

Understanding the Context

A Comparative Assessment of Bangladesh and Sri Lanka’s Contextualization Process of the INEE Minimum Standards



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**INTRODUCTION**

In order to address gaps in emergency education, in 2004, the International Network for Education in Emergencies developed the INEE Minimum Standards. These nineteen Standards were designed to create a codebook for practitioners in emergency to follow to meet basic universally agreed upon criteria. The INEE Minimum Standards is a global tool that articulates the minimum level of educational quality and access in emergencies through to recovery.

In order to enhance the quality of education preparedness within the Education Cluster during emergencies, the *INEE Minimum Standards for Education: Preparedness, Response, Recover*y were developed with the idea of being contextualized within the framework of any country using their education infrastructure. This allows for the Standards to be used by any educator regardless of position or language and ensures accountability through direct participation.

The purpose of this paper is to 1) identify the processes of contextualization within the two countries of Sri Lanka and Bangladesh, which are prone to natural disasters 2) identify the gaps and lessons learned from the application of the Contextualized Standards, 3) identify the gaps of the contextualization process in comparison to the process in Bangladesh, and 4) suggest recommendations on how to improve future contextualization processes in countries.

**METHODOLOGY**

Available qualitative data was used to research each country’s background and its current education framework. A UNICEF representative provided internal documents detailing workshop processes of contextualization for both Bangladesh and Sri Lanka. Along with this, the paper’s authors interviewed Save the Children and UNICEF representatives to better understand the challenges and the impact of the contextualization process. The paper’s conclusion provides a comparative analysis of the impact and challenges of the contextualization process for Sri Lanka and Bangladesh.

**LIMITATIONS:**

Our research has been limited by two main factors:

* Inability to communicate with key informants: While this has been an issue, we were able to find papers written by one of the informants about contextualization, which allowed us to gain important insights to the process
* Lack of information about the contextualization process in Sri Lanka: The data for Bangladesh was large in comparison, exposing a gap that highlights further the lack of uniformity in contextualization documentation.

**BACKGROUND: SRI LANKA**

Sri Lanka, a small island located in the Indian Ocean, is prone to natural hazards and has faced many weather related emergencies, such as a tsunami, several floods, droughts, and landslides (Hazard Profile of Sri Lanka 2016)[[1]](#footnote-1). The 2004 Indian Ocean Tsunami and earthquake in Sri Lanka killed 35,000 people and displaced over a million people[[2]](#footnote-2). The Tsunami critically damaged 70 educational buildings, and moderately damaged 93 other educational buildings. 79,016 students and 3,263 teachers were impacted by this disaster. However, temporary learning spaces were provided within a couple weeks of the emergency. Nine years later, in May 2013, the Cyclone Mahasen brought torrential rains, landslides, displaced 3881 people from their homes, and killed seven people in Sri Lanka.[[3]](#footnote-3)

At the same time, Sri Lanka has faced ethnic tensions between the Sinhalese and the Tamil minority in the northeast, which led to a 30-year long civil war. The government launched a military offense to gain control of the Liberation Tigers of Tamil Eelam (LTTE) in May 2009.[[4]](#footnote-4) During the war, many people were displaced or injured, and many more thousands were killed. The conflict led to the closing of approximately 110 schools for an indefinite period of time. After the war, hundreds of thousands of internally displaced people (IDPs) received education response support from teachers in order to cope with trauma and to transition back to school.[[5]](#footnote-5)

**BACKGROUND: BANGLADESH**

Bangladesh, though not an island, also borders the Indian Ocean and is situated between India and Burma. The nation is vulnerable to cyclones during the pre-monsoon season (April-May) and post-monsoon season (October-November). Cyclones have historically been Bangladesh’s greatest vulnerability; however, the early warning systems put in place during Cyclone Sidr in 2006 lead to a death toll of 4,232 deaths, which is a 100-fold reduction to Cyclone Bhola in 1970. [[6]](#footnote-6)

Because the country is 5 meters above seawater, during the monsoon season (June-July, September- October), Bangladesh is vulnerable to regular flooding, which affects 20% of the country on good years and 68% on extreme years. In 2004, seventy-four primary schools were washed away.

