

INEE Minimum Standards Contextualization Report North Kivu, DRC



Inter-agency
Network for Education
in Emergencies

The Inter-agency Network for Education in Emergencies (INEE) is a global open network of members who are working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE's work is founded on the fundamental right to education. For more information and to join INEE, visit inee.org.

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Contextualization Workshop in Goma, DRC, 2015, © Emeline Marchois

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ABBREVIATIONS

BIFERD	Office for Information, Training, Sharing and Research for Development (Le Bureau d'Informations, Formations, Echanges et Recherches pour le Développement)
CSE	Conflict Sensitive Education
DG-INTPA	The Department for International Partnerships (European Union)
DIVAS	Division of Social Affairs (Division Affaires Sociales)
DRC	Democratic Republic of the Congo
EiE	Education in Emergencies
EDUFAM	The Girls' Education Project for a Better Future in the African Great Lakes Region (Le projet Éducation des filles pour un avenir meilleur dans la région des Grands Lacs)
EPST	Primary, Secondary and Technical Education (Enseignement primaire, secondaire et technique)
INEE	Inter-agency Network for Education in Emergencies
JRS	Jesuit Refugee Service
MS	Minimum Standards
NRC	Norwegian Refugee Council
PROVED	Chief of Education Province's Division (Province éducationnelle)
SOUS-PROVED	Chief of Education Province's Sub-Division (Province éducationnelle)

KEY DEFINITIONS

The understanding of terminology and vocabulary by anyone reading the contextualized standards is critical to its use. Consensus decision making for vocabulary selection is one of the most challenging parts of the contextualization exercise. For your convenience, here are definitions of key terms in this document.

Contextualization: Contextualization is the process of debating, determining, and agreeing on the meaning of a global direction in a given local situation.¹

Non-formal Contextualization of INEE Minimum Standards: the adaptation and customization of the INEE MS Handbook by each individual user when using the Standards. To apply the Standards, users review, customize, select sections, and adapt the handbook to their particular needs.²

Formal Contextualization of the INEE Minimum Standards: A collaborative process for contextualizing the standards that engages all education stakeholders in a given context. It differs from individual or non-formal contextualization in that the result is recorded and shared widely, making it available and usable for all education colleagues in that context.³

Impact: Impacts are the long-term effects produced by a development intervention, positive and negative, primary and secondary, direct or indirectly, intentionally or unintentionally.⁴

Institutionalization: The process by which beliefs, norms, social roles, values, or certain patterns of behavior are embedded in an organization, social system, or society as a whole. These concepts are said to be institutionalized when they are sanctioned and internalized within a group or society. Through institutionalization, rules and procedures are developed or transformed to influence human interactions, coordinate behavior, create normative action, and regulate social roles.⁵

Returnee: A former refugee who has returned from a host country to their country of origin or former habitual residence, spontaneously or in an organized fashion, with the intention of remaining there permanently and who is yet to be fully integrated. Returnees include those returning as part of the operationalisation of the cessation clauses in the 1951 Convention and regional equivalents. The High Commissioner has a protection and solutions mandate for returnees as former refugees.⁶

1 Laub, T. (2013). *Contextualizing Global Standards to Local Settings: Challenges and Lessons Learned*. INEE. <https://inee.org/resources/contextualizing-global-standards-local-settings-challenges-and-lessons-learned>

2 Ibid

3 Ibid

4 Organization for Cooperative and Economic Development (OECD). (2002). *Glossary of Terms in Evaluation and Results Based Management*. OECD. <https://inee.org/resources/glossary-terms-evaluation-and-results-based-management>

5 Sanbam. (2022). *What is Institutionalization in Sociology?* Sociology Group. <https://www.sociologygroup.com/institutionalization-definition-meaning/>

