



**Inter-agency  
Network for Education  
in Emergencies**

# **INEE Minimum Standards, 2024 Edition Orientation Pack**

**Facilitator Guide**

# Acknowledgments

This orientation pack was co-designed with INEE members and reviewed by the INEE Secretariat. Oula Abu-Amsha led its development.

We are incredibly grateful to the team who shared their ideas, insights, and knowledge of diverse contexts and languages. Many of them also supported facilitation, feedback, and review: Ahmed Al-Qadhi, Andrea Naletto, Andrew Armstrong, Ariel Solari, Ayman Qwaider, Bente Sandal-Aasen, Carmen-America Affigne, Casey Pearson, Charbel Chediac, Claudio Osorio, Derya Kaygisiz, Elena Giannini, Emeline Marchois, Esther Mbau, Ifedinma Nwigwe, Kinana Qaddour, Laura Tiana, Maria Fernanda Regis, Mónica Vaz, Munas Kalden, Nathalie Bienfait, Nathalie Duveiller, Sabra Mahaman Taher, Sahar Bani Mustafa, Sarah Montgomery, Tom Lowe.

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# Welcome!

This guide guides the facilitation of the INEE Minimum Standards, 2024 Edition Orientation, and is designed for you to adapt to your audience and context. As you prepare to lead your orientation, keep in mind:

1. **Modularity:** You can select, combine, and rearrange relevant sections and proposed activities from the slide deck to tailor the training to your audience's needs.
2. **Versatility:** This program is adaptable for both online and face-to-face delivery, with considerations for high and low-resource contexts.
3. **Contextualization:** This guide provides guidance on adapting content and activities to suit your audience and available resources.

Your role is crucial in creating an inclusive and engaging learning environment. As you navigate through the guide, remember that flexibility and active listening are key to successful facilitation. Trust your judgment in selecting and adapting content, and don't hesitate to adjust your approach based on participant needs and technical constraints.

We're excited to support you in delivering impactful learning experiences across diverse settings—email [learning@inee.org](mailto:learning@inee.org) to share your feedback or ask questions about the orientation pack.

# Introduction

## Purpose

This facilitation guide is part of an orientation pack to support trained facilitators in organizing and delivering an introductory orientation on the [INEE Minimum Standards, 2024 Edition](#) (INEE MS).

This orientation is designed to be modular and adaptable. We divided the material into self-contained sections, allowing you to customize the orientation's length—typically between 90 minutes and 3 hours—by selecting relevant activities and the most adapted options to deliver them.

We've designed the content to be deliverable across a spectrum of technological settings:

- **Face-to-face (F2F):** For in-person delivery
- **Online Basic:** Using basic videoconference capabilities limited to screen sharing with collaboration through audio and chat.
- **Online Advanced:** Utilizing enhanced collaborative online tools and platforms such as breakout rooms, virtual whiteboards, collaborative documents, and polling tools.

This approach ensures the orientation remains accessible and inclusive, regardless of the technological resources available in different contexts. As an open-source resource, you can modify, contextualize, and adapt the content to your audience's needs and expectations within the limits of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License.

## Target Audience

This orientation can be adapted to serve all practitioners, professionals, and actors in different sectors directly or indirectly involved in education preparedness, response, and recovery across all crisis contexts, with or without prior experience with the INEE MS.

## Learning Objectives

By the end of the orientation, participants will be able to:

1. Describe the **purpose and the structure** of the INEE MS.
2. **Navigate** the MS handbook for relevant domains and standards.
3. [Optional] Locate available additional resources to support education in their contexts.
4. **Reflect** on how their work aligns with the standards and on opportunities for further integration.
5. [Optional] Connect with colleagues and learn how the INEE MS can support their work.

This orientation is aligned with the first level of the [EiE Competency Framework](#), providing a foundational understanding of key concepts and practices of the INEE MS. The depth of engagement with these competencies can be adjusted based on the available time and the specific sections selected for your orientation. While we aim to introduce participants to all relevant first-level competencies, the extent of practical application and in-depth exploration can be tailored to the orientation duration and the participants' specific needs.

The orientation material **does not include** the following learning objectives as they are covered in the materials of the [Partner Launch Package - INEE Minimum Standards, 2024 Edition](#):

1. A thorough introduction to INEE and how it contributes to Education in Emergencies (EiE)
2. Reflect on the rationale behind the new edition and how EiE has changed since 2010
3. Recognize what has shaped the INEE MS, 2024 Edition, and recognize the main updates.

This orientation assumes participants are familiar with INEE and have already received information about the INEE MS, 2024 Edition through **one or more** of the following alternatives:

- Attended an [INEE MS, 2024 Edition Q&A orientation](#)
- Read [What's New in the INEE MS, 2024 Edition](#)
- Watched the [INEE MS, 2024 update video](#)
- Explored the [INEE MS, 2024 Edition Map](#)

We recommend that you ask the participants to prepare for the orientation by exploring the INEE MS, 2024 Edition. You can find more guidance in the [Pre-Orientation Preparation](#) section.

Alternatively, you can include some (or all) of the information from the [Partner Launch Package](#) in the orientation orientation to ensure the participants have the necessary basic information.

## Main Learnings and Takeaways

Below, we highlight some main lessons and takeaways to be covered and shared with the participants.

- The INEE MS provides a structured framework to ensure equitable, inclusive, protective, and quality education in crises.
- The INEE MS emphasizes the importance of maintaining quality education at all levels, from early childhood to adult education, across various contexts and modalities.
- Different EiE stakeholders can use the INEE MS in different ways. Stakeholders include education authorities, multilateral agencies, donors, community organizations, education professionals, researchers and academics, and human rights and humanitarian advocates.
- The INEE MS can be used in multiple ways, including:
  - Humanitarian response
  - Disaster and emergency preparedness planning
  - Proposal development and project design
  - Monitoring and evaluation
  - Training and capacity sharing
  - Advocacy for EiE and its recognition as a key

# Orientation Overview

## What is in the orientation pack?

1. Slide Deck
2. Facilitator Guide [this document]
3. Group Work Activity Sheets
4. Participant Handouts

## Learner-centered, modular approach

This INEE MS orientation is designed with a learner-centered approach, placing participants' experiences and needs at the forefront. We encourage active engagement and reflection during the orientation, drawing on participants' existing knowledge and adapting content to meet their specific expectations and learning goals.

The orientation is structured **modularly** and organized into **sections**. Each section focuses on a specific aspect. Additionally, for some sections, we propose several **delivery options and different examples you can select from as you deem relevant for your audience**.

You can select, arrange, and adapt sections and specific options based on:

- The participant's prior experience and expectations
- The orientation duration
- The desired level of interactivity

Depending on the available time, desired level of interactivity, and depth of learning, you can organize an orientation between 90 minutes and up to 4 hours (potentially organized in two orientations). Later in this guide, we provide two proposed sequences for two hours and three hours.

In the detailed instructions below, you will note the icons and activity types used.

Icon	Activity Type	Interactivity level
	<b>Information Sharing:</b> Presentations and materials to provide essential knowledge about the INEE Minimum Standards rationale and structure.	Low interactivity
	<b>Discussion:</b> Allow participants to share perspectives and deepen understanding.	Moderate interactivity
	<b>Individual and Group Activities:</b> Interactive tasks to facilitate collaborative learning and applications of standards.	Full interactivity
	<b>Reflection and Q&amp;A:</b> Help the participants process information and relate it to their experiences. These are also moments to answer any emerging questions.	Moderate interactivity

## Notes for consideration:

- Reflective activities and discussions are vital during this orientation. They enable participants to reflect on how they might use the INEE MS within their contexts and work.
- Make sure to conclude each section with a pause for Q&A and reflections.
- Prepare in advance to form small groups. For in-person settings, arrange the seating accordingly. For virtual settings, decide whether to create random breakout rooms or organize participants using specific criteria.

## Technology Use

The orientation is designed to be used in face-to-face or online settings (with varying use of technology):

- **Face-to-Face (F2F):** This is a direct, in-person orientation. If the internet is accessible to the participants, online engagement tools such as polling and voting can be used.
- **Online Basic:** This is for participants with limited technology skills. It includes basic video conferencing, potentially with breakout rooms, use of the basic chat and audio capabilities, and straightforward collaboration tools like Google Docs.
- **Online Advanced:** This requires stable internet access and higher technology proficiency. It involves using more advanced tools, such as online polling tools, collaborative documents, and/or whiteboards, that the facilitator and the participants are familiar with.

### Notes for consideration:

- If delivering the orientation online, make sure the participants join using computers rather than mobile phones to guarantee proper interactivity among the participants.
- INEE uses Zoom and [Canva Whiteboard](#), but you can use any similar platforms and tools (such as Microsoft Teams).

## Inclusive Planning & Scheduling

During the participant recruitment process, inform applicants that everyone is welcome and invite them to share any accommodation needs privately beforehand.

### Face-to-face orientations

Ensure the venue and workshop materials are accessible to all and inquire about locally available special accommodations for prospective participants with disabilities.

Aspects that need to be taken into account when planning the training and creating the actual schedule:

- **Specific socio-cultural needs:** Consider the unique constraints, cultural practices, and gender-related requirements of all participants, including those with disabilities.
- **Adapted scheduling:** Consider prospective participants' constraints and cultural requirements when scheduling the orientation.
- **Safe learning environment:** Identify a safe and supportive learning environment for everyone, ensuring equitable access to essential services like safe transportation, bathroom access, and suitable catering.

### Online orientations in low-tech environments

Inform prospective participants that the orientation is designed to be followed on computers, not mobile phones. Communicating this requirement early enough will allow participants to make arrangements, such as accessing computer labs.

- In many low-connectivity contexts, setting up a secondary communication channel such as WhatsApp is helpful before the orientation.

## Your Role as a Facilitator

As an orientation facilitator supporting a group of professionals, your main role is to create an engaging, productive learning environment that promotes active participation and effective mutual learning.

To ensure an enriching and mutual learning experience, we advise you to work in a team of two to organize and deliver an effective orientation, especially if you are planning an online orientation.

### Main Roles

1. **Lead:** Guide participants through learning, clearly explaining objectives and steps while focusing on key learning outcomes.
2. **Engage:** Encourage participants throughout the training, promoting active involvement. Diversify the types of activities and balance information-sharing sections with more interactive activities. Place well-timed breaks to maintain and renew energy.
3. **Create a safe and open learning environment:** Make sure all the participants feel at ease sharing ideas and experiences. Link different viewpoints and connect new ideas to participants' existing knowledge.
4. **Manage the timing (flexibly):** Control the training schedule well, covering all important topics while allowing time for useful discussions or questions. Keep activities and talks focused on learning aims while adjusting to the participants' needs.
5. **Listen Actively:** Pay attention to participants' comments, questions, and concerns. Ask clarifying questions and sum up key points to improve understanding and show participants you value their input.
6. **Provide positive feedback:** Give specific, meaningful compliments to support learning and boost confidence. Highlight participants' contributions, knowledge, and experience.
7. **Observe:** Observe participants' engagement, body language, and group interactions. Spot and handle potential problems before they disrupt the learning.
8. **Solve potential conflicts:** If disagreements occur, step in calmly and bring the group's attention back to the learning goals. Promote respectful talk and find positive ways to handle conflicts.

## Facilitator Checklist

### I. Preparation

- Set training format and duration
- Prepare an invitation to your target participants
- [Optional] Organize a selection process
- Learn your participants
- Select your content
- Prepare and contextualize the material

- Send pre-orientation communication with pre-readings

See [Pre-Orientation Preparation](#) for further guidance

## II. Delivery

- Welcome participants and introduce the orientation purpose and structure
- Conduct a culturally relevant icebreaker to establish rapport
- Set expectations and ground rules for participation
- Present the content and ensure participant engagement
- Facilitate discussions, questions, and interactions
- Recap key takeaways and guide participants in creating the next actions
- Dedicate a time and a collaborative space for final reflections
- Collect feedback

See [Orientation Delivery](#) for further guidance

## III. Follow-up

- Review feedback and adjust for potential future orientations
- Follow up with participants and provide additional resources as needed
- Generate and hand out certificates
- Communicate your reflections and feedback with the INEE Secretariat

See [Post-Orientation](#) for further guidance

# Pre-Orientation Preparation

## Set Training Format and Duration

Engage in discussion with the organizing or requesting partner to determine the best format and length of your orientation. This will allow you to understand the specific needs, constraints, and expectations. Explore factors such as the participants' technological access, time availability, and learning preferences. Based on this information, jointly determine:

- Training format:** Choose face-to-face, online (basic), or online (advanced).
- Appropriate duration:** Strike a balance between thorough content coverage and time constraints to ensure effective learning without overburdening participants.
- Orientation Structure:** Evaluate whether a single extended orientation or two shorter orientations would better suit participants' schedules and attention spans.
- Technology:** For online orientations, select a suitable virtual platform (ex: Zoom).

## Send an Invitation

Send your target audience a clear and engaging invitation that outlines the purpose, benefits, and key logistical details of the orientation.

[Annex 1](#) provides an example of the email you can send to inform the date and time and share the necessary information. Specify whether your invitation is a call for applications (with subsequent confirmation) or a direct registration form for participants to confirm their attendance.

**Optional:** If this is a common practice in your context, create a flyer including the same key information.

### **[Optional] Organize a selection process**

Depending on your process, you may already have a set group of participants or need to select from a larger pool of potential participants. The selection process should be agreed upon with the organizing partner. Participants can be selected based on a motivation statement, referrals, first-come, first-serve basis, or according to preset criteria that should be clearly outlined in the application form.

**Number of participants:** We recommend that the group doesn't exceed 25 participants.

### **Know your audience**

Gather information about participants' backgrounds, context, previous knowledge of the INEE MS, objectives, and needs through surveys or pre-orientation interviews.

Depending on the information you need and the level of contextualization you intend to achieve, you can gather audience information either within the registration form or using a separate form.

[Annex 1](#) includes a list of questions to include in a registration and background information form.

## **Content Selection**

The orientation pack has a modular design. As a first step, you need to select the sections you will include in your orientation based on the needs and expectations of the participant group and the duration of the orientation.

### **Content Selection Steps**

1. **Explore the pack's content**, including this guide's main slide deck and proposed agendas.
2. **Adjust learning objectives.** Modify learning objectives based on participants' collected information to ensure they are realistic and relevant.
3. **Select relevant sections and activities.** Choose sections and activities that match the participants' needs and prior experience, ensuring engagement and time for reflection.
4. **Create and adjust the agenda.** Make sure the selected components fit within the orientation's set time. Depending on the duration of the orientation, include frequent Q&A pauses and one or two short breaks.

**Note:** The suggested time for each activity is only a suggestion. Based on your knowledge of the participants, set a realistic timeframe.

## **Material Contextualization**

Once you decide on the orientation content and components, the following list guides you through the essential steps of adapting materials, organizing logistics, and tailoring content to ensure your orientation is relevant, engaging, and impactful for your specific audience and context.

