

# Q&A Session: INEE Minimum Standards, 2024 Edition

6 June, 10am UTC

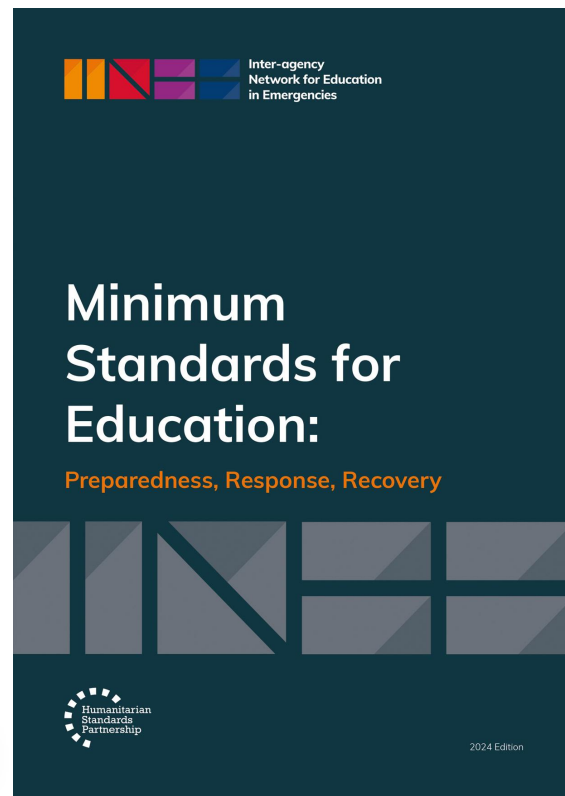


**Inter-agency  
Network for Education  
in Emergencies**

# Welcome to this Q&A!

As we wait for participants to join, please share in the Zoom chat:

- **Your name**
- **Where you are joining from**
- **A question or thought you have about the INEE MS, 2024 Edition**



# Session Objectives

After this session, we hope you will be able to recall:

- the key **developments, learning, and challenges** in the EiE sector that drove the INEE Minimum Standards (INEE MS) 2024 update
- the key **changes** between the 2010 and 2024 editions of the handbook

and you will have an opportunity to **ask questions about the INEE MS, 2024 Edition and future roll-out activities**



# INEE: A global network with a single purpose

The **Inter-agency Network for Education in Emergencies (INEE)** is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education.

INEE exists for and because of its members.

- **22,000+ individual members**
- **4,000+ organizations**
- **in 190 countries**






# The INEE Minimum Standards & the 2024 Update



# **What's New in the INEE Minimum Standards, 2024 Edition**

# Format and Structure



- Overall structure largely **unchanged**
- **Increased accessibility and user-friendliness:**
  - Key Actions and Guidance Notes are aligned one-to-one
  - Standards are numbered 1-19 instead of within each of the five domains
  - Emphasis on using plain language that is easier to understand and translate
- Color scheme of the domains and standards aligns with the [INEE MS Indicator Framework](#)
- New icons  **key action**  **guidance note**  **see also**
- A “References and Further Reading” list at the end of each Standards that provides links to relevant guidance
- A foreword signed by INEE’s founding UN agencies and permanent Steering Group members, UNICEF, UNHCR, and UNESCO



# Format and Structure: Example from Domain 5

## STANDARD 19: PLANNING AND IMPLEMENTATION

Education programs and activities reflect international and national educational policies, laws, standards, plans, and the learning needs of the people affected.



### Key actions

(please read with guidance notes)

1. **National and international legal frameworks:** Ensure that formal and non-formal education programs reflect national and international legal frameworks.
2. **Planning for emergencies:** Develop and implement education plans that prepare for and respond to current and future crises.
3. **Sufficient resources:** Mobilize enough financial, technical, material, and human resources to develop and implement education plans and EIE programs effectively and transparently.
4. **Inter-sectoral links:** Integrate EIE planning and implementation with other emergency response sectors.
5. **Advocacy:** Advocate for EIE as part of education policy planning and implementation.



### Guidance notes

1. **National and international legal frameworks:** Formal and non-formal education programs should be in line with national and international legal frameworks and policies and meet the needs of all learners. Programs should ensure that education access, the curriculum, and teaching and learning are inclusive and non-discriminatory.