6 UNHCR. (N.d). *Master Glossary of Terms*. UNHCR. <https://www.unhcr.org/glossary/#r>

BACKGROUND

THE NEVER TOO LATE TO LEARN PROJECT

THE NEVER TOO LATE TO LEARN PROJECT

Never Too Late to Learn, is a four-year programme led by the Norwegian Refugee Council (NRC) and funded by the European Union (DG INTPA) within the [BRICE \(Building Resilience in Crises through Education initiative\)](#), in which INEE took part. The programme aims at providing displacement affected children with quality and protective alternative education in the Democratic Republic of Congo (DRC) and Tanzania. The project has a strong focus on out-of-school children and girls, supported also through a holistic community-based approach to enhance their safety and well-being. A comprehensive teacher professional development programme is also embedded to increase quality, sustain attendance and ensure protection of vulnerable children. Included is also a research component on accelerated education and academic resilience to broaden the evidence for education in diverse crisis contexts, a capacity building component, and collection of best practices and lessons learnt on conflict sensitive education. Consortium partners include: NORCAP, Babawatoto Centre for Children and Youth Trust, Mouvement International des Droits de l'Enfant, de la Femme, de l'Homme Veuf et de leur Promotion Social (MIDEFHOPS), War Child UK, Child Resilience Alliance, and INEE.

The INEE component of the project encompassed three parts: 1) Capacity building in Education in Emergencies (EiE) and Conflict Sensitive Education (CSE) 2) Research producing capacity building case studies on [Goma](#) and [North Kivu, DRC](#) and [Tanzania](#); 3) Report on the contextualization of INEE Minimum Standards in North Kivu, DRC in 2015; and 4) of good practices and sharing research.

INTER-AGENCY NETWORK FOR EDUCATION IN EMERGENCIES (INEE)

One of INEE's six main functions is to facilitate knowledge management on education in emergencies, organizing, synthesizing and disseminating information and knowledge relevant to members and serving to build individual and institutional capacity. Given INEE's more than 18,500 members, the network is uniquely positioned to ensure that new research and knowledge is widely shared and used to inform education policies and programs. Through this project, INEE has developed and shared evidence related to improving access to quality basic education for children affected by crisis and conflict.

INEE MINIMUM STANDARDS

The [INEE Minimum Standards](#) were developed in 2004, with an update in 2010, and additional update taking place in 2022/23. Each update includes participation of EiE practitioners and experts around the world through various consultations. The MS aim to enhance quality, improve access, and ensure accountability within the provision of education in crisis and conflict-affected contexts. The Handbook is designed to give governments and humanitarian workers the tools that they need to address both local and global goals. Standards facilitate better coordination, design, implementation, monitoring and evaluation of programs. They are presented in a generic way and can be adapted by their users according to their needs, priorities, strategies and context. When this is done individually or for a specific project, we refer to it as non-formal contextualization, as the final product is useful to these users and there is no need to consult the INEE Secretariat for technical support. When this is done in a collaborative way with the aim of being used by all EiE stakeholders and disseminated widely, it is crucial to contact the INEE Secretariat at minimumstandards@inee.org, who will provide support and guidance through [the Contextualization Package](#).

OBJECTIVES

The implementation and institutionalization of the contextualized [INEE Minimum Standards \(MS\) for North Kivu](#) are documented in this report by presenting challenges, lessons learned, and areas for further work. This report also covers how the North Kivu contextualization contributes to system strengthening, and the capacity of education actors working at national and sub-national levels to address the educational rights and needs of children affected by displacement in DRC.

This report makes recommendations for improving future INEE MS contextualization processes and for strengthening the application and institutionalization of contextualized standards where they have already been developed.

METHODOLOGY

To better understand the impact of the contextualization of the INEE MS in North Kivu, information was gathered on how the standards are used and institutionalized in education plans and policies, and their added value as a tool to support EiE stakeholders. Data was collected through desk research (reports and/or minutes of sessions of EiE stakeholders in North Kivu), interviews (EiE experts and participants of the North Kivu contextualization workshop), surveys (disseminated via email and WhatsApp), and focus groups.

DRC CONTEXT

The contextualization workshop for North Kivu took place in August 2015 in Goma, which was in a complex and protracted multi-crisis context. According to the [DRC Humanitarian Dashboard \(1st Quarter 2015\)](#), DRC was home to 7 million people in need, 1,491,769 internally displaced persons (IDPs), and 242,493 refugees.

According to the [2013 DRC Humanitarian Action Plan](#), in 2013, North Kivu hosted approximately 619,000 IDPs and 304,000 returnees. Of the total 923,000 people, 41% of were school-age children (approximately 378,430 children). In all of DRC, there were 3.3 million children in need in the education sector. North Kivu specifically suffered violent attacks on populations by armed groups, resulting in casualties and injuries, and the deterioration or loss of basic infrastructure such as roads. Additionally, heavy rains and unpredictable weather increased the limited access to the region.