### **Contextualization Steps**

- Contextualize the Slide Deck:** Review the provided guidance throughout the detailed instructions and adjust ONLY the content highlighted in yellow within the slides. This mainly includes:
  - Learning objectives
  - Technology tools to be used
  - Specific standards participants will explore
- [Optional]** Contextualize the examples and scenarios used in the activities
- Prepare materials and logistics:**
  - Decide on pre-reading materials
  - Online (basic and advanced)::**
    - Set and share the link to the virtual orientation
    - Create digital copies of collaborative documents for various activities
    - If applicable, prepare content for virtual whiteboards
  - Face-to-face:**
    - Print the handouts and activity sheets based on the number of participants and groups.
    - Print the [INEE MS Map](#) on A3 or larger paper and, if possible, pin it to a wall or whiteboard.
    - Book a room with a projector, whiteboard, or flipchart paper, and prepare markers, sticky notes, and small stickers. Adapt with what is available onsite.
    - Check the connectivity in the room. If it is unavailable, you may skip the activities that require access to the internet.
- Decide on post-orientation follow-up.**
  - Create a feedback form (See [Annex 2](#))
  - Decide on the next steps, e.g., asynchronous engagement, follow-up orientation, additional resource sharing, etc.
- Final Review:**
  - Ensure all materials consistently reflect any adaptations made
  - (Online)** Check that technology tools and collaborative documents are functioning properly
  - (F2F)** Check the logistics of the training room

### Send pre-orientation communication with pre-readings

A few days before the orientation, connect with the participants, guide the forthcoming orientation, and encourage them to do some preparation.

Based on the level of proficiency and the estimated time availability of the participants, you can suggest participants prepare for the orientation by some or all of the options listed below:

**Option 1:** Read the introduction chapter of the [INEE MS handbook](#) (pages 10-34)

**Option 2:** Share the Participant Handout in advance.

**Option 3:** Learn about what is new in the INEE MS, 2024 Edition either by:

- Reading [What's New in the INEE MS 2024 Edition](#)
- Watching the [INEE MS 2024 Update](#) video

[Annex 1](#) includes a sample email that can be adapted.

## Orientation Delivery

Below is an example of the proposed organization of the orientation for two different orientation lengths. You will need to adapt the duration and level of interactivity to the specific settings. The detailed instructions for each component are in the [Detailed Instructions](#) section of this guide.

Section/Activity	120 min	180 min
<b><a href="#">Opening</a></b>		
<ul style="list-style-type: none"> <li>• Welcome and introductions</li> <li>• Objectives</li> <li>• Icebreaker</li> </ul>	10 min	15 min
<b>Context Setting - Information sharing and discussions</b>		
<a href="#">Rationale for the INEE MS</a>	10 min	15 min
<a href="#">INEE MS Structure</a>	20 min	25 min
<b>Selected Activities</b>		
<a href="#">Activity 1: INEE MS Map Quiz</a>	15 min	NA
<a href="#">Activity 3: Scenario-Based Exploration</a>	25 min	35 min
<b>Short Break</b>	5 min	
<a href="#">Activity 5: Deep Dive into a Standard</a>	NA	40 min
<a href="#">Activity 6: Relate to Your Work!</a>	25 min	20 min
<b>Closing and Reflection</b>		
<a href="#">Key Takeaways</a>	5 min	7 min
<a href="#">Learning Reflections</a>	7 min	10 min
<a href="#">Feedback and evaluation</a>	3 min	3 min

### Importance of reflective activities and discussions

Even if the orientation is short, it is important to dedicate time for reflection after each component. You will notice that this is reminded by dedicated slides for Q&A. We suggest you ask a guided question specific to your context when you make the Q&A pause.

- **Reflections are important to learning:** Reflective activities and discussions are vital in training as they enable participants to anchor the material within their unique environments, fostering deeper understanding and relevance.
- **Reflections are important for contextualization. By reflecting on how concepts apply to their local contexts,** Participants can better integrate and use these insights in their work settings.

# Post-Orientation

## Send a post-orientation communication

A post-orientation communication might include the following elements:

1. Thank-you message
2. The orientation slides
3. Links to additional resources discussed during the orientation
4. Details about any follow-up events
5. Reminder to provide feedback
6. Contact information for further questions or support

[Annex 2](#) provides a sample email message

## Participation Certificates (if any)

INEE understands the importance of certificates for its members; however, to be eligible for a certificate, participants must attend the entire orientation organized by INEE.

Identify eligibility criteria set by the organizing partner and generate participation certificates for all eligible attendees. Ensure that each certificate includes the attendee's name, orientation details, and a disclaimer that the certificate doesn't automatically qualify the participant to deliver similar orientations.

**The INEE logo can not be used on certificates unless the INEE Secretariat is directly involved in organizing the orientation.**

## Collect, analyze, and share feedback and reflections

Select a relevant tool to collect participant feedback on the orientation you deliver. You can use an online tool such as Google or Microsoft Forms, or a Word document. [Annex 2](#) provides a suggested list of questions that can be adapted.

Once you collect the feedback,

- Conduct an analysis to identify strengths and areas for improvement.
- Make adjustments to future orientations based on the insights received.

## Don't forget your own reflections on your facilitation experience!

- Take time to reflect on what worked well and what could be improved in your facilitation.
- Document any changes or notes for future orientations.

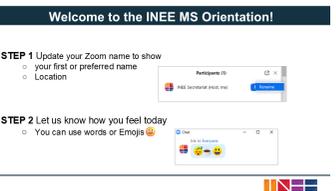
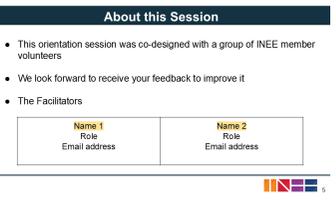
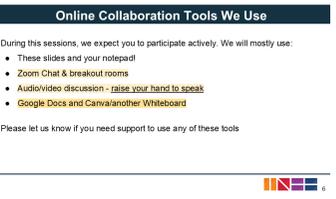
## Share with INEE

Share relevant learning with the INEE Learning and Development team to help us improve future learning experiences using the same pack. Send your input to [learning@inee.org](mailto:learning@inee.org).

## Detailed Instructions

The INEE MS orientation is intended to be modular. You need to select and compose the different sections relevant to your target audience. This section provides detailed instructions for all the potential sections. You only need to read the detailed instructions for your selected sections and activities.

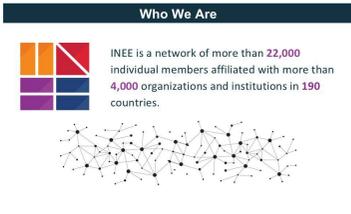
Introduction	
<b>Purpose</b>	<p>This section is key to setting the scene for the entire orientation.</p> <ul style="list-style-type: none"><li>• It <b>helps</b> participants understand the training's content and objectives.</li><li>• It <b>shows</b> how participants can actively engage in the learning process.</li><li>• It <b>provides</b> an opportunity for everyone to get to know each other.</li></ul> <p><b>Note:</b> It is important to build a collaborative learning environment and active learning from the beginning.</p> <p>Encourages participants to engage immediately through the various interaction methods that you want to privilege in the orientation, for instance:</p> <ul style="list-style-type: none"><li>• Speaking (e.g., introducing themselves or sharing expectations)</li><li>• Writing (e.g., noting down goals or responding to prompts)</li><li>• Move-in the learning space in F2F settings</li><li>• Use a virtual whiteboard</li></ul> <p><b>Note:</b> We propose a few introductory slides; feel free to adjust them, reorganize the sequence, or replace them with different slides. Don't hesitate to propose culturally convenient ice-breaker activities.</p> <p><b>Note:</b> In F2F orientations, organize the learning space to form small groups ahead of time</p>
<b>Estimated Time</b>	<p>10-20 min</p> <p><b>Note:</b> Time spent on the introduction should be proportional to the length of the orientation orientation.</p>

	The longer the orientation, the more time is needed to properly set the learning environment and prepare the participants to engage actively with each other.								
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Any other materials for the ice breakers you want to implement</li> </ul>								
<b>Components</b>									
Method(s)	Slide(s)	Time	Instructions						
NA	<p><b>Welcome to the INEE MS Orientation!</b></p> <p>As we wait for participants to join, please share in the Zoom chat:</p> 	Few min	<p><b>ONLINE ONLY</b></p> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• We are waiting for everyone to join, and then we will take the time to introduce ourselves.</li> <li>• While we are waiting, share your expectations from this orientation in the chat</li> </ul>						
NA	<p><b>Welcome to the INEE MS Orientation!</b></p> <p><b>STEP 1</b> Update your Zoom name to show</p> <ul style="list-style-type: none"> <li>o your first or preferred name</li> <li>o Location</li> </ul> <p><b>STEP 2</b> Let us know how you feel today</p> <ul style="list-style-type: none"> <li>o You can use words or Emojis</li> </ul> 	3 min	<p><b>ONLINE ONLY</b></p> <p><i>For online orientations on Zoom, adjust if you are using another tool.</i></p> <p><b>DO:</b> Share the screen and show how to do the 2 steps</p>						
<b>Information Sharing</b> 	<p><b>About this Session</b></p> <ul style="list-style-type: none"> <li>• This orientation session was co-designed with a group of INEE member volunteers</li> <li>• We look forward to receive your feedback to improve it</li> <li>• The Facilitators</li> </ul> <table border="1"> <tr> <td>Name 1</td> <td>Name 2</td> </tr> <tr> <td>Role</td> <td>Role</td> </tr> <tr> <td>Email address</td> <td>Email address</td> </tr> </table> 	Name 1	Name 2	Role	Role	Email address	Email address	2 min	<b>DO:</b> Introduce yourself!
	Name 1	Name 2							
Role	Role								
Email address	Email address								
<p><b>Online Collaboration Tools We Use</b></p> <p>During this sessions, we expect you to participate actively. We will mostly use:</p> <ul style="list-style-type: none"> <li>• These slides and your notepad!</li> <li>• Zoom Chat &amp; breakout rooms</li> <li>• Audio/Video discussion - <i>raise your hand to speak</i></li> <li>• <b>Google Docs and Canva/another Whiteboard</b></li> </ul> <p>Please let us know if you need support to use any of these tools</p> 	1 min	<p><b>ONLINE ONLY</b></p> <p>The use of collaboration tools depends on your judgment of the participants' technology proficiency and connectivity.</p> <ul style="list-style-type: none"> <li>• You can use other, more or less advanced tools, such as a different virtual whiteboard, Google Docs, etc.</li> </ul>							

			<ul style="list-style-type: none"> <li>• Always propose using the chat as a second option.</li> <li>• Make sure small groups nominate a notetaker to share the group's findings and reflections wherever planned.</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Share ground rules for the training: <ul style="list-style-type: none"> <li>○ If this is convenient, keep the camera on</li> <li>○ Mute yourself and turn your Mic on only when you want to speak</li> <li>○ Raise your hand if you want to speak</li> </ul> </li> <li>• <b>When needed</b>, and based on the level of familiarity of the participants with the technology and tools in use, you may need to orient them on a few aspects, which may include: <ul style="list-style-type: none"> <li>○ How to write in the chat, turn on/off mic and camera</li> <li>○ How to raise a virtual hand</li> <li>○ How to join a breakout room</li> <li>○ How to navigate a whiteboard and move elements from one place to another</li> <li>○ How to add a sticky note on a whiteboard</li> <li>○ How to access a polling tool</li> </ul> </li> </ul> <p>Take the time to clarify necessary aspects when you use them for the first time to guarantee a smooth engagement throughout the orientation.</p>
<p>Group Activity</p>  <p>Information Sharing</p> 	<p><b>Participant 'Speed Networking'</b></p> <p>Select the most relevant questions from below, <u>not</u> all of them</p> <p>Please share (Say/How to share, e.g., writing in the chat, orally, on a virtual whiteboard, ...)</p> <ol style="list-style-type: none"> <li>1. Name</li> <li>2. Organization</li> <li>3. Position</li> <li>4. Location of work</li> <li>5. One sentence expressing your expectations from this session</li> <li>6. Mention one education program you are involved in at present or in the past</li> <li>7. Type of crisis you work in</li> <li>8. ...</li> </ol>  	<p>5-10 min</p>	<p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Select up to 5 questions that are the most relevant for your participants.</li> <li>• Edit the slide to note what you would like participants to mention when they introduce themselves.</li> <li>• Follow one of the options proposed below, depending on the setting.</li> </ul> <p><b>FACE-TO-FACE:</b></p> <ul style="list-style-type: none"> <li>• Invite the participants to <b>introduce themselves or use another icebreaker activity</b></li> </ul> <p><b>ONLINE BASIC</b></p> <ul style="list-style-type: none"> <li>• Invite the participants to share names, organizations, and locations <b>in the chat.</b></li> </ul>

			<p><b>ONLINE ADVANCED</b></p> <p><b>Option 1:</b> Send participants into 3-4 <b>breakout rooms</b>.</p> <p><b>Option 2:</b> Use a <b>virtual whiteboard</b> such as Canva or Padlet. Using a whiteboard allows the participant to maintain connections after the orientation but takes into account the necessary time for introducing the tool.</p> <ul style="list-style-type: none"> <li>• If you want to use Canva, make a new copy of the <a href="#">Introductions Template</a> and adapt it to your specific audience. Otherwise, replicate the proposed design on another platform.</li> <li>• Orient participants on how to add sticky notes or similar features.</li> </ul>
<p>Information Sharing</p> 	<p><b>Orientation Objectives</b></p> <p>After this session, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the purpose and the structure of the INEE Minimum Standards (INEE MS)</li> <li>2. Navigate the INEE MS 2024 edition</li> <li>3. <b>Locate additional resources to support education in your context.</b></li> <li>4. Start to reflect on how your current work aligns with the standards and start identifying opportunities for further integration in your context.</li> </ol>  	<p>3 min</p>	<p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Present the learning objectives of the orientation.</li> <li>• Delete Objective 3 If you don't intend to conduct <a href="#">Activity 7: Taking it further...Exploring Additional Resources</a>.</li> </ul>
	<p><b>Resources We Use</b></p> <p>During this sessions, we expect you to participate actively. We will mostly use:</p> <ul style="list-style-type: none"> <li>• The <b>participant handout</b> shared with you by email</li> <li>• The full INEE MS, 2024 Edition is downloadable at <a href="https://inee.org/resources/inee-minimum-standards">https://inee.org/resources/inee-minimum-standards</a></li> <li>• A web-based version can be accessed at <a href="https://inee.org/minimum-standards">https://inee.org/minimum-standards</a></li> </ul> 	<p>1 min</p>	<p><b>DO</b></p> <ol style="list-style-type: none"> <li>1. Adjust the slide accordingly.</li> <li>2. Check that the participants have received the Participant Handout.</li> <li>3. Decide how small groups will identify a notetaker or facilitator. Potential options are noted below: <ul style="list-style-type: none"> <li>○ If possible, you can identify small group facilitators in advance and explain how you expect them to support the small groups.</li> <li>○ You can set a simple rule to help identify a notetaker for each activity or the entire orientation. Examples include alphabetically by name or assigning numbers to the participants that correspond with each activity.</li> </ul> </li> </ol> <p><b>ONLINE ONLY:</b> Share in the chat:</p> <ul style="list-style-type: none"> <li>• INEE MS handbook webpage: <a href="https://inee.org/resources/inee-minimum-standards">https://inee.org/resources/inee-minimum-standards</a></li> <li>• Web-based version: <a href="https://inee.org/minimum-standards">https://inee.org/minimum-standards</a></li> </ul>

