

INEE

Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

Guidance Notes on Teaching and Learning



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Acknowledgments

Our purpose as the Inter-Agency Network for Education in Emergencies (INEE) is to serve as an open global network of members working together within a humanitarian and development framework to ensure all people the right to quality and safe education in emergencies and post-crisis recovery.

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Cover photograph: Save the Children UK, Students attend a civic and ethics class held by teacher Mahaza Brukie, 21. Ethiopia

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Acronyms

ALP	Accelerated Learning Programme
CRC	Convention on the Rights of the Child
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
EGRA	Early Grade Reading Assessment
HRB	Human Rights Based education
HRBA	Human Rights Based-Approach
ICT	Information Communication Technology
IDP	Internally Displaced Person
INEE	Inter-Agency Network for Education in Emergencies
INEE MS	INEE Minimum Standards for Education – Preparedness, Response, and Recovery
ISCED	International Standard Classification of Education
LSE	Life Skills Education
MOE	Ministry of Education
NFE	Non-Formal Education
PTA	Parent Teacher Association
PISA	Programme for International Student Assessment
SMC	School Management Committee
SMART	Specific, Measurable, Attainable, Realistic/Relevant, Timely/Time-bound
SWOT	Strengths, Weaknesses, Opportunities and Threats
TVET	Technical and Vocational Education and Training
TIMMS	Trends in International Mathematics and Science Study
UXO	Unexploded Ordnance

Introduction

Since the Dakar World Education Forum in 2000, there has been increased attention to the education needs of populations affected by conflict and disaster. However, while progress has been made in recent years to ensure that all children and youth affected by crisis have access to educational opportunities, the content of what is taught, the teacher training and teaching methodologies, and the evaluation of learning outcomes are too often inadequately addressed. Enrolling learners in a programme is of little use, and may have serious longer-term ramifications, if the programme lacks substance, relevancy, and/or quality teaching. Attention to curricula is critical to avoid reproducing content that may have contributed to past divisions and conflict. What benefit is it for governments and international agencies to spend money and resources to build new schools if curricula only foster historical hatreds or create new tensions, relegating schools to critical battlegrounds in a civil struggle?

Quality education contributes directly to an individual's ability to engage in society as well as contribute directly to the social, economic and political stability of the society in which the individual lives. Education consensus holds that quality education is education that is relevant, effective, efficient, comprehensive in scope and participatory in delivery.¹ It may play a role in reducing the risk of violent conflict by enabling social cohesion through promoting shared values and traditions, supporting conflict resolution and peace-building skills, and challenging inequities. A human rights-based approach (HRBA) to education planning helps to achieve quality education by promoting understanding and bringing to life the principles of participation, accountability, non-discrimination, empowerment and legal protection.

Crises may provide an opportunity for governments, communities, and partners such as NGOs and UN agencies, to rebuild the foundations of human security, including through teaching all members of a community new skills and values, such as the importance of inclusive education and participation in the social and political processes. It is imperative that education in emergencies through to recovery is appropriate and relevant. Beyond reading, writing, and arithmetic, schools in these fractured societies lay the groundwork for peace, tolerance, conflict resolution, human rights, environmental conservation, and disaster prevention, thereby helping prevent, mitigate, and respond to future crises. Access to quality education ensures communities and individuals have the support required to sustain their psychological well-being and to rebuild their communities. Simply put, quality education works. Studies show that increased levels of high-quality primary and secondary education reduce wars,² while every additional year of formal schooling for males reduces their risk of becoming involved in conflict by 20 percent.³

This raises several significant questions for practitioners and policy-makers regarding the nature of quality teaching and learning and how to ensure it in emergencies, chronic crises and early recovery:

- ◆ How can education provide protection, disaster preparedness and quality learning in an emergency while helping communities 'build back' more equitable societies with a greater chance for sustainable social cohesion and peace?
- ◆ What do children and communities affected by conflict or natural disasters need to know? How can we ensure the teaching and learning process allows learners to attain desired attitudes, behaviours and physical development?
- ◆ How can practitioners and policy-makers ensure that children, young people, teachers⁴ and their communities are able to participate in the most relevant, quality education programmes during times of crisis and recovery?
- ◆ How do practitioners and policy-makers make difficult decisions to prioritise activities or interventions or make compromises in difficult circumstances?

The good practices contained within these Guidance Notes are designed to help governments, NGOs and other education stakeholders plan and implement high quality education programmes. Too often in the wake of mass violence, inter-group conflicts, or natural disasters, education, and in particular quality, relevant education, is neglected and not integrated into a holistic humanitarian response. Recognizing that quality education can contribute positively to human security and development across all stages of risk management—from crisis response to recovery, from development to prevention and preparedness—is essential.

1 The terminology list in Appendix 2 provides a complete definition of quality education

2 Save the Children Norway (2008) Education for Peace: Building peace and transforming armed conflict through education systems, p 13

3 Save the Children (2008) Where Peace Begins: Education's role in conflict prevention and peacebuilding

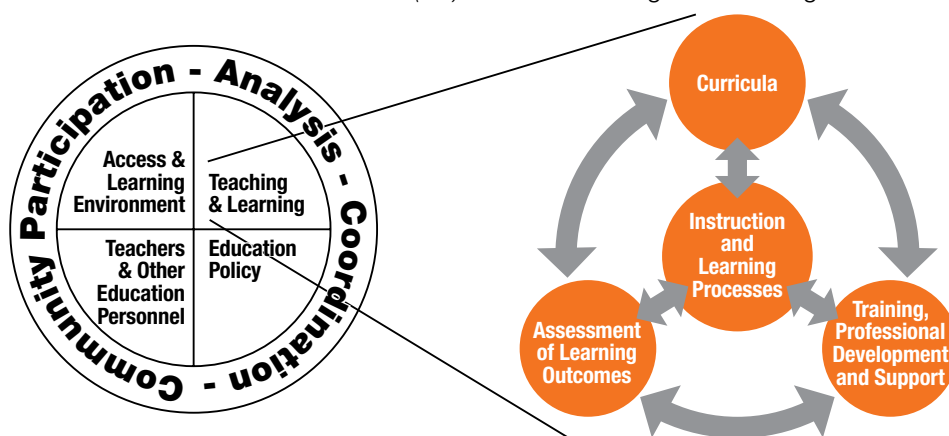
4 The term 'teachers' is used throughout the Guidance Notes to indicate formally trained, qualified teachers as well as those who are untrained or volunteers.

What Are the INEE Guidance Notes on Teaching and Learning?

The origins of this tool can be found in the INEE Minimum Standards for Education – Preparedness, Response, Recovery. The INEE Minimum Standards is a crucial global tool providing good practice and concrete guidance to governments and humanitarian workers for coordinated action to enhance the quality of education preparedness and response.

The consultative process⁵ to develop the INEE Guidance Notes on Teaching and Learning began when INEE members⁶ who had used the INEE Minimum Standards voiced the need for more practical, in-depth guidance on the teaching and learning domain. The teaching and learning domain is only one of the components of the comprehensive INEE Minimum Standards conceptual framework; linkages and inter-dependence on the remaining domains elaborated in the INEE Minimum Standards are an integral part of any intervention. Foundational standards of Analysis, Community Participation, and Coordination should be applied to ensure a holistic and effective approach, as well as building and strengthening links with Access and Learning Environment, Teachers and Other Education Personnel, and Education Policy.

Diagram 1: The INEE Minimum Standards Domains (left) and the Teaching and Learning Process magnified (right)



As illustrated in Diagram 1, above, the teaching and learning process is cyclical; each standard impacts and enables the success of the others. One standard cannot be considered without taking into account the strengths, weaknesses, opportunities and threats within the others.

Curriculum articulates the relevant knowledge, attitudes, skills and learning outcomes that learners are expected to acquire. *Training, Professional Development, and Support* for teachers and educators is based on expected curricular learning outcomes and their assessment, as well as the particular needs of learners. *Instruction and Learning Processes* involves the interaction between learners and teachers and is planned according to the Curricula and made possible through Training. The *Assessment of Learning Outcomes* is directly defined by and planned together with Curricula to ensure learning outcomes are relevant, measurable and identify changing needs. All of these standards converge within the Instruction and Learning Processes standard, which is central to the entire teaching and learning process. This is where learning objectives are achieved.

Building upon the good practices within the INEE Minimum Standards, the INEE Guidance Notes on Teaching and Learning outline *Key Points to Consider* in identifying and addressing critical issues and needs of affected communities within each of these teaching and learning standards. The Guidance Notes reiterate the importance of focusing on learners, learning outcomes, and access issues and provide guidance to help achieve the quality goals of EFA⁷ by promoting quality education that indicates measurable learning achievements for learners of all ages, but specifically children and adolescents.

5 Over 300 individuals participated in virtual reviews as well as in-person consultations to develop the Guidance Notes, in Dar es Salaam, Tanzania; Kampala and Koboko, Uganda; at Harvard University, Washington DC and New York, United States; Geneva, Switzerland; Bogota, Colombia; and Sulaimaniya, Iraq. Pilot workshops were then carried out in partnership with the Education Cluster and other INEE partners in the occupied Palestinian territories and Zimbabwe.

6 As of January 2010, the INEE network consisted of more than 4,000 members working in 138 countries to ensure all people have the right to quality and safe education in emergencies through to recovery.

7 All six EFA goals are outlined online here: <http://www.unescobkk.org/education/efa/efa-goals/>

How to use the Guidance Notes

The Guidance Notes are divided into four sections by the four teaching and learning standards:

1. Curricula
2. Training, Professional Development, and Support
3. Instruction and the Learning Process
4. Assessment of Learning Outcomes

Each section contains the following:

- ◆ The **Minimum Standard** and corresponding **Key Actions**⁸ from the INEE Minimum Standards (updated as of 2010)
- ◆ **Overview.** An overview of the standard, outlining its relevance to the teaching and learning process
- ◆ **Sub-sections.** Subsections articulate the process needed to achieve the Standard and Key Actions, including analysing and understanding needs, developing plans to address those needs, and implementing the plans. Each sub-section includes:
 - **Key Points to Consider tables.** These tables pose priority questions to consider during both the Emergency (column 1) and Early Recovery and Preparedness (column 2) phases. These tables can be used as a checklist to help guide appropriate, context-specific education response plans and policies in crisis settings. The Emergency column indicates immediate points to consider, while the Early Recovery and Preparedness column indicates points to consider for medium and longer-term programming. Since the continuum between acute emergency, chronic crisis and early recovery is often ambiguous and fluid, it is recommended to read all questions in both columns and decide which are most relevant to consider for a specific context or issue, particularly in situations of chronic and protracted crises.
 - **Bullethead Notes.** These Notes follow the Key Points to Consider tables, providing more in-depth guidance and discussion on questions raised in the tables. Where relevant, the Notes are interspersed with case studies and examples of good practice and lessons learnt.
- ◆ **Monitoring and Evaluation.** Each section concludes with guidance on monitoring and evaluation, including suggested process and content indicators to monitor the core areas set out within the section.
- ◆ **Resources and the INEE Teaching and Learning Resource Pack.** At the end of each section, reference is made to relevant materials in the *INEE Teaching and Learning Resource Pack*. This companion tool provides a compilation of vetted resources, including sample tools, teaching materials and case studies, which can be used to adapt the good practices within the Guidance Notes to specific contexts. To access the Resource Pack visit ineesite.org/resourcepack or contact the INEE Secretariat at teachinglearning@ineesite.org to request an INEE Toolkit CD-Rom, available beginning fall 2010.
- ◆ **Key Thematic Issues.** When reading the Guidance Notes, the following key thematic issues⁹ are essential to consider throughout all four standards to better increase resilience and decrease vulnerability of learners and their communities:
 - Conflict mitigation
 - Disaster risk reduction (DRR)
 - Early childhood development (ECD)
 - Gender
 - HIV/AIDS
 - Human rights
 - Inclusive education
 - Inter-sectoral linkages (links with health; water, sanitation and hygiene promotion; shelter; and food and nutrition)
 - Protection
 - Psychosocial support
 - Youth

These key thematic issues are important to keep in mind when assessing needs, implementing programmes, evaluating the impact of programmes, advocating for rights, and informing policy. Each of the key thematic issues has been taken into account throughout the Guidance Notes and many are defined in the terminology section in Appendix 2. Additional information on these key thematic issues, as they relate to the teaching and learning process, can be found in the accompanying Resource Pack.

⁸ Key actions are suggested ways to achieve the standard. Some actions may not be applicable in all contexts; they should be adapted to the specific context. It is up to the practitioner to devise alternative actions that will result in the standard being met. (INEE Minimum Standards, 2010, page X)

⁹ Key issues listed were identified through the Minimum Standards Update consultative process. Some of the key issues refer to stages of development or programming (e.g. ECD and Youth) while others refer to values and rights expressed in the CRC and Human Rights Declarations (e.g. Child Protection and Psychosocial Support, Inclusive Education, Gender Equality) or to skills required for our changing world (e.g. HIV/AIDS, Conflict Mitigation and DRR). These key issues have been integrated throughout the Guidance Notes to ensure they are considered meaningfully during all relevant stages of programme design, namely assessment, planning, implementation and M&E. This will allow more comprehensive and rigorous programming.

Who should use the Guidance Notes?

Primary users of the Guidance Notes will likely be national government ministries (Education, Youth, and Social Welfare Ministries), policy-makers, and the staff of implementing organisations including UN Agencies and international, national, and local NGOs. The notes also provide a resource for donors, curriculum developers, research training institutions, teachers' unions and associations, and communities.

The Guidance Notes are not directed at teachers themselves but rather at the personnel supporting teachers and teaching and learning initiatives. However, recognizing the importance of providing teachers with clear guidance and reference materials for continued professional development, especially during times of crisis and early recovery, a companion Teachers' User Guide has been developed. The Teachers' User Guide provides practical guidance on issues many teachers are confronted with during emergencies; the guide can be found in Appendix 8.

It is important to note that these Guidance Notes are not designed as a prescriptive solution or a blueprint response to the challenges of teaching and learning. Instead, this tool provides a framework for stakeholders to plan appropriate approaches, pedagogy, and strategies aimed at effectively resuming education in emergency and recovery contexts, establishing good practice and reducing unintended impact.

Whether in a chronic crises, acute emergency, early recovery, or preparedness phase of a conflict or natural disaster, education stakeholders can use the good practices in the Guidance Notes to help make important decisions about the nature of formal or non-formal education services offered, the curricula to be followed including priorities for learning, and methodologies for learning and teaching including psychosocial support for learners and staff.



Photo courtesy and copyright of UNICEF

1. Curricula

Minimum Standard and Key Actions for Curricula

- 1.1 Curriculum Review and Analysis
- 1.2 Curriculum Adaptation and Development
- 1.3 Implementation
- 1.4 Monitoring and Evaluation
- 1.5 Resources

INEE Minimum Standard for Curricula*: Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

INEE Minimum Standards Key Actions*:

- ◆ Education authorities lead the review, development or adaptation of the formal curriculum, involving all relevant stakeholders
- ◆ Curricula, textbooks and supplementary materials are appropriate to the age, developmental level, language, culture, capacities and needs of learners
- ◆ Formal curricula and examinations used in the education of refugees and internally displaced people are recognised by home and host governments
- ◆ Formal and non-formal curricula teach disaster risk reduction, environmental education and conflict prevention
- ◆ Curricula, textbooks and supplementary materials cover the core competencies of basic education including literacy, numeracy, early learning, life skills, health and hygiene practices
- ◆ Curricula address the psychosocial well-being and protection needs of learners
- ◆ Learning content, materials and instruction are provided in the language(s) of the learners
- ◆ Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners
- ◆ Sufficient, locally procured teaching and learning materials are provided in a timely manner

*As outlined in the INEE Minimum Standards Handbook

Curriculum is a broad term used within this tool to refer to both the formal curricula outlining learning objectives and content, and the materials developed to ensure content is conveyed to the learner through the instruction and learning processes. The review and development of the formal education curricula are the responsibility of the national government. MOEs will have established education goals together with other ministries and relevant stakeholders; the curricula and accompanying learning materials are created to achieve those goals. Although crisis may severely diminish the MOE's capacity, national curriculum experts' capacities may be strengthened through the process of curriculum analysis and review. Consideration should be placed on curricula, textbooks and other education materials, as well as activities organised as part of extracurricular activities (e.g. school councils and clubs, structured and unstructured play for young children, sports, or cultural activities).

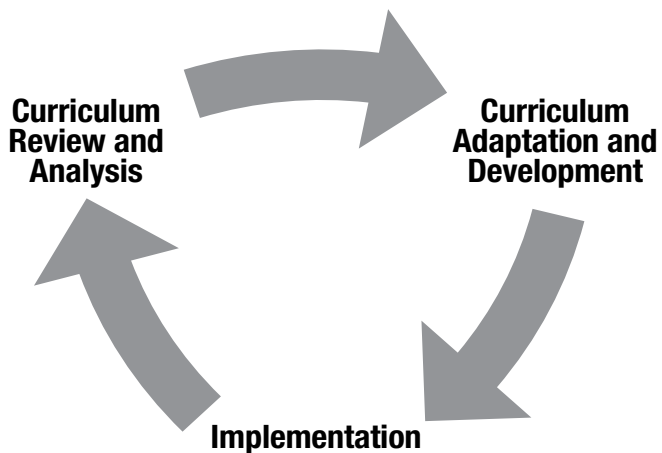
Teaching and learning in emergencies never takes place in a vacuum. Depending on the specific situations (i.e. conflict, post-conflict/disaster or both), decisions may be taken to:

- ◆ Follow a previous curriculum in use before the onset of conflict or disaster
- ◆ Perform a short-term review of an existing curriculum to remove divisive content
- ◆ Adopt a curriculum of a host country (for refugee schools)
- ◆ Focus only on strengthening some prioritised areas (e.g. life skills, disaster risk reduction or peace education) in existing subject curricula or as stand-alone activities (e.g. introducing new curriculum areas or subjects, optional subjects, or extracurricular activities)
- ◆ Work with the government to carry out a comprehensive curriculum review, using the crisis situation as an opportunity to enhance education quality, access and equity (e.g. increasing services to previous excluded groups, or adapting curriculum and teaching and learning materials to reflect and promote a more peaceful and just social order)

Curriculum review is carried out in order to assess whether the learning content, teaching methods, and structure or progression are meeting the learners' needs and ensuring their overall development and psychosocial protection. In addition to traditional content, including literacy, numeracy, and standard content for the country, the review of curriculum and its subsequent adaptation and/or development should address the needs and rights of all learners and their changing environments. Examples of immediate needs include eliminating biases, conflict-inciting materials, and ideologically-loaded content or integrating key thematic issues, such as life skills (e.g. health promotion, psycho-social support, conflict resolution, environmental awareness, and DRR).

The review process should respond to learners' immediate needs as well as be seen as an opportunity for long-term curriculum revision in the service of the overall reconstruction and development, and the improvement of lives now and in the future. The review, adaptation and/or development of materials should not be reduced to superficial changes. Instead, authentic shortcomings and their root causes should be identified so that they can be addressed when time and resources allow. It is important to note that although there may be a desire to ensure all children and youth have access to formal education, extra-curricular activities and non-formal education¹⁰ (NFE) play very important roles before, during and after a crisis and should not be under-valued or ignored during the curriculum review process.

Diagram 1: *The Curriculum review, adaptation and development, and implementation process*



Although emergency curricular needs will require immediate adaptation or development of specific content, the complete review and analysis of existing curriculum, and the development of new or revised curriculum, will depend on larger national dialogues and goals. Significant support to teacher training and the strengthening of systems will be required during the implementation of adapted or new curriculum before seeing serious improvements in learning outcomes. Continuous monitoring and evaluation is an integral component of the cycle and should inform every part of the process.

¹⁰ In the Guidance Notes, NFE refers to education that takes place outside the formal system. Note that TVET, ALP, Catch-Up and Consolidated Syllabus may be required interventions in both formal and NFE.



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1.1 CURRICULUM REVIEW AND ANALYSIS:

Appropriate response to curricular needs is possible by conducting a thorough assessment of learners' needs and an analysis of the existing curriculum.

Key Points to Consider:

Reminder: Questions raised in the tables below reflect relevant issues in the continuum between acute emergency and chronic crisis through early recovery and preparedness. It is recommended that all questions be read before determining which questions are most relevant or pertinent to the reader's context; many contexts and education initiatives will benefit from addressing questions in both columns. Questions raised in the first column should be reviewed and built upon as programmes and strategies develop.

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Stakeholders	
<p>Who needs to be involved in the analysis and review of the curriculum? (see Notes A and B, pages 6-7)</p> <ul style="list-style-type: none"> Who has the resources to coordinate the analysis and review? Who has the authority to approve an assessment of the formal and NFE curricula? Who authorises modifications or development of curricula? Which additional authorities or stakeholders are available and should participate? Which other stakeholders should be involved for NFE curriculum analysis and review? How can communities be engaged in dialogue regarding the curriculum review? <p>How should the review and analysis of curriculum be conducted? (see Note B, page 7)</p>	<p>Is a more in-depth and participatory analysis of curriculum needs possible or desirable? (see Notes A and B, pages 6-7)</p> <ul style="list-style-type: none"> What are the capacities of national curriculum experts, both internal (to MOE or community) and external (UN, NGOs, technical institutes)? Will additional support and capacity building be required? Have protocols for policy change or curricula reform within MOE been established and followed? Does the country participate in an international assessment system (e.g. TIMMS or PISA)? Does this influence or inform decisions about curriculum review and reform? Has participation increased over time? Are any stakeholders missing from the process? Does the context allow for involvement of a broader range of stakeholders, including learners and their families?
Curricular Needs	
<p>What should be the focus of the curriculum analysis? (see Note C, page 8)</p> <p>How should learners' needs be determined? (see Note D, page 8)</p> <ul style="list-style-type: none"> What are the most appropriate and effective methods of gathering and understanding information on learners' needs? What are their immediate needs in relation to literacy, numeracy, life skills, gender equality, conflict and disaster, recreation, psychosocial well-being, health promotion, DRR, UXO/landmine awareness, language and communication skills, human rights education, education in humanitarian law, citizenship, and religious knowledge? Are mechanisms in place to measure learning with regard to emergency needs (e.g. assessments for physical, emotional, and social well-being)? What are the categories of different types of learners? Is the focus primarily on cognitive development or does it include other skills and competencies? Have curricula for both formal and NFE been considered? 	<p>Have learners' needs changed? (see Note D, page 8)</p> <ul style="list-style-type: none"> Does the content need to be broadened to include coping and resilience skills, health and hygiene, language, history, connections to market or employment opportunities and gender? Do those in conflict or disaster-affected areas including displaced groups and refugees have particular learning needs to ensure their survival, development, protection and participation?