In addition to flooding and cyclones, Bangladesh is located within a seismically active region. Many buildings, including schools, do not meet the building codes nor have they been retrofitted.[[7]](#footnote-7) Without buildings being up to code, a powerful earthquake could replicate tragedies such as the Rana Plaza collapse, which killed over 1,000 garment factory workers (without an earthquake) in 2013[[8]](#footnote-8).

The impact on education, as identified by the government, has been

* The use of schools as a shelter
* Schools falling into disrepair or collapsing
* Classroom activities being suspended
* Displacement
* Damage to water supply systems, which effects school water/sanitation systems and personal hygiene
* Emotional trauma
* Low attendance of teachers and students leading to high levels of drop outs[[9]](#footnote-9)

**EDUCATION SYSTEM ANALYSIS**

The Sri Lankan Government realizes the general importance for education. Almost 92% of the adult population and about 97% of the youth population are literate. The government strictly follows the mandatory education rule for youth between the ages of 5 to14 to attend school, and education is free.[[10]](#footnote-10) In this context, the Ministry of Education is fulfilling its responsibility of providing access to quality education.

In a general setting, Sri Lanka states that Education comes First[[11]](#footnote-11) for its country. However, there are no formal educational policies related to education during emergency responses. While Sri Lankan education officials, teachers and students continued to provide educational services during the civil war in regular settings as well as internally displaced camps, it was international organizations that provided psychosocial learning support and teacher training.[[12]](#footnote-12) Additionally, post-conflict education initiatives have been conducted mostly by international organizations, rather than the government, to ensure educational continuity.[[13]](#footnote-13) Furthermore, while the 2004 Asian Tsunami galvanized international organizations to undertake educational projects, it is important to note that the INEE Minimum Standards were not utilized as a foundation across local practitioners and officials. Thus, it appears that the current government is not taking responsibility to ensure access to safe, quality education to the fullest extent possible during recent times of crisis and that the INEE Minimum Standards are not being utilized to their full potential.

The Bangladesh education sector has 78,6855 primary institutions, 19,070 school level institutions, 3,475 college institutions, 9,330 madrasah institutions, 282 professional institutions, and 2,981 technical vocational education systems.[[14]](#footnote-14) As of 2011, over 30 million children were enrolled within the formal education system. To educate these children, a total of 849,304 teachers were employed in the public and private education systems. Administratively, the educational system is managed by wide variety of institutions, including the Ministry of Education, the Ministry of Primary and Mass Education, the Directorate of Primary Education, and the National Academy for Primary Education, to name a few.

At the time the contextualization process of the INEE Minimum Standards, there was no formalized institutionalized framework incorporating education in emergencies within the national disaster framework of the Department of Disaster Management.[[15]](#footnote-15)

**Important Contextual Differences**

Though Bangladesh and Sri Lanka share similar natural disaster risks, there are two important differences to note: due to its refugee camps and post-conflict setting, Sri Lanka has formalized education in emergency systems dealing with the needs of children after the end of the civil war. This presents an ideal comparison to examine how the contextualization of the INEE Minimum Standards in two natural disaster prone nations can differ due to a post conflict setting in one of the locations. However, it is also important to note that there is no current formal education in emergency response policy in Sri Lanka.

**SRI LANKA: CONTEXTUALIZATION PROCESS OVERVIEW**

The contextualization of the Minimum Standards for Education allows for the standards to be adapted and structured according to each country’s particular context and needs. In Sri Lanka, the contextualization workshop took place from May 15-16, 2013 and was convened by INEE and Save the Children. Participants represented several different stakeholders, such as national, international, and multilateral organizations as well as Sri Lanka’s Ministry of Education. The workshop reviewed the MS and offered an introduction to the contextualization of the Minimum Standards. Following this, seven small groups of 3-4 participants each, representing a combination of the previously mentioned stakeholders to provide a fair and comprehensive perspective for the Standards. Each group concentrated on contextualizing one specific standard and focused on ensuring that gender, language, ethnicity, and religion were equally represented.[[16]](#footnote-16)

**SRI LANKA CONTEXTUALIZATION: OUTCOMES & LESSONS LEARNED**

At the completion of the workshop, participants were requested to provide feedback. Many participants reported appreciating the structure and the purpose of the contextualization workshop. Many also were passionate about the cause and were motivated to engage in open conversations to promote change within the government. Participants also shared that it was wonderful to be a part of the enthusiasm within the room, which included different representatives from all levels of the government.[[17]](#footnote-17)

The challenge for participants was that some did not hold the same amount of knowledge regarding the INEE Minimum Standards for Education, and some educational personnel did not have the same professional background[[18]](#footnote-18). Participants stated that more time was needed to cover the standards in detail, to review the contextualization process, and to thoroughly discuss the standards in the context of Sri Lanka. Thus, from these takeaways, one can surmise that a 2-day workshop was too short in terms of duration. Feedback showed that there was a desire to increase the length of workshop in order to increase the scope of collaboration.