## Introduction to INEE [Optional]

<b>Purpose</b>	A brief introduction to INEE in case the participants are new to the network. Otherwise, you can skip this section.		
<b>Estimated Time</b>	6-10 min		
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• [Online] Links to the INEE website</li> </ul>		
<b>Components</b>			
<b>Method(s)</b>	<b>Slide(s)</b>	<b>Time</b>	<b>Instructions</b>
Information Sharing 		2 min	<b>SAY:</b> INEE is a network of more than 22,000 individual members affiliated with more than 4,000 organizations and institutions in 190 countries. Membership is free, and we encourage everyone working in education in emergencies and related initiatives to join INEE by completing a simple registration form.
		2-3 min	<p><b>SAY:</b> INEE members are (I)NGO and UN personnel, ministries of education and other government staff, students, teachers, donors, and researchers who do work related to education in emergencies. Anyone can join INEE for free, and there are many ways to engage with the network.</p> <p><b>OPTIONAL:</b></p> <ul style="list-style-type: none"> <li>• Share the link to join INEE: <a href="https://inee.org/register">https://inee.org/register</a>.</li> <li>• Provide more information on ways of engagement based on <a href="https://inee.org/members">https://inee.org/members</a>.</li> </ul>

		<p>2-5 min</p>	<p><b>Option 1:</b> Present the slide as it is.</p> <p><b>Option 2:</b> If you plan to facilitate <a href="#">Activity 7: Taking it further...Exploring Additional Resources</a>, skip the slide now and present it later alongside the activity.</p> <p><b>SAY:</b> INEE offers a breadth of tools and resources, including:</p> <ul style="list-style-type: none"> <li>• The INEE Resource Database, a dynamic database of more than 2600 resources relevant to EiE, is available for consultation and free download on our website,</li> <li>• The INEE Resource Collections, which are expert-curated compilations of resources, tools, and background information on key EiE topics,</li> <li>• The EiE Glossary contains more than 450 key EiE terms, their definitions, and sources in five languages.</li> </ul> <p>Other databases and tools that INEE maintains include:</p> <ul style="list-style-type: none"> <li>• ECDiE Programming Library</li> <li>• Measurement Library</li> <li>• PSS-SEL Toolbox</li> </ul> <p>And, of course, the INEE Minimum Standards...</p> <p><b>OPTIONAL</b></p> <p>Provide further information about resources and collections that might interest your specific audience</p> <ul style="list-style-type: none"> <li>• <a href="https://inee.org/resources">https://inee.org/resources</a></li> <li>• <a href="https://inee.org/collections">https://inee.org/collections</a></li> <li>• <a href="https://inee.org/eie-glossary">https://inee.org/eie-glossary</a></li> <li>• <a href="https://inee.org/ecdie-programming-library">https://inee.org/ecdie-programming-library</a></li> <li>• <a href="https://inee.org/measurement-library">https://inee.org/measurement-library</a></li> <li>• <a href="https://inee.org/pss-sel-toolbox">https://inee.org/pss-sel-toolbox</a></li> <li>• <a href="https://inee.org/help-desk">https://inee.org/help-desk</a></li> </ul>
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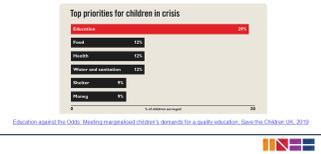
<b>Purpose</b>	<ul style="list-style-type: none"> <li>Explore and discuss the <b>rationale</b> for the INEE MS and what they are intended to support.</li> <li>Unpack the Education in Emergencies definition.</li> </ul>
<b>Estimated Time</b>	<ul style="list-style-type: none"> <li><b>10 min</b> if you only present the information-sharing slides</li> <li>Up to <b>30 min</b> if you engage the group in all proposed discussions</li> <li><b>5 min</b> for Q&amp;A and Reflections</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>Slides</li> <li><b>Optional:</b> <a href="#">Humanitarian Standards Partnership (HSP) Introductory Video</a></li> </ul>

## Components

### BEFORE STARTING

Select **one** option for the discussion

- Option 1:** Orient the rationale around the **importance of education** for the affected populations
- Option 2:** Orient the rationale around the **need for humanitarian standards**, including for education.
- Option 3: Skip** the discussion and move directly to the video

Method(s)	Slide(s)	Time	Instructions
Discussion 	<p>Discussion 1: What is the top priority of people in crisis?</p> 	5 min	<p><b>DISCUSSION 1:</b> Frame the discussion around the importance of education for the affected population</p> <p><b>ASK</b> Show only the title of the slide and ask:</p> <ul style="list-style-type: none"> <li>According to you, what do people in crisis consider top priorities?</li> </ul> <p><b>SAY</b> Show the bar graph and say</p> <ul style="list-style-type: none"> <li>Education is the top priority of children, and so are their parents in crisis.</li> <li>The depicted ranking is drawn from surveys of 1,215 children aged 5–18 in six countries</li> </ul>

			<p>between 2013 and 2018.</p> <ul style="list-style-type: none"> <li>Children and youth’s fundamental right to safe, inclusive, and high-quality education <b>persist even during emergencies.</b></li> <li>While education remains a crucial priority for <b>children and their parents</b> in crisis situations, <b>it is often the first service to be interrupted and the last to resume.</b></li> </ul>
<p>Discussion</p> 	<p><b>Quick Poll: What Standards do you know?</b></p> <p>Answer in the Chat or raise your hand and speak</p> <p>Cite standards you use or you are aware of.</p> 	<p>3 min</p>	<p><b>DISCUSSION 2:</b> Start with this quick poll and continue with the next slide</p> <p><b>ASK</b></p> <ul style="list-style-type: none"> <li>Cite some standards you are familiar with or heard of.</li> <li>[Clarify how the participants can participate by using the chat box or orally by raising their hands]</li> </ul> <p><b>Examples you can use</b></p> <p>You can cite other humanitarian standards:</p> <ul style="list-style-type: none"> <li>CHS standard: <a href="https://www.corehumanitarianstandard.org/the-standard">https://www.corehumanitarianstandard.org/the-standard</a></li> <li>Standards part of the HSP: <a href="https://hspstandards.org/handbooks/">https://hspstandards.org/handbooks/</a></li> </ul> <p>Other standards in education:</p> <ul style="list-style-type: none"> <li>National Curriculum Standards developed by Ministries of education</li> </ul>
<p>Discussion</p> 	<p><b>Discussion 2: Why do we need Education Standards?</b></p> <p>Answer in the Chat or raise your hand and speak</p> <p>Based on your experience, why do we need standards for education in humanitarian settings?</p> 	<p>5 min</p>	<p><b>DISCUSSION 2:</b> There are two ways to conduct this discussion:</p> <p><b>Option 1:</b> Discuss and then play the video on the next slide as a wrap-up.</p> <p><b>ASK</b></p> <ul style="list-style-type: none"> <li>Explain why we need standards based on your experience working in humanitarian contexts.</li> </ul> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>We will watch a short video that highlights many of the aspects that you just raised.</li> </ul>

			<p><b>Option 2:</b> Play the video on the next slide first, and then discuss.</p> <p><b>ASK</b></p> <ul style="list-style-type: none"> <li>Based on what you heard in the video or on your own experience working in EiE, explain why we specifically need education-related standards.</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>Highlight the keywords that the participants might bring in their responses.</li> <li>Move to the next slide and refer to what the participants already identify.</li> </ul>
<p>Information Sharing</p> 	<p>Why do we need Humanitarian Standards?</p>  	<p>4 min</p>	<p><b>DO</b> If you have a good internet connection and time permitting, play the video.</p> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li><b>DISCUSSION 1:</b> Now that we've discussed why education is a priority in crisis contexts, let's watch a short video that illustrates the need for standards to support education and other human rights in crises.</li> <li><b>DISCUSSION 2:</b> Now that we've explored some standards you are familiar with, let's watch a short video that further illustrates why humanitarian standards are crucial in crises.</li> </ul> <p>Humanitarian standards are needed to:</p> <ul style="list-style-type: none"> <li>To <b>enhance the quality and accountability</b> of humanitarian action.</li> <li>To ensure that <b>even in difficult contexts, human rights are not overlooked</b> and human dignity is preserved in crises and through recovery.</li> <li>To <b>promote coordination</b> and allow colleagues and partners to <b>speak the same language</b>.</li> <li>To <b>support disaster preparedness and mitigation</b>.</li> <li>To engage in powerful <b>advocacy</b>.</li> <li>To contribute to relevant Professional Development opportunities and to support affected people in understanding and advocating for their rights.</li> </ul>

<p>Information Sharing</p> 	<p><b>INEE Minimum Standards</b></p> <p>The Standards are a part of the Humanitarian Standards Partnership.</p> <ul style="list-style-type: none"> <li>• Help stakeholders <b>protect the education rights</b> and needs of people affected by crisis</li> <li>• Increase <b>access</b> to safe and relevant learning opportunities</li> <li>• Improve the <b>quality</b> of education preparedness, response, and recovery</li> <li>• Ensure that the actors who provide these services are held <b>accountable</b></li> <li>• Support a quality, <b>coordinated humanitarian response</b> in the education sector.</li> </ul>  	<p>3 min</p>	<p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Guide the participants through the slide content, emphasizing the key terms highlighted in bold. Feel free to read or use your own words to stress their significance.</li> <li>• Highlight that the INEE MS is part of the family of the HSP standards alongside Sphere standards (top left) and Child Protection standards (bottom right).</li> </ul> <p><b>OPTIONAL</b></p> <p>There is no need to provide a more detailed explanation as below. In case there are questions, you can refer to the following information on legal instruments on page 255 in the INEE MS: The INEE Minimum Standards (MS) are grounded in human rights, specifically the right to education. They are based on several key legal instruments and humanitarian frameworks, including:</p> <ol style="list-style-type: none"> <li>1. UN Universal Declaration of Human Rights</li> <li>2. Convention on the Rights of the Child</li> <li>3. Sphere Humanitarian Charter</li> <li>4. Protection Principles</li> <li>5. Core Humanitarian Standard on Quality and Accountability</li> </ol> <p><b>More details on the history of the creation of the INEE MS</b></p> <ul style="list-style-type: none"> <li>• INEE, established in 2000, advocates for education standards in emergencies, recognizing education's role in providing learning, psychosocial support, and protection.</li> <li>• While humanitarian standards for basic needs had existed since 1997, education was initially not included.</li> <li>• The first INEE MS was launched in 2004, with updates in 2010 and 2024 to address evolving challenges in the EiE landscape, such as climate change, prolonged conflicts, and global pandemics.</li> </ul>
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	<p><b>What do we mean by Education in Emergencies?</b></p> <p>Education in emergencies (EiE) refers to the provision of equitable, inclusive, and quality learning opportunities for people of all ages in situations of crisis.</p> <ul style="list-style-type: none"> <li>➤ EiE includes all levels and ways of learning from ECD through adult education in both formal and non-formal education programs.</li> <li>➤ EiE involves interventions across all stages of a crisis, from preparedness to response, to recovery.</li> <li>➤ Quality education in emergencies provides <b>physical, psychosocial and cognitive protection</b> that can save and sustain lives.</li> </ul> <p><small>Education in Emergencies Definition, INEE MS Intro p. 28</small></p> 	5 min	<p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Explain that we conclude the discussion about the rationale of the INEE MS with the definition of EiE as follows.</li> </ul> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• This slide takes up and breaks down the EiE definition</li> <li>• Make a clear note that <b>EiE is also education, but it has a more crucial protective role in emergencies</b></li> <li>• Education is a human right for all, which continues during emergencies.</li> <li>• Education is life-sustaining and life-saving, as acknowledged in the UN General Assembly Resolution on the Right to Education in Emergency Situations.</li> </ul>
<p>Discussion</p> 	<p><b>Discussion 3: The Protective Role of EIE</b></p> <p>Quality education in emergencies provides <b>physical, psychosocial and cognitive protection</b> that can save and sustain lives.</p> <p><b>Answer in the Chat or raise your hand and speak</b></p> <p>Share specific EIE programmatic examples that support each of the protection dimensions.</p>  	5-10 min	<p><b>OPTIONAL</b></p> <p><b>SAY:</b> Education is <b>life-sustaining and life-saving</b>, as acknowledged in the UN General Assembly Resolution on the Right to Education in Emergency Situations in 2010 (INEE MS, p. 10).</p> <p><b>ASK:</b> Reflecting on your experiences with EiE programs, can you share specific examples of interventions or activities that demonstrate how quality education provides: Physical protection, Psychosocial protection, and Cognitive protection?</p>
		5 min	<p><b>Q&amp;A and Reflections</b></p>

## INEE MS Update Process [Optional]

<b>Purpose</b>	We recommend you share information about the INEE MS update process and what is new in the 2024 Edition as a pre-work for the orientation. However, if you prefer, you can also play the video to orient the participants to this information. The drawback is that you will have less time for the interactive activities.
<b>Estimated Time</b>	8 min
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• <a href="#">INEE MS, 2024 Edition update video</a></li> </ul>

### Components

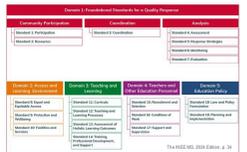
Method(s)	Slide(s)	Time	Instructions
Information Sharing 		2 min	<b>SAY</b> <ul style="list-style-type: none"> <li>• The INEE Minimum Standards are periodically updated to incorporate new learning and evolving needs.</li> <li>• The INEE MS was developed in 2004, and INEE updated the handbook in 2010 and again in 2024.</li> <li>• These updates were based on input from INEE’s diverse membership, which includes representatives from the education, humanitarian, and development sectors.</li> </ul>
Information Sharing 		6 min	<b>OPTION 1:</b> Present the <a href="#">INEE MS, 2024 Edition update video</a> , which covers the following topics: <ul style="list-style-type: none"> <li>• What is INEE?</li> <li>• What are the INEE Minimum Standards for Education? And an overview of the INEE Minimum Standards 2024 update process.</li> </ul> <b>Note:</b> The video is available with subtitles in French, Arabic, Spanish, Portuguese, and English.  <b>OPTION 2:</b> Download the <a href="#">Partner Launch Package—INEE Minimum Standards, 2024 Edition</a> , and present slides 4-16, which cover the same content from the video.