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Existing Teaching and Learning Materials	
<p>What teaching and learning materials are available for immediate use? (see Note E, page 9)</p> <ul style="list-style-type: none"> • Do they meet the needs of learners? • Do they exist in relevant languages? • What textbooks and reference materials are available and being used? • Are teachers using a standard curriculum? • Are there divisive or discriminatory messages, content or language in the curriculum / materials? • Is it feasible to remove biased materials and develop and roll out new materials during the emergency and early recovery phases? <p>What is the existing curriculum? (see Note E, page 9)</p>	<p>What is the existing curriculum? (see Note E, page 9)</p> <ul style="list-style-type: none"> • Does the curriculum represent best, accepted academic practice? • Are hard copies of the curriculum and syllabuses available? • Do supplementary materials developed by NGOs or the UN meet the current needs of learners? • Are existing, or newly developed, materials coherent and mutually reinforcing between levels and subjects? • Where are there still gaps? • Have all relevant key thematic issues, ages and developmental stages been considered and included? If not, why? • Have learning materials developed as rapid response been made available to learners at scale and in appropriate languages? • Have emergency messages and materials been mainstreamed into the formal curriculum in order to promote preparedness? • Have materials been adapted according to different learning styles? • Is there consensus from a broad range of stakeholders on the validity and relevance of the materials developed under the emergency phase? • Do corresponding assessment processes exist to measure impact of curriculum on learning outcomes and the provision of quality education?
Non-Formal Education	
<p>Who are the NFE providers and what human and material resources are available to them during crises? (see Notes D and E, pages 8-9)</p> <ul style="list-style-type: none"> • What are the NFE programmes supported through the MOE? • Are there existing programmes that can be expanded or strengthened to meet increased or changing needs of learners? • Does the context create the need for NFE as a complementary intervention for learners within the formal education system? • What training and continued support is available to NFE teachers? • What are the immediate, life-saving skills required in NFE to protect learners? • Are art, music, sports, recreational and psychosocial support activities available according to different age and development levels? <p>Who are the potential participants in NFE programmes and what are their needs? (see Note D, page 8)</p> <ul style="list-style-type: none"> • Who are the target groups of NFE? Who should be involved in identifying target groups? • Are target groups being served or are there continued barriers? • How do learners' needs differ from those enrolled in formal education? 	<p>Have the NFE interventions met the needs of learners where there were no formal opportunities (including the opportunity to re-enrol in formal education) or through the provision of life-saving skills? (see Notes D and E, pages 8-9)</p> <ul style="list-style-type: none"> • Have appropriate NFE materials and programmes been designed that can be used and adapted for emergency preparedness? • What needs to be done to legitimise NFE programmes? • What advocacy should be conducted to influence policy in this regard? • Is there a need for national or regional programming or will local programming suffice? • What formal training and continued support is available to NFE teachers? <p>Do the formal and NFE curricula have synergies promoting bridges and transition between the two? (see Note A, page 6)</p> <ul style="list-style-type: none"> • Are there functional policies and mechanisms in place to support the movement of learners between NFE and formal education? • What are the current intersections with various providers of or stakeholders in NFE? • Is a more formalised curriculum needed? • What are the immediate, continued and projected needs of learners, their communities and country? • What links exist between NFE programmes and the job market, local business people and entrepreneurs?

Note A: Who coordinates and conducts curriculum review and analysis?

- ◆ **Ensure coordinated and legitimate process under the authority of relevant education bodies** Those carrying out curriculum review should have appropriate legitimacy, authority, and resources, and have the benefit of public support, as sustainable change is best achieved by working with the appropriate authorities. The MOE¹¹ is responsible for the national curriculum and should either assume the role as coordinator or, alternatively, assign the role to another body. In situations where there is no functional government, an education coordination body, such as the IASC Education Cluster or UN, may take the role temporarily until government structures are in place. Leadership during this process is important and should be considered for all levels: this may include leadership of technical groups, consultative and advisory groups, and approval bodies. These leaders will help organise the different agencies involved and distribute tasks in a manner ensuring the process is coherent, efficient, and promotes accountability amongst key actors. This process requires extensive national dialogue and should not be rushed by external actors.
- ◆ **Support the national systems required to ensure quality and sustainability** Where education institutional structures are non-existent or weak, efforts should be made to ensure sustainability and accountability in the curriculum review and development process. The education coordination body may work with donors, technical institutions and the broader coordinating system to ensure a basic structure is established. (Refer to the INEE Minimum Standards Coordination and Policy domains for more information.)
- ◆ **Ensure relevant stakeholders are involved in the curriculum review and development process** Changes to curriculum policies and classroom practices require the commitment and collaboration of various stakeholders, including teacher training centres, academic institutions, and neighbouring countries' education authorities. This is of particular importance when learners and teachers are crossing formal international borders, especially where accreditation of teachers and learners is concerned. Such regional efforts may have greater impact than national level change. (Refer to the Assessment of Learning Outcomes section below for learner accreditation and to the INEE Minimum Standards Teachers and Other Education Personnel domain for teacher accreditation.)
- ◆ **Consult a broad range of stakeholders to identify curriculum needs** Consulting a broad range of stakeholders can serve to diminish tensions with regard to sensitive or controversial issues and decrease the potential for bias, provocation and offensive interventions and materials. Decisions on content can be made by engaging relevant community representatives and leaders in understanding sources of concern, and offering concrete recommendations to promote sustainable inclusion of marginalised and vulnerable groups. For example, in countries where religious study is a common component of national curriculum, the religious community should be engaged to ensure the new curriculum includes relevant content and supports personal and community growth.
- ◆ **Build capacity of technical staff** Capacity development of relevant education personnel for the express purpose of strengthening curriculum may be required. Specific areas may include pedagogy, educational modalities, and content. Immediate skills development may be supported through workshops, online or alternative forums, or study visits. Capacity development for longer-term recovery or education reform is the responsibility of the government and should be reflected in higher education and standard professional development opportunities.
- ◆ **Link curriculum developers and technical writers with the broader community** While technical groups are needed to deal with curriculum writing and textbook revision, these groups should work closely with a wider group of stakeholders, such as advisory bodies, curriculum and student councils, teacher unions, professional associations, representatives of political parties, businesses, and community representatives, leaders, parents and the media

Case Study: Transitional Education for Out of School Children and Youth, Colombia

Issue: As a response to Colombia's national crisis of displacement, in 2001 Fundación Escuela Nueva developed a strategy to address the particular needs and realities of displaced children, usually neglected by the conventional school and educational system. Through flexible strategies attuned to their mobility and transitional status, age and cultural heterogeneity, the programme contributed to the development of social skills, social integration, and the acceptance of diversity; and offered extra socio-affective support to strengthen children's self esteem in a joyful and protective environment.

Intervention: Based on the principles of active, collaborative learning and child-centred pedagogy of the Escuela Nueva educational model, the Escuela Nueva Learning Circles were developed to provide students affected by displacement with the social and scholastic skills needed to transition back into the official education system. While the Learning Circles operate off-site from mainstream 'mother schools', they are officially linked through shared academic calendars, grading systems and extracurricular programmes. Children are officially enrolled in the 'mother school', but work together in groups of between 12 to 15 students in places of learning located within local communities under the supervision of a 'youth tutor' until they are prepared to transfer. This programme is not a parallel system but is integrated and recognised by the MOE to ease the transition from the streets to school. The programme has demonstrated improvements and contributions to conflict management, peaceful coexistence, self-esteem and democratic behaviours. In its pilot phase, students demonstrated better learning achievements in math and language compared with students in conventional schools. Thus, the programme became a national education policy for the integration of displaced, migrant children and has been supported by organizations like NCR, UNCHR and USAID.

Source: Fundación Escuela Nueva Volvamos a la Gente

¹¹ Generic acronym used throughout the Guidance Notes although actual ministries may include Culture, Science, Youth, etc.

to build consensus on proposed curriculum changes. Special attention should be given to the inclusion of women and vulnerable and marginalised groups. External organisations, such as the UN, NGOs or donor agencies, may have technical strength, access to additional technical resources, or previous experience that may be of use. Such resources should be offered as references and adapted to the particular context and needs of learners.

- ✦ **Facilitate development and sharing of standard NFE materials** While the MOE may be responsible for standard NFE and NFE curriculum, smaller NFE initiatives may be supported at the sub-national level by the UN, NGOs or CBOs. Where possible, curriculum should be reviewed and shared jointly with responsible stakeholders to avoid a fragmented or inconsistent approach.
- ✦ **Ensure coordination between formal and NFE education programmes** It is essential to coordinate the review and development of formal and NFE curricula to enable learners to enter and re-enter the education system. While curriculum analysis and review is usually assigned to professional agencies in both formal and non-formal systems, it may be necessary to establish agencies on an ad-hoc basis in emergency situations.
- ✦ **Coordinate curriculum changes with teacher training plans** Curriculum changes should be linked to the training and continued support of teachers to ensure curriculum changes are supported at the classroom level.

Note B: How should the review and analysis of curriculum be conducted?

- ✦ **Use varied methods to conduct comprehensive assessment** In an emergency context, rapid assessments may be conducted with individuals or communities using varied methods. The availability of time and resources will determine the approach and scope of the analysis such as:
 - Documentation review of curricula documents
 - Analysis of learning outcomes, learner competencies, and assessment standards
 - Multi-sectoral analysis
 - Conducting interviews with learners and teachers
 - Conducting baseline surveys of a representative cross-section of target groups and an analysis of the technical capacity of curriculum experts
- ✦ **Identify both internal and external factors impacting the curriculum** Conducting a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is a useful method for establishing a rapid overview of the curriculum and the broader context. A SWOT analysis may lead to a better understanding of the constraints and opportunities when moving forward with education plans and implementation. It can be used as a tool in focus group discussions or as a planning tool across sectors or within organisations or departments in the MOE. It is also a useful tool for Training, Professional Development, and Support, Instruction and the Learning Process, and Assessment of Learning Outcomes. See Table 1 below for an example of a Curriculum SWOT analysis; a blank SWOT analysis template is included in Appendix 5.

Table 1: Example of a SWOT analysis of the curriculum in conflict-affected societies

Strengths (Internal to organisation or sector)	Weaknesses (Internal to organisation or sector)
<ul style="list-style-type: none"> • Public support for schooling and education • Strong curriculum and textbooks tradition in the sixties and seventies • NGO-supported education programmes in different provinces • Some curriculum areas that benefit from better developed visions and materials (e.g.. mathematics) • Newly established curriculum department within MOE 	<ul style="list-style-type: none"> • Weak capacity of curriculum and textbook developers • Lack of a curriculum framework and syllabuses (subject curricula) • Fragmented, outdated and overloaded curriculum • Weak capacity of teachers to apply revised content and student-centred methodologies • Widespread dominance of rote learning • Negative stereotypes of women and some ethnic groups are promoted
Opportunities (external to organisation or sector)	Threats (external to organisation or sector)
<ul style="list-style-type: none"> • National and international support for curriculum revision • Opportunities for capacity development (individual and institutional) • New education vision and legislation 	<ul style="list-style-type: none"> • Lack of political stability and predictability • Tensions between “universal” and “traditional/local” values, principles and practices • Lack of appropriate education facilities and learning materials • Wide spread poverty and illiteracy amongst both women and men

Source: UNESCO IBE, 2003. Report from the Tehran Workshop

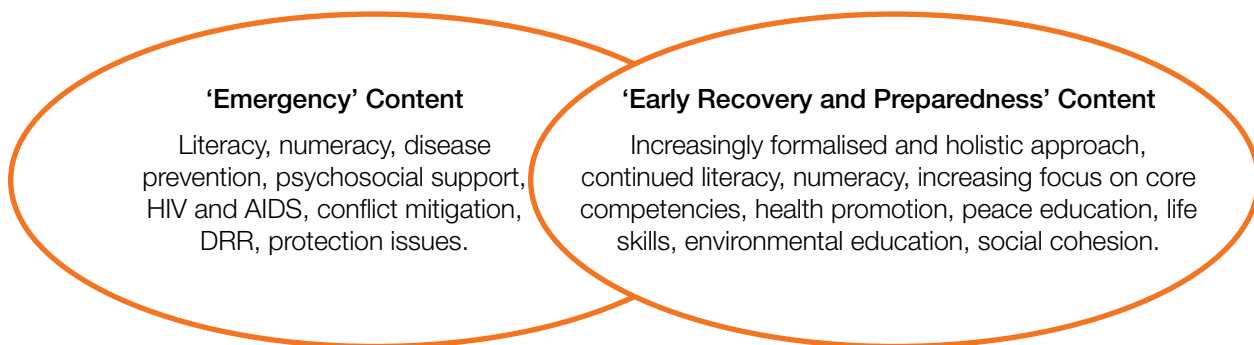
Note C: What should be the focus of the curriculum analysis?

- ◆ **Ensure clear criteria for analysis** Curriculum analysis should include:
 - Reflection of national education goals and objectives in the curriculum and in the teaching and learning materials
 - Appropriate development of core competencies¹² for all learners, including new competencies required in the changing context
 - Integration of key issues and promotion of universal values such as children’s rights, human rights, social justice, inclusion, and, in times of conflict, respect for international humanitarian law
 - Use of language(s) of instruction most familiar to learners, their families, and communities, especially in early grades
 - Availability of accessible, relevant, and adequate learning resources
- ◆ **Eliminate biased messages and practices** ‘Hidden curriculum’ needs to be addressed in the curriculum analysis in order to assess the implicit messages, attitudes, and behaviours being promoted which may either reinforce or contradict the prescribed curriculum. The ‘hidden curriculum’ can be expressed through the school and classroom environment, classroom furniture arrangement, pedagogical methods, teacher-student and student-student interactions, and in many other ‘invisible’ dynamics. Examples may include teachers calling on boys to answer questions more than girls, or teachers using only one language in mixed-language communities.

Note D: What do learners need?

- ◆ **Prioritise learners’ needs based on context** Curriculum in emergencies should focus on ensuring the content is relevant and appropriate to meet the immediate needs of learners. Stakeholders should be involved in determining their own needs and prioritising content. For instance, in some situations there is a need to prioritise life skills and psychosocial support, while in other situations attention should be given to intercultural understanding or peace education.
- ◆ **Ensure content evolves with the changing needs of learners** Needs of learners will be driven by the context and evolve over time (see Diagram 2 below). Needs should be determined based on learners’ previous education access and experience, their changing environment, and longer-term educational and economic goals of their community. Core competencies in literacy and numeracy may be supported through the teaching of life skills, social and physical sciences, the arts, and additional competencies in key thematic issues. (Refer to Appendix 6 on for International Standard Classification of Education’s (ISCED) corresponding stages and selected expected learning outcomes.)
- ◆ **Curriculum should reflect differences within communities** Curriculum should consider geographic differences, language differences, and differences in access.
- ◆ **Consider the need and potential to reach out-of-school learners** In many countries, there are large numbers of children, youth, and adults whose education has been disrupted either due to the emergency or other factors. It is important to engage these learners and their community in identifying appropriate NFE programmes.
- ◆ **Provide viable opportunities for youth** Education related to livelihoods and employment, such as small business development, financial literacy, and technical and vocational education and training, should be provided to both male and female youth. This may be of particular importance to those who cannot or will not enrol in formal school, especially those from vulnerable groups. Curriculum for these programmes must be accompanied with substantive literacy and numeracy programmes. Analysis of the labour market and collaboration with the economic and early recovery sectors will better ensure the relevance of programmes and the economic usefulness of skills.¹³

Diagram 2: Example of how curriculum content may change over the response to recovery continuum



¹² Core competencies are the education building blocks and essential sets of knowledge and skills expected of learners. The identification and articulation of core competencies are important in developing minimum standards upon which to develop more complex education programmes. Similar terms include key or generic competencies.

¹³ INEE Minimum Standards

Note E: What existing curriculum and teaching and learning materials are available?

- ◆ **Identify what learning materials are immediately available** In emergencies, the immediate availability of key materials to support the learning process must be taken into account. Materials may include textbooks, supplementary books, teaching aids, books widely read and available in the community, library books, or newspapers or magazines. Identify how these materials may be procured or printed.
- ◆ **Consider whether these materials meet the identified curricular needs** It is necessary to ensure that the materials address the specific needs of learners identified through the stakeholder analysis (refer to Note A on page 6). Materials may need to address learners with special needs, girls' access and participation, learners returning to school after extended breaks or beginning at a later age, the different learning-styles of individuals, the changing community and national context, amongst others.
- ◆ **Determine whether materials are appropriate** It is important to consider whether the available materials are appropriate for learners and schools. Materials should encourage the use of local language, be suitable for particular grade levels and subjects, and discourage divisive information (refer to Note C on page 8).

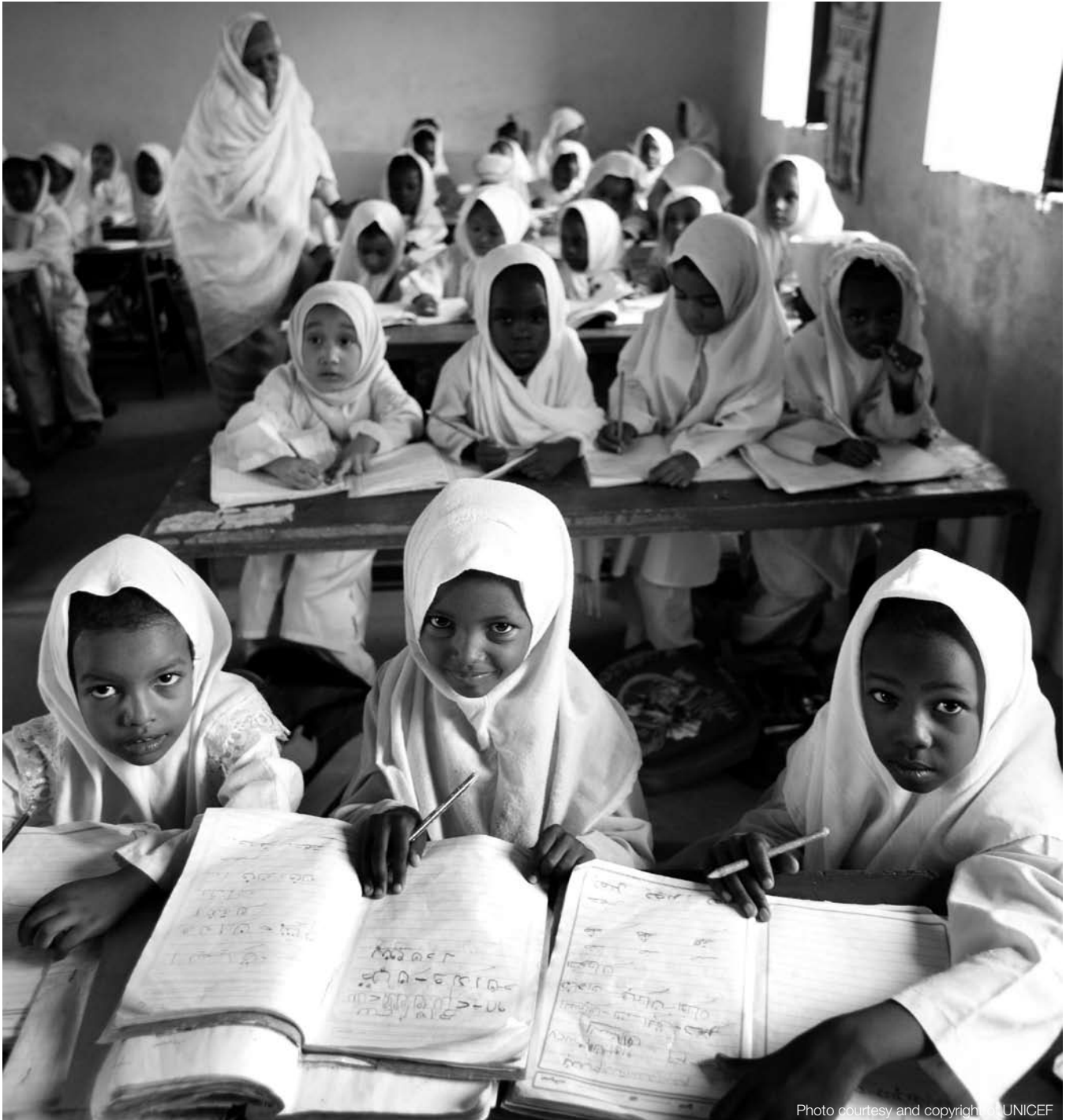


Photo courtesy and copyright of UNICEF

1.2. CURRICULUM ADAPTATION AND DEVELOPMENT:

The development of clear curricula frameworks and teaching and learning materials should be based on the curricula analysis and review to ensure learners' needs are met.

Key Points to Consider:

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Stakeholders	
<p>Who is involved in adapting or revising curricula and learning materials? How will the various stakeholders be involved? (see Note F, page 10)</p> <ul style="list-style-type: none"> Are the stakeholders identified in the 'Analysis' the most appropriate and qualified people for supporting change in curricula and learning materials? Why or why not? Who has legitimate and accepted authority? Where are additional sources of technical support in subject content? 	<p>Who continues to be involved in adapting or revising materials? (see Note F, page 10)</p> <ul style="list-style-type: none"> Who has the authority to approve programmes and materials? How does the process link with the accreditation of learners? (see Assessment of Learning Outcomes section)
Content	
<p>How are curricular needs developed or adapted? (see Notes F and G, page 10)</p> <ul style="list-style-type: none"> Are human, material and financial resources available to create emergency learning and assessment materials? Are materials available from other countries or contexts? Can they be adapted quickly to meet the needs of the learners? <p>How are immediate education goals reflected in the curriculum (see Notes G and H pages 10-12)</p> <p>Which key issues should be taken into consideration when adapting or developing curriculum? (see Note H, page 12)</p> <p>How will teachers and others be orientated to changes made to materials? (see Note I, page 13)</p> <ul style="list-style-type: none"> Are the teaching methods that are most appropriate to convey the curriculum indicated in teacher guides and textbooks? Are the most appropriate assessment methods to determine learning outcomes indicated in teacher guides and textbooks? 	<p>How are immediate education goals reflected in the curriculum and how can these be adapted at different stages to transition into longer-term education goals? (see Note G and H, pages 10-12)</p> <ul style="list-style-type: none"> Should an emergency curriculum be developed to increase preparedness for future crisis? Is it more appropriate to mainstream content that will increase the system and learner's capacities to cope with future crisis? <p>Have efforts to link with teacher orientation and training been successful? Why or why not? (see Note I, page 13)</p> <ul style="list-style-type: none"> What policies or interim agreements are needed?
Coordination	
<p>Who supports the process of adapting and developing curriculum and how does the process fit within existing coordination and policy structures (including MOE structure)? (see Note F, page 10)</p> <p>How does the curriculum adaptation and development process link with the areas of teacher training, instruction and assessment? (see Note I, page 13)</p> <ul style="list-style-type: none"> Who is overseeing the linkages and intersections? 	<p>Who has the authority to continue supporting the process through to early recovery? (see Note F and I, pages 10-13)</p> <ul style="list-style-type: none"> Who has the capacity to coordinate curriculum adaptation and/or development? Is more than one agency or department required to ensure transparency and collaboration with other stakeholders? Is the coordination of curriculum adaptation and/or development part of the broader coordination system of education in emergencies and early recovery? Have learning objectives been clearly articulated to learners, teachers and communities?

Note F: Who is involved in the adaptation and development of the curriculum?

- ◆ **Ensure the appropriate stakeholders are involved** The participation of key stakeholders in curriculum adaptation and development is an integral part of ensuring continued success in education programming and meeting the rights of learners and their communities. Stakeholders have an important role in establishing desired age and developmental levels, learning benchmarks as, and complimentary assessment strategies.

Note G: How are immediate education goals reflected in the curriculum? How can these be adapted at different stages to transition into longer-term education goals?

- ◆ **Ensure a holistic approach to curriculum revision** Revised curriculum should address the following issues:

Case Study: Drafting a Common Curriculum Framework, Bosnia and Herzegovina

Issue: At the end of the war in Bosnia and Herzegovina (BiH) in 1995, the three main constituencies in the conflict (Bosnians, Serbs, and Croats) had the prerogative to select or develop their own curriculum, leading to concern that the curricula would reflect ethnic or religious bias and increase divisions in BiH.

Intervention: Various programmes were undertaken in order to overcome ethnic divisions and set the basis for a common curriculum framework. In particular, UNESCO IBE, in collaboration with the education authorities of BiH, trained and certified more than 60 curriculum specialists and decision makers representing the three constituencies between 2003 and 2004. The development of a common curriculum framework was perceived as a solution to enhance education quality and equality in BiH. It was intended that this new framework focused on effectively assessing commonly-defined learning outcomes instead of privileging the evaluation of memorised pre-fabricated knowledge that often promoted content with ethnic, religious and/or gender biases. A model of such a common curriculum framework was developed in 2004-2005 within the European Union Education Project for BiH. However, the model framework was not officially adopted although many of its principles were addressed during subsequent curriculum revision processes.