Furthermore, some mentioned that there was a need for more active participation by and ownership of the process from the Ministry of Education (MoE), which would have helped to ensure more sustained action in terms of policy and practice following the workshop.[[19]](#footnote-19) During the workshop, it was not clearly stated as to who had the authority to finalize decisions when contextualizing the standards. It was difficult to decipher the degree of knowledge with which the participants spoke, and with what level of authority. For instance, when contextualizing the guidance around class size, which falls under Standard 1 within domain 4, it was difficult to decide the final teacher-to-student ratio based on the differing input provided by different representatives from the MoE and state government. In this example, it was challenging to say who had the final say in terms of contextualizing this standard for Sri Lanka.

Additionally, in this same example, one can observe that it difficult to decipher what benchmark to use, the existing general education class size ratio of 24.43 in primary schools and 17 in secondary schools[[20]](#footnote-20) or future desired ratios. Therefore, it was unclear which benchmarks to utilize when contextualizing the standards and who had the final say during the drafting process.[[21]](#footnote-21)

**BANGLADESH: CONTEXTUALIZATION PROCESS OVERVIEW**

The contextualization process in Bangladesh was led by Save the Children in partnership with a wide range of stakeholders, beginning June 2013 and ending March 2015. The objective was to mainstream the INEE Minimum Standards into the Bangladesh education system. Working with UNICEF, the Campaign for Popular Education, and local affiliates, Save the Children set up 40 local consultations within 10 districts of Bangladesh. The Education Cluster involved the Directorate of Secondary and Higher Education (DSHE), National Academy for Education Management (NAEM) and National Academy for Primary Education (NAPE, Directorate of Primary Education (DPE) to integrate Disaster Risk Reduction Education, Education in Emergencies, and Bangladesh Minimum Standard Education in Emergencies.

The Save the Children deliverables of the project were:

* Final contextualization packets for facilitators including PowerPoints guides and contextualized worksheets that are to be uploaded to the INEE website for future reference
* 39 contextualization workshops were organized at district, sub district and community levels
* An advocacy strategy focused on disaster risk reduction in education and education in emergencies that fit within the framework of the Bangladeshi education system
* The Bangladeshi contextualized standards were written in both English and Bangla, allowing for dissemination locally and internationally

**BANGLADESH: CONTEXTUALIZATION WORKSHOP OUTCOMES & LESSONS LEARNED**

Consultations at district, sub district and community levels with a range of stakeholders[[22]](#footnote-22) provided local context into the standards. In addition, twenty focus group discussions were held with children directly. These discussions were prepared by Save the Children but implemented by local NGOs. Findings from the focus group discussions with children include:

1. Children were generally aware of the outcomes of disasters on education but not of disaster risk reduction.

2. Children believe that teachers and principals can arrange guardian meetings to warn guardians about disaster management after a disaster

3. Teachers should continue education after emergencies.

4. Student Management Committee should be aware if teachers are teaching during and after a crisis and take a role in educating parents to send their children to school during and after a disaster.

Ten consultations with teachers, principals, parents, SMC and Parent Teacher Associations revealed:

1. Parents should make an effort to keep education materials in safe locations and encourage their children to go to school during and after an emergency.

2. School Management Committees must be aware of how to continue education during a disaster

3. Government should take steps to maintain the safety and security of children during an emergency

4. PTAs can arrange a seminar for mothers on how to help their children continue their education during a disaster

Feedback from Ministry of Education officials recommended that the INEE Minimum Standards be contextualized based on Bangladesh existing law and using Bangla Academy spelling and correct Bangla Education terminology. Ministry of Education Officials also highlighted the challenge of the fact that while the standards recommend particular actions, they do not always recommend the corresponding actors.