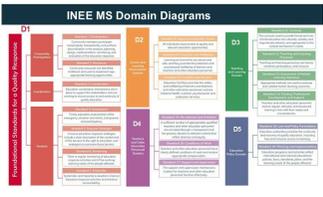
## INEE MS Structure

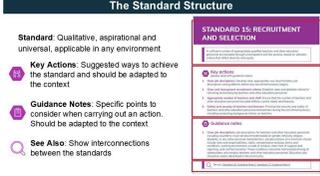
<b>Purpose</b>	A brief top-down introduction to the INEE MS structure and the main components of the INEE MS, 2024 Edition handbook.
<b>Estimated Time</b>	20-30 min + 5 min for Q&A and Reflections
<b>Materials</b>	Slides

### Components

Method(s)	Slides	Time	Instructions
Group Activity 	N/A	5 min	<p><b>[ONLINE]</b> Use any online polling tool you can access, such as Mentimeter, Kahoot, Zoom/Teams Poll, etc.</p> <p><b>[F2F]</b> Use an online polling tool if accessible, or read the questions and the possible responses and count raised hands for each option.</p> <ol style="list-style-type: none"> <li>Have you used the INEE MS before?               <ul style="list-style-type: none"> <li>I Never heard about them before</li> <li>I read some parts of the handbook</li> <li>I use/used the INEE MS in my work</li> </ul> </li> <li>How are the INEE MS organized? Into               <ul style="list-style-type: none"> <li>Sections</li> <li>Domains</li> <li>Chapters</li> </ul> </li> <li>How many minimum standards are there?               <ul style="list-style-type: none"> <li>17</li> <li>19</li> </ul> </li> </ol>

			<ul style="list-style-type: none"> <li>• 20</li> </ul>
<p>Information Sharing</p> 	<p><b>INEE Minimum Standards Structure</b></p> <p>The INEE MS are organized into 5 domains related to specific areas of education. Each domain contains standards, and it begins with an overview of the domain explaining underlying key concepts. The INEE MS are made up of 19 standards in total, each standard is followed by key actions and guidance notes.</p>  <p>Why do you think Domain 1 surrounds the other domains?</p> 	<p>2 min</p>	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• The INEE MS is organized into five domains related to specific areas of education.</li> <li>• Each domain contains standards, and it begins with an overview of the domain explaining underlying key concepts.</li> <li>• The INEE MS consists of 19 standards, each followed by key actions and guidance notes.</li> <li>• The wheel diagram represents the different domains.</li> <li>• <b>Question:</b> Why is Domain 1 composed of the subdomains Community Participation, Coordination, and Analysis that surround the other domains?</li> </ul> <p>[Invite the participants to suggest answers]</p> <ul style="list-style-type: none"> <li>• <b>Answer:</b> It highlights how the Foundational Standards are the basis for applying the standards in the other four domains as they are essential for providing a quality education response.</li> </ul>
	<p><b>INEE Minimum Standards Map</b></p> 	<p>3 min</p>	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• All the standards can be explored at once on this map.</li> <li>• This map is located at the end of the Introduction on page 34.</li> <li>• Throughout the handbook, the same color code is used to improve the readability of the standards and to which domain they belong.</li> </ul> <p><b>SAY:</b></p> <ol style="list-style-type: none"> <li>1. Domain 1: Foundational Standards for a Quality Response ensures a holistic, locally-led, accountable quality education response.</li> <li>2. Domain 2: Access and Learning Environment focuses on safe and relevant learning opportunities linked to health and wellbeing.</li> <li>3. Domain 3: Teaching and Learning emphasizes curricula, teaching processes, and assessment of learning outcomes.</li> </ol>

			<p>4. Domain 4: Teachers and Other Education Personnel addresses recruitment, work conditions, and professional support for teachers and other education personnel.</p> <p>5. Domain 5: Education Policy involves formulating, planning, and implementing national education policies.</p>
		2 min	<p><b>SAY</b></p> <p>This slide is not meant to be read. It depicts <b>the domain diagrams</b> presented at the beginning of each domain and helps show the standards in each domain at a glance.</p>
	 <p>• The foundational standards are essential to providing a quality education response</p> <p>• They are the basis for implementing the standards in the other four domains.</p> <p>• They contribute to build a process to prepare, plan, manage, deliver, and monitor a collective education response.</p>	3 min	<p><b>OPTIONAL</b></p> <p>If you have time, please consider that the participants' work strongly relates to the foundational standards.</p> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• The Standards in Domain 1: Foundational Standards for a Quality Response are organized into three sub-categories: Community Participation (Standards 1-2), Coordination (Standard 3), and Analysis (Standards 4-7).</li> <li>• These sub-categories <b>reflect actions that stakeholders can take throughout the humanitarian program cycle</b>. The actions build on each other and are the basis of an effective education response.</li> <li>• The seven standards in this domain make up a process of related actions <b>that are key to preparing, planning, managing, delivering, and monitoring a collective education response</b>.</li> <li>• The seven standards (1-7) in this domain form the basis for ways of working across all other domains. They cover the key elements that should be present at all levels and in all types of education programming.</li> </ul>

	<p><b>The Standard Structure</b></p> <p>Standard: Qualitative, aspirational and universal, applicable in any environment</p> <p><b>Key Actions:</b> Suggested ways to achieve the standard and should be adapted to the context.</p> <p><b>Guidance Notes:</b> Specific points to consider when carrying out an action. Should be adapted to the context.</p> <p><b>See Also:</b> Show interconnections between the standards.</p> 	5 min	<p><b>SAY</b></p> <p><b>[Describe the screenshot of the standard screenshot]</b></p> <ul style="list-style-type: none"> <li>We are taking a screenshot of Standard 15 simply as an example to show the common structure to all the INEE MS.</li> <li>The color indicates that this standard belongs to Domain 4.</li> </ul> <p><b>[Read the short descriptions for each component]</b></p> <ul style="list-style-type: none"> <li>The <b>standards</b> are what we are striving to reach, the <b>“why”</b>. They are derived from the principle that populations affected by a disaster or a crisis have the right to life with dignity and to quality education.</li> <li>The INEE MS handbook starts (in the introduction) with a thorough definition of Quality Education. Then, the standards aim to set the minimum level of specific aspects to ensure that quality education is provided to all. Hence, they are qualitative and are meant to be universal and applicable in any context.</li> <li>Standards are followed by a series of <b>key actions</b>, suggested ways to achieve the standard, or the <b>“what we do.”</b> 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.</li> <li><b>The guidance notes</b> cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations. They are the <b>“how we might do it.”</b> The Guidance Notes provide advice on priority issues and tackling practical difficulties. They also provide background information and definitions.</li> <li>Following each guidance note, you find cross-references to other relevant standards or guidance notes. These references are indicated by <b>“see also”</b>.</li> </ul>
	<p><b>Discussion 4: The Cross-cutting Issues</b></p> <p>According to you, what do we mean by “Cross-cutting issues”?</p>  <p><b>Cross-Cutting Issues:</b> Protection - Gender - Disability - Mental Health and Psychosocial Support - Disaster Risk Reduction and Resilience - Conflict Sensitive Education - Climate Crisis - Centering Equity in EIE.</p>	3 min	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>If we go to the INEE MS Map in the handbook on page 34, you will notice a box with a list of topics.</li> <li>What do you think is meant by “Cross-Cutting Issues”?</li> </ul>

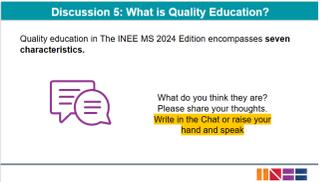
<p><b>The INEE MS Introduction - Cross-cutting Issues</b></p> <ul style="list-style-type: none"> <li>Guidance on these topics is integrated throughout the INEE MS</li> <li>Called cross-cutting because they need to be considered: <ul style="list-style-type: none"> <li>At all levels and types of education programming and</li> <li>Through all stages of crises, from preparedness to response, and through to recovery.</li> </ul> </li> </ul> <p><b>Cross-Cutting Issues:</b> Protection - Gender - Disability - Mental Health and Psychosocial Support - Disaster Risk Reduction and Resilience - Conflict Sensitive Education - Climate Crisis - Centering Equity in EIE</p> 	3 min	<p><b>DO:</b> As you prepare for the orientation, review the INEE MS Introduction (pages 22-27) for a brief definition of each cross-cutting issue.</p> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>Let's take a moment to highlight the key issues integrated throughout the INEE MS. Cross-cutting issues such as protection or MHPSS are essential for <b>all</b> education programming levels and types and must be considered at every stage of a crisis, from preparedness to response and recovery.</li> <li>Cross-cutting issues were previously addressed as Key Thematic Issues in the 2010 edition.</li> <li>New cross-cutting issues are added, such as climate crisis and centered equity in EIE.</li> </ul>
<p><b>The INEE MS Introduction</b></p> <p><b>TABLE OF CONTENTS</b></p> <ul style="list-style-type: none"> <li>An updated definition that highlights the characteristics of <b>quality education in crisis contexts</b></li> <li>An Overview of the INEE Minimum Standards, their purpose and their structure</li> <li>Expanded discussions on <ul style="list-style-type: none"> <li>the INEE MS contextualization;</li> <li>the cross-cutting issues</li> <li>strategic links with other humanitarian standards</li> <li>The EIE sector coordination</li> </ul> </li> <li>And more ...</li> </ul> 	2 min	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>The Introduction chapter is very important. We advise you to read it entirely.</li> <li>It introduces users to core concepts such as the right to education during emergencies and explains how to navigate and use the handbook.</li> <li>Some updates to the Introduction include: <ul style="list-style-type: none"> <li>An updated <b>definition of quality education</b> that more strongly reflects the characteristics of quality education in crisis contexts,</li> <li>Expanded discussions on the INEE MS as they relate to contextualization, EIE sector coordination, and the humanitarian-development-peacebuilding nexus,</li> <li>And a critical reflection on the update process that reflects on the opportunities and limitations of the 2024 update process from an equity perspective.</li> </ul> </li> </ul>
<p><b>Key Parts of the Handbook you should not miss!</b></p> <ul style="list-style-type: none"> <li>Main Introduction</li> <li>Domain Overviews</li> <li>The References and Further Reading lists</li> <li>Annex 1: Glossary</li> <li>Annex 2: Index</li> <li>Annex 3: Table of Relevant Legal Instruments</li> </ul> 	2 min	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>We will conclude the presentation on the INEE MS handbook structure with this slide.</li> <li>The slide highlights important components of the handbook that the reader should notice. This includes: <ul style="list-style-type: none"> <li>The main <b>introduction</b> unpacked in the previous slide,</li> <li>The <b>overview</b> at the beginning of each domain sets out the major issues in that domain and explains the standards,</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• The <b>References and Further Reading list</b> at the end of each standard provides links to additional, relevant resources,</li> <li>• The <b>glossary</b> provides key EiE terms and definitions,</li> <li>• The <b>index</b> is a useful tool when seeking information on a specific theme or issue in different parts of the INEE MS,</li> <li>• Annex 3 <b>lists international legal instruments</b>, soft law, and global frameworks underpinning the INEE MS.</li> </ul>
		5 min	<b>Q&amp;A and Reflections</b>

## Exploring the INEE MS

<b>Purpose</b>	This is the interactive, hands-on section of the orientation. Explore the proposed activities below and select the ones that fulfill the requirements and objectives of your orientation. Many of the activities rely on small group work. We recommend groups of 4-5 in online settings and 5-6 in F2F settings.
<b>Estimated Time</b>	<p>Depends on the selected activities:</p> <ul style="list-style-type: none"><li>• <a href="#">What Is Quality Education?</a> - 15-20 min</li><li>• <a href="#">INEE MS Map Quiz</a> - 15 min</li><li>• <a href="#">INEE MS Introduction Section Matching</a> - 6 min</li><li>• <a href="#">A Scenario-Based Exploration</a> - 30-35 min</li><li>• <a href="#">Stakeholder-Based Exploration</a> - 45-50 min</li><li>• <a href="#">Deep Dive into a Standard</a> - 40 min</li><li>• <a href="#">Relate to Your Work!</a> - 20-30 min</li><li>• <a href="#">Taking it further... Additional Resources</a> - 15-20 min</li></ul> <p>Make sure to Include 5 min for reflections on Q&amp;A after each <u>long</u> activity</p>
<b>Materials</b>	See materials for each activity below

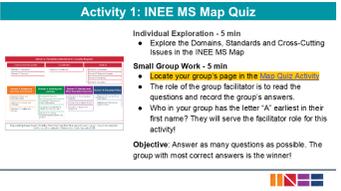
## Discussion 5: What Is Quality Education?

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• <b>FACE-TO-FACE:</b> Flipboard or whiteboard, sticky notes, pens</li> <li>• <b>ONLINE ADVANCED:</b> Virtual whiteboard</li> </ul>		
<b>Method(s)</b>	<b>Slides</b>	<b>Time</b>	<b>Instructions</b>
<p>Discussion</p> 		<p>5-10 min</p>	<p><b>ASK</b></p> <ul style="list-style-type: none"> <li>• Quality education in The INEE MS 2024 Edition encompasses seven characteristics. What do you think they are?</li> </ul> <p><b>OPTIONAL</b></p> <p>Moderate a brief discussion around each characteristic suggested by participants, asking them to elaborate on why they think it is important.</p> <p><b>FACE-TO-FACE</b></p> <p><b>Option 1 (Oral)</b></p> <ul style="list-style-type: none"> <li>• <b>ASK:</b> to share orally.</li> <li>• <b>DO:</b> Take notes of the different answers, extract common characteristics, and share them.</li> </ul> <p><b>Option 2 (Using sticky notes on a board/wall)</b></p> <ul style="list-style-type: none"> <li>• <b>ASK:</b> to write on sticky notes.</li> <li>• <b>DO:</b> discuss and group related answers together.</li> </ul> <p><b>ONLINE BASIC:</b></p> <ul style="list-style-type: none"> <li>• <b>ASK:</b> to share in the chat or orally.</li> <li>• <b>DO:</b> discuss and group related answers together.</li> </ul>

			<b>ONLINE ADVANCED:</b> Use a virtual whiteboard <ul style="list-style-type: none"> <li>● <b>ASK:</b> Write on sticky notes or in the chat.</li> <li>● <b>DO:</b> discuss and group related answers together.</li> </ul>																
Information Sharing 	<table border="1"> <thead> <tr> <th colspan="2">Quality Education Characteristics</th> </tr> </thead> <tbody> <tr> <td>1 Rights-based</td> <td>Quality Education is accessible, equitable, protective, participatory, and inclusive of all people</td> </tr> <tr> <td>2 Contextualized and relevant</td> <td>It uses culturally and linguistically relevant learning materials.</td> </tr> <tr> <td>3 Holistic development of learners</td> <td>It promotes cognitive development, social and emotional skills, mental health, and psychosocial well-being.</td> </tr> <tr> <td>4 Teaching and learning</td> <td>led by personnel who are adequately compensated and trained to support the holistic development of learners</td> </tr> <tr> <td>5 Enabling resources</td> <td>It provides adequate and relevant resources for teaching and learning, including local resources</td> </tr> <tr> <td>6 Learning outcomes</td> <td>learners develop the necessary knowledge, skills, and competencies to meet certification requirements</td> </tr> <tr> <td>7 Learning continuity</td> <td>It provides sustained learning opportunities</td> </tr> </tbody> </table>	Quality Education Characteristics		1 Rights-based	Quality Education is accessible, equitable, protective, participatory, and inclusive of all people	2 Contextualized and relevant	It uses culturally and linguistically relevant learning materials.	3 Holistic development of learners	It promotes cognitive development, social and emotional skills, mental health, and psychosocial well-being.	4 Teaching and learning	led by personnel who are adequately compensated and trained to support the holistic development of learners	5 Enabling resources	It provides adequate and relevant resources for teaching and learning, including local resources	6 Learning outcomes	learners develop the necessary knowledge, skills, and competencies to meet certification requirements	7 Learning continuity	It provides sustained learning opportunities	5 min	<b>SAY</b> <ul style="list-style-type: none"> <li>● The slide summarizes the box “What is Quality Education?” on page 11 of the handbook.</li> <li>● These characteristics resulted from the large consultation during the INEE MS, 2024 Edition update process.</li> <li>● Understanding what “quality” means may vary between contexts, and different actors may have other definitions.</li> </ul> <b>DO</b> <ul style="list-style-type: none"> <li>● Highlight characteristics that were identified by the group and those that were missed.</li> </ul>
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## Activity 1: INEE MS Map Quiz