A key lesson learnt in the process highlights the benefits of working with ethnically-mix groups within some commonly accepted goals and procedures; this is of particular importance in post-conflict contexts when ethnic divisions may be considerable obstacles towards living and working together.

Source: UNESCO IBE

- The context, rationale, and principles for curriculum change (e.g. rights-based approach, or social justice)
- Concepts of quality learning, curriculum model(s), and accommodation of learners' needs
- How the principles (first point above) and concepts (second point above) are reflected in the curriculum through such means as competency-based approaches, the integration of key thematic issues, or new teaching and learning strategies
- Main goals, learning outcomes, and assessment criteria for each education stage
- Implications for other areas such as teacher education and training, NFE, assessment, school level inspection, school and classroom management, and learning resources and materials

- ◆ **Identify appropriate strategies to share emergency messages with the community** Strategies should be identified to deliver emergency messages to learners in schools and non-formal education settings alike. Teachers should be consulted as to when they have available and relevant sessions or time within their lesson plans to deliver these messages. Messages need to be reinforced outside the classroom to ensure deeper understanding and increased knowledge across the community.
- ◆ **Approach controversial or sensitive issues with respect** Controversial and sensitive issues may be approached in the curriculum, supported by appropriate teaching and learning materials and methods, as a means to promote critical thinking and respect for self and others. Phasing in increasingly comprehensive content and material development between the emergency and early recovery phases may reduce tensions and ensure full understanding and acceptance within the context. Curriculum experts, teachers and other stakeholders should be aware of the potential tensions between 'universal' values and practices, and locally accepted values or norms. Where possible, ensure the removal of biased or controversial materials or text. This can range from the removal of an entire textbook or teaching aid to a less drastic but more difficult process of deleting selected text within a book.

Curriculum issues to consider during an emergency response:

- ◆ **Adapt methods of conveying curriculum if needed** In the event of extended breaks or missed schooling, there may be a need for alternative approaches to formal education. Curriculum should address the reintegration of large numbers of learners entering or re-entering the classroom or the delayed enrolment of learners into the first grade. Formal education syllabi can be adapted to ensure learners are able to progress with their age or grade level when appropriate. Examples include consolidated syllabi, additional homework packages or 'make-up' sessions, or more extensive programmes like the Accelerated Learning Programmes¹⁴ (ALPs).
- ◆ **Share information regarding changes with all stakeholders** In emergencies, education authorities, in cooperation with stakeholders, may elaborate some (brief) policy documents, such as education or curriculum manifestos, circular letters, brochures, or posters presenting and explaining the main changes.

Curriculum issues to consider during the continuum from Emergency through Early Recovery and Preparedness:

- ◆ **Consider the core educational competencies and their foundational role** In terms of foundational competencies, it is important that learners develop generic psychosocial competencies to think, reflect, decide, communicate, interact and act.

¹⁴ ALPs combine several years of education into a shorter timeframe focusing on the core competencies required to proceed and successfully perform at the next levels as well as return to their age-appropriate level in formal school. ALPs and other catch up programmes may be of particular importance for returning child combatants or "lost generations" who have missed longer periods of schooling and would put a strain on the "normal" school structure.

- ◆ **Context-bound competencies must also be considered** These include competencies associated to social, economic, and environmental contexts, or health-specific risk perception, decisions and negotiations.
- ◆ **Acknowledge individual needs** Education stakeholders should acknowledge different learning styles and needs for learning and development, taking into consideration the impact of the crisis.
- ◆ **Promote values through education** It is also important to focus on values education (peace education, human rights education, citizenship) to promote peaceful co-existence, the claiming of rights, and the understanding of responsibilities in relation to human rights and citizenship.
- ◆ **Ensure materials are user-friendly** Materials should be translated into clear and user-friendly documents. These may include curriculum frameworks, syllabi, curriculum guides, and teacher guides.
- ◆ **Provide clear guidance for new materials** Different (new) curriculum areas, such as life skills, can be supported by detailed teaching and learning guidelines. Different formats may be used, such as posters, activity or workbooks, or educational games.
- ◆ **Link formal and NFE expectations** There is a need to advocate for core competencies acquired in NFE to be recognised and certified in the formal system. This is particularly important in emergency settings or chronic crisis where essential life skills and TVET are often provided in NFE programmes. It is also critical to ensure consistency between accelerated or consolidated programmes and traditional formal education programmes in order to ensure greater movement or return to formal education.
- ◆ **Collect or create materials for emergency preparedness** Consider compiling packets of generic emergency messages (e.g. health, protection, or access to education) in packets and pre-positioning them across the country. Adapted curriculum materials (e.g. consolidated syllabi or ALP materials) may be compiled with briefing packets on appropriate use for administrators and teachers.

Note H: Which key thematic issues should be taken into consideration when adapting and developing curriculum?

- ◆ **Support inclusion of key thematic issues in curriculum adaptation and development** The key issues explored below and throughout the Guidance Notes and the INEE Minimum Standards contribute to the holistic development of the individual, including the development of core competencies. Some of these issues may be directly linked to emerging areas in education, including advances in technology and the sciences, and new approaches to incorporating and strengthening social and cultural values and addressing political shifts and the environment. The following are examples of key thematic issues to consider when adapting and developing curriculum:
 - *Peace education* aims to develop learners' abilities to prevent, solve, and process conflicts and violence constructively; it is concerned with how to manage diversity productively through tolerance and respect towards one-self and the other. Peace education may share content with life skills education or include themes of human rights, humanitarian principles, conflict mitigation, history of conflict, and citizenship.
 - *Life Skills Education* focuses on influencing behaviour by helping learners make informed decisions for the benefit of themselves and others now and in the future. Life skills education can and should be applied to a wide array of learning content areas to foster sustainable development. These may include: social and emotional learning, and psychosocial support; risk reduction and health promotion; human rights, citizenship, and social cohesion; disaster risk reduction, climate change mitigation, and adaptation; sports, the arts, and recreation; and, in some contexts, livelihoods and financial literacy.
 - *Disaster Risk Reduction (DRR)* is focused on minimising vulnerabilities and disaster risks throughout a society to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards. This may include teaching learners and teachers when and where to seek shelter in an emergency, establishing fire squads at schools and supplying them with materials, training children to respond to physical injury, or creating joint plans with local emergency services.

Case Study: Provision of Education to Pastoralists/ Nomads, Uganda

Issue: Providing education to nomadic communities within Uganda is fraught with issues of recruiting qualified teachers, developing appropriate learning materials and adapting the learning environment to be mobile and relevant to the community's culture. The complex conflicts in which pastoralists often find themselves only adds to their vulnerability and heightens the urgency of ensuring access to quality education.

Intervention: In Karamoja, Save the Children Uganda (SCIU) collaborated with local education authorities and the pastoralist communities to develop mobile alternative education programmes in which teachers or facilitators from the pastoralist communities are provided intensive training in content, learning assessment, children's rights and child-centred teaching methodologies. Organised in the open air, these education programmes are designed to follow the herders as they move from one set of pastures to another. With a blackboard under the shade of a tree, children between 6 and 15 learn basic literacy and numeracy skills and engage in other highly relevant topics such as health, HIV-AIDS, crop production and peace and security, all based on the local environment, knowledge and culture. However, with a maximum of three hours a day of education, learning is bound to be slow, and may have to be further incorporated in pastoralists' life style in more innovative and continued ways. Though non-formal as a response, these programmes, including their teachers and facilitators, are working to become recognised and incorporated into the formal education system.

Source: Save the Children, Uganda

Case Study: Consolidated Education Programme, Sri Lanka

Issue: During the last years of the decades-long conflict between the Sri Lankan government and Tamil separatists (LTTE), hundreds of thousands of people were displaced. Continued armed conflict in many areas, coupled with large-scale displacement, prevented many learners from regularly attending school for months and years. In the eastern province of Batticaloa, schools and education personnel attempted to accommodate displaced learners in classes, resulting in overcrowded schools and mixed groups of learners. In some conflicted-affected areas, an estimated 10 percent of the relevant age population did not enrol in Grade 1; furthermore, estimates of dropouts in Grades 1 through 9 ranged from 5-22 percent in the Northern and Eastern Provinces of Sri Lanka.

Intervention: UNICEF supported the process of consolidating the formal curriculum to ensure displaced and conflict-affected students were able to complete standard examinations and progress to their age-appropriate grade level. This province-level process involved a select group of subject specialists who reviewed each subject at primary levels, selected core competencies, highlighted key text, and consolidated the standard curriculum into a shorter set of texts. This allowed learners in both primary and secondary school (grades 1-13) who had missed months of schooling to begin catching-up and to complete the academic year. Because the revised consolidated curriculum was drawn from the standard curriculum, minimal orientation was needed for teachers to effectively use the materials. The orientation for teachers included a training session on psychosocial support to ensure greater support would be available to learners. Although the process was expedited at the provincial level, there were inevitable delays, and therefore, the materials and approach of consolidation were extended through the academic break and into the following year until academic activities returned to normal.

Source: UNICEF

- *Human Rights Education (HRE) and participatory and responsible citizenship* may include instilling human rights values in every aspect of the curriculum or highlighting child and human rights standards. HRE will involve educating young people not only about formal state institutions (civics) but also in how to participate as an active local and global citizen. This may include designing and facilitating activities that help learners and teachers contribute to community problem-solving or collective decision-making.
- *Intercultural education* involves activities or approaches that develop self-awareness and respect of different peoples. It speaks to the need to manage diversity in a constructive manner and develop intercultural dialogue and understanding. This is often linked with peace education, conflict mitigation and human rights education.
- *Health and hygiene education* focuses on understanding and appreciating healthy life-styles, how to cope with risks to health and well-being, how to make informed decisions, and how to access effective assistance both in and outside school as necessary. Health education includes healthy nutrition and understanding its impact on cognitive development and abilities, and should address physical, psychological, and spiritual well-being.
- *Gender equality* consists of activities, approaches, and materials that promote gender equality and eliminate or avoid gender biases in the private, professional, and public lives of learners and their community. Gender equality involves ensuring equitable opportunities for both sexes and all genders to fully participate and perform in learning and development processes throughout their lives. It addresses issues of gender-based violence response and prevention, including sexual exploitation and abuse within and beyond the learning environment.
- *Education for the world of work or livelihood education* programmes (integrating work education, entrepreneurial education, consumer education, and financial poverty alleviation) build an understanding of the world of work, including work ethics, consumer awareness, healthy life styles, and environmental awareness. Programmes also develop work and entrepreneurial skills, such as problem solving, critical thinking and analytical skills, team work, leadership and creativity, showing initiative, and the capacity to apply procedures and tools effectively and responsibly.

Note I: How is the curriculum process coordinated with other initiatives and sectors?

- ♦ **Support collaboration between education initiatives** It is important to identify relevant stakeholders in other education initiatives at every step of the analysis, adaptation, and implementation process. In particular, identify points of intersection, and consider ways to combine efforts to avoid duplication (i.e. the analysis of the curriculum would correspond with both the Instruction and Learning Processes and the Assessment of Learning Outcomes analyses - could approaches, methods of gathering information and sharing information be combined?).
- ♦ **Ensure collaboration between curriculum initiatives and teacher training programmes** It is imperative that teachers receive appropriate training and continued support during the process of curriculum adaptation or revision. This is particularly important when conveying potentially lifesaving messages and addressing controversial issues. National and local strategies for the removal of biased content will need to consider strategies for teaching with a curriculum that may lack a historical context.
- ♦ **Consider existing or planned responses of other sectors** Often, other sectors (e.g. health, nutrition, water and sanitation, and child protection) are unaware of the needs or uncertain as to how to address the needs of learners and the education system. Consider the needs of learners and programmes (Notes B, D, H) when reaching out to other sectors, providing clear information and recommending points of collaboration that may expedite and strengthen response. Examples of collaboration may include disseminating life-saving health messages on proper hygiene and correct use of water and sanitation facilities in a cholera outbreak, eliminating or decreasing corporal punishment in schools, or strengthening the psychosocial response and referral systems for children affected by crisis.
- ♦ **Address potential resistance to curriculum change** Resistance to curriculum revisions may come from certain groups or influential individuals within the education system or from other sectors of the government and society. Although it may be impossible to eliminate resistance, strategies to decrease resistance may increase understanding and ownership of the process. These may include community meetings or public Question & Answer sessions, the preparation and dissemination of briefing packets to key government and community leaders, or targeted workshops to share suggested changes.

1.3 IMPLEMENTATION:

The dissemination and use of adapted or revised curriculum materials should ensure learners have access to age and development-level appropriate learning materials.

Key Points to Consider:

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Stakeholders	
<p>Are the most appropriate stakeholders involved in implementing or supporting curricula dissemination and continued assessment of the relevance of the content? (see Note J, page 15)</p> <ul style="list-style-type: none"> Who has the skills and resources for immediate modification and production of local materials? How they will be trained or oriented? 	<p>Who is responsible for longer-term support for curricula dissemination and coordination with other sections? (see Note J, page 15)</p> <ul style="list-style-type: none"> What are the implications for mass production of the revised materials? Who will have resources and the ability to coordinate and support necessary training, orientation, or re-orientation of trained teachers? Are curriculum changes reflected in all teacher training colleges and universities?
Dissemination of Curricula and Teaching and Learning Materials	
<p>What types of learning materials are most appropriate for the context? (see Note K, page 15)</p> <p>How have materials been disseminated? (see Note K, page 15)</p> <ul style="list-style-type: none"> Have teaching and learning materials and their corresponding assessment standards been distributed at the school or programme level? <p>Have materials been supported by trainings or orientations to ensure understanding and capacity to use? (see Note I, page 13)</p>	<p>What has been the real impact of ALPs or Consolidated Syllabus pilot programmes? (see Note L, page 15)</p> <ul style="list-style-type: none"> Do materials meet the needs of learners? Have learning objectives changed? Is there a system in place to continuously analyse whether the curriculum meets the needs of the learners? Is there an assessment or accreditation system in place to ensure clear progress and the opportunity to return to formal education classes in the future? Does the curriculum include values education? <p>Has a schedule for evaluation and review of the curriculum been established? (See Note K, page 15)</p> <ul style="list-style-type: none"> What types of learning materials are most appropriate for the context? Has the context changed significantly and requires additional materials? <p>Have the materials been pilot tested? (see Note L, page 15)</p>

Case Study: Life Skills Development, Afghanistan

Issue: Prior to the 2001 war, the education system in Afghanistan was using texts that were deemed inappropriate and unsuitable for a transitioning Afghanistan as they were outdated and biased.

Intervention: The Afghanistan MOE, with the support of international agencies, initiated a process of revising the primary and secondary curriculum to promote learner-centeredness, quality learning outcomes, and introduce new learning areas to fill gaps in the previous curriculum. In 2003, a Curriculum Framework for primary education was approved by the Afghanistan government, and included the new learning area of Life Skills. The new syllabi and textbooks for Life Skills were collaboratively developed by the Afghanistan MOE, local education NGOs and international partners and focused on familiarising children with their rights and responsibilities and preparing them for active participation in their families and communities. Following country-wide teacher training and pilot testing of the materials, the primary Life Skills textbook was finalised and launched and represented a première in the system after more than four decades.

Source: UNESCO IBE

Note J: Who should be involved in both formal and temporary modification or creation of learning materials?

- ◆ **Engage the broader community** Various stakeholders, including teachers, caregivers, youth, entrepreneurs, MOE staff, community leaders, religious institutions, and NGOs, may all have a role in modifying or creating learning materials. If possible, customised materials should be shared with the wider community through learning resource centres, documentation centres, and training centres to ensure greater access to quality materials as well as consistency of approach and content.

Note K: What kinds of learning materials are most appropriate for the context?

- ◆ **Determine availability of materials** Where existing materials can be still used, or used with only some particular adjustments, it is important to find solutions that allow all learners to have equitable access to such materials. For example, reprinting slightly revised learning materials in sufficient copies may be necessary.
- ◆ **Support the local adaptation of existing materials** Where existing learning resources are clearly outdated or inappropriate (i.e. bias- and ideology-loaded, not relevant for learners' background, or not addressing new emerging needs such as life skills or student-centred learning), it is important that realistic and cost-effective solutions are envisaged. This may include local adaptation of materials from other countries, developing teacher guides, and encouraging and supporting teachers with resources to develop and use self-produced learning resources (e.g. thematic portfolios, glossaries, posters, activity sheets, and assessment sheets).
- ◆ **Explore availability and appropriateness of non-traditional learning materials** Where more traditional learning resources, such as textbooks, inadequately support new curriculum initiatives related to personal development, life skills, preparation for life and work, citizenship and human rights education, education for sustainable development and health education, alternative and customised learning materials may be more effective in responding to needs. Consider customising available materials such as student notebooks, learning kits, science or experimental kits, atlases, toys and play materials; such additional materials are sometimes easier to update and customise to local contexts, needs and resources.
- ◆ **Ensure materials are developed for all learners** Learning materials used in emergencies should be child-centred, community-oriented, and relevant. Upon modification, they may also be used in literacy programmes and adult education.

Note L: What systems are in place for the feedback and evaluation of revised curriculum?

- ◆ **Pilot materials to different groups of teachers and learners** Materials should be piloted prior to roll-out at regional and national levels if possible. Teachers and other education personnel involved in the piloting of materials should be given adequate orientation or training in the materials prior to dissemination at the classroom level. Pilot testing should be conducted across different contexts, in different types of schools or with different groups of learners to better identify strengths, weaknesses, the impact on teachers and learners, and potential concerns. For example, the revised curriculum may be interesting, up-to-date, and meaningful, but teachers may not be trained or prepared to implement it, or the revised curricula and learning materials may be hindered by an acute lack of school facilities and overcrowded classes.
- ◆ **Incorporate feedback from pilot prior to disseminating new curriculum** It is important that relevant teacher and learner feedback from the pilot test be incorporated as much as possible into the texts prior to large-scale dissemination of curriculum and learning materials.
- ◆ **Collect feedback from teachers and learners using materials** The process of pilot testing materials should include a formal evaluation of the relevancy and appropriateness of all materials being introduced. Consider using a variety of methods to allow the stakeholders, specifically learners and teachers, to articulate their opinions regarding the overall quality, usefulness, and impact of the revised curricula and textbooks.
- ◆ **Share the evaluation results** Evaluation results should be shared with those responsible for revising, drafting, and implementing curricular changes to ensure any adaptations respond to actual need.
- ◆ **Continue to monitor use and evaluate relevancy of materials** If pilot testing is not possible, monitoring and evaluation should be carried out with a clear focus on obtaining accurate and timely information on the usage and impact of the new curricula and learning materials. Based on such data, decisions can be made to improve curricula and materials by addressing shortcomings identified in the process.

1.4 MONITORING AND EVALUATION OF CURRICULA:

Monitoring progress of each step in the analysis, adaptation, revision, and implementation of curricula allows the opportunity to evaluate its relevance and quality. Monitoring and Evaluation together enable the continued adaptation of materials to meet the needs of learners.

To monitor and evaluate Curricula:

1. Revisit each of the Key Points to Consider tables for this section, including 1.1 Analysis and Review; 1.2 Adaptation and Development; and 1.3 Implementation, reflecting on the relevant monitoring and evaluation focused questions in terms of both process and content
2. Reflect on the Minimum Standards Key Actions for Curricula on page 1
3. Make note of what is working well in addition to areas in which goals have not been fully achieved and may require the revisiting of policies and programmes

Below are examples of how to approach the monitoring and evaluation of both the process and the content of the training process:

Monitoring and Evaluation – the Process:

The process of developing a curriculum is important and should be monitored and evaluated in addition to the content since the value systems, cultures, and expectations of those involved in curriculum revision and development will be reflected in the curriculum and learning materials. Some examples of monitoring and evaluating *process-focused* questions from the Key Points to Consider tables include:

- ◆ Have the appropriate stakeholders been involved? Who has been involved and have they had both the legitimacy and authority to have optimal impact?
- ◆ Have the actual needs of learners been identified, and have the curriculum, and teaching and learning materials been revised or developed to meet those needs?
- ◆ Is there a process in place to continue assessing needs of learners?
- ◆ Has the curriculum revision and development process been appropriately linked with the training, instruction, and assessment processes?
- ◆ Have the Minimum Standards Key Actions on page 1 that focus on the process of reviewing, revising, and developing curriculum and learning materials been considered for both immediate and longer-term strengthening of Curricula?

Monitoring and Evaluating – the Content:

Monitoring and evaluation of the use of curriculum and learning materials will provide information needed to determine whether the curriculum structure, content, and the materials developed are appropriate and inclusive. Some examples of monitoring and evaluating content-focused questions from the Key Points to Consider tables include:

- ◆ Have the NFE interventions met the needs of learners where there were no formal opportunities (including the opportunity to re-enrol in formal education) or through the provision of life-saving skills?
- ◆ Have efforts to link with teacher orientation and training been successful?
- ◆ Have the Minimum Standards Key Actions for Curricula (see page 1) that focus on the impact of the review, revision, and development of curriculum and learning materials been considered for both immediate and longer-term strengthening of Curricula?

***Guidance on drafting appropriate monitoring indicators and examples of monitoring indicators are included in Appendix 7 on page 63.

1.5 RESOURCES

The following resources provide additional information on Curricula, including steps required to assess and establish appropriate programming, as well as general reference and advocacy materials. They are all available for download in the INEE Resource Pack on Teaching and Learning, which provides a brief description of each resource in addition to translations where available. The Resource Pack can be accessed either online at www.ineesite.org/resourcepack or on the INEE Toolkit CD-ROM, which will be available beginning fall 2010. To request a copy of the INEE Toolkit CD-ROM please email teachinglearning@ineesite.org.

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2. Training, Professional Development and Support

Minimum Standard and Key Actions for Minimum Standard and Key Actions for Training, Professional Development, and Support

- 2.1 Analysis
- 2.2 Content and Methodology
- 2.3 Supervision
- 2.4 Monitoring and Evaluation
- 2.5 Resources

INEE Minimum Standard for Training, Professional Development and Support*: Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

INEE Minimum Standards Key Actions*:

- ◆ Training opportunities are available to male and female teachers and other educational personnel, according to needs
- ◆ Training is appropriate to the context and reflects learning objectives and content
- ◆ Training is recognised and approved by relevant education authorities
- ◆ Qualified trainers conduct training courses that complement in-service training, support, guidance, monitoring and classroom supervision
- ◆ Through training and ongoing support, teachers become effective facilitators in the learning environment, using participatory methods of teaching and teaching aids
- ◆ Training includes knowledge and skills for formal and non-formal curricula, including hazard awareness, disaster risk reduction and conflict prevention

*As outlined in the INEE Minimum Standards Handbook

Teachers and their families are impacted by crisis in the same way as other community members. They will share similar needs for basic services and the same desires and need for stability and support. Because teachers are often seen as natural community leaders, they may be asked to take on additional responsibilities when families and communities are affected by conflict or disaster. It is imperative that governments and practitioners recognise that teachers will have both personal and professional needs during times of crisis and early recovery. These needs should be assessed and addressed holistically to ensure teachers are able to fulfil their roles as community leaders and instructors of future generations. The teacher is the lynchpin of education and, as such, requires real investment.

