/watch?v=dCU8ZDIabz4>)

4. Based on the information provided in the video, each group will fill in **Handout 2.2** on flip chart paper to analyse where the standards were met, what actions were taken and where there were gaps. The groups will have 15 minutes to analyse the situation.
5. Gallery Walk (10 minutes)
6. Large Plenary and summarise

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## Applying the Guidance Notes on Teaching and Learning

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50 minutes

### Part 1 (Presentation): Understanding the Inter-related nature of the Teaching and Learning Standards (10 minutes)

1. Provide copies of the Guidance Notes on Teaching and Learning. Briefly introduce the Guidance Notes:

They were developed in response to requests from INEE and Education Cluster members working in the field who recognised that additional guidance beyond the Minimum Standards was required to increase and maintain quality programming during emergencies through the early recovery and preparedness.

They were developed with the feedback, input and review of more than 300 individual technical experts at every level and capacity of education in emergencies and field tested through consultative workshops held around the world.



2. Explain how each section of the Guidance Notes explores one of the Teaching and Learning Standards and quickly review each section.

1. INEE Minimum Standard and Key Actions
2. Tables of Key Points to Consider
3. Notes providing additional information following each table
4. Monitoring and Evaluation
5. Related Resources

3. Briefly remind participants that the INEE Minimum Standard domains are all inter-connected and all domains must be considered in a comprehensive education system and response. Teaching and Learning is only one of the domains. Although projects may focus on standards under Teaching and Learning only, they need to take into consideration all other domains, including the foundational domains.
4. Explain how each of the Teaching and Learning standards are also inter-related; *refer participants to the Guidance Notes introduction, page iv, for a quick overview.*
5. Ask the participants to give examples of how the standards are connected. (If they are unable to immediately think about examples, you may want to give several examples from the Guidance Book or from your own experience in different contexts.)

#### Examples:

- i. When a new Curriculum or emergency messages are prepared and ready to be introduced at the classroom level, it is imperative that the teachers understand the content and have the skills needed to teach students effectively. Therefore, **training of teachers** and their technical and administrative supervisors is needed.
- ii. When teachers are instructing students in the classroom, they need to understand whether the students understand the material and are able to perform at grade-level. Therefore, teachers must **Assess the Learning Outcomes** of students against the Curriculum being taught.

6. Conclude by explaining how in applying the “Key Points to Consider” tables for each of the teaching and learning standards, the Guidance Notes can be used to ensure teaching and learning responses are comprehensive, effective and lead to quality education. For more information on this tool visit [ineesite.org/teachinglearning](http://ineesite.org/teachinglearning)

**Part 2 (Exercise): Applying the Guidance Notes to a Scenario (Iraq) (40 minutes)**

*Note: This exercise uses the situation of Iraq, but another scenario can also be used.*

1. Split participants into 4 groups. If there are more than 25 people, you might consider giving 2 teams the same standard.
2. Assign each group one of the four standards in Teaching and Learning: 1) Curricula; 2) Training, Professional Development and Support; 3) Instruction and Learning Processes; 4) Assessment of Learning Outcomes.
3. Present the scenario (**Handout 2.6**), highlighting key issues and ask participants to also think of what they already know about the specific context.
4. Ask each group to take **20 minutes** to review the “Key Points to Consider” tables in their section and consider the following questions:
  - a. How would you proceed to assess the scenario as it relates to this particular Teaching and Learning Standard? What stakeholders would be involved, in what way, and when?
  - b. Given your understanding of the scenario, which of the key points to consider (questions in the tables) are most important to address?
  - c. Which key thematic issues are especially critical to address in this standard?
5. In plenary, ask What were some of the key points discussed in groups? How were they able to use the Guidance Notes to focus their discussions?
6. Conclude by explaining how in applying the “Key Points to Consider” tables for each of the teaching and learning standards, the Guidance Notes can be used to ensure teaching and learning responses are comprehensive, effective and lead to quality education. For more information on this tool visit [ineesite.org/teachinglearning](http://ineesite.org/teachinglearning)