Education in Emergencies (EiE) did not explicitly appear in the strategic objectives of the Humanitarian Action Plan in the first quarter of 2015 [Humanitarian Dashboard, DRC, 1st Quarter 2015](#), EiE was found only in the “gaps” section [of the humanitarian dashboard] and is not considered as playing any sort of role in protection interventions.



Participants in group work, Goma, DRC. © Emeline Marchois 2015

CONTEXTUALIZATION WORKSHOP

With the context of North Kivu in 2015 in mind, Save the Children International (SCI) DRC developed a INEE Minimum Standards contextualization workshop to develop the contextualization. The workshop, which took place in Goma over 5 days, was organized jointly with UNICEF, and with the approval of the Ministry of Education. SCI worked closely with INEE to understand the contextualization steps and to obtain technical support. A facilitator and co-facilitator with expertise in EiE and working knowledge of the INEE MS were recruited to organize and develop the workshop content.

The objectives of the contextualization workshop were to:

1. Build the capacity of those working in emergency education so that they can respond in the most effective way possible.
2. Agree on INEE Standards that need to be contextualized for North Kivu in order to provide new and practical tools for those working in education and at the same time support the development of common principles for the implementation of activities and strategies.
3. Produce an action plan to institutionalize the newly contextualized standards.
4. Provide key discussion points for future work on emergency education preparedness.
5. To ensure a good level of accountability and coordination when implementing an emergency education program.

The 58 participants (50 men and 8 women) were selected by the organizing agencies, and comprised of senior and mid-level officials from provincial education authorities, Global Education Cluster members, and donor representatives. The workshop also included representatives of corporate foundations dedicating funds or resources (school, technology) to education, NGOs, INGOs (Save the Children Norway, Norwegian Refugee Council, International Rescue Committee, AVSI, and UNESCO), and colleagues from the DRC Ministry of Education in Kinshasa. The majority of participants were familiar with the INEE network and half were already using the INEE Minimum Standards.

The first two days of the workshop consisted of an overview of INEE and the INEE MS, followed by a practical exercise in using the Standards, during which facilitators were able to further observe and gauge the level of MS knowledge of participants and re-evaluate the issues to be addressed in preparation for contextualization activities. Sessions led by EIE experts on inclusion, conflict-sensitive education, sector terminology, and education quality helped ensure the group started the contextualization process with the same foundational knowledge.

The following three days began with an open session for Q&A and reflection, where participants could clarify terms, syntax, and formatting of the contextualization. The bulk of these days were devoted to the analysis of the 5 MS Domains. For this, groups were formed, each composed of people from different organizations and different roles. A 'relay' person was designated for each group and linked their group and the facilitators, reporting on progress, concerns, and presenting the group's work. The 'relay' remained in contact with the facilitators long after the workshop, during the process of drafting and revising the contextualized MS. For the MS Domains analysis, groups had to discuss gaps and opportunities in priority order and according to lived experiences. They could link the Domains and standards to relevant good practices and strategies to build the key actions and guidance notes. The final step was to compile the group work and complete the contextualization template in plenary. Areas for research were highlighted for further discussion.

The workshop is the key element in the contextualization process, as it allows education stakeholders to co-create a document they will use, in which they set priorities (focus on certain areas or standards), provide concrete examples from the field (guidance notes or good practices) and use their own words (local technical terminology, vocabulary that can be easily understood by all stakeholders, from teachers to the ministry). This consultative and collaborative process is in no way a simplification or shortcut to the INEE Universal Minimum Standards handbook. The challenge was to harmonize the language used and to make sense of the key actions and guidance notes through specific examples. The draft from the contextualization workshop was very much still a draft and further work was necessary to produce a final document.

"The respect and practice of INEE's MS in our interventions allows us to collaborate well with state actors and beneficiary communities who increase their trust in us and this leads to the success and sustainability of our projects after the interventions. The different communities get along with each other because of our intervention strategies. What helps us more is community participation in all phases of the project, the use of local resources and the coordination"

- Edmond Shamba, Technical Coordinator - Education, NRC DRC



FINALIZING THE CONTEXTUALIZATION

Two days after the workshop, SCI organized a progress meeting with the 'relays', and the facilitators. They finalized points that had remained unresolved from the last day of the workshop and organized the schedule for three rounds of content revisions between September and November 2015. Three rounds of revisions were done remotely with the facilitators drafting the text based on the workshop and 'relays' providing comments and feedback. The final version was sent to an EiE expert for critical review before publication, which occurred in December 2015.

