**INEE Minimum Standards Contextualisation Template**

| **Standard 1: Participation**  Community members participate meaningfully, transparently, and without discrimination in the analysis, planning, design, implementation, monitoring, and evaluation of the education response. | | |
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| **In your country, what do the following terms mean?** | | |
| **Community Members** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Participate meaningfully, transparently, and without discrimination** | |  |
| **Participate in analysis** | |  |
| **Participate in planning and design** | |  |
| **Participate in implementation, monitoring, and evaluation** | |  |

| **Standard 2: Resources**  Community resources are identified, mobilized, and used to implement age-appropriate learning opportunities. | | |
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| **In your country, what do the following terms mean?** | | |
| **Community resources** | |  |
| **Age-appropriate learning opportunities** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Community resources are identified, mobilized** | |  |
| **Community resources are used (How, when, by whom)** | |  |

| **Standard 3: Coordination**  Education coordination mechanisms are in place to support the stakeholders who are working to ensure access to and continuity of quality education. | | |
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| **In your country, what do the following terms mean?** | | |
| **Education coordination mechanisms** | |  |
| **Stakeholders who work to ensure access to continuity of quality education** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Education coordination mechanisms are in place** | |  |
| **Education coordination mechanisms support stakeholders** | |  |

| **Standard 4: Assessment**  Timely education assessments of the emergency situation are holistic, transparent, and participatory. | | |
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| **In your country, what do the following terms mean?** | | |
| **Education assessments** | |  |
| **Assessments are timely** | |  |
| **Assessment are holistic** | |  |
| **Assessment are transparent** | |  |
| **Assessments are participatory** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Assessments are conducted in a timely and holistic manner** | |  |
| **Assessments are conducted in a transparent and participatory manner** | |  |

| **Standard 5: Response Strategies**  Inclusive education response strategies include a clear description of the context and of the barriers to the right to education, and strategies to overcome those barriers. | | |
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| **In your country, what do the following terms mean?** | | |
| **Education response strategies** | |  |
| **Clear description of the context** | |  |
| **Barriers to the right to education** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Strategies to overcome barriers to the right to education** | |  |
| **Education response strategies that are inclusive** | |  |

| **Standard 6: Monitoring**  Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out. | | |
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| **In your country, what do the following terms mean?** | | |
| **Regular monitoring** | |  |
| **Education response activities** | |  |
| **Learning needs** | |  |
| **Affected population** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Regular monitoring of education response activities is carried out** | |  |
| **Regular monitoring of the evolving learning**  **needs is carried out** | |  |

| **Standard 7: Evaluation**  Systematic and impartial evaluations improve education response activities and enhance accountability. | | |
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| **In your country, what do the following terms mean?** | | |
| **Evaluations that are systematic** | |  |
| **Evaluations that are impartial** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Evaluations improve education response** | |  |
| **Evaluations enhance accountability** | |  |

| **Standard 8: Equal and Equitable Access**  All individuals have access to quality and relevant education opportunities. | | |
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| **In your country, what do the following terms mean?** | | |
| **All individuals** | |  |
| **Access** | |  |
| **Quality education** | |  |
| **Relevant education** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **All individuals have access** | |  |

| **Standard 9: Protection and Wellbeing**  Learning environments are secure and safe, and promote the protection and the psychosocial wellbeing of learners and teachers and other education personnel. | | |
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| **In your country, what do the following terms mean?** | | |
| **Learning environments are safe and secure**  (e.g. think about what threats learning environments face) | |  |
| **Learners** | |  |
| **Teachers** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Learning environments protect** | |  |
| **Learning environments promote psychosocial wellbeing** | |  |

| **Standard 10: Facilities and Services**  Education facilities promote the safety and wellbeing of learners and teachers and other education personnel, and are linked to health, nutrition, psychosocial, and protection services. | | |
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| **In your country, what do the following terms mean?** | | |
| **Education facilities** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Promote the safety and wellbeing of learners** | |  |
| **Promote the safety and wellbeing teachers and other education personnel** | |  |
| **Education facilities are linked to health services** | |  |
| **Education facilities are linked to nutrition services** | |  |
| **Education facilities are linked to psychosocial services** | |  |
| **Education facilities are linked to protection services** | |  |