See also [Standard 2, Guidance Note 2](#)

2. **Planning for emergencies:** ESPs and other national and local education plans should prepare for and respond to future and current emergencies. They should include emergency preparedness plans and contingency plans. Contingency plans should be appropriate to the context and, where possible, include early warning systems for

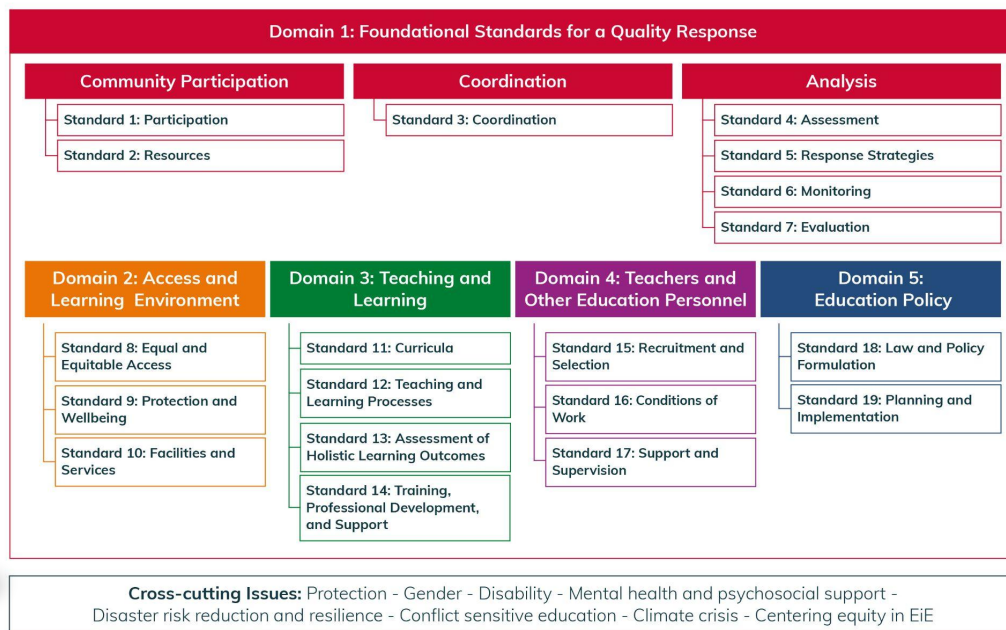




# Cross-cutting Issues

Guidance related to each of these cross-cutting issues has been integrated and strengthened throughout the INEE MS. They must be considered:

- for **all levels and types** of education programming;
- through **all stages of crises**, from preparedness to response, and through to recovery.



**Cross-Cutting Issues:** Protection - Gender - Disability - Mental Health and Psychosocial Support - Disaster Risk Reduction and Resilience - Conflict Sensitive Education - Climate Crisis - Centering Equity in EiE



# Introduction to the INEE MS



Inter-agency  
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in Emergencies

## Minimum Standards for Education:

Preparedness, Response, Recovery



Humanitarian  
Standards  
Partnership

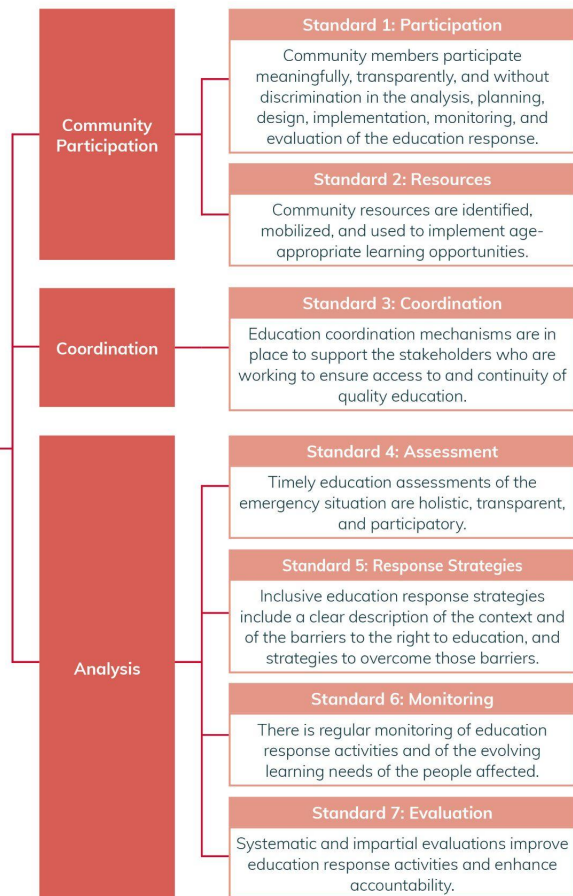
2024 Edition

- **An updated definition** for quality education that more strongly reflects the characteristics of quality education in crisis contexts: (1) Rights-based; (2) Contextualized and relevant; (3) Holistic development of learners; (4) Teaching and learning; (5) Enabling resources; (6) Learning outcomes; (7) Learning continuity
- Expanded discussions on the INEE MS as they relate to contextualization, the humanitarian-development-peacebuilding nexus, and EiE sector coordination
- A note on the concept of capacity sharing
- A critical reflection on the update process