<b>Materials</b>	<ul style="list-style-type: none"> <li>● Slides</li> <li>● Participant handout (printed or shared as PDF)</li> <li>● <b>Activity 1 in the Activity Sheets</b> <ul style="list-style-type: none"> <li>○ <b>F2F:</b> printed copies of Activity 1. Each group gets two pages: the instruction page and the table containing the questions</li> </ul> </li> </ul>
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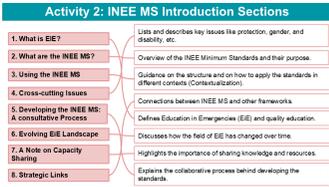
	○ <b>ONLINE ADVANCED:</b> A shared, collaborative copy of Activity 1, with as many tables as there are groups		
Method(s)	Slides	Time	Instructions
Individual or Small Group Activity 		12 min	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>This activity aims to familiarize you with the INEE MS Map.</li> <li>Open the handout we previously shared with you and get ready with the Map.</li> <li>In small groups, nominate a group facilitator and answer together as many questions correctly as possible.</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>Read the instructions on the slide and ensure they are clear to everyone.</li> <li>Organize the small groups.</li> </ul> <p><b>OPTIONAL</b></p> <p>You can propose different questions to orient the participants to specific standards or topics that are particularly important or relevant to the group.</p> <p><b>FACE-TO-FACE</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>Check every group has a printed copy of the questions</li> <li>Check every group nominates a facilitator.</li> <li>Announce the time for individual exploration.</li> <li>Circulate among groups to address any questions or issues.</li> <li>Announce the time for groups to complete the table.</li> </ul> <p><b>ONLINE BASIC</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>Announce the time for individual exploration</li> <li>Read the questions one by one and paste them into the chat.</li> <li>Wait until a correct answer is entered in the chat and move to the next question.</li> </ul>

			<p><b>ONLINE ADVANCED DO</b></p> <ul style="list-style-type: none"> <li>• <b>Before the orientation</b>, make a copy of Activity 1 (2 pages) and ensure it is public access. Replicate the table with the questions to match the expected number of groups.</li> </ul> <p><b>During the orientation</b></p> <ul style="list-style-type: none"> <li>• Announce the time for individual exploration of the Map.</li> <li>• Share the link to the collaborative document.</li> <li>• Form breakout rooms and announce the group facilitators.</li> <li>• Re-explain the role of the facilitators.</li> <li>• Send the participants to breakout rooms.</li> <li>• Bring everyone to the plenary after 5 min.</li> </ul>																		
<p>Information Sharing</p> 	<table border="1"> <thead> <tr> <th colspan="2">Map Quiz Responses</th> </tr> <tr> <th>Question</th> <th>Proposed Answer</th> </tr> </thead> <tbody> <tr> <td>What is the title of Domain 1?</td> <td>Foundational Standards for a Quality Response</td> </tr> <tr> <td>What is the domain of the standard "Planning &amp; Implementation"?</td> <td>Domain 5: Education Policy</td> </tr> <tr> <td>Identify two standards that support Teacher Professional Development. Identify their domains.</td> <td>DS 5.14 Training Professional Development and Support DS 5.17 Support and Supervision</td> </tr> <tr> <td>Which standard(s) tackle Mental Health and Psychosocial Support (NHPS)?</td> <td>DS 6: Protection and Wellbeing DS 5.13 Assessment of Risks/Learning Outcomes, DS 5.17 Support and Supervision</td> </tr> <tr> <td>Which cross-cutting issue emphasizes fair and just practices to systematically address disparities in education during emergencies?</td> <td>Centering Equity in EE</td> </tr> <tr> <td>Which cross-cutting issue involves creating strategies to reduce vulnerabilities and increase the resilience of education systems to all types of hazards and shocks?</td> <td>Disaster Risk Reduction and Resilience</td> </tr> <tr> <td>Which domain facilitates the assessment of learning outcomes?</td> <td>Domain 3: Teaching and Learning</td> </tr> </tbody> </table>	Map Quiz Responses		Question	Proposed Answer	What is the title of Domain 1?	Foundational Standards for a Quality Response	What is the domain of the standard "Planning & Implementation"?	Domain 5: Education Policy	Identify two standards that support Teacher Professional Development. Identify their domains.	DS 5.14 Training Professional Development and Support DS 5.17 Support and Supervision	Which standard(s) tackle Mental Health and Psychosocial Support (NHPS)?	DS 6: Protection and Wellbeing DS 5.13 Assessment of Risks/Learning Outcomes, DS 5.17 Support and Supervision	Which cross-cutting issue emphasizes fair and just practices to systematically address disparities in education during emergencies?	Centering Equity in EE	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 facilitates the assessment of learning outcomes?	Domain 3: Teaching and Learning	3 min	<ul style="list-style-type: none"> <li>• Allow time for the participants to review answers quickly and announce how many suitable responses they have.</li> <li>• Announce the winner and answer any questions.</li> </ul>
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## Activity 2: INEE MS Introduction Matching

**Note:** This section is most appropriate for participants who have no previous experience with the INEE MS. It helps explain the information provided in the Introduction to the INEE MS.

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slides</li> </ul>
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● FACE-TO-FACE: Print Activity 2, one copy per group			
Method(s)	Slides	Time	Instructions
<b>Activity</b> 		10 min	<p><b>FACE-TO-FACE</b></p> <p><b>Option 1:</b> Conduct the activity using the slide animation as explained for <u>online</u> settings below.</p> <p><b>Option 2:</b> Conduct the activity in small groups and do the following:</p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>● Print Activity 2, one per small group.</li> <li>● Cut the right column into separate strips.</li> <li>● Distribute the materials to the group and explain the matching task.</li> <li>● Set a time limit, monitor progress, and offer hints if needed.</li> <li>● Debrief using the next slide.</li> </ul> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>● This activity reinforces key information from the INEE MS Introduction.</li> <li>● Every group has a list of introduction section titles, and paper strips, each including a section description.</li> <li>● Your task is to match each description with the corresponding section title.</li> </ul>
		5 min	<p><b>ONLINE BASIC &amp; ADVANCED</b></p> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>● This activity reinforces key information from the INEE MS Introduction</li> <li>● On the left are the Introduction section titles. A description of a section will appear on the right, and your task is to identify the corresponding section title.</li> <li>● Raise your hand and speak, k or write the section number in the chat.</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>● Use the slide with animations using mouse clicks.</li> <li>● Confirm correct answers and provide a brief explanation.</li> </ul>

			<ul style="list-style-type: none"> <li>● Move to the following description.</li> <li>● Maintain an engaging pace to keep participants involved.</li> <li>● Offer hints if participants struggle with a particular section.</li> <li>● Briefly recap the importance of each section as you progress.</li> </ul>
		1 min	<p>Use this slide to reinforce the proper sequence of sections.</p> <p><b>ASK</b></p> <ul style="list-style-type: none"> <li>● If there are any questions or need participant reflection,</li> </ul>

### Activity 3: Scenario-Based Exploration

<b>Materials</b>	<ul style="list-style-type: none"> <li>● Slides</li> <li>● Participant Handout</li> <li>● <b>FACE-TO-FACE:</b> Print <b>Activity 3</b>. One copy (2 pages - introduction and a different scenario) per group</li> <li>● <b>ONLINE ADVANCED:</b> A shared online copy of the activity sheet with as many scenarios as the expected number of groups</li> </ul>		
<b>Method(s)</b>	<b>Slides</b>	<b>Time</b>	<b>Instructions</b>



		30 min	<p><b>FACE-TO-FACE</b></p> <p><b>Timing:</b></p> <ol style="list-style-type: none"> <li>1. Instructions &amp; logistics: 5 min</li> <li>2. Individual exploration &amp; Group Work: 15 min</li> <li>3. Wandering &amp; Q&amp;A: 10 min</li> </ol> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>● This is a key orientation activity. Its objective is to familiarize you with the domain diagrams in your handout.</li> <li>● You will identify relevant INEE MS for addressing issues and topics emerging from a simplified scenario.</li> </ul> <p>[Show next slide]</p> <ul style="list-style-type: none"> <li>● Let’s look at one scenario example where you can see a picture, a short text to describe the scenario, and a space for your notes.</li> </ul> <p>[Go back to the instruction slide during the activity time]</p> <ul style="list-style-type: none"> <li>● First, look individually at the assigned scenario and identify up to three keywords or topics that stand out to you.</li> <li>● 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.</li> <li>● As a group, nominate a notetaker who will report all the group members’ input on one scenario copy.</li> <li>● Each member of the group should share <b>one</b> relevant standard they identify. Provide a brief explanation of why you choose it.</li> <li>● Discuss the group findings.</li> <li>● Once a group is done, they can stick their scenario with their input in the dedicated zone so the other groups can review it.</li> <li>● You have 15 minutes to complete this task. Then, we will take 10 minutes to review the other groups’ input and share Q&amp;As and reflections.</li> </ul> <p><b>DO</b></p>
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		<ul style="list-style-type: none"> <li>● Check that every group has a printed scenario (ideally, one copy per participant, at least two per group).</li> <li>● Make sure each group nominates a note-taker. If this is challenging, you can appoint the participants whose names are alphabetically first or last in the group.</li> <li>● Prepare a space to stick the scenarios on the wall or a board.</li> <li>● Manage the time by giving 15 min for group work and 10 min for review and Q&amp;A</li> <li>● Circulate among groups to address any questions or issues.</li> <li>● Help the groups stick to their scenarios. Then, invite the participants to wander, review the other scenarios, and identify standards.</li> <li>● While the groups are working, prepare a debrief based on the group's input highlighting your main observations.</li> </ul> <p><b>DEBRIEF</b></p> <ul style="list-style-type: none"> <li>● Take 5 minutes to share <u>your debrief</u> while pointing to the scenarios stuck on the wall and congratulating each group on its efforts. We don't recommend that each group provide its own debrief as this will take too long, and it is not guaranteed that the other groups will benefit from the output.</li> <li>● Emphasize that there are no single correct answers.</li> <li>● Highlight that complex situations often involve multiple domains and standards, necessitating prioritization.</li> <li>● Allocate 5 min for overall review and Q&amp;A.</li> </ul> <p><b>OPTIONAL</b></p> <p>Invite each group to provide a one-minute reflection on the activity and their process.</p>
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		20 min	<p><b>ONLINE BASIC</b></p> <p>If it is impossible to have the participants work in breakout rooms, select one scenario and work on it collectively while projecting it and adding notes.</p> <p><b>Timing:</b></p> <ol style="list-style-type: none"> <li>1. Instructions &amp; logistics: 5 min</li> <li>2. Individual exploration &amp; writing in the chat: 10 min</li> <li>3. Review &amp; Debrief: 5 min</li> </ol> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• This is a key orientation activity. Its objective is to familiarize you with the domain diagrams in your handout.</li> <li>• You will identify relevant INEE MS for addressing emerging issues and topics in a simple scenario.</li> </ul> <p>[Show the scenario document]</p> <ul style="list-style-type: none"> <li>• Let's look at the scenario where you can see a picture [describe the picture], a short text to describe the scenario [read the text or summarize it in your own words], and a space where I will record your input.</li> </ul> <p>[go back to the instruction slide]</p> <ul style="list-style-type: none"> <li>• First, identify up to three keywords or topics that stand out to you.</li> <li>• Then, review the standards in the 5 domain diagrams in your handout, identify which standards are relevant to the situation, and support the keywords you identified.</li> </ul> <p>[Paste this sentence in the chat: Share <b>one</b> relevant standard you identify. Provide a brief explanation of why you choose it.]</p> <ul style="list-style-type: none"> <li>• I will add your input to the scenario document.</li> </ul> <p>[Show the scenario document]</p> <ul style="list-style-type: none"> <li>• Let's start by reviewing the standards and identifying those related to the scenario.</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Check everyone has access to the handout.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Ensure you have the scenario document ready to be shown when explaining the activity.</li> <li>• Manage the time by giving 5 minutes for exploration and encouraging the participants to start writing in the chat.</li> <li>• Copy-paste their input for the following 5 min. Ask them to justify their choices.</li> <li>• Allocate 5 min for overall review and Q&amp;A.</li> </ul> <p><b>DEBRIEF</b></p> <ul style="list-style-type: none"> <li>• Emphasize that there are no single correct answers.</li> <li>• Highlight that complex situations often involve multiple domains and standards, necessitating prioritization.</li> </ul>
		30 min	<p><b>ONLINE ADVANCED</b></p> <p>Participants will work in small groups in breakout rooms. Each group will work on a scenario and the same collaborative document to see the other groups' work.</p> <p><b>Timing:</b></p> <ol style="list-style-type: none"> <li>1. Instructions &amp; logistics: 5 min</li> <li>2. Individual exploration &amp; group work: 15-20 min</li> <li>3. Debrief: 5 min</li> </ol> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• This is a key activity of the orientation. Its objective is to familiarize you with the domain diagrams in your handout.</li> <li>• You will identify relevant INEE MS for addressing issues and topics emerging from a simplified scenario.</li> </ul> <p>[Show next slide]</p> <ul style="list-style-type: none"> <li>• Let's look at one scenario example where you can see a picture, a short text to describe the scenario, and a space for your notes.</li> </ul> <p>[go back to the instruction slide during the activity time]</p>

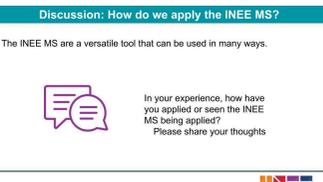
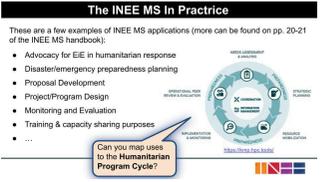
		<ul style="list-style-type: none"> <li>● First, look individually at the assigned scenario and identify up to three keywords or topics that stand out to you.</li> <li>● Then, go through the standards in the 5 domain diagrams in your handout to identify which standards are relevant to the situation and support the keywords you identified.</li> <li>● As a group, nominate a notetaker who will report the group members' input in the dedicated space below the group scenario.</li> <li>● Each member of the group should share <b>one</b> relevant standard they identify. Provide a brief explanation of why you choose it.</li> <li>● Discuss the group findings.</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>● Check everyone has access to their handout and to the scenario collaborative document with editing permissions.</li> <li>● Make sure each group nominates a notetaker. If this is challenging, you can propose to nominate the participants whose names are alphabetically first or last in the group.</li> <li>● Manage the time by giving 15 min for group work in breakout rooms. Circulate among breakout rooms to address any questions or issues.</li> <li>● While the groups are working, prepare a debrief based on the group's input highlighting your main observations.</li> <li>● Bring back the groups to the plenary and wrap up with a quick debrief and time for Q&amp;A.</li> </ul> <p><b>DEBRIEF</b></p> <ul style="list-style-type: none"> <li>● Take 5 min to share your debrief while sharing the screen of the collaborative scenario document and greet each group's efforts.</li> <li>● Emphasize that there are no single correct answers.</li> <li>● Highlight that complex situations often involve multiple domains and standards, necessitating prioritization.</li> <li>● Allocate 5 min for overall review and Q&amp;A.</li> </ul>
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<p>Information Sharing</p> 	<p><b>Wrap-up: INEE MS Handbook Exploration</b></p> <p>The domain diagrams can be a useful quick-reference tool in real-world emergency education planning and response.</p> <p>Ways to search for relevant information:</p> <ul style="list-style-type: none"> <li>Using the INEE MS Map (p.34)</li> <li>Using the Domain Diagrams ( at the beginning of each domain)</li> <li>Using the index (p.236)</li> <li>the search function of the pdf reader</li> </ul> 	<p>3-5 min</p>	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>We can explore the INEE MS at multiple levels—from a broad overview to specific details. You can start with the INEE MS Map for a high-level view of all domains, use the domain diagrams for domain-specific guidance, or utilize the index and PDF search functions for specific terms or concepts. These complementary search methods help you find relevant information at the level of detail you need.</li> </ul> <p><b>OPTIONAL SAY</b></p> <ul style="list-style-type: none"> <li>Let us consider the example of “teacher well-being. ” First, we can look at the Map and guess that Domain 4 might discuss the topic.</li> <li>Then, we visit the domain diagram and find no explicit mention of teacher well-being, but it could be covered in Standards 16 and 17.</li> <li>If we consult the index, we can find on page 253 that “teacher wellbeing” is covered on pages 168-169, which is, in fact, the Overview of Domain 4.</li> <li>Finally, we can use the PDF document's search function, which identifies 22 locations where the term “teacher wellbeing” is mentioned in the text.</li> </ul>
		<p>5 min</p>	<p><b>Q&amp;A and Reflections</b></p>

## Activity 4: Stakeholder-Based Exploration

**Important Note:** This activity is **more complex** to implement than Activity 3 and requires more time. Thus, it is best suited for more experienced participants and in orientations of 3 hours or more. Alternatively, you can only use the information-sharing and discussion slides.