In times of crisis and recovery, designing and implementing teacher development programmes must be firmly based on actual and evolving needs of both teachers and learners. There should be a clear link between the curriculum, rights to education, needs of students and their families, and teacher training and continued support. In many countries, teachers' education levels and compensation are minimal and conditions of work are inadequate, and too often, inadequately supported teachers are expected to make lasting changes in classrooms using innovative materials and approaches. Although all education services are at risk in emergencies, schools in rural and peri-urban areas are highly vulnerable to disruption and impact from natural disasters and conflict. While teachers are often 'last in line' for resources and support, rural teachers in particular are often last to receive material support and training due to geography and often low number of learners. Teacher well-being should be a core component of training and professional development efforts to ensure greater effectiveness under such situations.

The quality of teachers and teaching is clearly crucial in recovery. Ensuring child-friendly schooling after emergencies may mean deep shifts in teaching approaches, shifts that are difficult to achieve in short-term cascade models of training. Strengthening mentoring and support systems can overcome the challenge at the local level. However, in the long-term, mechanisms need to be in place to ensure that national teacher training (both pre and in-service) programmes continue to be adapted to meet the evolving needs of teachers, schools and students.

Recruitment of additional teaching staff may be necessary during emergencies and recovery, especially if large numbers of trained staff have taken other work, been displaced or even killed. Teacher recruitment should occur

as rapidly as possible and should be an open, transparent, and systematic process based on the actual needs of affected communities, previously established criteria of required competencies, and the likely qualifications of available recruits. Training programmes will need to be introduced to ensure new recruits have basic skills and support; these programmes should be increased over time to continue developing the necessary content knowledge and methodology required. Recruitment is explored in more detail in the INEE Minimum Standards domain relating to Teachers and Other Education Personnel and is included here as a reminder of the links between recruitment, training, and accreditation of teaching staff.

2.1. ANALYSIS:

Conducting comprehensive assessments of the particular needs, skills, experiences, and availability of support for teachers is the first step to creating appropriate training and support programmes.

Key Points to Consider:

Reminder: Questions raised in the tables below reflect relevant issues in the continuum between acute emergency and chronic crisis through early recovery and preparedness. It is recommended that all questions be read before determining which questions are most relevant or pertinent to the reader's context; many contexts and education initiatives will benefit from addressing questions in both columns. Questions raised in the first column should be reviewed and built upon as programmes and strategies develop.

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Stakeholders	
<p>Who should be involved in assessing the needs and capacity of teachers based on the context and changing educational needs/policies? (see Note A, page 21)</p> <p>Who are the teachers? (see Note B, page 21)</p> <ul style="list-style-type: none"> • How can the teaching force be formally identified and recognised in professional and financial terms? • Are there a large number of people with the necessary level of education, competencies and language skills to teach? • Is there a way of attracting more teachers? • Who are the teacher trainers? • Who supervises the teachers and what type of training and support do they receive? 	<p>Have the available teachers changed? (see Note B, page 21)</p> <ul style="list-style-type: none"> • Has the teaching force or the balance of the teaching force changed? • Does the ethnic and religious breakdown of teachers reflect the demographic of students? • What are the needs and experiences of new recruits? • Who has the authority to recruit teachers? • Is there a clear chain of command in regards to teacher support and supervision? • How is information shared between teacher and support staff? • Do teachers have a voice and a way of regularly feeding into the curriculum review process or training plan?
Training	
<p>What training structures are available and operational for qualified and unqualified teachers? (see Note C, page 22)</p> <ul style="list-style-type: none"> • What are the priorities for pre and in-service teacher training? • Do pre and in-service training programmes include new content and learner-centred, interactive teaching methods? • Is psychosocial support for teachers part of the pre and in-service training programmes? • Have strategies been identified to minimise disruption to teaching schedule for in-service training? • Is there a teacher training plan in place for the emergency phase and beyond? 	<p>What are the interim and longer term training needs and priorities for teachers? (see Notes B and C, pages 21-22)</p> <ul style="list-style-type: none"> • What human and financial resources are required to support Teacher Training Institutes and centres?

Case Study: Disconnect Between Curriculum Revision, Teacher Training and Assessment of Learning Outcomes, Iraq

Issue: Following the invasion of Iraq and subsequent dismantling of the Ba'athist government in 2003, a number of stakeholders worked with the interim government to develop new curriculum, policies and complementary interventions to ensure a positive shift in the education system. Although great strides have been made, opportunities have been lost with a disconnect emerging between curriculum, assessment of learning outcomes, and teacher training.

Intervention: The new curriculum is based on 'international baccalaureate standards' and, in addition to other content, focuses on establishing a solid foundation in the English language for all learners in both the Arabic and Kurdish-language curriculum. Unfortunately, due to earlier gaps in English language training and an inability of the government or its partners to implement a national teacher training language course, the vast majority of teachers are inadequately prepared to lead English language courses, while teacher trainers and supervisors struggle to provide appropriate support, particularly in the more remote areas.

Content covered in the curriculum had to be incorporated into the standardised examination system to ensure consistency of student progress. This raises the question not only of the ability of students to pass examinations in a subject their teachers struggle with, but also the ability of teachers and their supervisors to ensure children are able to stay in school and progress through the education system in an already difficult context. However, while some key education staff at the national level acknowledge this problem and the potential for increased disparity and drop-outs, the disconnect continues.

Source: International Rescue Committee

Note A: Who should be involved in assessing the needs and capacities of teachers based on the context and changing educational needs?

- ◆ **Assess the needs of teachers and those who support them** Assessing the needs of teachers and others who assist in the teaching process is imperative. When possible, the assessment should be led by a coordinating body: the MOE or the education coordination body, such as the IASC Education Cluster. Assessments should be designed by those familiar with the education system, including NFE, and who have an understanding of the issues that created or are a product of the emergency. It is helpful if they are open to creative solutions.
- ◆ **Ensure relevant stakeholders are involved** Consider involving the MOE including the inspectorate, national and international academic institutions, teacher training institutions, teachers unions, UN agencies, NGOs, donors, teachers, head teachers, community leaders, school management committees and community representatives including children.

Note B: Who are the teachers?

- ◆ **Plan appropriate assessment systems for the current context** It may be necessary to make broad assumptions regarding teachers and their capacities during the initial emergency phase before more detailed school-based or individual assessments can be conducted and analysed. This may be particularly true when large numbers of teachers are recruited during emergencies. Often, education authorities and implementing partners may conduct targeted assessments during chronic crisis and early recovery. Attempts should be made to establish systems for a comprehensive assessment of teacher training needs during chronic crisis that may serve as the foundation for longer-term planning under early recovery.
- ◆ **Analyse the capacity of the teaching force** The teacher analysis should include a mapping of existing teachers and their qualifications, training, and experience, students currently in pre-service teacher training programmes, and motivated and appropriate volunteers who could be incorporated as untrained teachers.
- ◆ **Plan training interventions based on a needs assessment** Rapid assessments¹⁵ (either a separate tool or a combined assessment tool exploring broader educational needs) should be conducted as early as possible followed by increasingly structured and targeted assessments in areas such as content knowledge and methodology. Based on the results of the assessment, changes should be made to both pre- and in-service training plans as well as to training for staff supporting teachers where necessary. Assessments should be linked to existing teacher training institutions and centres to ensure that appropriate questions are being asked and that the current and changing needs of teachers are being taken into account in designing or continuing teacher training programmes.
- ◆ **Ensure assessment data is disaggregated** Where possible, the assessment of teachers, including numbers available, gender and qualifications or experience, should draw from existing teacher data, be gender disaggregated, and be based on the identified needs of learners and the changing requirements of the curriculum or teaching materials. It is important to identify barriers to the participation and recruitment of female or male teachers and to work with stakeholders to promote gender parity.
- ◆ **Involve all relevant national authorities** In the case of cross-border movement, neighbouring country education and other relevant authorities should be involved as much as possible in the analysis and subsequent programming to ensure all teachers are recognised and supported. Recruitment policies should recognise the qualifications and experiences the returnee teachers have gained elsewhere.
- ◆ **Ensure recruitment plans and policies are sustainable** Education authorities and implementing agencies need to secure funding for planned emergency recruitments based on the projected number of teachers required to staff schools and learning centres for a minimum of one academic year. Additional funding

¹⁵ The Education Cluster has developed a number of useful tools including the Joint Education Needs Assessment Toolkit that can be adapted to specific contexts. Please see the INEE Toolkit, Analysis Domain of the INEE Minimum Standards Section for sample rapid assessment tools.

requirements for continued compensation to teachers recruited during the emergency phase should be assessed, and provisions made as necessary.

- ◆ **Ensure recruitment process is transparent** A clear recruitment protocol should be established as soon as possible by the responsible authorities for the specific recruitment of teachers in emergencies; minimum competencies should be outlined based on a realistic understanding of the potential recruitment pool and assumed future training opportunities. Recruitment of ‘emergency’ teachers must be a well thought out and transparent process. It must be clear from the very beginning whether teachers will be expected to ‘train up’ for this work. The recruitment protocol and recruiters must be aware of and carefully consider pre-existing tensions in communities that may pose problems during recruitment and placement of teachers, including political affiliation or ethnic tensions. The emergency may be an opportunity to rethink prior recruitment practices and efforts should be made for real and sustained collaboration with authorities and other stakeholders involved in supporting teachers and other education personnel. (Refer to the INEE Minimum Standards Teachers and Other Education Personnel domain.)

2.2. CONTENT AND METHODOLOGY:

It is imperative that the content and methodology in training programmes reflect needs of learners and prepares teachers to reflect and respond to changing needs of the context.

Key Points to Consider:

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Content and Methodology	
<p>How is the content of teacher training programmes determined? (see Note C, page 22)</p> <p>Do current teacher training programmes promote inclusive and supportive learning environments? (see Notes C and D, pages 22-23)</p> <ul style="list-style-type: none"> Do current teacher training programmes address needs, both the needs outlined in the curriculum and those resulting from the current phase of the emergency? <p>How are different methodologies taught and promoted through teacher training programmes? (see Note D, page 23)</p>	<p>Do the content and methodology of teacher training programmes support longer-term educational goals? (see Notes C and D, pages 22-23)</p> <ul style="list-style-type: none"> Do teachers and support staff understand the changes made to the curriculum? Are systems in place to share details of the changes with the broader community?

Note C: How is the content of teacher training programmes determined?

- ◆ **Use assessment information to determine needs** The need for comprehensive revision of teacher training should be balanced against the need to train teachers on essential content and teaching methods during a crisis. A team of teacher training experts should identify core competencies to be developed in the ‘emergency training course’ for new recruits or affected teachers based on a thorough assessment of existing gaps and needs created by the emergency (see Note B on page 21). Training programmes should provide teachers with the appropriate knowledge and skills needed both immediately as well as in future crises in order to increase preparedness and coping capacity.
- ◆ **Introduce reflection and self-evaluation in addition to content and methods** Teacher training programmes should be designed to be logical and cumulative in order to support the reinforcement and internalisation of relevant knowledge, attitudes, behaviours, and skills in a sequenced way. Pre-service and in-service training curricula should introduce and reinforce similar messages and skills.

Case Study: Teacher Training, Eastern Chad

Since the beginning of the crisis in Darfur in 2003, more than 250,000 Sudanese refugees arrived in Eastern Chad. PricewaterhouseCoopers (PwC) donated USD 4 million specifically for education for the refugee children in the camps. The project has three components, one of them being to improve quality of education.

To provide a baseline, all teachers in-service were recorded teaching on video, assessed by an expert, and 80 percent of children were given a ‘flash test’ to provide a snapshot of their ability in the main subjects. The video assessment revealed issues related to the teachers’ own low level of education and the fact that they themselves had not received quality education, which became an obstacle to their use of methods that would lead to fruitful interaction with and between students.

The project’s priority has been to make those who are prepared to teach both confidently and competently using the well-developed ‘Be a better teacher / Le Bon Enseignant’ method of in-service teacher training. Teachers are assessed on the following criteria:

- diagnostic video assessment
- previous training and experience in Sudan
- training in the camps including a written test on subject content
- extent of supervision and follow up

This data collection has led to the creation of a teachers’ database to allow for more specific training and support, thus improving efficiency of teaching in refugee camps as teachers feel that they are part of an organised system aiming to improve education. Since the course is based on national norms, it will also help those who wish to become teachers after the crisis is over.

Source: UNHCR

Case Study: Teacher Training Programme, Burma Border Refugee Camps in Thailand

Issue: The Burmese refugee education programme in Thailand experiences significant turnover of teachers on an annual basis. Some years have seen approximately 800 teachers through the system. The departure of teachers means new teachers need to be trained quickly to reduce disruption to schooling.

Intervention: ZOA Refugee Care (Thailand) and Karen Refugee Committee: Education Entity developed a new teacher training in emergency approach for their pre-service programme. Rather than focusing on 'subject matter,' the new curriculum trains teachers on 'teaching methodology' with an emphasis on 'how children learn' and child development. In response to the extremely transient camp population, the one month pre-service course includes a structured training manual for the refugee teacher trainers with a participant's handbook and a follow-up programme consisting of one month of mentoring and support in the classroom. The next stage includes a probationary period with the new teachers supported through team and peer teaching and provision of extended learning opportunities to increase skills and knowledge levels. These learning opportunities include self-managed and self-learning support groups with additional reading and audio-visual resources. The programme works in tandem with the follow-up in-service training programme, which includes practical approaches to active learning and problem solving, rather than rote learning.

Source: ZOA Refugee Care (Thailand)

Teacher training programmes should include opportunities for teachers to reflect on their own teaching practice, helping them to develop self-evaluation skills and competencies.

- ◆ **Develop training programmes based on specific strengths and weaknesses** Teacher training programmes should be designed around the skills, knowledge, and experiences of the trainees. In cases where the educational levels of the recruits are low, it may be necessary to focus on providing teachers with a solid foundation in the core curriculum rather than on educational theory and new methodologies. Teachers need to be provided with simple tools such as lesson planning protocols that can be applied in everyday teaching.
- ◆ **Incorporate content on fundamental human rights and key thematic issues** Content should be based on accepted curricula as well as reflect key issues relevant to the context and human rights values. Training materials should introduce or strengthen a teacher's knowledge of and ability to create and sustain an inclusive and supportive learning environment.
- ◆ **Provide guidance to avoid divisive or discriminatory practices** Teachers will require orientation and training in order to avoid propagating divisive or biased ideologies.

Note D: How are different methodologies taught and promoted through teacher training programmes?

- ◆ **Provide opportunities for teachers to practice new skills and reflect on process and impact** During teacher training programmes, it is important that teachers be given adequate time to practise the methods they are expected to employ in the classroom. Reflection on their own and each others' practice should be promoted, and trainers should discuss the implications and potential constraints of using new approaches and skills. Teachers should be trained to evaluate children's participation in their lessons, and be provided with strategies to include students who are not participating.
- ◆ **Model best practices and learner-centred teaching in training programmes** Teaching methods can be modelled through training methods rather than taught theoretically. However, while emergency situations are considered an opportunity to introduce innovative teaching materials and methods, education authorities and implementing agencies need to be realistic in designing teacher training programmes given the unstable, changing environment, and lack of materials and formal support. Overambitious training programmes can undermine teachers' confidence.
- ◆ **Build the foundation for strong classroom management** Training programmes may include a component on classroom management that focuses on the importance of being punctual for all classes, preparing lessons, providing clear instructions to learners, enabling learners' participation, marking classwork and homework, giving feedback, keeping records of learning, and the theory and practice of learner-centred methodologies. Programmes may also promote creativity in the use and development of teaching and learning materials. They may also cover behaviour management and positive discipline in order to facilitate a safe and protective learning environment. Training on classroom management should also address the challenges of large class size or classes with mixed levels and/or languages.
- ◆ **Reinforce concepts of real learner participation** Training and evaluation of trainee teachers should avoid focusing too exclusively on the more superficial elements of participatory teaching (group work, teaching aids). The focus should be on whether children are actively engaged in learning. Skills in questioning techniques are central to this.
- ◆ **Create links to the community to strengthen teaching** Training programmes may also emphasise the importance of community participation and provide guidance for teachers to liaise with parents, guardians and community members. Creating these connections helps reduce children's vulnerability, promotes a link between children's home and schooling environment, and equips parents, guardians and community members with the skills and knowledge to ensure learning continuity at home even if regular schooling operations are disrupted.

- ◆ **Mobilise Teachers Unions** Teachers Unions play an important role in raising awareness on teacher recruitment, advocating for teacher terms and conditions, and ensuring training requirements are met (if appropriate) with support from other relevant stakeholders; therefore, their work needs to be strengthened at local, sub-national, and national levels.

2.3 SUPERVISION:

Continued support to teachers is an integral part of ensuring greater impact at the classroom level; supervisors are key in ensuring the continued and appropriate use of teachers’ skills in the classroom.

Key Points to Consider:

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Supervision and Ongoing Support	
<p>Who is available and has the capacity to provide support at the classroom and school level? (see Note E, page 24)</p> <ul style="list-style-type: none"> • What are the different roles and responsibilities of technical supervision staff such as MOE personnel and lay community members? • What support is available for both qualified and unqualified teachers? • What role can Teachers Unions play? • What resources are available to provide teachers with sustained and appropriate technical support in relation to formal education and NFE? • Have the roles of community members and SMCs been articulated through training? 	<p>What systems and staff are in place to ensure continued support to teachers at classroom and school levels? (see Note E, page 24)</p> <ul style="list-style-type: none"> • What technical, financial or logistical support is required in order to be functional? • Is there a Teacher Code of Conduct in place that clearly defines the role and accountabilities of teachers? • Have supervisors been trained in the revised curriculum and assessment methods? • How are teachers supervised and how is feedback provided? • How have the relationship and support structures between teachers, head teachers and sub-national levels of MOE changed and how can they be strengthened?

Note E: What training and teacher support structures are available and operational for qualified and unqualified teachers?

- ◆ **Ensure teachers are provided personal assistance and support.** Teachers’ overall needs are similar to those of other community members. Advocacy for teachers to receive assistance during the first round of distribution and service delivery may ensure that they are better able to resume teaching responsibilities. Teacher support during emergencies and recovery should be an integral part of national education plans.
- ◆ **Establish or strengthen local support systems.** Previous support to teachers, in terms of monitoring or in-service support, may have been disrupted, while traditional support systems may not be appropriate or possible during emergencies. The current status and capacity constraints of pre and in-service teacher training programmes at national, sub-national, and local levels should be assessed and alternative support systems created at the school level or between a cluster of schools if needed. Where possible, training resources should be identified closer to schools to reduce time spent travelling and encourage greater oversight at a local level. Capacity development of teacher training institutions can improve the quality of pre and in-service training, increase textbook writing abilities, reform programme evaluations, provide expertise to align national education programme with educational goals, and improve the overall quality of instruction. Support should be provided to the education inspectorate, or equivalent authority, to ensure priority staffing, technical, and logistical needs are met in order to strengthen supervisory capacity.

Case Study: Working with Untrained Teachers and Volunteers, Liberia

Issue: There are a number of key challenges facing education in Liberia including untrained teachers, scarcity of teaching and learning materials, low salaries for teachers, and policy formation. The challenge is more pronounced in rural areas as many teachers migrated to the urban areas leaving many rural schools without trained teachers.

Intervention: Plan Liberia collaborated with the Liberian MOE to conduct a teacher training programme targeting teachers with no formal training, specifically in the rural areas. The training curriculum was based on the MOE’s professional standard framework outlining the knowledge, skills and attitude (KSA) that should guide the training of teachers, while training content focused on lesson planning, classroom management, testing and evaluation, child psychology, teaching methodology, curriculum, foundation studies, teaching arithmetic, science, language arts and social studies, and the effective use and creation of teaching aids using locally available materials.

To complement the government’s efforts for a more permanent solution to issues of teacher compensation, Plan also paid the salaries of 89 teachers in select schools in Montserrado and Lofa counties for a short period. This helped encourage and retain the volunteer teachers who otherwise may have deserted their classes, thereby compromising the quality of the teaching and learning process.

Source: Plan Liberia

Case Study: Civic and Psychosocial Teacher Training, occupied Palestinian territories

Issue: As a result of the long-term conflict between Israel and the occupied Palestinian territories, children have witnessed great brutality, destruction of communities, attacks on schools, detention of family members, and are limited by curfews, checkpoints and walled boundaries. This has had both short and long-term impact on their psychological well-being as well as impacting their understanding of values and educational concepts. Community leaders have also expressed concern about the media glorifying violence and encouraging younger generations to use violence as the primary means of conflict resolution.

Intervention: The Teacher Creativity Center's teacher training programme in the West Bank and Gaza fused civic education and psychosocial support together, exposing teachers to materials and methods to support students in learning about justice, responsibility, citizenship, ethics and positive forms of conflict resolution. The program's teacher's manual reinforced the idea that response to violence, development of civic values, and an ability to support psychosocial well-being are interconnected and mutually reinforcing. The manual was reviewed and strengthened through a collaborative process involving TCC representatives, experts in the relevant fields and departments, UNRWA's counseling section, and teachers using the materials.

According to TCC, civic education is often misunderstood as a western concept and considered irrelevant or detrimental to the local context. Potential resistance was mitigated through a media campaign in addition to shorter workshops with key MOE staff, which led to greater ownership and support from education authorities. These tactics encouraged dialogue and improved understanding of the key concepts of positive conflict resolution and civic education.

Source: Teacher Creativity Center

- ◆ **Identify traditional and alternative support resources for teachers** It can be helpful to identify and build upon grass-root support systems in order to promote personal and professional stress management and welfare amongst teachers. Similarly, existing formal support structures may provide necessary technical support.
- ◆ **Strengthen peer support for teachers** Training programmes should promote professional peer support structures amongst teachers to increase their coping skills and reduce psychosocial stress. This may involve providing opportunities for teachers to gather and share good practice outside school, or encouraging mentorship wherein 'master teachers' support new teachers. Teachers spending time with and learning from their peers may have a significant impact on the quality of teaching and the behaviour and well-being of teachers.
- ◆ **Recognise the unique position and responsibility of the Head Teacher** The role of the Head Teacher or Head Master should not be underestimated. They are the first line of support for the vast majority of teachers and will need training and continued technical and administrative support to ensure their effectiveness.
- ◆ **Provide additional support to untrained or inexperienced teachers** If untrained recruits are expected to assume teaching immediately, they will need relevant and timely training in relation to key content and teaching methods as well as basic, self-explanatory, and appropriate materials. Classroom management and psychosocial support may also be relevant. Untrained teachers can be paired with trained or experienced teachers to provide mentorship until a more structured training and supervision programme is available. Older or experienced instructors, community leaders, religious leaders, and parents can all play a part in providing support to teachers when mobilised. Where possible, do not create parallel support structures for inexperienced or unqualified teachers and qualified teachers as this may cause stigmatisation.
- ◆ **Include community members and groups in providing support** School Management Committees (SMC) or Parent Teacher Associations (PTA) may provide additional support and supervision for teachers. If appropriate, orientation to key members of the SMC or PTA on how to best support the teachers may be provided. In many education systems there will be clear responsibilities or mandates of the SMC and PTA, which may be broadened or strengthened to include links between the school and community.
- ◆ **Promote a sense of professionalism and accountability in teachers** Assessments should identify whether there is an existing Code of Conduct and whether teachers understand it, as well as a functioning reporting and discipline system in cases of non-compliance.
- ◆ **Determine whether teachers are prepared to effectively teach classes** Assessments should review teachers' familiarity with the existing curriculum and teaching aids, as well as their ability to create additional aids and supplement the curriculum with extra lessons. Their ability to use varying teaching methodologies in order to address the needs of different learners should also be assessed.
- ◆ **Follow training with continued professional development and support** Continued support to teachers, through specific programme design as well as national education plans, is paramount to ensure effective application of skills and knowledge. A substantive follow-up strategy for continuous professional development should be established. This could include the use of new technology and distance learning, field education advisers, close collaboration with curriculum advisers, and the creation of a mentoring network. Alternative professional development activities should be recognised and validated by relevant authorities.
- ◆ **Ensure planning meets immediate and longer-term needs** A plan should be drafted outlining teacher training needs including the number of teachers to train, gender, geographic location, language of instruction, and other relevant issues that will help to promote inclusive, equitable education. This plan will need to be adapted as the context changes.
- ◆ **Provide constructive feedback as positive reinforcement** Supervision is an opportunity to reinforce good practices and model ideal teaching methods.