# Domain 1: Foundational Standards for a Quality Response

## Foundational Standards for a Quality Response



- **Renamed Foundational Standards for a Quality Response**
- **Increased emphasis or new guidance on:**
  - Engaging indigenous communities and respecting indigenous knowledge systems
  - Participation of national and local actors in coordination mechanisms
  - Joined-up Coordination and Humanitarian-Development Coherence
  - Cash and voucher assistance (CVA)
  - Data responsibility, including data privacy and protection
  - Rapid response planning
  - Capacity sharing between international, national, and local actors
  - Building education system resilience
  - Crisis-sensitive education management information systems (EMIS)



# Domain 2: Access and Learning Environment

- **Standard 8 renamed “Equal and Equitable Access”**
- **Increased emphasis or new guidance on:**
  - Child Protection-EiE collaboration and linkages to the [Minimum Standards for Child Protection](#)
  - Distance education
  - The specific needs and challenges of learners at different levels of education (e.g. ECD, primary, secondary, and tertiary)
  - Flexible education and multiple education pathways, including formal and non-formal education opportunities
  - Recognized and certified non-formal education that provides a pathway to continued learning  
Mitigating the effects of the climate crisis and disaster risks on education infrastructure, including through respecting and drawing from local and indigenous knowledge systems
  - School safety and the GADRRRES [Comprehensive School Safety Framework](#)

Access and Learning Environment Domain

## Standard 8: Equal and Equitable Access

All individuals have access to quality and relevant education opportunities.

## Standard 9: Protection and Wellbeing

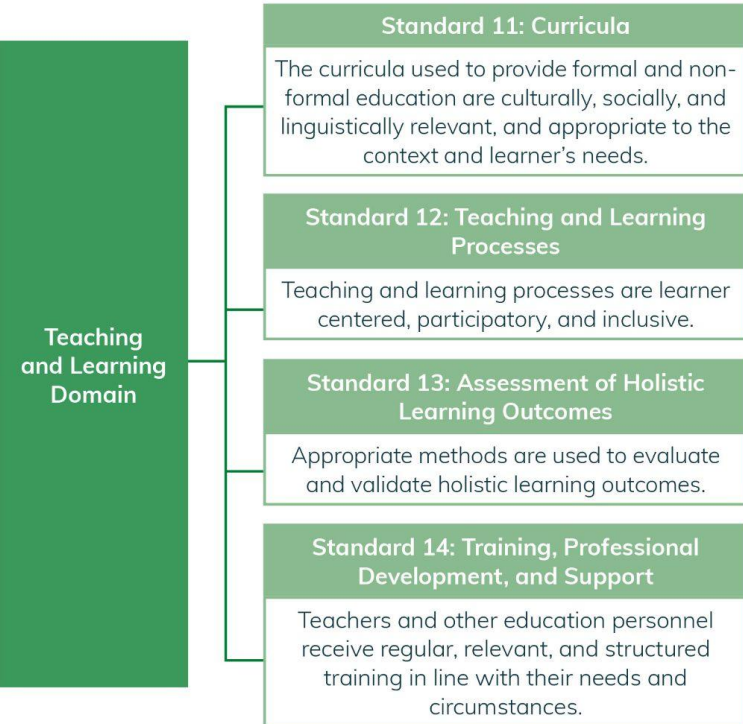
Learning environments are secure and safe, and they promote the protection and psychosocial wellbeing of learners and teachers and other education personnel.

## 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.



# Domain 3: Teaching and Learning



- **Standards in Domain 3 have been reordered**
- **Standard 13 has been renamed “Assessment of Holistic Learning Outcomes”**
- **Increased emphasis or new guidance on:**
  - Digitalization and distance education and its implications for teaching and learning
  - Inclusion of refugees into national education systems
  - Language of instruction and mother tongue
  - Respecting and drawing from local and indigenous knowledge systems when developing curricula and teaching and learning materials and approaches



# Domain 4: Teachers and Other Education Personnel

## Teachers and Other Education Personnel Domain

### 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.

### Standard 16: Conditions of Work

Teachers and other education personnel have clearly defined conditions of work and receive appropriate compensation.