## Handout 2.1 – Minimum Standards for Education - Summary

### Foundational Standards: Community Participation, Coordination, Analysis

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

**Community Participation 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.

**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.

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

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

<b>Domain: Access and Learning Environment</b>	<b>Domain: Teaching and Learning</b>
<p><b><u>Standard 1: Equal Access</u></b> All individuals have access to quality and relevant education opportunities.</p> <p><b><u>Standard 2: Protection and Well-being</u></b> Learning environments are secure and safe, and promote the psychosocial well-being of learners, teachers and other education personnel.</p> <p><b><u>Standard 3: Facilities and Services</u></b> 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.</p>	<p><b><u>Standard 1: Curricula</u></b> Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p> <p><b><u>Standard 2: Training, Professional Development and Support</u></b> Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> <p><b><u>Standard 3: Instruction and Learning Processes</u></b> Instruction and learning processes are learner-centred, participatory and inclusive.</p> <p><b><u>Standard 4: Assessment of Learning Outcomes</u></b> Appropriate methods are used to evaluate and validate learning outcomes.</p>
<b>Domain: Teachers and Other Education Personnel</b>	<b>Domain: Education Policy</b>
<p><b><u>Standard 1: Recruitment and Selection</u></b> 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.</p> <p><b><u>Standard 2: Conditions of Work</u></b> Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p><b><u>Standard 3: Support and Supervision</u></b> Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p><b><u>Standard 1: Law and Policy Formulation</u></b> Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p> <p><b><u>Standard 2: Planning and Implementation</u></b> Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>

## Handout 2.2 – Case Study of Emergency Education Response

### Case Study: Tsunami Emergency Response in Aceh and Nias (Indonesia)

#### Background

On 26 December 2004, a major earthquake and resulting tsunami caused widespread devastation in the northern and western coastal areas of Nanggroe Aceh Darussalam (NAD). They left over 230,000 dead or missing to date and over 500,000 displaced. A subsequent earthquake on 28 March 2005 also resulted in widespread devastation in the island of Nias in North Sumatra and the island of Simelue in Aceh. According to the Ministry of National Education (April 2005), the tragedy left 40,900 children and students dead or missing (kindergarten–university), 2,500 teachers dead or missing (kindergarten–university), and 2,135 destroyed or heavily damaged schools (kindergarten–university); among those, 1,521 were primary schools (71%).

UNICEF as the UN lead agency in the education sector in Aceh and Nias has been working with government counterparts since the onset of the emergencies and has supported regular coordination meetings and shared information with the NGOs. In coordination with the Executing Agency for Rehabilitation of Aceh and Nias (BRR), the Ministry of National Education (MONE), the Ministry of Religious Affairs (MORA) and NGOs, UNICEF has been supporting the restoration of access to basic education in Aceh and Nias.

#### Acute Emergency (Initial) Phases (January–March 2005)

A Back to School Campaign was carried out, and schools reopened one month after the earthquake and tsunami. In the period January–March 2005, UNICEF distributed 216 school tents, 732,000 textbooks, 4,739 School-in-a-Box Kits, 455 locally procured teaching–learning materials and 3,222 Recreation Kits to reach over 550,000 children in tsunami-affected districts.

UNICEF worked with partners, and the majority of the materials were distributed by government counterparts and NGOs. In Banda Aceh, the Education Sector Working Group was set up in early February 2005 to coordinate with government counterparts and other agencies to avoid overlap and to produce an effective response. A Rapid Assessment of Learning Spaces (RALS) was conducted in all affected areas. Key findings were shared with the partners and needs identified were reflected in the government programme.

#### Beyond the Initial Response (mid-July 2005 and onwards)

Since July 2005, Education Coordination meetings have been held every 2 weeks with minutes distributed through a mailing list or over 150 organisations and individuals. To overcome the challenge of limited accurate data sharing, UNICEF collaborated with the UN Information Management Services to develop on-line access to information.

UNICEF continued to work with partners to support the beginning of the first new school year in post-tsunami/earthquake in Aceh and Nias in July 2005. A new round of the Back to School Campaign was undertaken, 830,000 stationery kits and 230,000 sets of textbooks were distributed (a ratio of 1 book for every 3 children).

In addition to the items supplied in the initial acute phase response, a further 797 school tents, 2,201 School-in-a-Box Kits and 1,143 Recreation Kits were distributed.

#### Teacher recruitment and training

UNICEF also assisted with the recruitment, training and deployment of 1,110 temporary teachers in Aceh and paid 6 months salary to these teachers. An additional 150 existing kindergarten teachers were trained in Early Childhood Development knowledge and skills and paid 6 months salary. These teachers were then under the supervision of the government in January 2006.

UNICEF also coordinated the Teacher Training sub-working group that commenced in April 2005, and has agreed to strengthen the system for in-service teacher training by revitalising the existing teacher network and monitoring system. Currently, an overall framework for teacher training for the next 5–10 years is being finalised by the government counterparts with UNICEF's technical assistance.

Plans are being developed to train 1,000 students and 40 head teachers on peace building and life skills. Over the next 3 years, UNICEF will also support training on trauma counselling.

#### Psychosocial and health and hygiene support

UNICEF participated in an international psychosocial meeting in April 2005 and is supporting some psychosocial initiatives in newly established childcare centres. WATSAN plans to train 250 students on health and hygiene promotion – these students will then train others. Child Protection intends to carry out an assessment before the end of 2005 on sexual abuse, exploitation and trafficking.