<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>Slides</li> <li>Participant Handout</li> <li><b>FACE-TO-FACE:</b> Print Activity 4, with one copy (instructions, the example page, and one stakeholder table) per group.</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b>ONLINE ADVANCED:</b> Create and share a collaborative copy of the activity sheets for Activity 4 with as many stakeholders as the number of groups.</li> </ul>		
Method(s)	Slides	Time	Instructions
Information Sharing 		3 min	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>● As we saw, the INEE MS is a common/shared framework for quality education in emergencies.</li> <li>● They help diverse stakeholders across humanitarian-development-peacebuilding contexts.</li> <li>● Let's look at the key stakeholders who use and promote these standards</li> </ul> <p>[Read the list provided in the slide]</p> <ul style="list-style-type: none"> <li>● While this list isn't exhaustive, it includes major actors at both country and global levels.</li> </ul> <p><b>ASK:</b> Do we miss anyone?</p> <p><b>OPTIONAL</b> You can list the different education coordination groups: Education Clusters, Refugee Working Groups, and Development Coordination Education Groups.</p>
Discussion 		5 min	<p><b>OPTIONAL</b></p> <p><b>ASK:</b> In your experience, how have you used or seen the INEE MS being used?</p> <p><b>DO:</b> Collect a few answers and relate them to the list as you transition to the following slide.</p>
Information Sharing 		5-10 min	<p><b>DO:</b> Present the list on the slide.</p> <p><b>ASK:</b> [If you didn't moderate the previous optional discussion] Do you think of other uses?</p> <p><b>Option 1: Only</b> if you assume the audience is familiar with the Humanitarian Program Cycle.</p> <ul style="list-style-type: none"> <li>● <b>ASK:</b> Can you map uses to the Humanitarian Program Cycle?</li> </ul>

			<p><b>Option 2:</b> Remove the graphics and the question bubble.</p>						
<p>Small Group Activity</p> 	<p><b>Activity 4: A Stakeholder-based Exploration</b></p> <p>Small Groups (20 min) Each group will be assigned a stakeholder group</p> <ul style="list-style-type: none"> <li>As a group, identify 2-3 relevant ways your assigned stakeholder group could apply the INEE MS</li> <li>Individually, read the standards in the 5 domain diagrams in your handout, identify which Standards seem relevant to the applications you identified.</li> <li>As a group, provide a concrete example of how your stakeholder group might use the standards in practice - Choose 1-2 relevant standards to focus on</li> <li>Add brief notes in the dedicated space <b>in the stakeholder-based exploration form</b></li> </ul> <p><b>Plenary Debrief (10 min)</b></p> <ul style="list-style-type: none"> <li>Each group will provide a 1-min debrief of their work</li> </ul>  <p><b>Example Stakeholder-based Exploration</b></p> <p>How Researchers &amp; Academics might use the INEE MS (Example also in the activity sheet)</p> <table border="1" data-bbox="344 536 663 651"> <thead> <tr> <th>INEE MS Use</th> <th>Specific application</th> </tr> </thead> <tbody> <tr> <td>Project/Program Design</td> <td>Use the INEE MS as an analytical framework to analyze the design of a Non-formal Education Program for refugee students. The researchers use D3 standards 11.12.13 to discuss the adopted curriculum, pedagogy, and learner assessment methods. The program's curricular aspects are analyzed against S1.1. Curricula to highlight good practices and identify gaps for potential improvement</td> </tr> <tr> <td>--</td> <td>--</td> </tr> </tbody> </table> 	INEE MS Use	Specific application	Project/Program Design	Use the INEE MS as an analytical framework to analyze the design of a Non-formal Education Program for refugee students. The researchers use D3 standards 11.12.13 to discuss the adopted curriculum, pedagogy, and learner assessment methods. The program's curricular aspects are analyzed against S1.1. Curricula to highlight good practices and identify gaps for potential improvement	--	--	<p>35 min</p>	<p>The objective of the activity is to help the participants reflect on some of the applications of the INEE MS that can differ from one stakeholder to another.</p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>Select stakeholders: Explore and select enough stakeholders from Activity 4 for the expected number of groups. You can also refine the stakeholders to reflect contextual roles.</li> <li>Organize the small groups.</li> <li>Share the activity handout <ul style="list-style-type: none"> <li><b>F2F:</b> prepare printouts of one stakeholder table per group</li> <li><b>Online:</b> make an online collaborative copy of the Activity 4 sheet. Ensure the document has public access to be shared with the participants.</li> </ul> </li> </ul>
INEE MS Use	Specific application								
Project/Program Design	Use the INEE MS as an analytical framework to analyze the design of a Non-formal Education Program for refugee students. The researchers use D3 standards 11.12.13 to discuss the adopted curriculum, pedagogy, and learner assessment methods. The program's curricular aspects are analyzed against S1.1. Curricula to highlight good practices and identify gaps for potential improvement								
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		<p><b>FACE-TO-FACE</b></p> <p><b>Timing:</b></p> <ol style="list-style-type: none"> <li>1. Instructions and example: 5 min</li> <li>2. Individual exploration and group work: 20 min</li> <li>3. Plenary debrief: 10 min</li> </ol> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Check every group has a printed table of applications with a designated stakeholder group.</li> <li>• Make sure each group nominates a note-taker. If this is challenging, you can propose to nominate the participants with the names that are alphabetically first/last in the group.</li> <li>• Manage the time by giving 20 minutes for group work and 10 minutes for the plenary debrief.</li> <li>• Circulate among groups to address any questions or issues.</li> <li>• Prepare a space to post the tables on the wall or a board so the groups can explore each other's outputs.</li> </ul> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• This is a key activity of the orientation. The objective is to familiarize you with the domain diagrams in your handout.</li> <li>• You will look through the lens of a specific stakeholder group.</li> <li>• First, each group will work together to identify the 2-3 most relevant applications of the INEE MS for their assigned stakeholder group.</li> <li>• Then, individually, read the standards in the 5 domain diagrams in your handout, identify which standards seem relevant to the identified application(s).</li> <li>• As a group, provide a concrete example of how your stakeholder group might use the standards in practice. Choose 1-2 relevant standards to focus on.</li> <li>• Add brief notes in the dedicated space in the table your group received.</li> </ul> <p>[Show next slide]</p>
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			<ul style="list-style-type: none"> <li>• Let's have a look at what we mean by a concrete example. This example describes how researchers can use the INEE MS as an analytical framework to analyze the design of an (non-formal) educational program.</li> <li>• You now have 20 minutes to work on this task in small groups and prepare a one-minute debrief. We will then take 10 minutes to review the groups' input and share Q&amp;As and reflections.</li> <li>• Once we complete the activity, you can stick your table with your input in the dedicated zone so the other groups can review it.</li> </ul> <p><b>DEBRIEF</b></p> <ul style="list-style-type: none"> <li>• Ask each group to share a 1 min debrief and acknowledge their efforts.</li> <li>• Emphasize that there are no single correct answers.</li> <li>• Highlight that the INEE MS are a framework that can be used and applied in many ways and at many levels of the EiE ecosystem.</li> <li>• Allocate 5 min for overall review and Q&amp;A.</li> </ul>
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		<p><b>ONLINE BASIC</b></p> <p>If it is not possible to use breakout rooms, have one stakeholder group and work on it selectively while projecting it and adding notes to the table as the participants share ideas.</p> <p><b>Timing:</b></p> <ol style="list-style-type: none"> <li>1. Instructions and example: 5 min</li> <li>2. Individual exploration and writing in the chat: 20 min</li> <li>3. Wrap-up: 5 min</li> </ol> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>● Check everyone has access to the handout.</li> <li>● Clearly announce the stakeholder group you will discuss with the participants.</li> <li>● Make sure you have the INEE MS Uses table document ready to be shown when explaining the activity.</li> <li>● Share the link to the activity file in the chat, along with the instructions, the example, and one table of INEE MS Uses for the selected stakeholder group.</li> <li>● Manage the group work time as follows: <ul style="list-style-type: none"> <li>○ 5 min to agree on most 2-3 relevant INEE MS uses from the table, and select one to develop further.</li> <li>○ 5 min for individual exploration of the INEE MS Map and Domain Diagrams.</li> <li>○ For 5-10 min, the participants are to share additional details orally or in the chat and cite standards related to the specific example.</li> </ul> </li> <li>● Copy-paste their input. Ask them to justify their choices.</li> <li>● Allocate 5 min for overall review and Q&amp;A.</li> </ul> <p><b>SAY</b></p> <p>[Show the instruction slide]</p> <ul style="list-style-type: none"> <li>● This is a key activity of the orientation. The objective is to familiarize you with the domain diagrams in your handout.</li> <li>● We will look through the lens of a specific stakeholder group [specify it], identify relevant applications of the INEE MS for the group, and identify relevant standards.</li> </ul>
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		<p>[Show next slide]</p> <ul style="list-style-type: none"> <li>Let's look at an example. This example describes how researchers can use the INEE MS as an analytical framework to analyze the design of a (non-formal) educational program.</li> </ul> <p>[Show the scenario document]</p> <ul style="list-style-type: none"> <li>I will now guide you through this activity Let's start as a group: <ul style="list-style-type: none"> <li>According to you, what are the 2-3 most relevant INEE MS uses from the table for our stakeholder [Name it]? Raise your hand or write directly in the chat.</li> <li>Let's focus on one use to develop further.</li> </ul> </li> </ul> <p>[Select the use that was most mentioned by the group]</p> <ul style="list-style-type: none"> <li>Does anyone think of a concrete example of this use? [No need to insist on having a concrete example if this is not achievable]</li> </ul> <ul style="list-style-type: none"> <li>Let's now take the time to review the five domain diagrams in your handout individually and identify which standards seem most relevant to the selected use. Raise your hand or share your selection in the chat and I will add them to the table on your behalf.</li> <li>Justify your selection either orally or by writing in the chat.</li> </ul> <p><b>DEBRIEF</b></p> <ul style="list-style-type: none"> <li>Summarize the input and the interactions during the activity.</li> <li>Emphasize that there are no single correct answers.</li> <li>Highlight that the INEE MS are a framework, and they can be used and applied in many ways and at many levels of the EiE ecosystem.</li> </ul>
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		<p><b>ONLINE ADVANCED</b></p> <p><b>Timing:</b></p> <ol style="list-style-type: none"> <li>1. Instructions and example: 5 min</li> <li>2. Individual exploration and group work: 20 min</li> <li>3. Plenary debrief: 10 min</li> </ol> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Check that every group accesses the Activity 4 handout with a designated stakeholder group.</li> <li>• Make sure each group nominates a notetaker. If this is challenging, you can propose to nominate the participants whose names are alphabetically first or last in the group.</li> <li>• Manage the time by giving 20 minutes for group work and 10 minutes for the plenary debrief.</li> <li>• While the groups are working, visit the different breakout rooms and make sure the participants work on the correct assigned stakeholder.</li> <li>• Bring back the groups to the plenary and wrap up with a round of 1 minute debrief from each group and time for Q&amp;A.</li> </ul> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• This is a key activity of the orientation. The objective is to familiarize you with the domain diagrams in your handout.</li> <li>• You will look through the lens of a specific stakeholder group.</li> <li>• Each group will work together to identify the 2-3 most relevant applications of the INEE MS for their assigned stakeholder group.</li> <li>• Then, individually, read the standards in the 5 domain diagrams in your handout, identify which standards seem relevant to the identified application(s).</li> <li>• As a group, think of a concrete example of how your stakeholder group might use the standards in practice. Choose 1-2 relevant standards to focus on.</li> <li>• Add brief notes in the dedicated space for your group assigned stakeholder in this collaborative Doc [Share the link]</li> </ul> <p>[Show next slide]</p>
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			<ul style="list-style-type: none"> <li>Let's first examine what we mean by a concrete example. This example describes how researchers can use the INEE MS as an analytical framework to analyze the design of a (non-formal) educational program.</li> <li>You can read the instructions and see the example at the beginning of the collaborative document.</li> <li>I will now send you into breakout rooms. You have 20 minutes to work on this task and prepare a one-minute debrief. We will then take 10 minutes to review the groups' input and share Q&amp;As and reflections.</li> </ul> <p><b>DEBRIEF</b></p> <ul style="list-style-type: none"> <li>Ask each group to share a 1 minute debrief and acknowledge their efforts.</li> <li>Emphasize that there are no single correct answers.</li> <li>Highlight that the INEE MS are a framework that can be used and applied in many ways and at many levels of the EiE ecosystem.</li> </ul>
		5 min	<b>Q&amp;A and Reflections</b>

Activity 5: Deep Dive into a Standard			
Material	<ul style="list-style-type: none"> <li>Slides</li> <li>INEE MS, 2024 Edition handbook (physical copy, PDF, or online)</li> </ul>		
Method(s)	Slide(s)	Time	Instructions
Small Group Activity 	<p><b>Activity 5: Deep Dive into a Standard</b></p> <p><small>Small Group Exploration - 20 min</small></p> <ul style="list-style-type: none"> <li>Select within your group one of the previously identified standards</li> <li>Use the INEE MS handbook or the web-based version of it. Read the proposed Key Actions (KA) to achieve the standard</li> <li>Discuss within your group and identify one specific KA that your group wishes to implement in your previously assigned scenario</li> <li>Read carefully the corresponding Guidance Note (GN) and reflect on how it helps in the implementation of the KA</li> <li>Nominate a speak person and prepare a one-minute debrief</li> </ul> <p><small>Plenary discussion - 10 min</small></p> <ul style="list-style-type: none"> <li>Debrief and share reflections about the activity</li> </ul> 	40 min	The objective of the activity is to have the participants explore one standard in more detail. This activity should follow Activity 4 and is suggested for orientations longer than 2 hours. <p><b>Timing</b></p>

			<ul style="list-style-type: none"> <li>● Introduction of activity: 5 minutes</li> <li>● Activity: 20 minutes</li> <li>● Debrief: 10-15 minutes</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>● <b>Option 1:</b> As mentioned in the slide, let each group select a standard from their selection in the previous activity.</li> <li>● <b>Option 2:</b> Decide on a standard that relates to the participants' work and ask all the groups to work on it.</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>● Organize the small groups.</li> <li>● Ensure all participants have access to the INEE MS in PDF or web-based.</li> <li>● Read the instructions on the slide and use your own words to provide further explanations as needed.</li> </ul> <p><b>FACE-TO-FACE</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>● Check that every group nominates a speaker. If this is challenging, you can propose to nominate the participants whose names are alphabetically first or last in the group.</li> <li>● Ask the groups to select a standard and explore its Key Actions.</li> <li>● Circulate among groups to address any questions or issues.</li> <li>● After 5 minutes, invite the groups to discuss and select one Key Action, read the corresponding Guidance Note, and prepare a one-minute debrief on how this specific Guidance note helps implement the Key Action.</li> </ul> <p><b>DEBRIEF</b></p> <p>Invite each group to share their debrief. Keep track of the timing to no more than 2 min per group.</p>
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			<p><b>ONLINE BASIC</b> If it is not possible to make the participants work in breakout rooms, identify one standard for the entire group.</p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Ask the participants to read the standard and explore its Key Actions.</li> <li>• After 5 minutes, invite the participants to select one Key Action, read the corresponding Guidance Note, and reflect on how this specific Guidance Note helps implement the Key Action.</li> </ul> <p><b>DEBRIEF</b> Ask the participants to raise their hands and speak or write in the chat.</p> <p><b>ONLINE ADVANCED</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Ask the groups to nominate a speaker. If this is challenging, you can propose to nominate the participants whose names are alphabetically first or last in the group.</li> <li>• Ask each group to select a standard and explore its Key Actions. Then, select one KA, read the corresponding Guidance Note, and prepare a one-minute debrief on how this specific Guidance Note helps implement the Key Actions.</li> <li>• Send groups to breakout rooms. Manage the time by giving 15 min for group work in breakout rooms.</li> <li>• Circulate among breakout rooms to address any questions or issues.</li> </ul> <p><b>DEBRIEF</b> Invite each group to share their debrief. Keep track of the timing to no more than 2 min per group.</p>
		5 min	<b>Q&amp;A and Reflections</b>

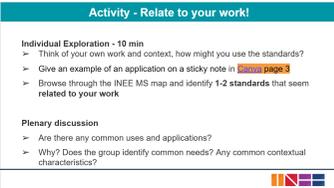
Activity 6 is divided into two options, as noted below. Please proceed to the instructions for the option you select.