INSTITUTIONALIZATION

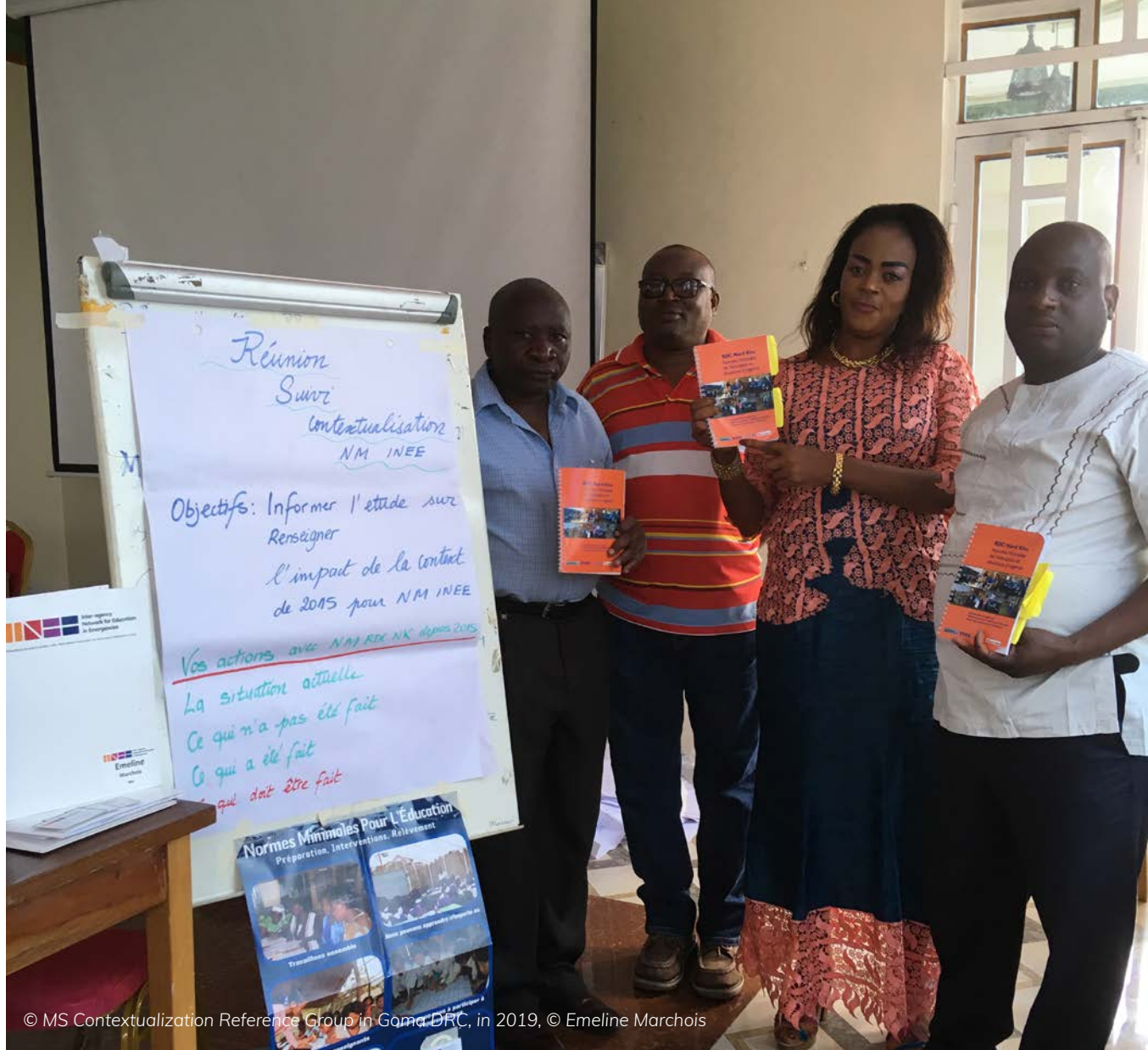
To support institutionalization of the North Kivu contextualization, INEE provided a checklist for institutionalization according to different stakeholder groups in the EiE sector and a document containing ideas and suggestions on how to put contextualized standards into practice at the national, sub-national and local levels.

