

**INEE Minimum Standards,**

**2024 Edition**

**Orientation Pack**

**Activity Sheets**

# Activity 1: INEE MS Map Quiz

**Purpose:** This activity uses the INEE MS, 2024 Edition Map provided in the Participant Handout.

**Duration:** 10 min

**Instructions:**

Appoint a facilitator within your group who would read the questions and record answers in your group's table.

**Group Quiz**

* The facilitator will read each question aloud.
* Discuss and agree on an answer as a group.
* Record your agreed answers.
* Try to answer as many questions as possible in the time given.

**Plenary Debrief:**

* We'll count the number of questions each group answered.
* The group with the most correct answers wins!

**Group:**

| **Question** | **Proposed Answer** |
| --- | --- |
| What is the title of Domain 1? |  |
| What is the domain of the standard “Planning & Implementation”? |  |
| Identify two standards that support Teacher Professional Development. Identify their domain(s) |  |
| Which Standard(s) Tackle Mental Health and Psychosocial Support (MHPSS)? |  |
| According to you why is Domain 1 called Foundational? *Hint: look at the subdomains and the standards in Domain 1* |  |
| Which cross-cutting issue emphasizes fair and just practices to address disparities in education during emergencies systematically |  |
| Which cross-cutting issue involves creating strategies to reduce vulnerabilities and increase the resilience of education systems to all types of hazards and shocks? |  |
| Which domain tackles the assessment of learning outcomes? |  |

**ANSWERS**

*Don’t share with the participants*

| **Question** | **Proposed Answer** |
| --- | --- |
| What is the title of Domain 1? Why is it named so? | Foundational Standards for a Quality Response  The foundational standards are essential to providing a quality education response. They are the basis for implementing the standards in the other four domains. They contribute to building a process to prepare, plan, manage, deliver, and monitor a collective education response. |
| What is the domain of the standard “Planning & Implementation”? | Domain 5: Education Policy  The standard deals with the strategic execution of education policies, ensuring they are effectively planned and implemented at all levels. |
| Identify two standards that support Teacher Professional Development. Identify their domain(s) | Domain 3, Standard 14  Domain 4, Standard 17 |
| Which Standard(s) Tackle Mental Health and Psychosocial Support (MHPSS)? | Domain 2, Standard 9  Domain 3, Standard 13  Domain 4, Standard 17 |
| Which cross-cutting issue emphasizes fair and just practices to address disparities in education during emergencies systematically? | Centering Equity in EiE |
| Which cross-cutting issue involves creating strategies to reduce vulnerabilities and increase the resilience of education systems to all types of hazards and shocks? | Disaster Risk Reduction and Resilience |
| Which domain tackles the assessment of learning outcomes? | Domain 3: Teaching and Learning |

# Activity 2: INEE MS Introduction Chapter Matching

**In F2F settings only** Print the table below, one copy per group, and cut each row in *Section Description* then ask the participants to match the descriptions to the section titles.

| **Section Title** | **Section Description** |
| --- | --- |
| What is EiE? | Defines Education in Emergencies (EiE) and quality education. |
| What are the INEE MS? | Overview of the INEE Minimum Standards and their purpose. |
| Using the INEE MS | Guidance on the structure and on how to apply the standards in different contexts (contextualization). |
| Cross-cutting Issues | Lists and describes key issues like protection, gender, and disability, etc. |
| Developing the INEE MS: The Consultative Process | Explains the collaborative process behind developing the standards. |
| Evolving EiE Landscape | Discusses how the field of EiE has changed over time. |
| A Note on Capacity Sharing | Highlights the importance of sharing knowledge and resources. |
| Strategic Links | Connections between INEE MS and other frameworks. |

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# Activity 3: Scenario-Based Exploration

**Facilitator instructions**: You can select scenarios that you will use and delete the others. You can replace the images with ones more relevant to your context.

In face-to-face settings, each group should receive two pages: this instruction page and one scenario page.

**Group Instructions:**

* Each small group will be assigned a short scenario.
* Individually, review your assigned scenario. First, identify up to three keywords or topics that stand out to you.
* Then, go through the standards in the 5 domain diagrams in your handout, to identify which standards are relevant to the situation and support the keywords you identified.
* Select one standard to share with the group.
* Discuss within your group the reason you selected the standard.
* List the selected standards of the entire group, and write a brief explanation in the dedicated space below the picture.