Therefore, rather than focusing on punitive measures, supervision of teachers should be conducted in a constructive manner, providing positive feedback and support.

2.4 MONITORING AND EVALUATION OF TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT:

Monitoring changes in teachers' needs, including the need for new knowledge and skills as well as continued support to sustain and improve teaching, strengthens the link between curricula and the learner; evaluation of progress enables adaptation as needed.

To monitor and evaluate Instruction and Learning Processes:

1. Revisit each of the Key Points to Consider tables for this section, including 2.1 Analysis; 2.2 Content and Methodology; and 2.3 Supervision, reflecting on the relevant monitoring and evaluation focused questions in terms of both process and content
2. Reflect on the Minimum Standards and Key Actions for Training, Professional Development, and Support on page 19
3. Make note of what is working well in addition to areas in which goals have not been fully achieved and may require the revisiting of policies and programmes

Below are examples of how to approach the monitoring and evaluation of both the process and the content of the training process:

Monitoring and Evaluating - the Process:

The process of developing a strong and appropriate training and support system for teachers is important, and should be monitored and evaluated in addition to the monitoring and evaluation of the training content. Some examples of monitoring and evaluating process-focused questions from the Key Points to Consider tables include:

- ◆ Have the appropriate stakeholders been involved? Who has been involved and have they had both the legitimacy and authority to have optimal impact?
- ◆ Have the actual training and support needs of teachers been identified and materials revised or developed to meet those needs?
- ◆ Is there a process in place to continue assessing needs of both in-service and pre-service teachers?
- ◆ Is there a process to support necessary capacity development of trainers?
- ◆ Has the process of strengthening or developing training activities and programmes been appropriately linked with the curricula, instruction and assessment processes?
- ◆ Have the Minimum Standards Key Actions for Training on page 19 that focus on the process of strengthening existing training programmes and developing new materials, approaches and continued support for teachers under the Training of Teachers standard been considered for both immediate and longer-term capacity needs?

Monitoring and Evaluating – the Content:

Monitoring and evaluation of the use of training materials and the application of new knowledge and skills in the classroom will provide information needed to determine whether the materials developed and training methodology used are appropriate, effective and inclusive. Some examples of monitoring and evaluating content-focused questions from the Key Points to Consider tables include:

- ◆ Are the training materials advocating culturally acceptable pedagogical approaches (link with Instruction and Learning Processes) and meeting the

Case Study: Continued Technical Support for New and Untrained Teachers, Jordan (for Iraqi refugee education)

Issue: While community centres in Jordan extended space for non-formal educational classes for Iraqi refugees, classes had to be taught by volunteer teachers as it is against Jordanian policy to employ Iraqi citizens who do not have legal residence and working permits for Jordan. While some of the volunteer teachers had teaching experience, many were new to teaching and required support.

Intervention: To better facilitate regular exchange of ideas, tools, and methods, Relief International set up an online forum and a monthly newsletter for those with limited internet access, for teachers to post and respond to questions about teaching and share resources and techniques. While the exchanges were used to support the technical capacities of volunteer teachers, they also provided a forum to share more personal experiences, expectations for the future, and to share resources and information relevant to the broader refugee community. The initial support for volunteer teachers morphed into an open and continued dialogue between teachers as well as an opportunity to communicate with a broader community of refugees, host communities and donors.

Source: Relief International

needs of teachers? Do the materials and approaches enable them to effectively teach learners in the established curriculum and create an inclusive learning environment?

- ◆ Have the Minimum Standards Key Actions for Training on page 19 that focus on the desired impact of the training of teachers and provision of continued support been considered for both immediate and longer-term strengthening of Teacher Training, Professional Development, and Support?

***Guidance on drafting appropriate monitoring indicators and examples of monitoring indicators are included in Appendix 7 on page 62.

2.5 RESOURCES

The following resources provide additional information on Training, Professional Development and Support, including steps required to assess and establish appropriate programming, as well as general reference and advocacy materials. They are all available for download in the INEE Resource Pack on Teaching and Learning, which provides a brief description of each resource in addition to translations where available. The Resource Pack can be accessed either online at www.ineesite.org/resourcepack or on the INEE Toolkit CD-ROM, which will be available beginning fall 2010. To request a copy of the INEE Toolkit CD-ROM please email teachinglearning@ineesite.org.

Annan, J., Castelli, L., Devreux, A., & Locatelli, E. (2003). *Handbook for Teachers*. Kampala: AVSI

Annan, J., Castelli, L., Devreux, A., & Locatelli, E. (2003). *Training Manual for Teachers*. Kampala: AVSI

Baxter, P. (2005). *Peace Education Program: Background Notes, Teacher Training Manual, Part 1-4*. Geneva: UNESCO.

Baxter, P. (2005). *Peace Education Program: Teacher Activity Book*. Geneva: UNESCO.

Brophy, J. (1999). *Educational Practices Series 1 - Teaching*. Paris: International Academy of Education & International Bureau of Education, UNESCO.

Hoffman, A. (2009). *Module in Lifeskills Learning and Teaching for Teaching HIV and Education in Emergency*. New York, NY: UNICEF.

INEE. *INEE Good Practice Guide: Education Structures & Management - School Administration*. New York, NY: INEE.

INEE. *INEE Good Practice Guide: Teacher Observation & Lesson Planning*. New York, NY: INEE.

INEE. *INEE Good Practice Guide: Training & Capacity Building - In Pre-Service, In-Service and in the School*. New York, NY: INEE.

INEE. *INEE Good Practice Guide: Training and Capacity Building - Certification and Accreditation*. New York, NY: INEE.

Moon, B. (2007). *Research Analysis: Attracting, Developing and Retaining Effective Teachers: A Global Overview of Current Policies and Practices*. Paris: UNESCO.

Schulle, J., Dembélé, M., & Schubert, J. G. (2007). *Global perspectives on teacher learning: improving policy and practice*. Paris: UNESCO/IIEP.

UNESCO. (2006). *Teacher Training: Teaching & Learning Methods*. in *Guidebook for planning education in emergencies and reconstruction*. Paris: UNESCO/IIEP.

3. Instruction and Learning Processes

Minimum Standard and Key Actions for Instruction and Learning Processes

- 3.1 Analysis
- 3.2 Process and Method of Teaching and Learning
- 3.3 Establishing Supportive, Conducive and Inclusive Learning Environments
- 3.4 Monitoring and Evaluation
- 3.5 Resources

INEE Minimum Standard for Instruction and Learning Processes*: Instruction and learning processes are learner-centred, participatory and inclusive.

INEE Minimum Standards Key Actions*:

- ◆ Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners
- ◆ Teachers demonstrate an understanding of lesson content and teaching skills in their interaction with learners
- ◆ Instruction and learning processes address the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning
- ◆ Parents and community leaders understand and accept the learning content and teaching methods used

*As outlined in the INEE Minimum Standards Handbook

The interaction between the learner and teacher is the most vital part of the education process. During emergencies, the needs of learners, teachers, other education personnel, and the wider community may change dramatically. It is imperative that comprehensive assessments include a focus on the interaction between teacher and learner as well as the specific needs of learners in emergencies through to recovery and preparedness.

Creating safe, protective spaces and engaging learners in relevant education opportunities during emergencies is a necessary step towards recovery for both the individual and the broader community. The learning environment may be very basic (under the shade of a tree, in a tent, in someone's home) or well established. Regardless of the context, learner-friendly or child-friendly spaces can help reduce a range of distressing effects of a crisis on learners and their families, providing a protective environment in which they continue their overall development and are able to take advantage of opportunities to learn and express themselves. Inter-sectoral collaboration plays an important role in ensuring such safe and healthy environments.

In many contexts, it may be necessary to initiate NFE opportunities in the interim until formal education can resume and can take place in a safe setting. In other contexts, NFE programmes may be established where there is limited access to formal schools and may continue indefinitely to provide continued support to children affected by the emergency.

3.1 ANALYSIS:

Conducting a comprehensive analysis of the particular needs of learners, teachers, and their communities is essential to developing appropriate and effective instruction and learning processes.

Key Points to Consider:

Reminder: Questions raised in the tables below reflect relevant issues in the continuum between acute emergency and chronic crisis through early recovery and preparedness. It is recommended that all questions be read before determining which questions are most relevant or pertinent to the reader's context; many contexts and education initiatives will benefit from addressing questions in both columns. Questions raised in the first column should be reviewed and built upon as programmes and strategies develop.

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Stakeholders	
<p>Who is directly involved in the teaching and learning process? (see Note A, page 30)</p> <ul style="list-style-type: none"> Who supports teachers and learners? Who is involved in identifying learners and out-of-school children and youth in communities? How do authorities and communities promote inclusive education in relation to age and development levels, previous access to and achievement in education, gender, geographic distribution, disabilities, language needs, curricular needs, or involvement in conflict or disaster? <p>Have learners' needs or the composition of the learner community changed in the emergency, if yes how? (see Note A, page 30)</p> <ul style="list-style-type: none"> Who is not attending school and why? Who is not completing school and why? Are there heightened tensions in the community resulting in heightened vulnerability of marginalised groups? Has the time available for instruction been reduced? <p>Who are the teachers? (see Note A, page 30)</p> <ul style="list-style-type: none"> Are both male and female teachers available? Do existing teachers represent all ethnic, social, religious or language groups? Are there additional community members who have been or may be mobilised to support instruction? Do they have specific needs relating to the emergency? What was their previous relationship with the community and how has that changed? 	<p>Who are the learners? (see Note A, page 30)</p> <ul style="list-style-type: none"> Have there been significant changes to the composition of classes or learner community? How does this impact the instruction process? <p>Who are the teachers? (see Note A, page 30)</p> <ul style="list-style-type: none"> Are there significant changes to the teacher populations? Do they have formal qualifications? What level of education have they reached? Do they have previous experience in the classroom or other relevant settings? Are they receiving support from the MOE or any agency? Have they benefited from in-service training from the MOE or any agency? Are they receiving remuneration, and if yes, from which sources?
Capacities	
<p>What skills and knowledge are required for effective instruction in the changing context? (see Notes A and B, pages 30-31; note links with Training, Professional Development and Support chapter)</p> <ul style="list-style-type: none"> What training have teachers received? Have teachers received training focused on the instruction process? Have they received training and support needed to engage with learners in the most effective and appropriate manner? Do teachers speak the same languages as learners? Who may provide additional support to teachers? <p>What is the MOE's capacity to support instruction at national and sub-national levels? (see Note B, page 31)</p> <ul style="list-style-type: none"> Do regular systematic data collection systems exist? Are they transparent and participatory? Are both quantitative (enrolment, attendance) and qualitative (participation, inclusiveness, classroom management) data collected? <p>What is the capacity of the community to support the teaching and learning process? (see Notes A and B, pages 30-31)</p> <ul style="list-style-type: none"> What community resources are available to support the instruction process? Are additional adults or youth able to assist in the classroom, including co-teachers, assistant teachers, parent volunteers, or older children assisting younger children? 	<p>Has the capacity of teachers changed? (see Note B, page 31)</p> <ul style="list-style-type: none"> Are additional or changing priorities being identified and considered during the planning and implementation of training, supervision and support initiatives? What are the links with teacher training initiatives? Do teachers understand and embrace changes? Are teachers leaving the teaching force? Why? <p>Have the capacities of school/community changed? (see Note B, page 31)</p> <ul style="list-style-type: none"> Are there obvious changes in the willingness and ability of the community to engage in instruction? Is there a functional School Management Committee (SMC), Parent Teacher Association (PTA) or the equivalent?

Note A: Who are the learners and teachers and what are their needs?

- ◆ **Recognise that learners exist at every age and developmental level** Although focus is often placed on primary level education, stakeholders should seek to address the needs of all ages as learning occurs as a continuum, from ECD to Higher Education and Adult Education. Both learners' ages and developmental levels should be considered when planning temporary and longer-term educational opportunities, remembering that due to interruptions to the educational process or economic crisis, some students will be above the normal age for their level of study or education.
- ◆ **Understand that learners may have very different experiences and needs** In an emergency, there may be a need to incorporate learners with varying ages or levels into one classroom, or integrate learners with differing life experiences, such as former child combatants or learners who have had little or no exposure to supplementary learning materials or recreational materials. It is therefore imperative to understand who the learners are, their capabilities, specific needs, and how they respond to their peers and the various activities and materials within the classroom.
- ◆ **Recognise learners' strengths and capacities** Individual learners as well as groups of learners bring strengths and interests to education and may be constructively involved in formal structures such as student councils, school parliaments and SMCs or through more alternative means such as peer education and messaging or participatory and inclusive focus group discussions. In emergency situations, build on children's resilience and willingness to participate; learners should be actively engaged in their learning and involved in key decisions affecting them.
- ◆ **Acknowledge the impact of emergencies and chronic crisis on learners and teachers, particularly diminished learning time** Recognising the impact of emergencies and chronic crisis on learners will ensure greater understanding of both immediate and longer-term needs. Learning time may be greatly reduced, due to school closures for political reasons, teachers missing lessons in order to attend to other business, or lessons being cancelled in order to involve the students in other activities. Communities and schools need to be empowered to protect learning time.
- ◆ **Take into account teacher qualifications and backgrounds** Teachers may have varied educational and cultural backgrounds and teaching experience. The profiles, experiences, and certification of teaching staff will determine the ability of individual teachers and groups of teachers to respond to the particular needs of learners at the classroom level. (Refer to the Training, Professional Development, and Support section above and the INEE Minimum Standards Teachers and other Education Personnel domain for additional guidance and discussion on the roles and responsibilities of teachers.)
- ◆ **Leverage community members** Appropriate community members may be mobilised to support the instruction process or reinforce educational good practices. Early learning or ECD programmes may gain support from parents or caregivers, lower primary programmes can benefit from the support of youth or parents, youth, parents, and key community members can give support to upper primary, while parents and relevant professionals can provide support to learners in secondary educational opportunities.

Case Study: Early Childhood Education, Georgia

Issue: In Georgia, instructional methods used by schools and early childhood development programmes were largely passive and teacher-focused. Teachers followed a prescribed schedule using pedagogical practices from the Soviet era.

Intervention: UNICEF initiated a new approach to pre-primary education that resulted in a shift from a more passive, collective teaching approach to a more active, child-centred approach with a focus on the individual needs and desires of younger children. In collaboration with national policy-makers and local grassroots administrators, UNICEF approached the shift in a twofold process: training of early childhood teachers; and advocacy and policy shifts for sustainable reform. The programme made great efforts to introduce inclusive pre-school education by building the capacities of pre-school teachers, sector managers, and parents to provide needs-based and age-appropriate early stimulation, school readiness, and social integration opportunities for children with special needs and disabilities. The shift towards child-centred methodologies resulted in children being better prepared for school and able to express themselves more fully as individuals.

Source: UNICEF Georgia

Case Study: Psychosocial Life Skills Intervention, Northern Uganda

Issue: The protracted conflict in Northern Uganda has impacted every aspect of the education system; learners and teachers have been particularly impacted and have suffered from extended exposure to violence and fear.

Intervention: I DEAL is a life skills intervention aimed at strengthening the psychosocial well-being of primary and secondary level learners in post-conflict areas. Through the use of creative activities, such as drama, drawing, games and group discussions, the programme aims to bring fun and relief to learners and support them in strengthening their coping skills, building self-confidence, social skills, cooperation, concentration and trust.

Facilitators are trained in child development, and the positive effects of play and facilitation skills. Training materials consist of six modules, based on a set of universal psychosocial themes: 1. Identity and Assessment; 2. Dealing with Emotions; 3. Peer Relations; 4. Relations with Adults; 5. Conflict and Peace; and 6. The Future. To increase the learning effect of the intervention and support continuity, home assignments are integrated into the sessions. These assignments encourage students to practice new skills outside the class, thus creating a stronger connection between learning objectives of the session and their daily lives. Facilitators support this process by providing time and creative ways for learners to share their experiences. This process ensures greater linkages between classroom and community.

Source: War Child Holland

Note B: What community capacity exists to support the instruction and learning processes?

- ♦ **Draw on the human resources available at the community level to ensure appropriate and inclusive education** When considering existing and potential community support to the instruction and learning process, consider who is available, the skills they have, and additional training or orientation they need. Consider also how children can be involved, and how parents and caregivers can be encouraged to take an active role in monitoring their children's learning. (Refer to the INEE Guidance Notes on Teacher Compensation and the INEE Minimum Standards Teachers and Other Education Personnel domain.)
- ♦ **Mobilise traditional school support systems to support instruction and learning processes** In many countries, School Management Committees (SMC) or Parent Teacher Associations (PTA) play an integral role in connecting the school and community. It may be appropriate and necessary to mobilise the SMC or PTA to provide greater and more direct support to the classroom-based instructional process. Likewise, the links with key community members, especially parents, may be used to convey information to the broader community which is helpful when changes made at classroom level require community support. The roles of different groups in fostering positive relationships between school and community should be explored and promoted (i.e. parents, youth or local professional may have the skills to be co or assistant instructors and mentors).
- ♦ **Use school or NFE data for a local response** Regular collection of data on attendance and participation of learners should be used as a tool to determine collective needs of learners as well as identify specific needs of individual learners. While education systems often have centralised data management systems, the vast majority of data may be collected at the school level. Consider the type of information readily available through the process of teaching and learning and how it could be used by local stakeholders to strengthen the instruction and learning processes.



Photo courtesy and copyright of UNICEF

3.2 CONTENT AND METHOD OF INSTRUCTION:

Quality instruction and learning processes are based on the interaction between the curriculum, teacher, and learners.

Key Points to Consider:

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Content of Instruction	
<p>Is the content appropriate for the changing context? (see Note C, page 32)</p> <ul style="list-style-type: none"> • Are materials readily available to support the instruction process? • Do materials reflect the curriculum and emergency needs of learners? • Do materials include methods and standards for measuring learning outcomes? • Do the materials reflect community values and support the curriculum? (see Note K in the Curricula chapter, page 15) 	<p>What are the opportunities to increase the level and quality of instruction? (see Notes C and D, page 32)</p> <ul style="list-style-type: none"> • Do teachers understand learners' needs and experiences? • Are teachers able to measure learning outcomes beyond knowledge (e.g., behaviour and attitudes)?
Method of Instruction	
<p>Are the methods of instruction appropriate for the changing context? (see Note D, page 32)</p> <ul style="list-style-type: none"> • Do teachers have the skills and flexibility to adopt curriculum and pedagogical styles to the changing needs of learners? • Do teachers use methods that help learners deal with the effects of witnessing or experiencing conflict or natural disasters? • Are teachers instructing based on the curricula, including any crisis-related adaptation and enrichment? • Are teachers covering the entire curriculum in a comprehensive and effective manner? • What are the links with Assessment of Learning Outcomes? <p>What pedagogical practices are appropriate considering learners' needs and desired learning outcomes in light of their age, gender, formal, non-formal, accelerated learning, primary, secondary? (Refer to Curricula section in addition to questions above.)</p>	<p>What support is required to ensure effective use of curriculum and teaching materials? (see Note D, page 32)</p> <ul style="list-style-type: none"> • Who is best placed to support teachers who have difficulty introducing or maintaining new teaching methods in the classroom? (Refer to Training, Professional Development, and Support section) • Are links with Assessment of Learning Outcomes evident throughout the Instruction and Learning Process? • Are assessment methods diversified?

Note C: Is the content of instruction appropriate for the changing context?

- ◆ **Recognise the role examinations play in the instruction and learning processes** Instruction should provide immediate support for learners who will be required to take examinations to proceed to the next level or stage of their education.
- ◆ **Ensure education is relevant to all learners** During emergencies, instruction must speak to the varying needs of all learners participating in class, including learners who may be mismatched to their level. Learners, including youth, must be actively engaged in the learning process, understand the relevance, and be protected in their learning environment.
- ◆ **Identify and plan for realistic goals** It is important to focus on realistic goals, prioritising those addressing the needs of the most vulnerable learners. The phased approach from emergency through to early recovery should allow for a gradual increase in opportunities for learners. Establishing a routine and safe environment is possible even before teachers have been trained or materials received.

Note D: Are the methods of instruction appropriate and effective, as well as inclusive and relevant to all?

- ◆ **Prioritise learning activities based on context** Learning activities for the emergency and early recovery phases should be defined based on available or familiar curriculum and textbooks. At the very least, teachers should provide structured recreation and play and literacy and numeracy activities until they are oriented to the new curriculum, textbooks, and the expected learning outcomes.
- ◆ **Build on foundational basics of instruction first** It is imperative that teachers feel confident and competent in their role and with the content of the curriculum. Ensure teachers are competent in basic content (literacy, numeracy, core subjects and critical life skills) before adding expectations of learner-centred teaching or introducing additional

Case Study: Alternative Education for Iraqi Refugees, Jordan

Issue: In August 2007, Jordan changed its policy to allow non-resident Iraqi refugee children to attend public schools. However, many Iraqis living in Jordan for years had missed several years of schooling and found it difficult integrating into Jordanian schools and catching up on missed education.

Intervention: A number of different strategies were developed to help Iraqi students re-enter school. One strategy in particular was a home schooling programme allowing students to catch up on missed education by studying at home or at non-formal education centres, eventually re-integrating into formal schooling.

However, due to procedural issues, the programme was not as widely used as it could have been. A number of lessons emerged from this initiative: first, it is important that communication about new education initiatives is clear and accessible to different stakeholders including donors, implementing agencies, education authorities, schools, teachers, parents and students. This may mean that more than one communication strategy needs to be developed. Second, since it can be difficult for displaced individuals and families to make long-term plans and commitments, education options must take the transient nature of some displaced communities into account. This may involve designing flexible courses of different lengths and allowing for rolling registration in education programmes throughout the year as necessary.

Source: Relief International

content. Stakeholders should acknowledge that building foundations may take significant time. Rely on what teachers know and are familiar with, considering this is a foundation upon which to add further skills and resources. Rote learning is appropriate in the beginning if it is the only methodology a teacher knows; however, teachers must be aware of why and when they should use different methodologies. (Refer to the Training, Professional Development, and Support section.)

- ◆ **Use languages learners understand** The teacher should be able to communicate effectively with both learners and parents. If the language of instruction is different from local languages, consider bringing in parents or youth to help translate lessons and key concepts into local languages, especially for the younger grades. Ensuring a learner's mastery of mother-tongue is important for general mastery of language skills and further cognitive development.
- ◆ **Explore methods and approaches to ensure full participation of all learners** Alternative programmes may be necessary to ensure participation of learners and allow them to progress through the developmental and educational stages. This may include interventions such as accelerated learning programmes for those children who missed significant periods of education, while home school modules or distance education through radio may be viable alternatives for children who are prevented from attending school regularly due to continued conflict.
- ◆ **Promote an active and critical learning environment** There is widespread consensus that learner-centred and discovery-based methodologies promote critical thinking in children, helping to foster a questioning but respectful attitude. Where possible, children should be protected from simplistic, dualistic thinking (i.e. 'this opinion is right, that opinion is wrong'). Teaching and learning materials should provide opportunities for interaction, debate, and dialogue while methods promoting the active involvement of all learners, tailored to children's different learning styles, should be a core component of teacher training programmes and curriculum.
- ◆ **Support effective and learner-centred management of classes** Classroom management is an integral part of effective teaching; as it helps to maximise students' involvement and cooperation in learning and prevent behaviour problems through improved planning, organising, and managing of classroom activities, better presentation of instructional material, and better teacher-student interaction. (Refer to UNESCO's Embracing Diversity Toolkit in the Resource Pack and the Teacher's User Guide, Appendix 8.)
- ◆ **Adapt the learning environment to accommodate changing size of classes** During emergencies, class size and composition often change and teachers must adapt by making changes to both the physical environment and the teaching style or approach. (Refer to the Teacher's User Guide, Appendix 8)
- ◆ **Establish expectations and a sense of accountability in the class** Develop 'Code of Conduct' or 'Class Rules' with learners and display it in class if possible. This can be an effective way to ensure learners understand and own the expectations of the learning environment.
- ◆ **Create, strengthen and continue accurate and relevant collection of data on learners** When possible, create a registry to track learners' changes, attendance, and performance or other relevant data. If learners and teachers were together prior to the emergency, these records may exist and may simply need to be maintained. This is of particular importance for the assessment of learning outcomes. By collecting information, both during the initial and ongoing analysis (refer to 3.1 Analysis section of Instruction and Learning Processes on page 28), teachers will be able to determine whether learners are progressing based on age or developmental levels. This information will be helpful when grouping learners either by grade or skill-levels.