The contextualization process faced a number of challenges during the consultation process, including political unrest that led to a six-month disruption in work and a United Nations policy during a political strike that handicapped UNICEF in organizing field-level consultations. Moreover, the project only had one staff member and one manager, leading to a high workload, and coordinating with several important personal within UNICEF and Save the Children caused delays.[[23]](#footnote-23)

**SRI LANKA: REVIEW of PROCESS AND IMPLEMENTATION**

The following section reviews select initiatives and programs in relation to the contextualized standards in Sri Lanka. It is important to note that these initiatives and programs are not a direct result of the contextualization process. Rather, the author has attempted to highlight areas of alignment between existing or new education in emergencies initiatives or programs and the contextualized standards.

**DISASTER RISK REDUCTION**

The contextualized standard on Curricula within the Teacher and Learning domain defines curricula as : “a total package of inputs that facilitate learning and complete a course of study in different levels of education as teacher instruction manuals and other materials, student books/textbooks”[[24]](#footnote-24) After the publishing of the Contextualized Standards, the government incorporated Disaster Risk Reduction concepts “into school curriculums, and has developed supplementary reading materials to reduce the risk of different hazards.”[[25]](#footnote-25) The Disaster Management Centre of Sri Lanka has also conducted National training programs focused on capacity building and equipment instruction programs. These included education for teachers on “hazard awareness, safety programs, first aid, camp management, and disaster management”[[26]](#footnote-26).

The contextualized standard on Training, Professional and Development Support within the Teacher and Learning domain refers to education personnel receiving “periodic, relevant and structured training according to needs” and circumstances of Sri Lanka. it can be observed that the Sri Lanka Red Cross Society, has continuously been training 1000 teachers, since 2007, in disaster preparedness and risk reduction .[[27]](#footnote-27)19

The contextualized standard on equal access within the Access and Learning Environment domain focuses on equal access and states that “all individuals have access to quality and relevant education opportunities,” regardless of gender.[[28]](#footnote-28) In 2015, after the contextualized standards were published, the Ministry of Women Affairs provided gender and child based training programs to implement the concept of equal access for girls and to enhance the “knowledge and capacity of field officers of the Ministry on gender” and emergencies.[[29]](#footnote-29)

**SAFE LEARNING**

The contextualized standard on Facilities and Services within the Access and Learning Environment domain refers to facilities and services that “promote the wellbeing of learners and teachers and other educational personnel and are linked to health, nutrition, protection, and psychosocial services”.[[30]](#footnote-30) In 2015, the United Nations Office for Project Services (UNOPs) built several up-to-date school facilities in the north eastern region of Sri Lanka to promote a safe and child friendly learning environment. The new school facilities have maximized the intake of natural light and natural ventilation. Furthermore, the school facilities have promoted specific hand wash units to promote hand washing before and after meals. Teachers received proper living accommodations to increase the safety for teachers as well. As a result, schools have improved on statistics related to school attendance and education performance[[31]](#footnote-31).

**SOCIAL INCLUSION**

The contextualized standard on Training, Professional and Development Support within the Teacher and Learning domain refers to education personnel receiving “periodic, relevant and structured training according to needs” and circumstances of Sri Lanka. Additionally, it was recommended that at least one teacher in every grade level should be trained in psychosocial support.[[32]](#footnote-32) Thus, based off the contextualization standards, it can be observed that GIZ has been working with the Ministry of Education on a Social Cohesion project to update curriculums and train teachers in social cohesive methods, psychosocial care, and peace-building exercises for students. Because of this project, 1560 schools have qualified teachers in psychosocial care. [[33]](#footnote-33)

**SRI LANKA: BARRIERS IN APPLICATION OF CONTEXTUALIZED STANDARDS**

Following the Contextualized Standards workshop, it has been challenging to find education emergency response changes within the government’s policies. Furthermore, the MoE has yet to provide final approval for the contextualized standards. Thus, it is imperative to understand the barriers when applying the contextualized standards and considering next steps in the process. [[34]](#footnote-34)

1) There is a current delay on endorsing the “Sri Lanka Standards: Contextualized from the INEE Minimum Standards for Education” by the MoE and as a result there is no government seal on the handbook. Without an endorsement/ government seal, the product could potentially be undermined in terms of legitimacy and widespread use.

