



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

INEE Good Practice Guide: Education Structures & Management – Education Systems Management

In special situations such as refugee or IDP camps, or areas of national reconstruction, governments and NGOs must re-establish or sometimes even create complete educational systems. The challenge in these situations is to rapidly develop systems that are endorsed by all stakeholders, including national and regional government officials, teachers and school staff, parents and students. When building on pre-crisis education systems, it is possible to modify and improve the previously existing systems to include issues such as decentralization of authority, improved accountability, and equal opportunity for all students and educational staff.

Strategies

- **Involve all stakeholders in the development of the education management system**

As quickly as possible, education committees or local education councils should be formed to act as consultative and decision-making bodies at the national, regional, local and community level. To be functional and efficient, it is important to keep these groups as small as possible and yet also to address the important issues of representation of different ethnic, religious and minority groups, as well as the equal participation of men and women. Possible members include national, regional and district Ministry of Education officials, educational experts from local universities, as well as local and regional NGOs, highly-regarded head teachers, and leaders from different social groups.

- **Establish a transparent system**

A key mission of the education committee or education council is to create clear roles, responsibilities, and protocols through the development of an “Operational Manual” for the education system. The manual should clearly delineate the educational and management issues for the education system, as well as define the roles and responsibilities of all of the actors. To accelerate the development of such a manual, previously existing operations manuals can be used as a base and modified accordingly. As sections are completed, copies should be made for each school and educational institution and, where relevant, discussed with students, staff and teachers. Copies should be displayed where they are accessible to all stakeholders.

- **Facilitate community monitoring**

Parent Teacher Associations/School Management Committees and the community at large should be familiar with the pertinent rules in the operation manual and monitor their implementation and application in the school.

Checklist

- Has an educational committee established? How were the members chosen? What is the educational expertise of the group? Are all social groups, as well as men and women represented? How committed are they to the idea of Education for All?
- Has an operational manual been created? Does this include:
 - Academic calendars, including which holidays will be celebrated and the dates for instructional periods
 - Guidelines for how schools will be selected for assistance such as school feeding, reconstruction/rehabilitation and school materials
 - Guidelines for school site selection and construction
 - Testing, grading and accreditation procedures including dates and formats of report cards
 - School staffing and staff recruitment including qualification for employment, termination and structures for handling grievances including reporting structures and job descriptions.
 - Management of school property and operational funds including protocols for the collection and accountability of school fees
 - Preferred range for class size and/or student-to-teacher ratios
 - Expectations for school administration including job descriptions, student registers, codes of conduct for students and teachers, regularity of meetings with staff and Parent Teachers Association
 - Student admissions, grading systems, and student promotion
 - Process for student registration and transfer
 - Process for teacher placement, assignment and reassignment
 - Guidelines for Parent Teacher Associations/School Management Committees
 - Policies of non-discrimination by gender and ethnic group. This section should also include a section on pregnancy and re-admittance of young mothers
- Has the operational manual been reproduced for each educational institution?
- What training have staff members received? Do they have adequate material and logistical support to carry out what they were trained to do?