**Scenario 1**

| © Oleksandr Khomenko/Save the Children | **Safe access in a conflict-affected region**  In areas close to the front line in Ukraine, schools were severely damaged by the ongoing war, and many families were hesitant to send their children back due to the continuous threat of violence and air raids. In response, schools moved to **bomb shelters** to provide safer environments for students. |
| --- | --- |
| **Which standards are relevant** **to the scenario? Why?** | |

**Scenario 2**

| © Ronnachai Jintanathum/ Save the Children | **Learning Environments**  This school is situated in a region prone to natural hazards, particularly seasonal flooding which poses risks to learners and the learning environment. There is a need to prepare education infrastructure and the school community to become resilient to known hazards and risks. |
| --- | --- |
| **Which standards are relevant** **to the scenario? Why?** | |

**Scenario 3**

| © International Rescue Committee | **Access and Inclusion**  There has been an influx of refugees into the host country due to political unrest and conflict in the neighboring country. The majority of refugee learners live in camp settings and participate in non-formal learning opportunities supported by national and international partners. This has created challenges to meeting the diverse learning, protection, and language needs of displaced learners. |
| --- | --- |
| **Which standards are relevant to the scenario? Why?** | |

**Scenario 4**

| © International Rescue Committee | **Teachers**  This context is prone to natural hazards, including typhoons, earthquakes, and flash flooding. The professional development and support systems currently in place are not equipping teachers with the necessary knowledge and skills to respond effectively in emergency situations. |
| --- | --- |
| **Which standards are relevant** **to the scenario? Why?** | |

**Scenario 5**

| © Alfiyya Haq / Save the Children | **Learning Continuity**  An earthquake has occurred in an urban area, resulting in social and economic disruption and damage to education infrastructure. Damage to education infrastructure has caused temporary school closures and threatens to disrupt learning. Partners have begun planning response activities to meet the immediate wellbeing and learning needs of learners, teachers, and other education personnel. |
| --- | --- |
| **Which standards are relevant** **to the scenario?** **Why?** | |

**Scenario 6**

| © Mamadou Diop | **Inclusion of Disadvantaged Groups**  Some children and youth are more likely to be affected by the education crisis than others: girls, children and youth with disabilities, children from the poorest households, in street situations, and children in geographically distant areas. |
| --- | --- |
| **Which standards are relevant** **to the scenario?** **Why?** | |

**Scenario 7**

| © Khaled Al-Banna/NRC | **Learning Spaces**  In remote rural regions, educational infrastructure is severely lacking. Many areas have no learning facilities at all, and where they do exist, they are often in extremely poor condition. |
| --- | --- |
| **Which standards are relevant** **to the scenario? Why?** | |

**Scenario 8**

| © International Rescue Committee | **Out-of-School Children**  Crisis and disasters exacerbate the number of out-of-school children by disrupting educational systems, damaging infrastructure, and creating unsafe environments, which force children to abandon their education. |
| --- | --- |
| **Which standards are relevant to the scenario? Why?** | |

**Scenario 9**

| © Aubrey Wade/IRC | **Teachers**  The National education system faces significant challenges with teacher Management and training. Many educators lack proper training, receive inadequate compensation, and manage excessive workloads. In some remote areas, reports indicate a ratio of one teacher for every 100 students. |
| --- | --- |
| **Which standards are relevant** **to the scenario? Why?** | |

**Scenario 10**

| © International Rescue Committee | **Overcrowded Classrooms**  Dilapidated structures, overcrowding, and lack of adequate furniture are common features of public schools in regions struggling with mass internal displacement. |
| --- | --- |
| **Which standards are relevant to the scenario? Why?** | |

**Scenario 11**

| © Gilmer Ticlla, Community Education Technician, Save the Children | **Girls’ Education**  In some regions, girls face severe restrictions on their right to education, particularly after primary school. These restrictions stem from political decisions limiting girls' schooling beyond age 12 and traditional interpretations of cultural and religious practices. The result is that thousands of girls are denied access to secondary and post-secondary education. |
| --- | --- |
| **Which standards are relevant to the scenario? Why?** | |

# Activity 4: Stakeholder-Based Exploration

**Facilitator**: You can select stakeholders that you will assign, and delete the others. You can also refine the stakeholders to reflect contextual roles.