2) The engagement of international agencies and the Ministry of Education in impacting policy and effecting large-scale programs that incorporate or institutionalize the minimum standards has been clearly different. The ministry is responsible for providing education to its citizens, and yet the central questions remains: Who should take charge of programmatic and policy decisions, such as designing the curriculum for an accelerated learning program? Should it be the center or a local authority or an international organization, which may do it faster? Based on the research undertaken for this paper, it appears that the government has created a policy leadership vacuum, whereby it is not taking full responsibility for educational services during emergencies.

3) The government did not take ownership or responsibility for the contextualization workshop and its results. While some Ministry of Education individuals did not attend the contextualization workshop, others did not. Given this, there is a question as to what extent it is possible to hold the MoE accountable to the content of the contextualized standards. Because government did not actively participate in the contextualization process, it is unclear where these standards will be endorsed within the national education framework of Sri Lanka.

4) Many of the organizations involved in the workshop have faced high staff turnover rates, and with these turnovers, relationships among organizations and individuals, which were previously built, are severed. As a result, shared understanding between those involved in the larger process as well as internal memory and knowledge within each organization is lost.

5) There was no programmatic process for training and engaging teachers, principals and local education authorities on the contextualized minimum standards. Moreover, these stakeholders were not involved in the process in the first place. The other reason why teachers have not been trained is because, as highlighted earlier, the contextualized standards have not yet been officially endorsed; thus, they are not as widely promoted and circulated as they should be.

**Bangladesh: Implementation of Minimum Standards Evaluation**

The finalized Bangladesh Minimum Standards for Education in Emergencies Report (BMSEE) takes a standard by standard approach to the INEE Minimum Standards. Based on the consultations held during the contextualization process, the process took a bottom-up approach. Through the local School Management Committees, a representatives group of various partners was formed including:

* Teachers
* Parents
* Education Officers
* Religious leaders
* Community representatives including from minority groups
* NGO representatives

This group was formed for the purpose of implementing the Community Participation Standard, providing consultations of the formation and implementation of education in emergency activities. According to the contextualized standards, local community members through their respective School Management Committees are responsible for creating Joint Needs Assessments to better assist authorities in the resources necessary to identity needs in the case of Education in Emergencies.

Though participation comes from the local community, there is a gap on this front within the contextualized standards on coordination. Identified coordination mechanisms are national-level groups, such as the Ministry of Education, the Directorate of Primary Education, and the Humanitarian Coordination Task Team. There is insufficient mention of how local coordination groups will interact with in the larger educational framework.

The contextualized Minimum Standards highlights how local education groups can use the existing country’s legislation to improve challenges. For example, in the case of schools being used as shelters during emergencies in detriment to continued education, the Minimum Standards empower SMCs to develop Temporary Learning Centers and to use the Shelter Management Policy law to mandate that all shelters are to allow a portion of its space to be used as a temporary learning space. To monitor, the Bangladesh Minimum Standards Report advocates the use of local Upazila (district) level education offices to develop their own monitoring, while relying on the DPE and other ministries to provide national level monitoring and evaluation.

In order to guarantee safe school sites, the BMSEE takes advantage of the decentralized and local nature of the SMCs to coordinate with local Union Disaster Management Committees to look for safe schools and proper WASH facilities. A solution to financial constraints in constructing or reconstructing safe water facilities is to use cash for work funds made available by the Union Disaster Management Committees to fund the effort.

Another point of note, focus on solutions creates a gap for how to provide funding when needed. While much of the leadership is to be taken by the SMCs in consultation with the Representatives Group, it is unclear how additional funding will be made available by the Ministry of Education and other similar Ministries and how the local SMCs will communicate with the Representatives Group.

**BANGLADESH: APPLICATION CHALLENGES**

While the BMSEE contextualization developed local committees, there is little information on the next steps in how the national government will adopt the standards into its national disaster structure. For instance, while the Department of Disaster Management developed a Comprehensive Disaster Management Programme, any policy to integrate continued education and other EIE initiatives into Disaster Risk Reduction has stayed only on the advocacy level[[35]](#footnote-35).

**COMPARATIVE ANALYSIS**

**CONTEXTUALIZATION PROCESS COMPARISON:**

Through a comparison of the two processes in Bangladesh and Sri Lanka, it is clear that though the format of the contextualized output is similar in terms of being a standard by standard contextualization, the processes leading to the output are of different quality and scope.