3.3 ESTABLISHING SUPPORTIVE AND INCLUSIVE LEARNING ENVIRONMENTS¹⁶:

Learners and teachers need to feel safe, secure and respected as members of the learning community.

Key Points to Consider:

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Stakeholders	
<p>Who is responsible for the learning environment? (see Notes E–G, pages 35–36)</p> <ul style="list-style-type: none"> • What are their roles and responsibilities? • What is the role and responsibility of the teacher? • What are the MOE capacities and established responsibilities to ensure space and protection? • What other stakeholders are relevant to establish and maintain safe spaces and protection of learners and teachers? <p>How is the community participating? (see Note H, page 36)</p>	<p>Do the Ministry of Education or communities have skills and resources necessary to continue learning spaces as necessary? (see Notes E–G, pages 35–36)</p> <ul style="list-style-type: none"> • If learning spaces were established by organisations, are there systems in place to ensure a handover of learning spaces to other stakeholders (the MOE, communities)? • What steps need to be taken to ensure appropriate stakeholders have capacity for longer-term support and maintenance of learning environments?
Space and Environment	
<p>What are the requirements for protective learning spaces? What are the available learning spaces? (see Note E, page 35)</p> <ul style="list-style-type: none"> • How does the physical space impact the ability of teachers and learners to engage in the instruction process? • Does the space enable all learners to participate in meaningful ways? • Where are the spaces located? • Are these spaces appropriate and safe? • What challenges do children face in accessing school or safe spaces? • What resources are immediately available to establish, support, or strengthen protective learning environments? <p>Are the learning environments protective? (see Note F, page 35) Is it possible to establish protective learning environments if schools are not operational? (see Note F, page 35) Are the learning environments inclusive? (see Note G, page 36)</p> <ul style="list-style-type: none"> • What does inclusive education mean in terms of the instruction process? • What are the characteristics of instruction that would enable an inclusive learning environment? 	<p>What systems are in place to transition temporary spaces as needed? What systems are in place to ensure all learning spaces are safe and supportive? (see Notes E and F, page 35)</p> <ul style="list-style-type: none"> • Have spaces changed? • Are there national standards, established by the MOE, on educational spaces? • Are spaces regulated by the MOE? If not, who is responsible for ensuring minimum standards in design and criteria for child friendly spaces in the local context? • Are there clear procedures for transitioning temporary, protective, learning spaces into more permanent learning spaces or permanent classrooms? • Have access issues changed? Are there mechanisms in place to promote access to quality education for all learners without discrimination?
Protection and Discipline	
<p>What are the current protection and discipline practices? (see Note E and F, page 35)</p> <ul style="list-style-type: none"> • Are learners and teachers provided protection from abuse and violence? • What measures are in place to promote positive behaviour of learners and teachers? • Are there any negative or abusive discipline practices in use? • Which practices or situations pose immediate threats to learners' and teachers' well-being and safety? 	<p>Is there any policy regarding positive discipline (of learners and teachers)? (see Note E, page 35)</p> <ul style="list-style-type: none"> • Are there guidelines on classroom and behaviour management? • What systems are in place to respond to negative or abusive behaviour?

¹⁶ Refer to the INEE Minimum Standards Access and Learning Environment domain, INEE Safer School Construction guidance notes, and IASC Protection materials.

Case Study: Psychosocial Intervention in Tsunami Learning Spaces, Aceh, Indonesia

Issue: In 2004, a massive earthquake in Indonesia led to large-scale destruction of the physical infrastructure of Aceh Province and created a tsunami that swept an estimated 100-150,000 people to their deaths. Massive aftershocks and the physical damage left behind by the tsunami were daily reminders of deeper wounds as communities and families struggled to cope with the loss of loved ones and community ties.

Intervention: Prior to the tsunami, the education and child protection sections of UNICEF had supported psychosocial programmes and had an in-depth working knowledge of the culture and education system in Indonesia. With popular support for the reopening of schools in the aftermath of the tsunami, UNICEF drew on technical experts from both the education and psychology field to ensure teachers were equipped with the knowledge and skills needed to support children and their families. Materials were adapted to address the specific needs of the Aceh communities and context and local trainers began quickly prepared a large-scale roll-out of the teacher training programme. The programme not only increased the teachers' ability to support students but also gave the larger community and aid community a sense of hope that was imperative to recovery and healing.

Source: UNICEF

Note E: What are the characteristics of a safe and protective learning space?

- ◆ **Ensure learners of all ages benefit from protective and inclusive spaces** Safe and inclusive spaces may increase understanding of and support for healthy child development, stimulate cooperation and tolerance, increase recognition of feelings of loss and hopelessness, and provide a safe social atmosphere to reclaim 'normalcy' and a healthy and positive outlook for the future. Therefore, it is crucial to create an environment in which learners of all ages are both able and enabled to learn. Learning environments can provide psychosocial support and protection in emergencies by:
 - Establishing daily routines and a more stable sense of the future
 - Reducing vulnerability to sexual violence, trafficking, exploitation, and child labour
 - Engaging children and adolescents in positive alternatives to military recruitment, gangs, and drugs
 - Providing a means to identify children's additional needs, such as HIV and AIDS
 - Facilitating social integration of vulnerable children and youth
- ◆ **Ensure the physical space is inviting and comfortable for the learning process** Management of classes is essential to the learning process. Changing environments may cause considerable disruption to a learner's relationships and ability to progress towards the learning objectives. For example, changes in the number of children impact on class size, which may result in a need for greater division of children into age, grade or skill level or multi-grade teaching. Furthermore, changes in the physical classroom environment impact on class management, the space available for small group work or outdoor play and the space and ability to hang work on the walls or display informational posters and teaching aids (Refer to UNESCO's classroom management documents in the Resource Pack).

Note F: Are the learning environments protective?

- ◆ **Ensure gender equity in all aspects of the learning environment** A protective learning environment is one in which female and male teachers and other educational personnel are available in order to promote gender equity and contribute to the creation of a protective and conducive environment that facilitates active participation by all learners.
- ◆ **Prepare and support a safety-conscious learning environment** If established schools are not readily available or sufficiently large enough, establish temporary safe, learner-friendly spaces with the assistance of the community. It is necessary to assess the security of the site and routes to the sites, supporting this assessment with practical actions to help prevent and respond to emergencies (i.e. drills, evacuation routes, or working with community and local authorities to mitigate risk of child-parent separation). The SMC and community members may be mobilised to monitor and promote the security and safety of the learning environment. Consideration should be given to prevention measures regarding natural disasters, child recruitment, and attacks on education, where applicable.
- ◆ **Support psychosocial well-being of both learner and teacher** The classroom environment and instruction should provide psychosocial support and increase awareness of the impacts of stress in situations of emergency or chronic crisis. Both teacher and learner well-being must be considered in all education programmes.
- ◆ **Collaborate with other sectors to ensure comprehensive support** Other sectors may be approached for support in both the design and creation of protective spaces and the provision of integrated child-centred services. Inter-sectoral linkages with water and sanitation, health, child protection, and nutrition colleagues are key to ensuring learners and teachers have access to the most appropriate facilities and services possible.
- ◆ **Advocate for the best possible space available** Learning spaces are often less than ideal - some may be open spaces, while others may be on the periphery of large refugee or IDP camps, or located near military barracks or posts. While communities may feel they have little voice in selecting appropriate spaces, it

is important to engage them in advocacy for the provision of alternative sites and resources necessary to ensure a minimum level of protection (Refer to INEE Minimum Standards Access and Learning Environments domain for additional guidance).

Note G: Are the learning environments inclusive? (Refer to inclusive education and gender equity documents in the Resource Pack)

- ◆ **Ensure the learning environment is inclusive** If individuals or groups of learners are excluded or have been marginalised in the past, it is important to consider how can they be fully engaged and included in the learning process. It is necessary to ensure that interventions, advocacy, or material provisions equally engage learners of different groups in the learning process both in an emergency context and during the transition from emergency to early recovery.
- ◆ **Identify and address specific needs of learners** An inclusive learning environment provides learners with support as needed. This may include programming to address the needs of children and young people separated from family (unaccompanied minors), orphans, displaced persons or refugees, former child combatants, children of ethnic groups or vulnerable or disadvantaged socio-economic groups, girls, those who have missed significant amounts of education or are starting school at a later age, children and young people with physical or mental disabilities, and those who have been severely emotionally affected by the emergency and continued crisis.
- ◆ **Actively monitor access and participation of marginalised and vulnerable learners** A system should be established to continually monitor the marginalisation of individuals or groups of learners. Information should be gathered from both formal school systems and the community to ensure the causes of marginalisation are fully understood. Education interventions to decrease marginalisation and increase active participation of learners in classrooms should be based on information gathered rather than assumptions made.

Note H: How can the community be involved in creating supportive and protective learning environments?

- ◆ **Ensure sustainability with community involvement** The role of the community cannot be under-estimated in influencing children's broader learning environment. Real, sustained change is only possible with the drive and engagement of the community.
- ◆ **Support open dialogue between all stakeholders** It is critical to encourage dialogue amongst the community including children, teachers, parents and MOE in order to put an appropriate model in place to meet learning needs and outcomes. Dialogue must take into account the context and culture when explaining the benefits of learner-centred, participatory and inclusive learning.
- ◆ **Develop school level action plans indicating roles and responsibilities of the community** School level action plans may identify ways in which the community can be involved in the provision of education. They may also identify the needs of individual children or youth who may have limited, or no, access to education. Plans should be drafted in collaboration with community leaders, parents, children, young people, teachers and school staff, and include clear steps to ensure learners attend classes and have the support to be active and successful participants in their own learning process. Where possible, there should be collaboration with actors involved in similar activities in neighbouring areas to ensure a consistent approach.

Case Study: Teaching Tolerance, Poland and Turkey

Issue: In surveying teachers, students, administrators and parents on their views on intercultural education in Poland and Turkey, it was repeatedly identified that intercultural education in the regions was insufficient. Much of this criticism came from educators who acknowledged some level of segregation existed between students of varying ethnic backgrounds. While parents were initially reluctant to acknowledge or comment on such types of learning, the nature of feedback from parents indicated that they themselves may be the first barrier in addressing cross-cultural understanding.

Intervention: This programme, focused on identifying the presence of intercultural education in Poland and Turkey, resulted in a number of lessons learnt. First, it is clear that in areas where multicultural education is lacking or is in need of some reform, parents are a critical consideration but their participation and approval is not guaranteed. It cannot be assumed that merely teaching students in schools about other groups will translate into tolerance, appreciation, and immersion without having the behaviour reflected in the home. Since addressing identity and values at these levels can be highly contentious, programmes aimed at reforming cultural views should not be brought directly into schools without first addressing potential resistance.

Source: St Louis University-Cyprus; EFPISA

3.4 MONITORING AND EVALUATION OF INSTRUCTION AND LEARNING PROCESSES:

Monitoring changes in the teaching and learning environment, the changing abilities of teachers to convey information effectively, and the level and quality of learners' participation and interaction with materials, peers and teachers, ensures that programme design is influenced by key learning.

To monitor and evaluate Instruction and Learning Processes:

1. Revisit each of the Key Points to Consider tables for this section, including 3.1 Analysis and Review; 3.2 Content and Methods of Instruction; and 3.3 Establishing a Supportive and Inclusive Learning Environment, reflecting on the relevant monitoring and evaluation focused questions in terms of both process and content
2. Reflect on the Minimum Standards Key Actions for Instruction and Learning Processes on page 28
3. Make note of what is working well in addition to areas in which goals have not been fully achieved and may require the revisiting of policies and programmes

Below are examples of how to approach the monitoring and evaluation of both the process and the content of instruction and the learning process:

Monitoring and Evaluating - the Process:

The process of developing a supportive and robust teaching and learning process in instruction is important and should be monitored and evaluated in addition to the monitoring and evaluation of the content taught. Some examples of monitoring and evaluating process-focused questions from the Key Points to Consider tables include:

- ◆ Have the appropriate stakeholders been involved? Who has been involved and have they had both the legitimacy and authority to have optimal impact?
- ◆ Is there a process in place to continue assessing needs of learners and directing information through appropriate channels in the education system?
- ◆ Is there a process to support necessary capacity development of personnel?
- ◆ Has the process of strengthening or developing supportive activities in the classroom been appropriately linked with the curricula, training and assessment processes?
- ◆ Have the Minimum Standards Key Actions for Instruction on page 28 that focus on the process of strengthening the instruction process, been considered for both immediate and longer-term capacity needs?

Monitoring and Evaluating – the Content:

Monitoring and evaluation of the change in the learning environment will provide information needed to determine whether the materials developed and training methodology used are appropriate and inclusive. Some examples of monitoring and evaluating content-focused questions from the Key Points to Consider tables include:

- ◆ Are the methods of instruction meeting the needs of the learners? Are they inclusive and appropriate to the context and changing need of learners? Have adequate resources been mobilised to ensure a quality teaching and learning process? Are all learners able to engage in a meaningful learning process? Are the materials meeting the needs of teachers?
- ◆ Are learning environments safe, protective and do they allow for meaningful participation of all learners?
- ◆ Have the Minimum Standards Key Actions for Instruction on page 28 that focus on the desired impact of instruction been considered for both immediate and longer-term strengthening of the teaching and learning process?

***Guidance on drafting appropriate monitoring indicators and examples of monitoring indicators are included in Appendix 7.

3.5 RESOURCES

The following resources provide additional information on Instruction and Learning Processes, including steps required to assess and establish appropriate programming, as well as general reference and advocacy materials. They are all available for download in the INEE Resource Pack on Teaching and Learning, which provides a brief description of each resource in addition to translations where available. The Resource Pack can be accessed either online at www.ineesite.org/resourcepack or on the INEE Toolkit CD-ROM, which will be available beginning fall 2010. To request a copy of the INEE Toolkit CD-ROM please email teachinglearning@ineesite.org.

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UNICEF. (2002). *Adolescence: A Time That Matters*. New York, NY: UNICEF.

UNICEF. (2009). *Child Friendly Schools Manual*. New York, NY: UNICEF.

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4. Assessment of Learning Outcomes

Minimum Standard and Key Actions for Assessment of Learning Outcomes

- 4.1 Analysis
- 4.2 Assessment Systems and Tools
- 4.3 Accreditation of Learner's Achievements
- 4.4 Monitoring and Evaluation
- 4.5 Resources

INEE Minimum Standard for Assessment of Learning Outcomes*: Appropriate methods are used to evaluate and validate learning outcomes.

INEE Minimum Standards Key Actions*:

- ◆ Continuous assessment and evaluation of learners' progress towards established objectives inform teaching methods
- ◆ Learners' achievement is recognised and credits or course completion documents are provided accordingly
- ◆ Graduates of technical and vocational programmes are assessed to gauge the quality and relevance of the programmes against the changing environment
- ◆ Assessment and evaluation methods are considered fair, reliable and non-threatening to learners
- ◆ Assessments are relevant to learners' future educational and economic needs

*As outlined in the INEE Minimum Standards Handbook

Assessment of learning outcomes involves measuring learner progress against identified learning objectives. It promotes accountability amongst teachers, communities, education authorities, organisations, and donors and is a fundamental tool in fostering quality education. Structured and continuous assessment of progress and potential changing needs of learners is paramount to the success of education programmes. Assessment of individual learning provides critical information to the principle stakeholders in the educational process, namely, the teachers, learners, and parents or guardians. The gathering, analysing, and use of assessment data that determine individual and collective progress will indicate how well an education system is meeting the needs of the learners. This information should be an integral part of the decision-making process for head teachers supporting teachers in classrooms, sub-national and national level MOE staff in curriculum, training development and teacher inspector departments, as well as donor or technical support agencies.

There are different types of assessment. Continuous assessment involves gauging ongoing progress by identifying learner strengths and weaknesses. This form of assessment can lead to greater learner achievement if both teachers and learners are able to reflect upon and actively use the information collected. Furthermore, if collected and analysed properly, assessment information can also serve as a key driver in improving the teaching and learning process and quality standards. Summative assessment, or assessment by examination or test, is a formal evaluation of learner competencies against established national or international learning objectives as identified in curricula or NFE frameworks. Teachers and learners naturally pay more attention to what will be measured in tests or examinations, and the results can inspire both parties to target improvements where they are needed. However, there are numerous assessment tools and approaches that, when used effectively, can provide clear indication of progress.

Learning objectives identified in the curriculum, and behaviour or attitude change anticipated through the introduction of learning materials and teaching practices, should all have corresponding assessment, standards, schedules, and tools. It is important to use a variety of methods to assess learning outcomes as this ensures results reflect learning achievements with greater accuracy.

4.1 ANALYSIS:

A comprehensive analysis of existing learning assessment systems, tools, and practices within the learning environment will indicate the viability and possibility of assessing progress made towards learning objectives.

Key Points to Consider:

Reminder: Questions raised in the tables below reflect relevant issues in the continuum between acute emergency and chronic crisis through early recovery and preparedness. It is recommended that all questions be read before determining which questions are most relevant or pertinent to the reader's context; many contexts and education initiatives will benefit from addressing questions in both columns. Questions raised in the first column should be reviewed and built upon as programmes and strategies develop.

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Stakeholders	
<p>Who are the key stakeholders in the assessment process? (see Note A, page 42)</p> <ul style="list-style-type: none"> Who is involved in developing assessment tools? Are they involved in or have strong links to curriculum development? What are their capacities and understanding of the value of assessment? Who collects assessment information? Who uses assessment information? Who has the authority to decide what changes must be made in the education system based on assessment results? 	<p>Who are the key stakeholders for longer-term strengthening of the assessment process? (see Note A, page 42)</p> <ul style="list-style-type: none"> Is there an opportunity to include learners and community members as stakeholders? Have additional stakeholders outside of the traditional education system been identified? If so, how will they make use of the assessment information gathered during the instruction and learning process?
Systems and Tools	
<p>What is or was the national assessment system in place? (see Note B, page 42)</p> <ul style="list-style-type: none"> Are there systems in place to determine the level of a learner and their appropriate placement? What was the last formal summative assessment or national examination undergone by learners prior to the emergency? <p>What formal assessment tools are used by teachers? (see Note B, page 42)</p> <ul style="list-style-type: none"> What are the strengths and weaknesses of these formal assessment tools in relation to their organisation and roll out, academic rigour, relevance, language, and potential for cheating, academic fraud or manipulation of data? Are the tools aligned with the national curriculum and appropriate to the context? Are tools and methods of assessment available for multi-age, multi-grade and overcrowded classrooms if needed? Which competencies are currently being assessed? Are any left out? Are tools and methods of assessment available for knowledge, attitudes, skills and behavioural intent? Are additional crisis-related competencies, such as health messaging or UXO/landmine awareness, included in formal assessment tools? Are tools and methods available to assess child participation? Are there tools for both continuous and summative assessment? Are learning benchmarks SMART¹? If learning benchmarks or objectives have changed, are teachers and learners aware of the change and is this reflected in the assessment tools? How often do learning objectives need to be assessed? Is assessment data being recorded in a systematic and safe way at the classroom and school level? 	<p>What assessment systems are in place? How can these systems be continuously strengthened? (see Note B, page 42)</p> <ul style="list-style-type: none"> Have assessment methods and tools been revised in light of changes to curricula? Which body has the authority to revise the national assessment system? Has the national examination board been involved in the process of adapting or revising curriculum and textbooks? Is there an opportunity to involve teachers, learners, and parents in adapting the system and revising the tools to ensure the relevance and appropriateness of benchmarks and standards established? Do teachers know how to use revised assessment methods and tools and approve of them? Who has the capacity and mandate to train teachers in the use of assessment tools? Are there a variety of tools and methods available? How could the tools be improved for more effective use? Do teachers have the capacity and authority to develop their own adapted assessment tools at the classroom level? Are both continuous and summative assessment methods being employed to ensure a more inclusive approach to learners' differing styles? Is there provision made, in both the method and content of the assessment, for children with disabilities and special needs? Do teachers have the capacity and appropriate attitudes to assess learners with disabilities in an appropriate way? Have multidisciplinary play-based assessment and early childhood domain-based assessments been considered? Have the links with curricula and training been sufficiently strengthened? What quality control measures are in place to ensure the independence and objectivity of formal assessment methods?

1 Specific, Measurable, Attainable, Realistic/Relevant, Timely/Time-bound

Note A: Who are the stakeholders involved?

- ◆ **Support collaboration between curriculum and examinations technical staff** It is important to support the collaboration between technical staff involved in preparing assessment tools and the relevant curriculum development staff. In many education systems, links are formally established but may need to be strengthened through targeted discussions, capacity building, or joint planning workshops so that assessment and examination processes support rather than hinder effective implementation of curriculum goals. It is critical to get the buy-in of national examination personnel at the stage of curriculum and textbook revision to ensure they link to and promote any new approaches and materials.
- ◆ **Share relevant information with stakeholders** Where possible, consider providing support to the system of collecting and sharing assessment information. This includes ensuring that information is fed from the school to central education authorities and decision makers, and that information and analysis of data is shared from the central levels back to school levels.

Note B: What is or was the national assessment system in place and what tools are being used by teachers?