#### Temporary and permanent school structures

School tents were distributed during the initial acute phase but these are wearing out. The recovery and scope of the destruction has meant that permanent schools are not yet in place. To support this interim period, UNICEF contracted an NGO to build 200 temporary schools. These schools include water and sanitation facilities. By December 2005, approximately half of these temporary schools had been built, benefiting 8,550 children. Temporary schools are being furnished as they are completed, together with provision of School-in-a-Box and Recreation Kits, blackboards, rulers and plastic mats.

In April 2005, UNICEF also signed an MOU with the MONE to reconstruct approximately 300 child-friendly primary schools and rehabilitate 200 primary schools, over the next 3 years. Construction of the first permanent school started at the end of September 2005.

#### **Major challenges**

- Government counterparts have had limited experience and exposure with international communities, and most of them lost a significant number of staff due to the earthquake and tsunami. In such circumstances, the presence and pressure from the international communities (over 300 NGOs) completely overwhelmed the government counterparts. In addition, there was a lack of clear directions from authorities of different government bodies, creating confusions and misunderstandings among actors.
- Overlapping of school sites occurred due to several reasons: (i) lack of communication among and between different actors and education authority levels; and (ii) communities making several agreements with various humanitarian agencies as a 'protection' mechanism, as over the years they have become used to 'empty promises'.

**Handout 2.3 – Case Analysis of Application of the Minimum Standards for Education:  
Preparedness, Response, Recovery**

<b>INEE Minimum Standards Domains</b>	<b>What standards were applied?</b>	<b>How? What response actions were taken?</b>	<b>What were the gaps?</b>
<b>Community Participation</b>			
<b>Coordination</b>			
<b>Analysis</b>			
<b>Access to Learning Environment</b>			
<b>Teaching and Learning</b>			
<b>Teachers and Other Education Personnel</b>			
<b>Education Policy</b>			

**Handout 2.4 – Minimum Standards map [electronic and also on the back cover of the INEE Handbook]**

See additional .pdf file

## Handout 2.5 - Uses of the Minimum Standards: Case Studies

**Example 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.

**Example 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.

**Example 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 Ministry of Foreign Affairs (MFA) created an Emergency Education Team, which is committed to ensuring increased awareness, practical application and systematic utilisation of the INEE Minimum Standards by the Norwegian Agency for Development (NORAD), the 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 more examples on the application and impact of the INEE Minimum Standards around the world, go to: [www.ineesite.org/MScasestudies](http://www.ineesite.org/MScasestudies).

### **Scenario: Response in Iraq**

Prior to 1990, Iraq was a leader in education in the Middle East. Recent reports from Iraq indicate that the education sector has been hard hit by decades of wars and armed conflict, sanctions, political manipulation, exodus of professionals, targeting of education professional, displacement of communities and individuals, and sanctions.

In the last two decades, much of the government has become largely divided between Central Iraq (Arabic) and Kurdistan. Education plans, training of education personnel, and the development of curricula follow the same divisions and there is little collaboration or communication between Baghdad and Kurdistan. The two Ministries of Education have, in the past, travelled to a third country to conduct meetings and participate in joint trainings rather than travel internally due to security issues.

Schools and classrooms are still very traditional in structure and based on rote learning. Only a handful of schools in urban areas have electricity and functioning water and sanitation facilities. Many have been damaged either in the conflict or through years of no maintenance. Furniture is often inadequate or damaged and teachers and students often have limited access to teaching and learning materials.

The vast majority of teachers have received formal training through one of the government training or university programmes; however, less than 10% have received substantial in-service training in the past two decades. The few who have been trained in innovative teaching methodologies and psychosocial awareness have not received continued support and are unable to make significant changes in their teaching or classroom habits.

The curriculum, however, has experienced significant changes during the past 7 years. The previous curriculum developed under Hussein's ba'athist regime was immediately discarded following the 2003 invasion. Various stakeholders have been involved in curriculum design and development, the vast majority were international and national experts, the UN, and major international textbook companies.

Students, parents and teachers have expressed concern that the current curriculum is "too hard" for both students and teachers, irrelevant to the needs of children in some communities, and requires tools and equipment that are unavailable for the vast majority of schools.

Although schools hold information sessions for parents twice a year, the parents are not actively engaged in many schools. Traditionally, education was the responsibility of the government and schools have not yet established and developed functional Parent/Teacher Associations or School Committees to monitor progress made and needs of students/teachers/school.

There continues to be a significant number of families who are displaced to other Iraqi communities and to other countries. There is an increasing number of young people who either never had access to education or were unable to complete their education in their home communities and have fallen outside the formal education system. UNICEF and its implementing partners are supporting Accelerated Learning Programs for some of these children but are unable to monitor the schools due to security issues.