The clearest example is the fact that Sri Lanka’s contextualization process had very little support from the Ministry, both on a local and national level. Currently, the contextualization process has yet to be endorsed by the government. In comparison, the contextualization process in Bangladesh was fully supported by local and national government officials, in which a National Technical Review Group consisting of the National Curriculum Textbook Board, National Academy for Education Management, National Academy for Primary Education, Department of Disaster Management, and Ministry of Education were involved in reviewing the Minimum Standards ahead of the process[[36]](#footnote-36).

Another example is the length of the process. Sri Lanka’s Contextualization process was a two-day workshop, which invitees from around the country attended. In contrast, Bangladesh’s BMSEE was developed through forty regional consultations held in ten different geographical locations. The greater duration of time and level of participation allowed for significantly more participants to shape and understand the contextualization process in Bangladesh. While the institutionalization of the BMSEE into national policy is as of yet unclear, having forty consultations allowed for local SMCs to take ownership of the outcomes and ultimately form the Representatives Group to take the work forward at ground level. This is an example where the process itself was long and deep enough to develop a working group.

Within the process itself, Sri Lanka’s workshop participants consisted of members of international organizations, some education field practitioners and a few national government officials. In contract, Bangladesh’s process had widespread local involvement, with half of its workshops involving young people and a fourth involving local teachers, principals, School Management Committee Members, parents and Parent Teacher Associations. The importance of having extensive local community involvement, including the direct beneficiaries of education in emergencies programs, is clear in the language of each country’s contextualized standard report, as showcased in the contextualized participation standard (Domain 1, Standard 1):

|  |  |
| --- | --- |
| **Sri Lanka Minimum Standards: Participation** | **Bangladesh Minimum Standards: Participation** |
| In Sri Lanka, community members participate actively, transparently and without discrimination. In the event of an emergency, the School Disaster Management Committee, if established in respective schools, should take the lead. In the absence of this committee, the School Development Committee (SDC) or Society (SDS), that are active in the development phase, should work to coordinate a response. According to the School Safety Guidelines, a committee should be set up in an emergency situation. As such, a representative committee should be set up that consults with at least 75% of the population (from those listed above).[[37]](#footnote-37) | In Bangladesh, School Management Committee and School Authority will form a Representatives Group considering the above-mentioned community members. This group should be consulted regularly to ensure that the community is adequately represented in all phases of the development and implementation of education in emergencies activities…  The local community will be included in all phases of the assessment and context analysis. Specifically, the local community is involved in the Joint Need Assessment (JNA) in both phases one and two and a sector-specific assessment in phase three. (For information on the JNA and phases, see Analysis Standard 1: Assessment) The School Management Committee and the School Authority will work with the Representatives Group to analyze the context and identify priorities and child protection threats while implementing education in emergency activities and develop effective responses.[[38]](#footnote-38) |

Though the standards are the same, it is clear that the extensive workshops done in preparation for the contextualization report in Bangladesh has allowed local groups to organize and develop goals rather than in the case of Sri Lanka, where the language is more aspirational.

**RECOMMENDATIONS**

Our research has developed two sets of recommendations for those looking to replicate the contextualization process: Best Practices, Areas of Enhancement, and Accountability.

**SUMMARY of the CONTEXTUALIZAITON PROCESS, & IMPACT**

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| --- | --- | --- |
|  | **SRI LANKA** | **BANGLADESH** |
| **BACKGROUND** | Post Conflict War, Indian Tsunami, Cyclone Mahasen | Natural Disasters, Cyclone Mahasen |
| **CONTEXTUALIZATION PROCESS** | A 2 day workshop with international organizations and national government representatives | Several consultations with parents, teachers, government, and international organizations |
| **BARRIERS** | Limited Government Ownership, Staff Turnover, | Delays in Endorsement and delays in coordination for consultations |
| **REVIEW** | DDR programs in school curriculum now, promoting safe learning in schools, | Data Not Available (Contextualization Process was just conducted in 2015 and so it is difficult to research on impact) |

**Best Practices**

Due to Bangladesh’s extensive geographically and participant diverse process, we recommend that other future INEE projects work along similar lines. Having an extensive process develops several facets necessary for EIE education:

1. Creates a more thorough range of data
   1. Involving various stakeholders in the CS process such as speaking with children, parent teacher associations, government officials
   2. Having a geographical diverse range of stakeholders from various districts
2. Informs EIE actors both at a national and local level
3. Empowers local actors to develop their own committees, identifying local resources in order to continue EIE even if there is no follow up.
4. Creates action before the report is even laid out by identifying local processes that can be connected with the government, as in the case of the SMCs (Student Management Committee) developing the Representatives Group.
5. Provides INEE with important education resources for follow up.