| **Standard 11: Curricula**  The curricula used to provide formal and non-formal education are culturally, socially, and linguistically relevant, and appropriate to the context and learner’s needs. | | |
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| **In your country, what do the following terms mean?** | | |
| **Curricula** | |  |
| **Formal education** | |  |
| **Non-formal education** | |  |
| **Curricula that is culturally relevant** | |  |
| **Curricula that is socially relevant** | |  |
| **Curricula that is linguistically relevant** | |  |
| **In your country, what are best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions and references to laws, policies and programmes as appropriate.* | | |
| **Curricula is used (when, by whom and how)** | |  |
| **Curricula is appropriate to the context and learner’s needs** | |  |

| **Standard 12: Teaching and Learning Processes**  Teaching and learning processes are learner centered, participatory, and inclusive. | | |
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| **In your country, what do the following terms mean?** | | |
| **Teaching and learning processes** | |  |
| **Teaching and learning that is learnered centered** | |  |
| **Teaching and learning that is participatory** | |  |
| **Teaching and learning that is inclusive** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Teaching and learning are learner centered, participatory, and inclusive.** | |  |

| **Standard 13: Assessment of Holistic Learning Outcomes**  Appropriate methods are used to evaluate and validate holistic learning outcomes. | | |
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| **In your country, what do the following terms mean?** | | |
| **Appropriate methods** | |  |
| **Holistic learning outcomes** | |  |
| **Evaluate and validate (Why, how, what does it look like?)** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Are used (when, by whom and how)** | |  |

| **Standard 14: Training, Professional Development, and Support**  Teachers and other education personnel receive regular, relevant, and structured training in line with their needs and circumstances. | | |
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| **In your country, what do the following terms mean?** | | |
| **Regular training** | |  |
| **Relevant training** | |  |
| **Structured training** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Training is relevant to needs and circumstances** | |  |
| **Teachers other education personnel receive regular, relevant, and structured training** | |  |

| **Standard 15: Recruitment and Selection**  A sufficient number of appropriately qualified teachers and other education personnel are recruited through a transparent and fair process, based on selection criteria that reflect diversity and equity. | | |
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| **In your country, what do the following terms mean?** | | |
| **Sufficient number** | |  |
| **Selection criteria that reflect diversity and equity** | |  |
| **Appropriately qualified teachers** | |  |
| **Appropriately qualified other education personnel** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Are recruited through a transparent and fair process** | |  |

| **Standard 16: Conditions of Work**  Teachers and other education personnel have clearly defined conditions of work and receive appropriate compensation. | | |
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| **In your country, what do the following terms mean?** | | |
| **Conditions of work** | |  |
| **Receive appropriate compensation** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Conditions of work are**  **clearly defined** | |  |
| **Appropriate compensation is ensured** | |  |

| **Standard 17: Support and Supervision**  The support and supervision mechanisms in place for teachers and other education personnel function effectively. | | |
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| **In your country, what do the following terms mean?** | | |
| **Support mechanisms** **for teachers** | |  |
| **Supervision mechanisms for teachers** | |  |
| **Support mechanisms for other education personnel** | |  |
| **Supervision mechanisms for other education personnel** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Support mechanisms**  **function effectively** | |  |
| **Supervision mechanisms function effectively** | |  |

| **Standard 18: Law and Policy Formulation**  Education authorities prioritize the continuity and recovery of quality education, including free and inclusive access to learning. | | |
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| **In your country, what do the following terms mean?** | | |
| **Education authorities** | |  |
| **Continuity of quality education** | |  |
| **Recovery of quality education** | |  |
| **Free schooling** | |  |
| **Inclusive access to learning** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Education authorities prioritize education access and quality (when and how)** | |  |
| **Ensure continuity of quality education** | |  |
| **Ensure recovery of quality**  **education** | |  |
| **Provide free learning for all (for whom, on the basis of which laws, and policies)** | |  |
| **Inclusive access to schooling is prioritized (which national education laws, regulations and policies ensure inclusive access to education)** | |  |

| **Standard 19: Planning and Implementation**  Education programs and activities reflect international and national educational policies, laws, standards, and plans, and the learning needs of the people affected. | | |
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| **In your country, what do the following terms mean?** | | |
| **Education programs** | |  |
| **Education activities** | |  |
| **International educational policies, laws, standards** | |  |
| **National educational policies, laws, standards** | |  |
| **Learning needs of the people affected** | |  |
| **In your country, what are the best practices for achieving the following aspects of the standard?**  *Please use specific examples, suggestions, and references to laws, policies, and programs as appropriate.* | | |
| **Education activities take into account policies and learning needs** | |  |