1. **Option 1:** Select standards related to your work [Basic]
2. **Option 2:** Reflect on Uses of the INEE MS in your work [More advanced]

Activity 6: Relate to Your Work! [Option 1]			
Materials	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Participant handout</li> <li>• <b>F2F:</b> one printed A3 size of the INEE MS Map</li> <li>• <b>Online Advanced:</b> INEE MS Map presented on a virtual whiteboard</li> </ul>		
Method(s)	Slides	Time	Instructions
Individual Activity   Discussion 	<p><b>Activity 6 (Option 1): Relate to Your Work!</b></p> <p>Individual Exploration - 8 min  <b>Think of your own work and context</b></p> <ul style="list-style-type: none"> <li>• Browse through the INEE MS map &amp; Domain Diagrams and identify up to 3 standards that seem related to your work</li> <li>• <b>Share your selections by following the instructions provided by the facilitator</b></li> </ul> <p>Plenary discussion - 7 min</p> <ul style="list-style-type: none"> <li>• Which <b>Domains</b> seem of most interest?</li> <li>• Why? Does the group identify common needs? A shared context?</li> </ul>  <p><b>OPTIONAL</b></p> 	20-30 min	<p>The activity aims to help the participants explore the INEE MS from their work perspective.</p> <p><b>Timing:</b></p> <ol style="list-style-type: none"> <li>1. Instructions &amp; logistics: 5 min</li> <li>2. Individual selection: 8 min</li> <li>3. Small-group discussion: 10 min [Optional]</li> <li>4. Plenary discussion: 7 min</li> </ol> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Read the instructions on the slide and use your own words to provide further explanations as needed.</li> <li>• Moderate the plenary discussion and discuss observations. Ask the participants to reflect on the domains/standards they selected, and potentially on domains that no one selected</li> </ul> <p><b>OPTIONAL (5-10 min)</b></p> <p>As time permits, you can make the participants work first in small groups and then go through a small-group discussion before the plenary debrief. In this case, copy-paste the</p>

			<p>text to the slide:</p> <ul style="list-style-type: none"> <li>• Discuss personal findings within the group.</li> <li>• Agree on <b>one outstanding point</b> from your discussions to share with all participants.</li> </ul> <p><b>FACE-TO-FACE</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• <b>Option 1</b> <ul style="list-style-type: none"> <li>○ Hang an A3-size INEE MS Map and give the participants small dots stickers or markers to designate their selected standards.</li> </ul> </li> <li>• <b>Option 2</b> (If printing the map in A3 size is not possible, print it on A4-size paper) <ul style="list-style-type: none"> <li>○ Give time for the participants to make their selections of the standards on a separate note, then circulate the map around the room and ask each participant to report their selections on the map.</li> </ul> </li> </ul> <p><b>ONLINE BASIC</b></p> <p>Your role here is to reflect the participants selection on the map slide</p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• <b>Option 1</b> (advanced) <ul style="list-style-type: none"> <li>○ Show the Map and the green dots on the following slide. Ask the participants to select <u>one</u> domain instead of specific standards.</li> <li>○ Place the green dots on the INEE MS Map slide to reflect the answers of all the participants. [Stop the presentation mode so you can move the green dots according to the participants answers in the chat]</li> </ul> </li> <li>• <b>Option 2</b> (basic) <ul style="list-style-type: none"> <li>○ Ask the participants to indicate the domains of interest and moderate a discussion about reasons of interest.</li> </ul> </li> </ul> <p><b>ONLINE ADVANCED</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Create a virtual whiteboard on your preferred platform or use <a href="#">this Canva template</a>.</li> <li>• Depending on your audience's familiarity with the whiteboard, you might need to explain and show how to place dots on the selected standards.</li> </ul>
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## Activity 6: Relate to Your Work! [Option 2]

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Participant handout</li> <li>• <b>FACE-TO-FACE:</b> A copy of the layout proposed in <a href="#">Facilitator Resource 2</a> on a Flipboard or a physical whiteboard</li> <li>• <b>ONLINE BASIC:</b> A file with a table from Activity 4 (without stakeholders) that can be filled by the facilitator.</li> <li>• <b>ONLINE ADVANCED:</b> A copy of the layout proposed in the <a href="#">Facilitator Resource 2</a> on a virtual whiteboard</li> </ul>		
<b>Method(s)</b>	<b>Slides</b>	<b>Time</b>	<b>Instructions</b>
<p>Individual Activity</p>  <p>Discussion</p> 		20-30 min	<p>The activity's objective is to make the participants start exploring the INEE MS from their work perspective by relating to a specific use of the standards.</p> <p><b>Timing:</b></p> <ol style="list-style-type: none"> <li>1. Instructions and logistics: 5 min</li> <li>2. Individual selection: 8 min</li> <li>3. Small-group discussion: 10 min [optional]</li> <li>4. Plenary discussion: 7 min</li> </ol> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Share instructions: Read the instructions on the slide and use your own words to provide further explanations.</li> <li>• Moderate the plenary discussion and observations.</li> </ul> <p><b>OPTIONAL (5-10 min)</b></p> <p>As time permits, you can make the participants work first in small groups and then go through a small-group discussion before the plenary debrief. In this case, copy-paste the text to the slide:</p> <ul style="list-style-type: none"> <li>• Discuss personal findings within the group.</li> </ul>

			<ul style="list-style-type: none"> <li>• Agree on <b>one outstanding point</b> from your discussions to share with all participants.</li> </ul>
			<p><b>FACE-TO-FACE</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Recreate the example board with the list of INEE MS uses on a board or an A3-size sheet.</li> <li>• Give participants sticky notes to add their examples of uses, and cite one or two relevant standards.</li> <li>• Ask participants to put their notes next to the related use on the board.</li> </ul>
			<p><b>ONLINE BASIC</b></p> <p>Your role here is to fill the empty use table on behalf of the participants</p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Show a table from Activity 4 (without stakeholders) and ask the participants to think of examples of uses that relate to their work</li> <li>• Ask the participants to write their examples in the chat and paste them to the table.</li> </ul>
			<p><b>ONLINE ADVANCED</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Create a virtual whiteboard: Replicate and adjust the design proposed in <a href="#">Facilitator Resource 2</a> on the virtual whiteboard of your choice.</li> <li>• Depending on your audience's familiarity with the virtual whiteboard, you may need to explain and demonstrate how to add sticky notes.</li> </ul>
		5 min	<b>Q&amp;A and Reflections</b>

## Activity 7: Taking it further...Exploring Additional Resources

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slides</li> </ul>
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	<ul style="list-style-type: none"> <li>• INEE MS handbook: physical copy, PDF, or web-based version</li> <li>• <b>Online advanced:</b> Virtual whiteboard with sticky notes</li> </ul>		
Method(s)	Slides	Time	Instructions
<p>Discussion</p>  <p>Individual Activity</p> 		1-3 min	<p><b>Option 1:</b> If the slide has yet to be shown.</p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Present the slide to the audience as proposed in the <a href="#">Introduction to INEE [Optional]</a>.</li> </ul> <p><b>Option 2:</b> If the slide has been shown previously</p> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• "I'd like to remind everyone about the information on this slide."</li> </ul>
	<p><b>Activity 7: Explore Further Resources</b></p> <p><b>Plenary Discussion (5 min)</b> Where in the handbook can we identify tools and resources to support the implementation of the INEE Minimum Standards?</p> <p><b>Individual Exploration (10 min)</b></p> <ol style="list-style-type: none"> <li>1. Pick one of the standards that seem related to your work</li> <li>2. Explore the list of references.</li> <li>3. Share one or two resources you want to explore further</li> </ol> 	15 min	<p><b>ASK</b></p> <ul style="list-style-type: none"> <li>• Where can we identify tools and resources to support the implementation of the INEE Minimum Standards? <ul style="list-style-type: none"> <li>○ <b>Answer:</b> <ul style="list-style-type: none"> <li>■ References and Further reading subsection at the end of each standard in the handbook.</li> <li>■ The References sidebar on the web version of each standard.</li> <li>■ Resources and Collections on the INEE website.</li> </ul> </li> </ul> </li> </ul> <p><b>ASK</b></p> <ul style="list-style-type: none"> <li>• Pick one of the standards that seem related to your work.</li> <li>• Explore its list of references and further reading.</li> <li>• Share one or two resources you want to explore further with your colleagues.</li> <li>• <b>OPTIONAL:</b> What would be the added value of the selected resource(s) to what the standard Key Actionss and Guidance Note provide?</li> </ul>
			<p><b>FACE-TO-FACE</b></p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Let the participants share their findings and discuss them in small groups.</li> </ul>

			<b>ONLINE BASIC</b> <b>DO</b> <ul style="list-style-type: none"> <li>• Ask the participants to share at least one identified resource in the chat.</li> <li>• Invite them to raise their hands and speak to share reasons for the selection.</li> </ul>
			<b>ONLINE ADVANCED</b> <b>DO</b> <ul style="list-style-type: none"> <li>• Send the participants to breakout rooms.</li> <li>• Ask the participants to share at least one identified resource on a sticky note on the virtual whiteboard.</li> <li>• Let the participants discuss in small groups.</li> </ul>
		5 min	<b>Q&amp;A and Reflections</b>

## Key Takeaways

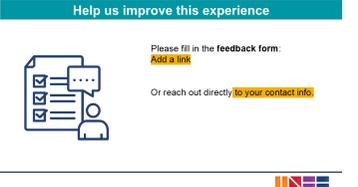
<b>Purpose</b>	This is the orientation's wrap-up section. Explore the proposed activities and select those that fulfill the requirements of the specific orientation you organize.
<b>Estimated Time</b>	15-25 min
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• A Reflection Zone based on the <a href="#">Reflection Zone Template</a>, preferably online or on a physical whiteboard with sticky notes.</li> <li>• A feedback form based on the <a href="#">INEE Feedback Form</a></li> </ul>

## Components

Method(s)	Slides	Time	Instructions
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<p>Discussion</p> 	<p><b>What the INEE MS are and are not!</b></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid red; padding: 5px;"> <p><b>✗ ARE NOT</b></p> <ul style="list-style-type: none"> <li>• A prescriptive manual</li> <li>• Solely for Education Professionals</li> <li>• Limited to 'Acute Crises'</li> <li>• Limited to Formal Education</li> </ul> </div> <div style="border: 1px solid green; padding: 5px;"> <p><b>✓ ARE</b></p> <ul style="list-style-type: none"> <li>• A Guiding Framework</li> <li>• Adaptable and Flexible</li> <li>• Relevant for actors across the education ecosystem</li> <li>• A Tool for Advocacy</li> </ul> </div> </div> 	<p>5-10 min</p>	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• Let's conclude by reflecting on the INEE Minimum Standards and, just as importantly, what they are not.</li> </ul> <p><b>OPTIONAL</b></p> <p>If time permits, start with a discussion asking the participants to share their thoughts about the INEE MS and what they are not.</p> <p>The bullet points are animated; click through, pause at the end, and expand it with your own words.</p>
<p>Information Sharing</p> 	<p><b>Main Learnings and Takeaways</b></p> <div style="display: flex;"> <div style="flex: 1;"> <p><b>Stakeholders</b> include education authorities, multilateral agencies, donors, community organizations, education professionals, researchers and academics, and human rights and humanitarian advocates</p> </div> <div style="flex: 1; text-align: center;">  </div> </div> <div style="display: flex; margin-top: 10px;"> <div style="flex: 1;"> <p><b>Uses</b> include disaster and emergency preparedness planning, proposal development and project design, monitoring and evaluation, training and capacity sharing, and advocacy for EiE in humanitarian response.</p> </div> <div style="flex: 1; text-align: center;"> <p>A framework to ensure equitable, inclusive, protective, and quality education at all levels, across various crises contexts.</p> </div> </div> 	<p>3-5 min</p>	<p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• This simple diagram intends to summarize what we want you to retain from today's orientation, we will explore it from the center outward.</li> <li>• The INEE MS provide <b>a structured framework</b> to ensure equitable, inclusive, protective, and quality education in crises.</li> <li>• The INEE MS emphasizes the importance of maintaining quality education at all levels, from early childhood to adult education, across various contexts and using different modalities.</li> <li>• <b>The INEE MS can be used in multiple ways</b>, including: <ul style="list-style-type: none"> <li>○ Disaster and emergency preparedness planning</li> <li>○ Proposal development and project design</li> <li>○ Monitoring and evaluation</li> <li>○ Training and capacity sharing</li> <li>○ Advocacy for Education in Emergencies (EiE) and its recognition as a key part of any humanitarian response</li> </ul> </li> <li>• <b>Everyone can use the INEE MS.</b> Different EiE stakeholders can use it in different ways. Stakeholders include education authorities, multilateral agencies, community organizations, education professionals, researchers and academics, and human rights and humanitarian advocates.</li> </ul>