**Areas of Enhancement**

Though expansive in its scope, much of our research of the actual contextualization process of both Sri Lanka and Bangladesh come from internal documentation given by insiders who were involved in the contextualization process. Of note, one of the key authors, Mr. Kamran Jacob, who wrote much of the literature available on Emergency Education in Bangladesh, no longer works for Save the Children, the NGO involved in the process. This leads to a question of

1. **Transparent Documentation**: Because it is not formalized which actor will be in charge of the contextualization process of which country, it is important for actors who have worked in contextualization to document their processes. Sri Lanka had very limited documentation of the process. While the Sri Lankan and Bangladesh Minimum Standards are published, the process of the contextualization is not included in the report. In essence, the actual detailed process in how these workshops were conducted is unavailable under INEE. Thus, INEE should document its CS processes more thoroughly.
2. **Institutional Memory**: This lack of documentation makes it difficult for similar organizations to either follow up on the contextualization or to do similar processes in different countries. If key figures such as Mr. Jacob leave, what mechanisms have been created by INEE to make sure that other organizations outside of Save the Children will have access to Bangladesh’s and Sri Lanka’s detailed contextualization process? Thus, it is recommended that INEE publishes these internal documents for the members of the organization, as well as for the public. In addition, INEE should develop a database of contacts of stakeholders that organizations conducting follow up research and advocacy can use.
3. **Follow up**: Both documents communicate about the importance of adapting these Standards into national law. However, very little data and follow up has been given. This has led to our research in Sri Lanka to be based on educated assumptions of correlation between certain laws and the provisions set by the Sri Lankan Minimum standards. Because Bangladesh’s contextualization process was very recent, it has been difficult to see any follow up with the Representative’s Group or any law being set in place. The follow up of the process should include the following:
   1. Follow up on evaluation and impact with international organizations and staff members who worked on the CS process. Do they have staff still working on the follow up of the INEE MS within the country, have they conducted more trainings or advocacy on behalf of implementing the contextualized INEE MS?
   2. Evaluate how the CS process has impacted teachers, students, and the MoE for Sri Lanka and Bangladesh. Connect with different representatives, teachers, students, international organizations, and government to further analyze the impact of the INEE MS.
   3. Collect additional Funding to support the work of the INEE MS. Additional funding will allow for better programmatic assistance and continuous advocacy work.
   4. Collective Committee Group: INEE should create a Representative Working group committee to connect all the stakeholders and keep all accountable for their own deliverables, potentially on a monthly basis.

**Accountability**

Due to the recent research of both Sri Lanka and Bangladesh’s contextualization process, we would like to see what type of follow up was made to integrate the contextualized Standards into the national emergency protocol. While conclusions were drawn in the case of Sri Lanka on EIE integration, there was no stated direct connection between the contextualization process and any changes made. It is important for organizations working on INEE MS contextualization to have a clear strategy on how to advocate government agreements into adapting the contextualized INEE MS. **Our recommendations are the following:**

1. **Planning Involvement**: For future CS workshops, allow the government to take co-ownership of the program planning and logistics. This will result in a higher interest from particular government officials, and more accountability from MoE.
2. **Endorsement**; Furthermore, encourage the Sri Lankan MoE to endorse the INEE CS document.

**National Policy Implementation:** Advocate for the government to develop particular Education in emergency policies.

**Recommendations for Further Research: What We Would Like More Information On**

Our research points to Sri Lanka being a unique case study in that it is prone to not only natural hazards but is still recovery from its Civil War violence. As a result, we believe the Contextualized Standards missed a key opportunity in interviewing those in refugee camps or affected by violence. We recommend that an organization interested in following up with the standards to research on the post war effects on Education. Any addendum to the current information and the process in which it is conducted would provide valuable information transferable to other nations suffering conflict such as Syria, Yemen, and the Central African Republic currently.

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