**Instructions:**

* Each small group will be assigned a stakeholder, and their notes can be added to the dedicated table in this document.
* In small groups, reflect on the tasks usually performed by your assigned stakeholder, and read the standards in the 5 domain diagrams in your handout.
* Identify **2-3 most relevant uses and applications** of the INEE MS for your assigned stakeholder group, you can also add new application examples at the bottom of the table
* **Individually**: Take 5 min, read the standards in the 5 domain diagrams in your handout, and identify which standards are relevant to the identified uses.
* **As a group**: Describe a concrete situation of how your stakeholder group might use the standards in practice - Select 1-2 relevant standards
* Add brief notes in the dedicated space in the table reserved for your stakeholder group.

**Example: Researchers & Academics**

| **INEE MS Use** | **Specific application/use** |
| --- | --- |
| Advocacy for EiE in Humanitarian Response |  |
| Disaster/emergency preparedness planning |  |
| Proposal Development |  |
| Project/Program Design | Researchers can use the INEE MS as an analytical framework to analyze the design of a Non-formal Education Program for refugee students.  The researchers might use D3 standards 11,12,13 to discuss the adopted curriculum, pedagogy, and learner assessment methods.  The program's curricular aspects can be analyzed against S11. Curricula to highlight good practices and identify gaps for potential improvement |
| Monitoring and Evaluation |  |
| Training or capacity-sharing purposes |  |
| Other Applications: |  |

## Stakeholder 1. Education Authorities at the national, sub-national, and local levels

| **INEE MS Use** | **Specific application/use** |
| --- | --- |
| Advocacy for EiE in Humanitarian Response |  |
| Disaster/emergency preparedness planning |  |
| Proposal Development |  |
| Project/Program Design |  |
| Monitoring and Evaluation |  |
| Training or capacity-sharing purposes |  |
| Other Uses: |  |

## Stakeholder 2. Multilateral Agencies, such as UN Agencies

| **INEE MS Use** | **Specific application/use** |
| --- | --- |
| Advocacy for EiE in Humanitarian Response |  |
| Disaster/emergency preparedness planning |  |
| Proposal Development |  |
| Project/Program Design |  |
| Monitoring and Evaluation |  |
| Training or capacity-sharing purposes |  |
| Other Uses: |  |

## Stakeholder 3. Donors including governmental and multilateral donors such as ECW or GPE

| **INEE MS Use** | **Specific application/use** |
| --- | --- |
| Advocacy for EiE in Humanitarian Response |  |
| Disaster/emergency preparedness planning |  |
| Proposal Development |  |
| Project/Program Design |  |
| Monitoring and Evaluation |  |
| Training or capacity-sharing purposes |  |
| Other Uses: |  |

## Stakeholder 4. (I)NGOs & Community Organizations

| **INEE MS Use** | **Specific application/use** |
| --- | --- |
| Advocacy for EiE in Humanitarian Response |  |
| Disaster/emergency preparedness planning |  |
| Proposal Development |  |
| Project/Program Design |  |
| Monitoring and Evaluation |  |
| Training or capacity-sharing purposes |  |
| Other Uses: |  |

## Stakeholder 5. Inter-Agency Coordination Mechanisms Teams

| **INEE MS Use** | **Specific application/use** |
| --- | --- |
| Advocacy for EiE in Humanitarian Response |  |
| Disaster/emergency preparedness planning |  |
| Proposal Development |  |
| Project/Program Design |  |
| Monitoring and Evaluation |  |
| Training or capacity-sharing purposes |  |
| Other Uses: |  |

## Stakeholder 6. Education Professionals, such as consultants and educational program teams

| **INEE MS Use** | **Specific application/use** |
| --- | --- |
| Advocacy for EiE in Humanitarian Response |  |
| Disaster/emergency preparedness planning |  |
| Proposal Development |  |
| Project/Program Design |  |
| Monitoring and Evaluation |  |
| Training or capacity-sharing purposes |  |
| Other Uses: |  |

## Stakeholder 7. Human Rights & Humanitarian Advocates

| **INEE MS Use** | **Specific application/use** |
| --- | --- |
| Advocacy for EiE in Humanitarian Response |  |
| Disaster/emergency preparedness planning |  |
| Proposal Development |  |
| Project/Program Design |  |
| Monitoring and Evaluation |  |
| Training or capacity-sharing purposes |  |
| Other Uses: |  |

## Stakeholder 8. Researchers & Academics

| **INEE MS Use** | **Specific application/use** |
| --- | --- |
| Advocacy for EiE in Humanitarian Response |  |
| Disaster/emergency preparedness planning |  |
| Proposal Development |  |
| Project/Program Design |  |
| Monitoring and Evaluation |  |
| Training or capacity-sharing purposes |  |
| Other Uses: |  |