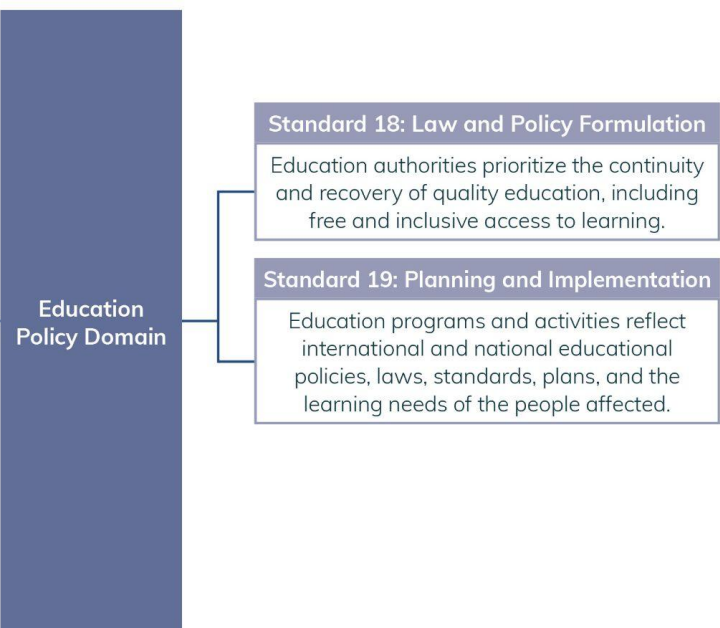
### Standard 17: Support and Supervision

The support and supervision mechanisms in place for teachers and other education personnel function effectively.

- **Increased emphasis or new guidance on:**
  - Teacher qualifications and aptitudes in crisis contexts
  - UNESCO/ILO global recommendations on the status of the teaching profession
  - Teacher management issues including employment contracts, compensation, and professional support mechanisms
  - Teacher wellbeing and mental health and psychosocial support for teachers and other education personnel



# Domain 5: Education Policy



- **Education policy provides a foundation** for education planning, including in emergencies, and expresses the goals of an education system which are set out in laws, regulations, budgets, and programs. For this reason, there is a greater focus on reinforcing Domain 5 as the underpinning of the other four domains.
- **Increased emphasis or new guidance on:**
  - National education sector plans and emergency plans, including contingency and preparedness plans
  - Reflecting the humanitarian-development-peacebuilding nexus in policy-making
  - The role of EiE advocacy
  - Aligning policy with international tools, conventions, frameworks and policies, including the Global Compact for Refugees and the Safe Schools Declaration
  - Regulating private sector engagement in EiE

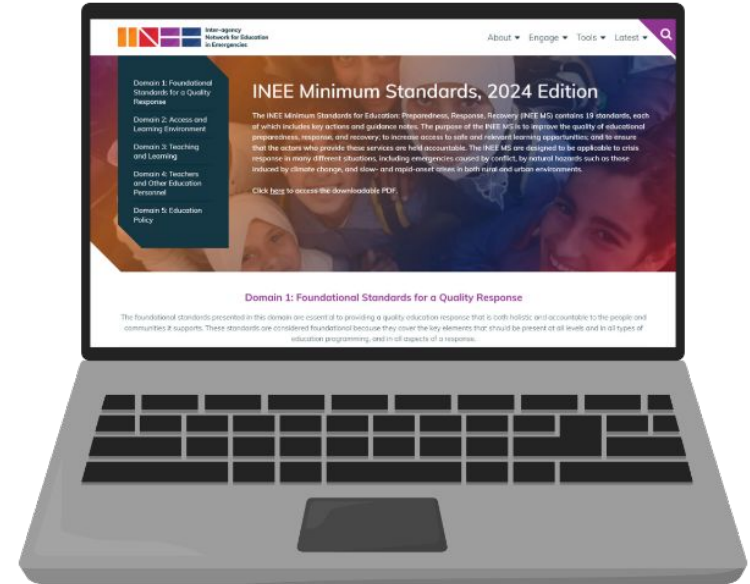




# Accessing the INEE MS, 2024 Edition

## Numerous ways to access the INEE MS:

- **Hard copies** - Contact [minimum.standards@inee.org](mailto:minimum.standards@inee.org)
- **PDF** - download it at [inee.org/resources/inee-minimum-standards](https://inee.org/resources/inee-minimum-standards)
- **Digital form** on the INEE website, where the INEE MS content, translations, Indicator Framework, and supporting resources are directly linked. Visit [inee.org/minimum-standards](https://inee.org/minimum-standards)





# What's Next?

## Dissemination and uptake of the 2024 edition

### LAUNCHES

In-person, online, and hybrid events at global and regional fora

### TRANSLATION

Translation into Arabic, French, Portuguese, and Spanish

### CAPACITY SHARING

Capacity sharing to foster knowledge exchange and mutual learning among EiE stakeholders on implementing the updated standards.



# How to Stay in Touch

Inter-agency Network for Education  
in Emergencies (INEE)

[minimum.standards@inee.org](mailto:minimum.standards@inee.org)

Join the INEE Community of Practice!  
[inee.org/community-of-practice](http://inee.org/community-of-practice)