SCI drafted and proposed two projects related to the School Zones of Peace and Education in Emergency / EIE Minimum Standards in which contextualized INEE MS promotion activities were integrated. SCI recruited two consultants to lead the process of dissemination and institutionalization of the North Kivu contextualization. The consultants designed a training manual for the use of the North Kivu contextualization, and a guide for the dissemination of it, defining the methodology, techniques, tools and responsibilities necessary for successful dissemination.

In November 2016, a Working Group on the follow-up and operationalization of the North Kivu contextualization was created. The members were appointed as “Reference focal point” and approved by the Provincial Minister. The group convened monthly by a representative of SCI. During the research and reporting process, a report of the first meeting of this group was shared with INEE. The group developed a dissemination plan to be implemented from January to June 2017.

- Disseminate and institutionalize the North Kivu contextualization, DRC
- Develop an Action Plan with a detailed timeline for January - end of June 2017
- Supervise the Action Plan implementation
- Ensure monitoring is carried out by the Education Cluster, inspectors, teaching advisors and reported to INEE's Secretariat
- Mobilize and allocate of appropriate resources among Education Cluster members
- Advocate on the importance of education during emergencies
- Advocate with donors for fundraising;
- Report to donors, the Education Cluster, INEE by June 2017
- Evaluate the status of implementation and make recommendations for future follow-up.

Since November 2016, local committees for institutionalization and monitoring the use of the North Kivu contextualization were set up in six educational subdivisions (Kirumba, Kyondo, Njiapanda, Beni, Oicha and Bulongo). This report identifies 30 training workshops or training of trainers, and 1 advocacy workshop on the North Kivu contextualization, with a total of 952 participants (see Annex 1). All attendees worked in the EiE sector in North Kivu, Kinshasa, and South Kivu. 1,700 copies of the North Kivu contextualization handbook were made available after the workshop. 1,178 copies were distributed by local NGOs such as BIFERD and EDUFAM, INGOs such as STC, NRC, UNICEF, JRS and the Global Education Cluster. There is missing data, because the data shown in Annex 1 was provided only by organizations who responded to the research questionnaire.



© MS Contextualization Reference Group in Goma DRC, in 2019, © Emeline Marchois

SUCCESSES AND CHALLENGES

SUCCESSES

- Contextualization ensures all affected groups have a voice and are represented in the Minimum Standards as shown through the diversity of participants in the process
- Creation of a 'relay' was vital to a smoothly-running workshop
- All voices were respected and represented in the final document, ensuring the contextualization was for and done by the people of North Kivu
- The support of INEE and SCI provided access to and connections with EiE experts with experience in the DRC and North Kivu
- Hiring a writer to finalize the content of the contextualization ensured cohesion among sections developed and adapted by different groups in the workshop

- Contextualization work does not stop when the document is finalized - advocacy and dissemination are equally important. Multiple organizations traveled around DRC to present the North Kivu contextualization
- The participation and support of education authorities is vital to institutionalization and dissemination

CHALLENGES

- For the contextualization exercise in North Kivu, the exchanges between the facilitators and the “relays” were not as assiduous or fluid as hoped. Consequently, the facilitators, with the help of SCI and the INEE Secretariat, called on other EIE experts (with experience in DRC and North Kivu) to provide advice on drafting and validating the contextualized domains and standards.
- The final version of the handbook was not shared with the group of ‘relay’ before it was published and printed. This should have been done in order to take into account any final comments or criticisms.
- Review of the contextualization drafts was not made available in hard copy, which prohibited those with limited access to provide feedback.
- There was not enough gender equity among the participants of the workshop - majority of participants were men
- Not all workshop participants understood what a ‘contextualization’ entails so much time in the beginning was spent ensuring all participants had a common understanding
- Agreeing on definitions for common terminology was a difficult task that required much facilitation.
- While the contextualization steps suggested by the [INEE Contextualization Package](#) were used by SCI to develop a monitoring strategy, implementation of the monitoring only occurred later, due to budget and staffing issues (no budget was provided to monitoring).
- Staff turnover in partner organizations led to delays and missed opportunities, new staff were not systematically introduced to the contextualization project or put in touch with INEE's Secretariat.
- The unstable and aggravated security situation has worked against the itinerant workshop activities, forcing workshops to be canceled or postponed
- Reaching consensus on the contextualization of Domain 5 (Education Policy) of the INEE MS was challenging due to DRC working on its own Education Sector Plan for 2016-2025. Some participants emphasized the need for an emergency-sensitive or emergency-adapted education policy, while others asserted that the new sector plan would cover these crucial points. Due to this, Domain 5 was not contextualized for North Kivu, but rather kept as is from the global INEE MS.