- ◆ **Assess both pre-existing systems and last available data collected** Consider mapping the national assessment system in place prior to the crisis and gathering data on the last formal examinations of learners. If new continuous and summative assessment tools and examinations of the MOE (or those used by NGOs) are developed, it may be necessary to support their roll-out to schools through orientation training for teachers and supervisors to address immediate assessment needs, particularly if it is close to the end of the academic year.
- ◆ **Recognise the importance of traditional examinations** Where it is crucial for learners to pass traditional exams in order to gain certificates, qualifications, or be promoted to the next cycle of education, learner-centred approaches should give way to emphasising subject knowledge through the methodology most familiar to both teachers and learners (often rote learning). Longer-term goals of learner-centred approaches should be considered during strategic planning, and steps should be taken to phase in innovative or challenging approaches. This may begin during emergencies and continue through the transition to early recovery and preparedness.
- ◆ **Ensure transparency in the assessment system** The assessment system should clearly outline learning outcome benchmarks against which students' progress is monitored and assessed in order to ensure transparency and accountability in the teaching and learning process.
- ◆ **Consider local adaptation of tools and approaches** Consider whether and how learners and their immediate community may be involved in developing context-specific assessment tools or providing support to the assessment process at classroom level.
- ◆ **Use a variety of assessment tools and methods regularly** Assessment tools and methods, which reflect the agreed learning outcomes and their indicators, should be used at regular intervals to determine individual progress. A non-exhaustive list of assessment tools for various learning outcomes include:
 - Knowledge: closed questions (e.g., true-false or multiple choice questionnaires), open-ended questions (e.g., essays, sentence completion), analysis of a case study or fictional scenario, time lines, picture sorting, role-plays and simulations
 - Attitudes: closed-ended questions, open-ended questions, analysis of a case study or fictional scenario, role-plays and simulations, and scales (e.g., Likert scales, semantic differential scales and social distance scales)
 - Skills: closed-ended questions, analysis of a case study or fictional scenario, role-plays and simulations, checklists and diaries and journals
 - Behavioural intent: closed-ended questions, analysis of a case study or fictional scenario, role-plays and simulations, checklists, diaries and journals and 'intent to behave' statements
- ◆ **Ensure teachers have the capacity to use assessment tools** Teachers should receive training on assessment tools, particularly where these have changed in light of curriculum revisions. Training should consider constraints teachers face related to large class sizes, multi-age and multi-grade classes, students with behaviour issues, unfamiliarity with students, and a lack of resources for recording information. Since existing tools are not always the most appropriate or accurate means of assessing children's learning, training should build teachers' capacity to design appropriate assessment tools themselves and to collate and analyse the results from the assessments. When developing assessment tools, teachers should consider ways of evaluating student knowledge, attitudes, skills, and behaviour.
- ◆ **Maintain daily records** Teachers should be supported to use student record-keeping books with daily notes, including a matrix with a list of students and their results in continuous and summative assessments.
- ◆ **Adapt tools and approaches to different age groups** Where appropriate, develop early childhood scales of foundational competencies and incorporate play-based assessments for early childhood populations. Sensitisation campaigns or activities may be conducted with community members to ensure greater understanding of and response to developmental milestones for early childhood development.
- ◆ **Ensure assessment is inclusive** It is important to consider practical ways of supporting teachers to make the delivery and content of assessments appropriate for children with special needs and disabilities.

Case Study: Student and Teacher Certification Challenges, Eastern Chad

Issue: The refugees' focus on examinations and on certification reflects the importance of the certificate (as opposed to the knowledge gained, or the years spent in a classroom) in Sudan. Sudanese refugee children reaching Primary 7 and 8 are worried about the certificate they will get and whether they will be able to continue to secondary school, since the local certificate received by Sudanese refugees at the end of eight years of primary school is not currently recognised in either Chad or Sudan. This lack of certification is one factor leading to drop outs – another is the lack of a clear future which discourages the older pupils, especially the boys, from staying in school. Seeing no future through the education they are tempted to join militias.

Intervention: While there is a renewed effort being made to get the pupils' education certified by the Sudanese authorities, currently there are no appropriate methods used to evaluate and validate learning achievements. The difference of language and curriculum, and even the length of the primary school cycle, (Chad for 6 years, Sudan for 8 years) make integrating Sudanese refugees into the Chadian educational system a slow and challenging process, wherein integration appears to be less beneficial than the potential for eventual repatriation. At the same time, the various short course certificates given to teachers are similarly unrecognised in both countries, and teacher certification remains an additional challenge.

Source: UNHCR

4.2 ASSESSMENT SYSTEMS AND TOOLS:

Assessment systems and tools should be a natural extension of the curriculum and process of teaching and learning.

Key Points to Consider:

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Use of Assessment Information	
<p>How do teachers collect and use assessment data, if at all? (see Note C, page 43)</p> <ul style="list-style-type: none"> • How is assessment data being used to enrol learners in the appropriate class for their education or development level, while ensuring an inclusive approach? • Do teachers and MOE staff understand the importance of assessment? • How do teachers feed assessment results back to learners and parents/guardians, if at all? • How do learners, parents/guardians, and community members say the feedback of assessment results should be improved? • Do MOE Inspectorate staff collect assessment data? • Are assessment information and/or examination certificates available from the last exam sat by learners? Do teachers inform families about a learner's progress in a way that allows families to respond in a constructive manner? • How can families be encouraged to monitor learner's work at home? 	<p>Is data from continuous and summative assessments being recorded by teachers to track learners' progress? (see Note C, page 43)</p> <ul style="list-style-type: none"> • Do teachers use assessment data to reflect upon and improve their own teaching practice? • How do children say the assessment system and assessment data should be improved? • How can changes be supported? • Is assessment data used by parents and learners to promote accountability amongst teachers? • Does the MOE have the capacity to collect, aggregate and analyse examination data in NFE and formal education, in order to review geographic variations in performance as well as subject areas which need to be improved? • Does this national assessment data exist for the period prior to the crisis? • What technical and logistical support do education staff require to ensure that assessment data is influencing policy and practice on teaching and learning at national and sub-national levels? • Is there a functional system to allow information flows regarding assessment data up to central level MOE as well as down to schools and communities? • How can families be encouraged to share results of their own experience dealing with the learner? How does this contribute to the assessment process?

Note C: How do teachers use assessment data?

- ◆ **Ensure greater understanding of the value of assessment data and analysis** Quality education relies on accurate and timely gathering, sharing, and use of information. Teachers, MOE personnel, and community members should be sensitised regarding the importance of assessment systems in the whole teaching and learning process.
- ◆ **Support flexibility and adaptation of tools** Where there is a lack of assessment data at local or individual levels in order to determine the appropriate level for learners, a simple, self-explanatory learner assessment tool may be developed for trained and untrained teachers, based on relevant material and indicators. This may need to be done repeatedly in situations with high levels of displacement.
- ◆ **Ensure information collected informs and influences the teaching and learning process** When used effectively, information gathered through assessments should influence teaching and learning practice and policy at local and national levels, including curriculum design and teacher training. When made

publicly available, assessment results should also promote national accountability on the part of the MOE to citizens on the performance of the education system. At the school level, teachers should be trained in the analysis and use of assessment results to modify the content and methodology of their teaching practice. Training should also incorporate appropriate ways of providing feedback to children, parents and community members, the MOE Inspectorate, or NGOs supporting the school.

4.3 ACCREDITATION OF LEARNER'S ACHIEVEMENTS:

Learners have a right to have their educational achievements recognised.

Key Points to Consider:

EMERGENCY	EARLY RECOVERY AND PREPAREDNESS
CHRONIC CRISIS	
Accreditation of Learning Achievements	
What should be considered in ensuring accreditation for learners? (see Note D, page 44) <ul style="list-style-type: none"> • Are learners' certificates recognised by the relevant school and district level authorities? • Is the accreditation system free from corruption and coercion? • How can connections be created between institutions/schools and across borders? 	What systems are needed to ensure continued accreditation of learners? (see Note D, page 44) <ul style="list-style-type: none"> • What are longer-term plans for recognition of NFE programmes and cross-border transference of accreditation?

Note D: What should be considered in ensuring accreditation for learners?

- ◆ **Ensure certification and validation of learning achievements.** Displacement, crises, and continued disruption to established educational opportunities can create or lead to serious disparities in both access to and recognition of continued education. Certification and validation of learning attainments by the appropriate authorities are critical issues for programme quality, education efficiency, impact, and sustainability. (Refer to accreditation documents in the Resource Pack.)
- ◆ **Ensure accreditation and certification across borders in refugee situations.** Learners who cross international borders and enrol in formal or NFE programmes while waiting to return to their home country face numerous challenges. Systems may not allow for a simple transfer of accreditation should learners return, and enrolment in other schools may prove difficult where no official records exist for learners not officially registered in schools during displacement. Given this, relevant agencies and governments should collaborate and reach consensus regarding recognition or accreditation, especially in the case of long-term conflict, chronic crises, and displacement. Systems must be established that will ensure diplomas or credentials received by refugees are accepted in home countries or host countries.
- ◆ **Ensure learners and teachers have access to previous assessment information.** Assessment collection and management systems should be created and maintained in such a manner that information can be shared between different levels and geographic regions of an education system. This is particularly important in situations of internal displacement.

4.4 MONITORING AND EVALUATION OF ASSESSMENT OF LEARNING OUTCOMES:

Monitoring the effectiveness and continued use of tools and approaches for the assessment of learning outcomes is imperative in ensuring the relevancy and effectiveness of education programmes. Evaluating the use of assessment information can help promote the cyclical sharing of information between learners, teachers and stakeholders in curriculum development and teacher training.

To monitor and evaluate Instruction and Learning Processes:

1. Revisit each of the Key Points to Consider tables for this section, including 4.1 Analysis; 4.2 Application of Assessment Tools and Systems; and 4.3 Accreditation of Learner's Achievements, reflecting on the relevant monitoring and evaluation focused questions in terms of both process and content
2. Reflect on the Minimum Standards Key Actions for Assessment of Learning Outcomes on page 40
3. Make note of what is working well in addition to areas in which goals have not been fully achieved and may require the revisiting of policies and programmes

Below are examples of how to approach the monitoring and evaluation of both the process and the content of assessment of learning outcomes:

Monitoring and Evaluating - the Process:

The process of assessing learning needs, and incorporating assessment results in evaluations and decision-making processes in the education system, is an integral part of ensuring quality education.

Some examples of monitoring and evaluating process-focused questions from the Key Points to Consider tables include:

- ◆ Have the appropriate stakeholders been involved? Who has been involved, and have they had both the legitimacy and authority to have optimal impact?
- ◆ Has the process of establishing or strengthening assessment of learning outcomes, tools, and approaches allowed for a more robust and appropriate teaching and learning process?
- ◆ Is there a process in place to collect, maintain, and use assessment of learning outcomes information in a manner that allows for, and encourages, a response education system?
- ◆ Is there a process to support necessary capacity development of relevant education personnel?
- ◆ Has the process of strengthening or developing assessment tools and systems been appropriately linked with the curricula, training, and instruction processes?
- ◆ Are systems in place to recognise learners' achievements?
- ◆ Have the Minimum Standards Key Actions for Assessment of Learning Outcomes on page x that focus on the process of assessing educational needs and achievements under the Assessment of Learning Outcomes standard been considered for both immediate and longer-term capacity needs?

Monitoring and Evaluating – the Content:

Monitoring and evaluation of learners' achievements will provide information needed to determine whether the teaching and learning process meets the needs of both the individual and groups of learners. Some examples of monitoring and evaluating content-focused questions from the Key Points to Consider tables include:

- ◆ Are learners able to progress as expected against established learning objectives articulated in the curriculum? Do learning achievements indicate factors within the teaching and learning process that have direct or indirect impacts on a learners' ability to progress? Can trends in learning, and an ability of learners to use acquired knowledge and skills, be identified to strengthen decision-making processes regarding curriculum revision and development or teacher training?
- ◆ Are learners' recognised for their learning achievements? Does accreditation allow students to progress through the education system or move into the economic sector as needed?
- ◆ Have the Minimum Standards Key Actions for Assessment of Learning Outcomes on page 40 that focus on the impact of the assessment of learning outcomes been considered for both immediate and longer-term strengthening of the teaching and learning process?

***Guidance on drafting appropriate monitoring indicators and examples of monitoring indicators are included in Appendix 7.

4.5 RESOURCES

The following resources provide additional information on Assessment of Learning Outcomes including steps required to assess and establish appropriate programming, as well as general reference and advocacy materials. They are all available for download in the INEE Resource Pack on Teaching and Learning, which provides a brief description of each resource in addition to translations where available. The Resource Pack can be accessed either online at www.ineesite.org/resourcepack or on the INEE Toolkit CD-ROM, which will be available beginning fall 2010. To request a copy of the INEE Toolkit CD-ROM please email teachinglearning@ineesite.org.

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Appendix 2: Terminology

The following terms are selected to be of help when working with the INEE Minimum Standards, including the standards on Teaching and Learning explored in these Guidance Notes. They are also useful in conjunction with other INEE material. Common understanding and use of terms is ideal; however, governments, organisations, and communities may use terms in different ways. This list is meant for guidance and does not represent an authoritative document on behalf of any group.

Accelerated Learning Programme (ALP): Programme that promotes access to primary and secondary education for learners who have missed extended periods of schooling, disadvantaged groups, and other out-of-school learners. Programmes enable learners to complete core curriculum in a shorter length of time by condensing several levels.

Assessment: An investigation carried out before planning educational activities and intervening in an emergency to determine needs, gaps in the response and available resources.

Assessment of Learning Outcomes: A test of learners' progress and achievement. An 'assessment of learning outcomes' is determined by and based on the curriculum of an education programme. The Guidance Notes focuses on two forms of assessment of learning outcomes in particular: formative and summative. Both are an integral part of strengthening the teaching and learning process. Additionally, an initial assessment may be given to determine placement or educational level of a learner.

- ◆ *Formative Assessment:* Continuous evaluation of learners and learning; information collected is used to improve teaching and learning process. Teachers and other education personnel use information to modify approaches and materials to improve outcomes. Examples may include homework, oral reports, or essays.
- ◆ *Summative Assessment:* Evaluation of previous learning to determine achievement. Examinations and other methods are used to determine learner achievement and preparedness to proceed to the next levels of education. Several assessment tools can be found both in the INEE Minimum Standards Handbook and in the Minimum Standards Toolkit. However, assessment tools should always be adapted to reflect information needed in a specific context and environment.

Capacity: A combination of the strengths, attributes, and resources available within an individual, community, society, or organisation that can be used to achieve agreed goals.

Child-centred (or Learner-centred) learning and teaching: Child-centred learning and teaching includes relevant, specific and measurable learning outcomes based on students' needs and assets and the use of active and participatory learning and assessment methods that mimic situations students might face in real life. In schools, it is referred to as child-centred learning and refers to instruction and learning processes that are designed around the experiences, skills, knowledge and interests of the children.

Child-friendly (or Learner-friendly) spaces and schools: Safe spaces and schools where communities create nurturing environments for children to access free and structured play, recreation, leisure and learning activities. Child-friendly spaces may provide health, nutrition and psychosocial support and other activities that restore a sense of normality and continuity. They are designed and operated in a participatory manner. They may serve a specific age group of children or a variety of age ranges. Child-friendly spaces and schools are important in emergencies through to recovery.

Citizenship Education: Educating young people not only in formal institutions of the state (civics) but in how to participate as an active citizen. This may be expanded to 'global citizenship' with additional content to build awareness of the interlinked global community and the effects policies of practices of countries have on citizens of other countries (e.g. climate change and refugee or immigration policies).

Classroom management: Creating a comfortable classroom (or physical and psychosocial) environment that allows for effective teaching. Teaching styles, space and discipline are adapted to meet the needs of the students. It is the support and routines established to ensure easy transitions and organisation that facilitate children's participation in all classroom activities. In addition, it is the positive behaviour strategies and methods used to ensure the participation of all children in the day to day life of the classroom.

Cognitive: Refers to mental processes such as thought, imagination, perception, memory, decision-making, reasoning and problem-solving.

Conflict mitigation: Actions and processes that 1) are sensitive to conflict and do not increase tensions or sources of violence; and 2) aim to address causes of conflict and change the way that those involved act and perceive the issues. Humanitarian, recovery and development activities are reviewed for their effect on the conflict context in which they take place and their contribution to longer-term peace and stability. Conflict mitigation approaches can be used for conflict prevention and interventions in conflict and post-conflict situations.

Core Competencies: The education building blocks and essential sets of knowledge and skills expected of learners (e.g. oral, written and drawing activities may be used to determine communication core competencies). The identification and articulation of core competencies are important in developing minimum standards upon which to develop more complex education programmes. Similar terms include key or generic competencies.

Curriculum: Refers to the selection and organisation of learning experiences for students that are deemed important for their personal and community development. It encompasses knowledge, values, attitudes and skills that should be well-selected and appropriately sequenced in compliance with learning and development needs at different ages and education stages. One should distinguish between the intended (usually written and official curriculum), the applied curriculum in the context of classroom interaction, the realised/effective curriculum as assessed/proven outcomes of learning and the hidden curriculum (i.e. values, beliefs, attitudes and skills that people hold based on their personal experiences). Usually, a curriculum is laid down through specific documents (e.g. curriculum frameworks, syllabi, textbooks and other learning resources) comprising education aims, learning objectives and expected outcomes (student competencies), learning content and methods, including student activities, strategies for assessment and evaluation.

Disaggregated data: Refers to data classified by different demographic factors, such as sex, age and ethnicity. Sex-disaggregated data reflect roles and conditions of women and men in every aspect of the society, including, for example, literacy rates, education levels, employment, wage differences, dependants, house and land ownership and access to health services. Disaggregated data is essential for determining whether some social groups are discriminated against.

Disaster: A serious disruption of the functioning of a community or a society involving widespread human, material, economic, or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources (UN/ISDR).

Disaster risk reduction: The concept and practice of reducing risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, reduced vulnerability of people and property, wise management of land and the environment and improved preparedness for adverse events (UN/ISDR). Risk reduction includes interventions that both reduces external threats and internal vulnerabilities and increase protection factors of supportive social norms, collective practices and individual resilience.

Education Cluster: An inter-agency coordination mechanism for agencies and organisations with expertise and a mandate for humanitarian response within the education sector in situations of internal displacement. Established in 2007, the Education Cluster is co-led by UNICEF and Save the Children at the global level. At a country level, other agencies may lead and the national ministry of education is actively involved. UNHCR is the lead agency in refugee contexts. The Education Cluster is responsible for strengthening preparedness of technical capacity to respond to humanitarian emergencies. During humanitarian response, it should ensure predictable leadership and accountability in the education sector.

Early childhood development: The processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. Critical pre-conditions must co-exist to ensure that young children are able to develop to their full potential. Such pre-conditions include effective and responsive caring of the young child by family and community, access to and use of quality social services for young children, pregnant women and lactating mothers and a supportive policy environment. Holistic ECD programming integrates health, nutrition, water, sanitation, hygiene, education and child protection services. All children and families benefit from high-quality programmes, but disadvantaged groups benefit the most.

Emergency: This is a situation where the lives, well-being, and dignity of affected people are endangered by crisis factors such as natural hazards, man-made disasters, civil unrest and armed conflict. Emergencies include situations where a community has been disrupted and has yet to return to stability.

Education in emergencies: Refers to quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, tertiary and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.

Education response: The provision of education services to meet people's needs and rights to education during an emergency through to recovery.

Evaluation: See definition for *Monitoring and Evaluation* below.

Formal education: Learning opportunities provided in a system of schools, colleges, universities and other educational institutions. It usually involves full-time education for children and young people, beginning at between five and seven years and continuing to 20 or 25 years old. It is normally developed by national ministries of education, but in emergency situations may be supported by other education stakeholders.

Gender: Refers to the roles, responsibilities and identities of women and men and how these are valued in society. They are specific to different cultures and change over time. Gender identities define how society expects women and men to think and act. These behaviours are learnt in the family and in schools and through religious teaching and the media. Gender roles, responsibilities and identities can be changed because they are socially learnt.

Gender balance: An approximately equal number of men and women and boys and girls. It can refer to participation and input into activities and decision-making to ensure that both male and female interests are considered and protected. It can refer to the number of men and women employed by education authorities and by international and national agencies. It is particularly important in the employment of teachers. A balance of men and women at all levels creates more possibilities for discussing and addressing the different impacts of policies and programming on men and women and boys and girls.

Gender-based violence: any harmful act based on gender differences. In many contexts, women are more vulnerable to gender-based violence because of their lower status in society. Men and boys may also be victims, especially of sexual violence. The nature and extent of gender-based violence varies across cultures, countries and regions. Examples include:

- ◆ *sexual violence* such as sexual exploitation and abuse, forced prostitution, and forced and child marriage, domestic and family violence including physical, emotional and psychological abuse
- ◆ *harmful cultural or traditional practices* such as female genital mutilation, honour killings and widow inheritance, usually by male members of a dead husband's family

Hazard: A potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. Each hazard is characterised by its location, intensity, frequency and probability.

Hidden Curriculum: The way policymakers, school administrators, teachers and learners interact with each other (and the community) "teaches" them the values and the existence of power structures and relationships. Hidden curriculum is closely linked to social norms and collective behaviour, and must be taken into account in any learning and teaching effort attempting to influence attitudes and behaviours. Hidden curriculum is what is taught outside the prescribed curriculum; it goes beyond the specific content of the subject matter, and can be expressed in the school environment, in the classroom climate and its furniture arrangement, in the pedagogical methods, in teacher-student interactions, in the student-student interactions and in many other "invisible" dynamics. Sometimes the hidden curriculum reinforces the prescribed curriculum, sometimes it contradicts it. For instance, the prescribed curriculum may promote a better understanding and value of democracy, but if the teacher (or the school climate) is highly authoritarian the democratic lesson gets distorted.¹⁷

¹⁷ Rosenthal & Jacobson, Schugurensky

Human Rights Education Refers to education, training, awareness raising, information, practices and activities which aim to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms. This is done by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour. HRE content can include child and human rights standards as well as human rights principles such as non-discrimination and equality, participation and accountability of duty bearers. HRE is centred on the promotion of human dignity, as well as the promotion of understanding and tolerance amongst all persons. Although human rights are unconditionally owned by every person, HRE can encourage responsibilities in relation to the recognition and promotion of the human rights of others, as well as one's own. HRE may share content with humanitarian principles, citizenship and intercultural education. It is carried out in formal and non-formal settings, and can be applied to all persons, including not only young learners but their educators. HRE is part of a rights-based approach to schooling, which supports the infusion of human rights values in all aspects of the learning environment.

Inclusive education: Ensures the presence, participation and achievement of all learners in learning opportunities. It involves ensuring that education policies, practices and facilities respond to the diversity of all students in the context. Exclusion from education can result from discrimination, lack of support to remove barriers or use of languages, content or teaching methods that do not benefit all learners. People with physical, sensory or mental and intellectual disabilities are often amongst the most excluded from education. Emergencies have an impact on exclusion. Some learners who were previously able to access education may be excluded because of circumstantial, social, cultural, physical or infrastructural factors. Inclusive education means ensuring that these barriers to participation and learning are removed and that teaching methodologies and curricula are accessible and appropriate for students with disabilities. All learners are welcomed and supported to make progress, and their individual requirements are addressed.

Instruction and Learning Processes: Refers to the interactions between learners and teachers. Instruction is planned according to the curricula, based on needs identified through assessment, and made possible through training of teachers. Learner-centred, participatory and inclusive instruction and learning processes involve the larger community in providing and supporting education.

Learners: People, including children, youth and adults, who participate in education programmes. This includes students in formal schools, trainees in technical and vocational education and training programmes and participants in non-formal education, such as literacy and numeracy classes, life skills courses in the community and peer-to-peer learning.

Learning environment and learning spaces: Places where teaching and learning happen. Examples include: private homes, child-care centres, pre-schools, temporary structures and schools.

Learning objectives: Learning objectives articulate expected achievement of learners by the end of a course or programme and may include knowledge, attitude and skills.

Learning outcomes: Learning outcomes are the knowledge, attitudes, skills and abilities that students have attained as a result of taking part in a course or education programme.

Life skills: Skills and abilities for positive behaviour that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. Life skills fall into three inter-related categories: cognitive; personal or emotional; and inter-personal or social. Life skills can be general; for example, analysing and using information, managing oneself, communicating and interacting effectively with others. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence or peace-building. The need for life skills often increases in situations of crisis, requiring increased emphasis on building life skills that are relevant and applicable to the emergency and local contexts. Life skills education is a structured programme of needs and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals' development needs.

Livelihood: The capabilities, assets, opportunities and activities required for a means of living. Assets include financial, natural, physical, social, and human resources. Examples include stores, land, and access to markets or transport systems. A livelihood is sustainable when it can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets and provide sustainable livelihood opportunities for the next generation.