			<p>Emphasize the main purpose of this orientation:</p> <p><b>SAY</b></p> <ul style="list-style-type: none"> <li>• This orientation was designed to introduce you to the INEE Minimum Standards and give you the time to explore them.</li> <li>• We hope the orientation will help you start thinking about how you can use the INEE Minimum Standards as a framework for developing relevant, context-specific solutions to ensure quality education is accessible to all.</li> </ul>
NA	<p><b>Reflections on Learning</b></p> <p><i>"We do not learn from experience... we learn from reflecting on experience." --John Dewey</i></p> <p>Add your reflections on sticky notes to the Participants' <b>Reflection Zone</b></p> <ul style="list-style-type: none"> <li>• One outstanding <b>learning</b> from this session</li> <li>• One <b>action</b> you will take tomorrow</li> <li>• One <b>arising question</b></li> <li>• Provide answers to your colleagues</li> </ul> <p><i>Estimated time: 5 - 10 min</i></p>  	5-10 min	<p>It is important to dedicate time at the end of the orientation to reflecting orally and in writing, so make sure you don't skip this component if you exceed the orientation time. At least share the instructions and invite the participants to take a moment after the orientation to share their reflections.</p> <p>We recommend collecting the reflections in an online collaborative document so the participants and the facilitators can continue to access them after the orientation. If this is possible, create a collaborative file adapting the table in <a href="#">Facilitator Resource 3</a>.</p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Read the quote on the slide.</li> <li>• Read the 3 aspects to reflect on. You can also add different reflective questions.</li> <li>• Explain how and where to share their reflections (see details below).</li> <li>• Encourage the participants to add more reflections after the orientation.</li> </ul> <p><b>FACE-TO-FACE</b></p> <ul style="list-style-type: none"> <li>• <b>Option 1</b> <ul style="list-style-type: none"> <li>○ Share, using the convenient communication channel, a link to a collaborative Reflection Zone file online that your audience can access.</li> </ul> </li> <li>• <b>Option 2</b> (only If Option 1 is not possible) <ul style="list-style-type: none"> <li>○ Provide a space on a whiteboard or a wall.</li> <li>○ Reproduce the table as in the proposed template.</li> <li>○ Encourage the participants to add their reflections on sticky notes related to</li> </ul> </li> </ul>

			<p>all the questions.</p> <p><b>ONLINE BASIC</b></p> <ul style="list-style-type: none"> <li>● <b>Option 1:</b> Share the link to the reflection Zone online.</li> <li>● <b>Option 2:</b> If Option 1 is not possible, ask the participants to share their reflections in the chat.</li> </ul> <p><b>ONLINE ADVANCED</b></p> <ul style="list-style-type: none"> <li>● <b>Option 1:</b> Share the link to the Reflection Zone document.</li> <li>● <b>Option 2:</b> Create a Reflection Zone on the virtual whiteboard tool of your choice.</li> </ul>
NA		3 min	<p>Collecting feedback about the orientation you deliver is very important, especially if you plan to deliver it more than once.</p> <p>You can create your own feedback form by copying and adjusting the Sample Feedback form in <a href="#">Annex 2</a>.</p> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>● Explain the purpose of a feedback form and share the link to it.</li> <li>● Inform the audience that you will send a follow-up email and share the link again.</li> </ul>
<b>Thank the audience and provide organizational follow-up information.</b>			

# Annex 1: Pre-orientation Sample Communication

## Sample Orientation Invitation Letter

The invitation letter informs potential participants about the orientation and its key details.

Dear Colleagues,

We are delighted to invite you to attend an orientation orientation on the INEE Minimum Standards for Education, 2024 Edition (INEE MS). This orientation will provide you with valuable insights into the purpose and structure of the INEE MS, help you navigate the INEE MS handbook, and begin to explore how to apply the standards in your work.

### Key details:

[Insert date, time, and duration]

[Insert location or online platform information]

To help us tailor the orientation to your needs and ensure a productive experience, we kindly ask you to complete the [registration/application] form at the link: [Insert registration/application form link]

Please submit the form by [insert deadline]. Your responses will help us prepare effectively for the orientation.

We look forward to your participation in this important orientation. If you have any questions, please don't hesitate to let us know.

Best regards,

[Your name]

## Sample Background Information/Registration Form Template

A list of suggested questions to include in a registration/application form that can also be used to collect background information.

[Team/Organization] is pleased to be preparing an INEE Minimum Standards, 2024 Edition (INEE MS) orientation for [Audience].

**Logistics:** The orientation will last [Duration] and we aim to organize it at [time/date].

**Objectives:** During the interactive orientation, participants will be introduced to the purpose and structure of the INEE MS, learn how to navigate the handbook, and begin to explore how to apply it in their contexts.

This [registration/Application] form collects information to help us learn more about you and your work to ensure the orientation is relevant to your needs and contexts. The collected information will only be used by the team for this orientation. If you need any support completing the form, contact [email contact].

Please complete this form by [deadline] to indicate your interest. We will contact you with further details.

Thank you for taking the time to share your insights with us!

1. Name\*
2. Email\*
3. Country/Region \*
4. Organization Affiliation
5. Position
6. Select the type(s) of crisis/emergency setting you work in or you worked in previously.
  - a. Conflict (e.g. war, urban violence)
  - b. Environmental Emergency (e.g. floods, wildfires, drought, earthquake)
  - c. Forced Displacement (e.g. refugee, IDP, migration)
  - d. Health Emergency (e.g. cholera outbreak, pandemic)
  - e. Technological Emergency (e.g. chemical, nuclear)
  - f. Complex Emergency (multiple crises at the same time)
  - g. Other (Please specify)
7. Please select the option that best describes your familiarity with the field of education in emergencies (EiE).
  - a. I am new to the field of education in emergencies
  - b. I am familiar with the field of education in emergencies
  - c. I consider myself an education in emergencies practitioner/specialist
8. Please choose the option that best describes your familiarity with the INEE MS from the options below.
  - a. This is my first time encountering the INEE Minimum Standards.
  - b. I am aware of the INEE Minimum Standards, but I do not use them in my work.
  - c. I am familiar with the INEE Minimum Standards, and I sometimes use them in my work.
  - d. I am confident using the INEE Minimum Standards, and I use them often in my work.
9. If applicable, briefly share with us activities you engaged in to support education in your context. This may be current or past initiatives.
10. What are your expectations for how an INEE MS orientation will benefit your work?
11. Do you have any specific questions or topics you would like us to address in the orientation?
12. Any other comments.

Thank you for your input!

If you have any specific questions, please email [email contact].

\*indicate required questions.

## Pre-orientation Confirmation Email

Dear Colleagues,

We are excited to confirm your participation in the orientation orientation(s) on the INEE Minimum

Standard, 2024 Edition.

As we prepare for the orientation, we share some important information below to ensure we are all set for a productive orientation.

### Orientation Details:

- **Objectives:** During this orientation, participants will be introduced to the purpose and structure of the INEE MS, learn how to navigate the handbook, and begin to explore how to apply the standards in their contexts.
- **Logistics:** [Add date, duration, and language of the orientation(s)]
  - [For online orientations] Virtual invitation Link [Add Link]
  - [For face-to-face orientations] The orientation will take place at [Add Exact Address].
- **Expectations:** Participants will be expected to stay for the entire orientation(s) and actively participate in group activities and discussions.

### [For online orientations]

Please note the following:

- This interactive orientation will not be recorded.
- The orientation is designed to be followed using a computer with a stable internet connection, not a mobile phone. (it is built on group activities in breakout rooms and requires the use of multiple resources). If you have difficulty accessing a computer, please let us know ahead of time so that we try to provide specific support.

### Pre-work

This orientation orientation will focus on the practical application of the INEE MS. It will not go in-depth into what is new in the INEE MS, 2024 Edition. Please ensure to consult at least one of the following resources:

1. [Read a brief summary on what's new.](#) Available in Arabic, English, French, Portuguese, and Spanish.
2. [Watch a 5-minute video that provides an overview of the update process.](#) Subtitles are available in Arabic, English, French, Portuguese, and Spanish.

Make sure you have access to the [handout attached to this email]. You can download the complete INEE Minimum Standards Handbook [here](#).

**IMPORTANT:** Please notify the organizer if you can't attend the orientation so that we can offer your spot to someone on the waiting list.

We look forward to your active participation and insightful contributions to make this orientation a mutual learning opportunity.

If you have any questions please don't hesitate to reach out to [Organizers/facilitators emails]

Best regards,

[Your name]

## Annex 2: Post-orientation Sample Communication

Ensure you share the slides used during the orientation orientation with participants and the link to the feedback form (see template below). You can also repeat any specific follow-up information with your participants. In face-to-face settings, if you are able, you can print the slides and a printable version of the feedback form.

In online settings, you can encourage the participants to share their reflections online if they didn't have the time to do so at the end of the orientation.

### Sample Follow-up email

Dear All,

Thank you for attending the orientation on the INEE Minimum Standards! It was engaging and insightful.

You can find attached slides [\[attach Pdf file\]](#) used in the orientation.

Special thanks to those who participated in the reflection zone [\[Add link\]](#). We will add answers to some of the questions shared there, so please don't hesitate to add your reflections and share your learning with the group.

We also invite you to submit your feedback on the orientation orientation through this form [\[Add link\]](#).

[\[Add additional follow-up information\]](#)

We look forward to reading your feedback and any suggestions for improvement.

Thank you in advance.

### Sample Feedback form

*Here, we provide a list of suggested questions to include in a feedback form.*

#### **INEE Minimum Standards Orientation - Evaluation Form**

Thank you for attending the INEE Minimum Standards, 2024 Edition orientation!

We would appreciate your feedback so that we can adapt and improve the content and delivery for future participants. Each question asks you to evaluate the training based on a sliding scale of 1-5, with 1 indicating a low score and 5 indicating a high score. This evaluation can be anonymous, or you can share your name for potential further follow-up.

1. Select the date of the orientation you attended
2. Name
3. Email Address

#### **Reflecting on Your Learning**

4. What were your expectations for this orientation? [Text]

5. Tell us about your prior experience with the INEE Minimum Standards. [Scale 1-5]
  - a. How knowledgeable were you about the content of the INEE MS
  - b. How confident did you feel using the INEE MS before the orientation?
6. How confident do you feel using the INEE MS after the orientation? [Scale 1-5]
7. How appropriate was the orientation to your prior level of expertise with the INEE MS? [Scale 1-5]
8. How well did the orientation respond to your expectations and professional needs? [Scale 1-5]
9. How likely would you recommend this orientation to others? [Scale 1-5]

**Resources and Tools used in the orientation**

10. How practical were the following tools and technologies during the orientation. Select NA if a resource or a tool was not used in the orientation you attended [Scale 1-5, NA]
  - a. Orientation Material and handouts
  - b. Virtual breakout rooms
  - c. Virtual collaboration tools (e.g., collaborative documents and/or virtual boards)
  - d. Printouts and stationery
11. Please provide any additional comments regarding the resources and tools used in the orientation. Are there additional resources or materials that would have enhanced your learning experience? [Text]
12. Please rate the following aspects of the training. [Scale 1-5]
  - a. Clarity of the activities
  - b. Quality of the facilitation
  - c. The relevance of the activities and examples to your own work
  - d. The pace of the activities
  - e. The balance between presentations and active learning
  - f. The balance between individual and group activities
13. Please use this space to provide any additional reflections or feedback on your experience in this orientation. This may include things that worked well, challenges, or ways to improve future offerings. [Text]
14. Can [the organization] reach out to you for further feedback? If you agree, make sure you have provided your name and email address at the beginning of the form. [Yes/No]

Thank you for your feedback!

# Facilitator Resource 1: Examples of Contextualized Scenarios for Activity 3

In the Activity Sheets file, we provide a few scenarios ready for use in the orientation. We encourage you to identify/select topics that you think are most relevant to your audience and create a corresponding scenario by adding a photo.

## Contextualization Recommendations

We distinguish two situations:

- If the participants come from the same context or region, you can tailor the scenarios and use photos and images that you can find in the media from the same context, you can also use region and population names in this specific context
- If your audience is global, we recommend diversifying the contexts of the images, avoiding focusing on crises from one specific region, and avoiding stereotypes and stigmatizing specific populations and regions.

Below are examples of generic and contextualized scenarios from which you might want to use or inspire. These examples are taken from workshops for the development of this orientation pack.

Generic Scenarios	Examples of Contextualized Scenarios
<p><b>Protection</b> In a conflict-affected region, a school is reopening after being closed for several months due to security concerns. The local community is hesitant to send their children back to school due to fears of violence and exploitation.</p>	<p><b>Child protection in Somali schools</b> Child protection in Somali schools is severely challenged by prolonged conflict, political instability, and socio-economic issues. Ongoing violence exposes children to physical harm, armed group recruitment, and psychological trauma. Schools are often targeted in attacks, disrupting education and endangering students and teachers.</p>
<p><b>Gender</b> A rural community is experiencing a significant gender gap in school enrollment, with far fewer girls attending compared to boys.</p>	<p><b>Gender issues in Yemeni schools</b> Yemen faces significant social, cultural, and political challenges that hinder gender equality in education. Girls' enrollment is significantly lower than boys', particularly in rural areas. Girls are more likely to drop out, especially at the secondary level, due to factors like early marriage, economic hardship, and cultural norms.</p> <p><b>Girls' access to education in Somalia</b> Somali schools are severely challenged by prolonged conflict, political instability, and socio-economic issues. Cultural practices and economic pressures contribute to high child marriage rates, depriving girls of education. Girls also face increased risks of sexual violence, further hindering their education.</p>

<p><b>Disaster Risk Reduction</b> In a coastal town prone to hurricanes, storm-related damage and evacuations frequently disrupt the local school system. The community is seeking effective strategies to minimize educational disruptions and ensure student safety during hurricane season.</p>	<p><b>Disaster Risk Reduction (DRR) in Sudan</b> Large regions in Sudan are vulnerable to conflicts and natural disasters like floods, droughts, and desertification. Such crises severely affect education. Seasonal floods along the Nile, damage schools and disrupt learning environments. Conflicts and political instability further displace populations, hinder access to education, and weaken disaster preparedness in the education sector.</p>
<p><b>Inclusiveness</b> A school in an urban area has a diverse student population, including children with disabilities, refugees, and marginalized ethnic groups. Despite efforts to promote inclusivity, some students still feel excluded and face barriers to learning.</p>	<p><b>Inclusive Access in Nigeria</b> Many schools, especially in rural and underserved areas in Nigeria, lack necessary facilities such as <b>ramps, accessible toilets, or specialized equipment</b> like braille books or hearing aids to accommodate children with physical, visual, or hearing impairments.</p>
<p><b>Mental Health and Psychosocial Support</b> Following a natural disaster, a school community is struggling to cope with the emotional impact of the event. Both students and teachers are experiencing heightened levels of stress, anxiety, and trauma.</p>	<p><b>Mental health and psychosocial support (MHPSS) in Gaza</b> Due to the ongoing conflict, the entire population in Gaza faces multiple stressors, including violence, mass and frequent displacement, economic hardship, and restricted access to essential services. Constant exposure to conflict and violence leads to widespread trauma, anxiety, and depression. Children are particularly vulnerable, often displaying symptoms of post-traumatic stress disorder (PTSD), nevertheless, makeshift learning spaces are created in displacement refuges and volunteer-trained and untrained educators propose PSS-SEL activities.</p>



## Facilitator Resource 3: Participant Reflection Zone Template

You can replicate the questions proposed here on a physical or a virtual white board or on a collaborative file. The purpose is to allow the participants to read each other's reflections and learn from them. Feel free to adjust the questions to be relevant to your participants.

### Participant Reflection Zone

Name	One outstanding <b>learning</b> from the orientation	One <b>action</b> you will take tomorrow	One arising <b>question</b>	Proposed answers by peers and facilitators

### Additional Comments and Reflections

Name	Additional Comment