The following objectives were not achieved at the end of the contextualization, due to reshuffling of facilitators. Therefore, SCI took over the completion of the activities in 2016-2017.

- Produce an action plan to institutionalize the newly contextualized standards.
- Provide key discussion points for future work on emergency education preparedness.

RECOMMENDATIONS

Invite all EiE stakeholders and cross-sectoral areas related to education, even if they are not implementing (or actively implementing) an EiE project (for example, those with a child-protection focus).

Ensure key organizers, participants, cluster representatives, facilitator(s), and reviewers have a good understanding of what contextualization entails and an understanding of what the final product should look like.

Emphasize that the contextualization is not a simplification of the MS.

Inform participants and future users that the contextualized MS can be used as an advocacy tool.

Consider participants' discomfort in speaking up due to cultural and hierarchical protocol by welcoming written contributions in a suggestion box.

Connect all facilitators, leadership, and relevant partners prior to the workshop to note what has been achieved this far in education and in EiE and note areas where further work can be done through the INEE MS to strengthen the contextualization process.

Gather as much information as possible during the workshop, taking careful note of feedback from the MoE and participants. It can be challenging to connect with participants once everyone isn't in the same physical location.

Create opportunities for the authors to communicate with the Ministry of Education, so the Ministry can adapt and/or revise their official documents and guidance to be in parallel with the contextualization.

Ensure that organizing agencies have sufficient funds available for activities before, during, and after the workshop, not only for development and publication, but also for dissemination, advocacy, monitoring, and training.

Advocate for the integration of the North Kivu contextualization into Education Sector plans with a dedicated budget for EiE.

Maintain communication with INEE, and share meeting minutes, notes, feedback, and reflections on all contextualization-related activities and processes.

Encourage PROVEDs and sub-PROVEDs to support and rigorously follow up on North Kivu contextualization training activities.

Support the creation of local committees to raise awareness on the INEE MS dissemination of the North Kivu contextualization and distribution of hard copies.

LESSONS LEARNED AND CONCLUSION

By adapting and contextualizing the INEE MS to North Kivu, institutionalization of the INEE MS is possible. The success of institutionalization was due to the investment and engagement of local stakeholders and organizations. There is strong encouragement from local education authorities to use the North Kivu contextualization as a validated reference tool, and without constraint, to harmonize actions and strengthen activities.

Stakeholders who participated in the North Kivu contextualization process continue to advocate for its usage and uptake and are working to see it further institutionalized within the Ministry of Education, the DRC Education sector at large, and applied to other regions in DRC experiencing crisis and conflict.

The Education Cluster in DRC has integrated the North Kivu contextualization into its Guidelines. They are used in the intervention strategies of education and EIE actors and they are the reference when amending or developing the risk reduction plans of schools and school communities. The strategic plans of the organizations are based on them and they are present in the conversations at the cluster and between agencies or during the world meetings of the INEE. Even outside of DRC, colleagues in Burkina Faso and Niger have supported the efforts of the education cluster and the MoE in aligning national education safety standards with the INEE MS after participating in the DRC contextualization workshop or writing a contextualization proposal for Niger.

In 2022, seven years after the North Kivu contextualization launched, the population in need in DRC is of more than 27 million. Recognizing this growing number, the humanitarian community has now included education as a "life-saving need", a major accomplishment by EiE advocates. This marks some awareness around the protective benefits that education brings: it can save lives by physically protecting from harm through providing a safe space or shelter, it can facilitate access to health services through schools, or support learners' nutrition via school canteens. Education can equip learners with academic and social skills that will make their life trajectories positive as they will become able to identify opportunities in life thanks to what they learned and their abilities.

Given that the progress of the humanitarian community in EiE is a consequence of the work of EiE stakeholders and that the positive impact of outreach activities on system strengthening in DRC occurred in parallel, this report highlights that the North Kivu contextualization did contribute to this strengthening. Now that EiE is understood as being life saving, the work needs to be supported effectively to carry on.

"These standards are well suited to schools in emergency situations. They take into account vulnerable children in emergency situations, including displaced people, refugees as well as people from the local community. The need to sensitize parents is real, given the magnitude of the situation. The standards take into account the reality of North Kivu. Principals, teachers, and students need training on basic security measures to be ready in case of emergency, securing children at school, and how to protect themselves from bullets."

- Appreciative words of a participant working in EiE in DRC North Kivu

ANNEX 1 - SUMMARY OF KEY ACTIVITIES AFTER NORTH KIVU CONTEXTUALIZATION

Organization(s)	Activity	Location	Type of Participants	Reach	Date	Results
SCI	16 trainings	North Kivu (Districts 1 and 2)	Teachers, Heads of Primary Schools, Parent Committee Representatives, Education Inspectors, DIVAS	359 training participants 666 handbooks distributed	May-June 2017	Institutionalization of the North Kivu contextualization at participants' organizations
SCI	2 trainings	Butembo, Goma	PROVED, Sub-PROVED, Education Inspectors, DIVAS, civil protection representatives, local and state representatives, civil society, school coordinators	84 participants	May 2017	Contextualization included in update to 18 school risk reduction plans Institutionalization of the North Kivu contextualization at participants' organizations
SCI, Education Cluster	Advocacy workshop	Kinshasa	EiE stakeholders	Unknown	June 2017	Mobilization of Education Cluster members and Education Ministries to institutionalize the contextualization in the DRC National education Strategy; Approval of the contextualization as a reference tool for the Education Cluster in North Kivu. Strategy for the integration and institutionalization of the contextualization Planned contextualization advocacy activities Ministries in charge of education.
SCI	Training of Trainers	Butembo	PROVED, Sub-PROVED, Education Inspectors, DIVAS, civil protection, city hall, civil society, School coordinators	42 training participants 240 handbooks distributed	May 2017	Trainers able to promote the contextualization
BIFERD	Training	Rubaya Masisi	Education Inspectors, NGO coordinating staff, school principals, teacher representatives, parent committee representatives, teachers	102 participants	April 2019	Development of 42 school risk reduction plans, aligned with INEE MS Commitment to engaging with INEE MS across 316 schools by training teachers, parent committees, and school leaders
BIFERD	Training	Rubaya	Primary and Secondary Specialized Teachers of a local NGO	15 participants	June 2018	Integration of the contextualization in the participants' organizations' 2018/2019 strategic plan
BIFERD	Training	North Kivu	Education Cluster members	30 participants	2017-2022	Awareness of the contextualization

Organization(s)	Activity	Location	Type of Participants	Reach	Date	Results
BIFERD	Training	Masisi	Education Personnel	104 participants	2017-2022	Awareness of the contextualization
BIFERD	Training	South Kivu	Education Personnel	30 participants	2017-2022	Awareness of the contextualization
NRC	Training	Goma	Sub-education cluster	25 training participants 25 handbooks distributed	Nov 2018	Integration of the contextualization into emergency education interventions.
NRC	Training on INEE MS	Goma	Sub-education cluster	25 training participants 25 handbooks distributed	June 2019	Integration of the INEE MS into their emergency education interventions.
NRC	Training	Rutshuru Kitchanga Mweso	Humanitarian staff, Education Inspectors, DIVAS	93 participants 93 handbooks distributed	Nov 2019, Nov 2020	Integration of the contextualization into emergency education interventions.
NRC	Training	Beni Butembo	Humanitarian staff, Education Inspectors, DIVAS	54 participants 54 handbooks distributed	March 2021	Integration of the contextualization into emergency education interventions.
EDUFAM	Training	Unknown	Unknown	Unknown	Dec 2021	Participants aware of contextualization and EiE
Cluster	Contextualization copies distributed	Beni Goma	Education cluster and sub-cluster members	100 handbooks distributed	June 2022	Awareness of contextualization and additional dissemination
SCI and BIFERD	Training	Goma	Education cluster members	14 participants	May 2022	Awareness of the contextualization



**Inter-agency Network for
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