Monitoring and Evaluation: Monitoring and evaluation are key to achieving the goals and objectives of education programmes. Monitoring is an ongoing process that regularly measures progress towards goals and objectives of education programmes. It allows education programme staff to make changes during the programme or project cycle to ensure that they stay on track for achieving their goals and objectives. (Programme) evaluation is less frequent, usually conducted in the middle of or at the end of a programme or project cycle and carried by external or independent actors. It measures outcomes and evaluates whether expected results have been achieved. Evaluations can also address whether activities were relevant to stated priorities, policies and legal instruments and whether programmes were implemented in an efficient manner. Evaluation of learning outcomes makes value statements or judgments based on specific criteria with regard to student learning, the learning process and the impact of the environment (i.e. learning environment, family environment, social environment, physical environment) on the learning process.

Natural disasters: Include, amongst others, hurricanes/typhoons, earthquakes, droughts and floods. Some natural disasters, such as earthquakes, can occur without warning, and have a major impact on those living in the vicinity. Others, such as drought, may develop more slowly but have an equally devastating impact. Natural hazards may not always lead to disasters. Effects are linked to the vulnerability and capacity of the communities. Climate change is becoming an increasingly significant problem and may lead to an increase in both natural disaster and conflict over natural resources.

Non-formal education (NFE): Educational activities that do not correspond to the definition of formal education (see separate entry). NFE takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. NFE programmes are characterised by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programmes, literacy and numeracy. NFE may lead to late entry into formal education programmes. This is sometimes called 'second-chance education.' NFE curricula can be derived from ministry curricula or can be based on new approaches.

Participatory learning: An approach to teaching and learning that focuses on the learner. It encourages learning by doing things, using small groups, concrete materials, open questioning and peer teaching. For example, learners use practical activities to understand mathematical concepts or work together to solve problems and ask and answer questions. Participatory learning is contrasted with teacher-focused methodologies, which are characterised by learners passively sitting at desks, answering closed questions and copying from a blackboard. Participatory learning may also be used with learners and education authorities to support them to analyse their needs, identify solutions and develop and implement a plan of action. In these contexts, it may include community participation, coordination and analysis.

Participation: Being involved in and influencing processes, decisions and activities. Participation is a right for all and is the basis for working with communities and developing programmes. Participation varies according to evolving capacities. All groups including adults, children, youth, persons with disabilities, and members of vulnerable groups can participate in different ways from the earliest age. No group of people should be denied opportunities for participation because they are hard to reach or difficult to work with. Participation is voluntary. People are invited and encouraged to participate, not coerced or manipulated. Participation may include a range of activities and approaches. Passive roles include using services, contributing material resources, accepting decisions made by others and being consulted in a minimal way. Examples of active participation include contributing time, being involved directly in decision-making and planning and implementing education activities.

Peace Education: Educational activities and materials aimed towards teaching the skills and values associated with peaceful behaviours and helping learners develop the abilities to prevent, solve and process conflicts and violence constructively, an education concerned with how to manage diversity productively by manifesting tolerance and respect towards one-self and the other and the learning of reconciliation skills. Peace education may share content with life skills education and include themes of human rights, humanitarian principles, and citizenship. It is often activity-based within a structured and sustained programme. The term peace education can cover many areas, from advocacy to law reform and from basic education to social justice. Peace education should be designed to develop people's constructive and peaceful skills, values and behaviours. Ideally this complements and supplements the process of peace building, whereby communities and nations learn to accept diversity, value win-win solutions, work to reduce structural violence (through lessening social inequalities, building good governance, respect for human rights and active citizenship). (Refer to the INEE peace education materials and training guides in the Resource Pack)

Pedagogy: Strategies or styles of instruction and learning processes; the study of being a teacher. Pedagogy is the observable act of teaching and modelling values and attitudes that embodies educational theories, values, evidence and justifications. A child-friendly pedagogy using a rights-based curriculum aims at fostering not only core competencies but citizenship, non-discrimination, peace and a participatory and enabling environment for learners to voice their own ideas and learn to listen to and respect different views.

Positive Discipline: A long-term perspective on developing positive attitudes and behaviour shared by both children and adults, notably teachers. It includes the development of self-discipline and mutual respect. Often initiated (or introduced through teacher training) in response to punitive discipline that instils fear and relies on physical or humiliating punishment. Strong school-community partnerships are needed to enable a real and sustained shift towards positive discipline. (Refer to UNESCO's Positive Discipline in the Inclusive, Learner-Friendly Classroom in the Resource Pack)

Psychosocial support: Processes and actions that promote the holistic well-being of people in their social world. It includes support provided by family, friends and teachers. Examples of family and community support include efforts to reunite separated children and to organise education in an emergency setting. Support may focus on particular groups, for example, accelerated learning, livelihood support and social integration for children formerly associated with armed forces or armed groups. In crises settings, both teachers and learners will likely require psychosocial support.

Psychosocial well-being: The term 'psychosocial' underscores the close connection between psychological aspects of our experience (e.g., our thoughts, emotions, and behaviour) and our wider social experience (e.g., our relationships, traditions and culture). Well-being is a condition of holistic health in all its dimensions: physical; emotional; social; cognitive and spiritual. Also a process, well-being consists of the full range of what is good for a person: including participating in a meaningful social role, feeling happy and hopeful, living according to good values – as locally defined, having positive social relations and a supportive environment, coping with challenges through the use of positive life skills and having security, protection, and access to quality services. Education can protect children by helping them recover from the psychological and social effects of distress and by supporting their natural resilience to do so. Teachers may also need help in recovery as well as guidance in how education can be adapted to support the healing process.

Quality education: Quality education is accessible, gender-sensitive and responds to diversity. It includes 1) a safe and inclusive learner friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; 4) adequate and relevant materials for teaching and learning; 5) participatory methods of instruction that respect the dignity of the learner; 6) appropriate class sizes and teacher-student ratios; and 7) an emphasis on recreation, play, sport and creative activities, in addition to areas such as literacy, numeracy and life skills so learners are able to improve not only their cognitive skills, but also prevent a cycle of anger and human destructiveness at a social and generational level.

Relevant education: Learning opportunities that are appropriate for learners. Relevant education takes into account local traditions and institutions, positive cultural practices, belief systems and the needs of the community. It prepares children for a positive future in society in the national and international context. Relevant education is an element of educational quality and refers to what is learnt, how it is learnt, and effectiveness of the learning.

Resilience: The capacity of a system, community or individual potentially exposed to hazards, to adapt. This adaptation means resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Resilience depends on coping mechanisms and life skills such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance and resourcefulness. Resilience occurs when protective factors that support well-being are stronger than risk factors that cause harm.

Rights Based Approach (RBA): A rights based approach to education rests on the human rights principles of non-discrimination and equality, accountability and transparency, participation, empowerment and the right to education to guide and organise all aspects of learning, from policy to the classroom. Duty-bearers, such as parents, teachers, education authorities and politicians are bound to meet their obligations and support children (as rights holders to claim their rights). For example, they have to ensure that the education they provide does not discriminate and is open to scrutiny of others, allowing the active participation of learners and other stakeholders. Children and learners are entitled to know about their rights and the right to participate in all decisions that concern them, both directly and indirectly; children have a right to influence decision-making and achieve change. Teachers are key agents to transmit this knowledge to their students. (Refer to <http://www.hrea.org> for more information)

Risk: The likelihood of harm or loss due to external threats such as natural hazards, HIV prevalence, gender-based violence, or armed attack and abduction, combined with individual vulnerabilities such as poverty, physical or mental disability or membership in a vulnerable group.

Risk assessment: A methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat or harm to people, property, livelihoods and the environment on which they depend.

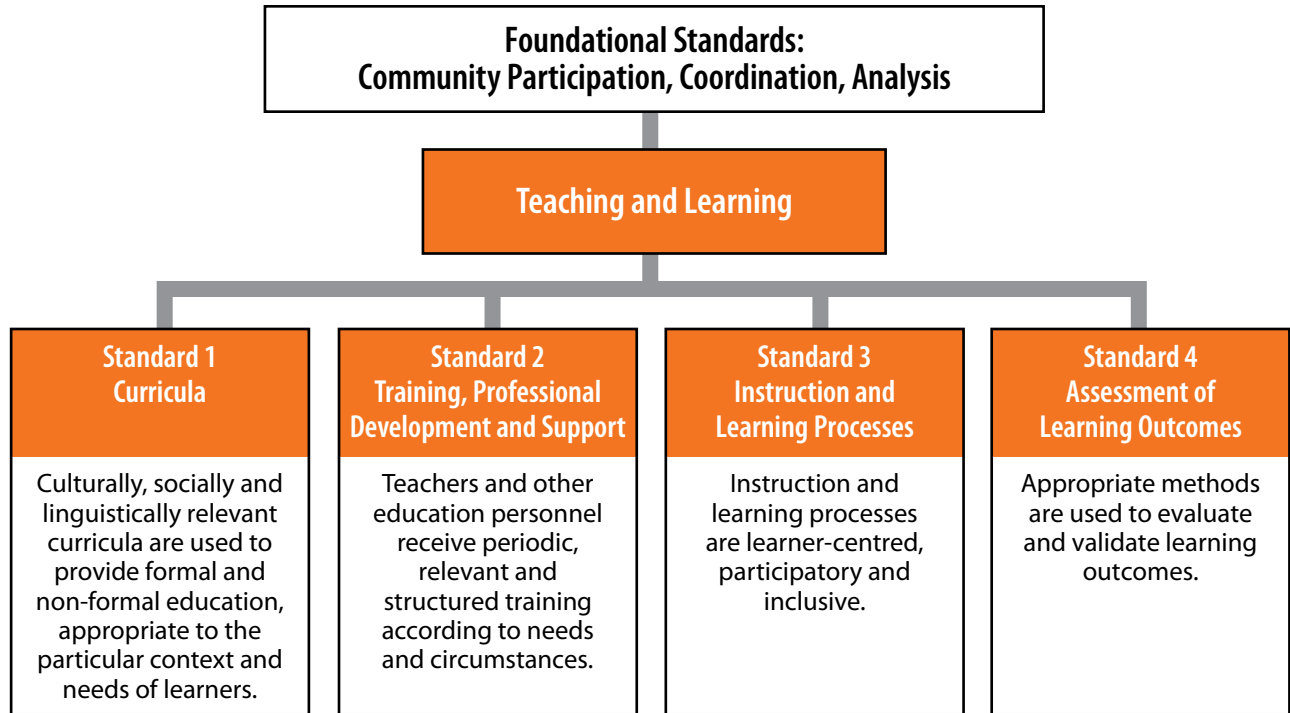
Teacher Training: Support and capacity building to enable teachers and other education personnel to effectively instruct and assess learners on the curricula. Teacher development programmes are based on actual and evolving needs of both teachers and learners. There should be a clear link between the curriculum, learning rights, and needs of students and their families, and teacher training and continued teacher support. Teachers and other education personnel should receive periodic, relevant and structured training according to needs and circumstances.

- ◆ *Pre-service training* refers to the training teachers receive before entering a classroom and beginning to teach
- ◆ *In-service training* refers to the continued training opportunities given to teachers after they have begun teaching in classrooms



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Appendix 3: Brief on the INEE Minimum Standards for Education – Preparedness, Response, Recovery



Key Thematic Issues:
Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth



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Appendix 4: Brief on INEE Teaching and Learning Initiative

This brief is designed to be used for advocacy and dissemination purposes when introducing new audiences to the INEE Guidance Notes and Resource Pack on Teaching and Learning.

Stable Schools, Stable Societies: INEE Teaching and Learning Guidance Notes

Since the Dakar World Education Forum in 2000, there has been increased attention to the education needs of populations affected by conflict and disaster. However, while progress has been made in recent years to ensure that all children and youth affected by crisis have access to educational opportunities, the content of what is taught, the teacher training and teaching methodologies, and the evaluation of learning outcomes are too often inadequately addressed. It is imperative that education in emergencies through to recovery is appropriate and relevant. Enrolling learners in a programme is of little use, and may have serious longer-term ramifications, if the programme lacks substance, relevancy, and/or quality teaching. Attention to curricula is critical to avoid reproducing content that may have contributed to past divisions and conflict. What benefit is it to spend money and resources to build new schools if curricula only foster historical hatreds or create new tensions, relegating schools to critical battlegrounds in a civil struggle?

Crises may provide an opportunity for governments, communities, and partners such as NGOs and UN agencies, to rebuild the foundations of human security, including through teaching all members of a community new skills and values, such as the importance of inclusive education and participation in the social and political processes. Beyond reading, writing, and arithmetic, schools in these fractured societies lay the groundwork for peace, tolerance, conflict resolution, human rights, environmental conservation, and disaster prevention, thereby helping prevent, mitigate, and respond to future crises. Access to quality education ensures communities and individuals have the support required to sustain their psychological well-being and to rebuild their communities. Simply put, quality education works. Studies show that increased levels of high-quality primary and secondary education reduce wars¹⁸, while every additional year of formal schooling for males reduces their risk of becoming involved in conflict by 20 percent¹⁹.

Recognizing that quality education can contribute positively to human security across all stages of risk management—from crisis response to recovery, from development to prevention and preparedness—is essential. Therefore, governments and the international community must ensure that educational responses are based on good practices, such as those that are contained within the INEE Guidance Notes and Resource Pack on Teaching and Learning.

What are the INEE Guidance Notes on Teaching and Learning?

Developed in a widely consultative manner by a network made up of more than 4,000 members working in 138 countries (as of January 2010) to ensure all people the right to quality and safe education in emergencies through to recovery, the INEE Teaching and Learning Guidance Notes provide a framework to identify and address critical teaching and learning issues within crisis affected communities. Building on the INEE Minimum Standards, the Teaching and Learning Guidance Notes articulate evidence-based good practice on critical issues related to curricula adaptation and development, teacher training, professional development and support, instruction and learning processes, and the assessment of learning outcomes. Accompanying the Guidance Notes is a Resource Pack of vetted resources, including sample tools, teaching materials and case studies, which can be used to adapt the good practices within the Guidance Notes to one's specific context.

Why and Who should use the Guidance Notes on Teaching and Learning?

Whether in an acute emergency, early recovery, or preparedness phase of a conflict or natural disaster, education stakeholders can use the good practices illustrated in the INEE Guidance Notes on Teaching and Learning to help make important decisions about the nature of education services offered, both formal or non-formal; the curricula to be followed including priorities for learning, whether focused on literacy, numeracy, life skills, survival, vocational skills or academic study; and methodologies for learning and teaching including psychosocial support for learners and staff.

Primary users are government ministries (Education, Youth, and Social Welfare Ministries) and the staff of implementing organisations, including international and national NGOs. This tool is also useful for donors, institutions training education staff or conducting research, the teaching community, teachers' unions, and affected communities.

For more information, please contact: teachlearning@ineesite.org or go to ineesite.org/teachlearning

¹⁸ Save the Children Norway (2008) Education for Peace: Building peace and transforming armed conflict through education systems

¹⁹ Where Peace Begins, Save the Children

Appendix 5: Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis Template

Please refer to Table 1 in the Curricula section on page 4 for an example of a completed SWOT analysis template on curriculum.

Situation being analysed: _____

Partners involved in analysis: _____

This SWOT template is for an education analysis. Many criteria can apply to more than one quadrant. Identify criteria appropriate to your own SWOT situation.

One of the key objectives of the SWOT is to articulate information about a situation so that practitioners and decision-makers are able to build on Strengths, minimise Weaknesses, seize Opportunities, and counteract Threats. They help organisations or the education sector/cluster better understand the current situation and what interventions or support are required to achieve education goals. When developing a SWOT, a safe and open environment should be created to allow for candid analysis. Time must be taken to reflect on and decide what to do with the results of the SWOT, taking into consideration the roles and responsibilities of the various stakeholders. What are the steps required to minimise weaknesses and counteract threats? What strengths and opportunities enable a response? How can the results of the SWOT be used to develop sector or organisational plans?

Strengths	Weaknesses
Opportunities	Threats

*Generic SWOT template modified for the INEE Teaching and Learning Guidance Notes.

Appendix 6: Learning Outcomes:

A. Education levels (ISCED)²⁰, Approaches and Expected Learning Outcomes (to be read with *Curricula*)

EDUCATION STAGE: EARLY CHILDHOOD EDUCATION (ECE) ISCED LEVEL: 0	
KEY COMPONENTS (SELECTED EXAMPLES)	EXPECTED LEARNING OUTCOMES (SELECTED EXAMPLES)
<ul style="list-style-type: none"> • often not compulsory • focused on recreational activities, independence, communication, social interaction and the development of children's various domains (sensory-motor, language and communication, social, emotional and cognitive) • may reinforce mother-tongue language competencies • may provide some basic academic competencies, including in terms of reading, writing and numeracy • opportunities for mothers to learn about early childhood development and develop supportive network • may be home- or community-based rather than institution-based 	<ul style="list-style-type: none"> • capacities to engage in more structured activities • plays an important role in socialisation processes and the preparation of children for systematic learning programmes • capacity to play and work with others, developing social skills • capacity to develop a basic understanding of rights and responsibilities • motor skills (i.e. using simple procedures and tools) • development of some basic skills, such as oral communication, reading, writing, and numeracy associated to children's familiar environment • development of some basic health and hygiene awareness and routines
EDUCATION STAGE: PRIMARY EDUCATION ISCED LEVEL: 1	
KEY COMPONENTS (SELECTED EXAMPLES)	EXPECTED LEARNING OUTCOMES (SELECTED EXAMPLES)
<ul style="list-style-type: none"> • most often compulsory • basic competencies developed (reading, writing, numeracy, communication) • learners increasingly exposed to new subject areas, especially in sciences, social studies, the arts, life skills, religious studies • most often only one teacher instructs on all or most of the subjects • learner-centred approaches are promoted • integrated learning and curricula are promoted (e.g., the relationship between humans and their environment, the relationship between individuals, their culture and societies, the relationship between an individual's behaviours/beliefs and civic education) • classroom teachers have an important role in providing continuous, formative and summative assessment • in upper primary a first foreign language may be introduced • in some countries, increased emphasis is also put on developing ICT-related competencies 	<ul style="list-style-type: none"> • development of basic competencies, such as communication, reading, writing, and numeracy by using the mother tongue, as well as the language of instruction (if different from mother tongue) • awareness of connections in and between the self and the natural and developed environment • capacity to use different codes for self-expression and problem solving (e.g. linguistic, artistic, symbolic, bodily/non-verbal) • capacity to link decisions to actions and consequences • capacity to reason correctly and increasingly deal with abstractions • capacity to demonstrate the understanding of rules/norms and their relationship to children's rights • basic interest in, and mastery of, inquiry-based learning and problem-solving using exploratory methods of learning, referencing established scientific norms, and a critical thought process • development of motor and operational capacities, such as coordination of movements, usage of simple tools and procedures • development of life skills, such as awareness of dangers and appropriate behaviours to avoid them; good health practices; civil dialogue; environmental awareness; communication skills • basic mastery of ICT

20 International Standard Classification of Educational levels

EDUCATION STAGE: LOWER SECONDARY EDUCATION ISCED LEVEL: 2	
KEY COMPONENTS (SELECTED EXAMPLES)	EXPECTED LEARNING OUTCOMES (SELECTED EXAMPLES)
<ul style="list-style-type: none"> students engage with more (discrete) subjects, though sciences and social studies may be taught in an integrated way discrete subjects are often taught by different teachers, though team teaching may be also used TVET elements are introduced, as well as personal and career orientation in many countries, a second foreign language is introduced the curriculum may also provide increased possibilities for differentiation learner-centred approaches are usually still widely used some forms of assessment, such as tests and examination, are introduced to determine completion of education levels alternative approaches, such as distance education, may be used in specific circumstances students who will not continue in upper secondary education may transition into employment or apprenticeship 	<ul style="list-style-type: none"> higher-order intellectual skills, such as capacity to analyse, synthesise, solve problems independently and creatively, assess and self-assess enhanced capacity of using different means of communication and expressions (e.g. linguistic, artistic, symbolic, bodily/non-verbal codes) self-awareness, self-management, and self-esteem tolerance and respect towards oneself and the other cultural awareness and constructive management of diversity moral and civic awareness and behaviours (e.g., assess what actions are required by specific situations; take part in decision making, leadership and team work; manifest tolerance, respect and solidarity; participate in school and community life; demonstrate initiative) capacity to apply inquiry-based learning and research approaches (such as formulating hypotheses; searching for evidence/data; processing and interpreting data; drawing conclusions; sharing findings with others) life and work skills (e.g., enhanced capacity to apply theory to practice; to use more complex tools and procedures safely and responsibly; to assess risks and make informed decisions; demonstrate initiative; avoid dangers and promote healthy life styles; protect the environment; be gender-sensitive; work in teams; engage in fair competition; solve conflicts constructively) capacity to handle ICT competently and responsibly awareness of the media and open mindedness
EDUCATION STAGE: UPPER SECONDARY EDUCATION (INCLUDING TVET) ISCED LEVEL: 3	
KEY COMPONENTS (SELECTED EXAMPLES)	EXPECTED LEARNING OUTCOMES (SELECTED EXAMPLES)
<ul style="list-style-type: none"> some forms of general and TVET streams provide access to tertiary education based on specific examinations and certifications conducted at the end of the education level, learners begin to integrate the world of work the curriculum may provide increased opportunities for differentiation and specialisation in several (usually) discrete subjects, teaching and learning is now increasingly focused on academic aspects personal development and career orientation continue in many countries, increased focus is on ICT education, science and mathematics education, citizenship education, work and entrepreneurial education 	<ul style="list-style-type: none"> enhanced capacity to communicate and express oneself by using different codes in a personal and articulate way (e.g., linguistic, artistic, symbolic, bodily/non-verbal) higher-order intellectual skills such as critical thinking, creativity, problem-solving capacity to access, process and share information independently, adequately, and responsibly capacity to use methods, procedures and tools specific to scientific research enhanced self-awareness and self-management demonstrated moral and civic competencies (knowledge, values, skills, attitudes) in the context of community-oriented service and problem-solving enhanced capacity to handle ICT and the media independently, critically and responsibly enhanced life and work skills, such as informed decision making, peaceful and constructive conflict solving, team work, constructive management of diversity, gender sensitivity, environmental awareness and sensitivity, entrepreneurial skills, financial and consumer competencies preparedness to integrate actively, competently and responsibly diverse roles in private, public and professional life

B. Measurable Learning Outcomes

Each context is different and will require stakeholders to tailor learning objectives for different education programmes and developmental stages. The following provides examples of measurable learning outcomes:

MEASURABLE LEARNING OUTCOMES	DISASTER RISK REDUCTION EDUCATION
Knowledge	<ul style="list-style-type: none"> • Learners can explain how land-use practices increase the destructive potential of seasonal floods • Learners know what to do when they hear or see various warning signals
Attitudes	<ul style="list-style-type: none"> • Learners value and wish to protect natural environments • Learners believe that they have a responsibility to help mitigate the effects of natural disasters
Skills	<ul style="list-style-type: none"> • Learners demonstrate their ability to take action to preserve and protect the natural environment • Learners can map and communicate existence of emergency service providers in their local community
Behavioural intent	<ul style="list-style-type: none"> • Learners express a desire to make plans with parents and other family about where to meet in the case of an emergency • Learners express an intention to use proper sterilisation techniques for unsafe drinking water



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Appendix 7: Developing Indicators for Monitoring and Evaluation

Indicators are useful tools in measuring the impact of a programme or activity. Many education programmes focus on collecting evidence of change using quantitative indicators (measuring numbers). Qualitative indicators attempt to go beyond numbers and measure the more nuanced evidence of more subjective elements of individual and social development.

Each of the four main sections in the Guidance Notes – Curricula; Training, Professional Development, and Support; Instruction and Learning Outcomes; and Assessment of Learning Outcomes – raised questions in their respective tables about the involvement of stakeholders, the appropriateness and relevancy of existing materials or training programmes, and the impact seen in the teaching and learning process when particular training, materials or teaching methods are used. Indicators may be created for each of the questions raised in the tables. To do this, it is necessary to decide what activity, input, or interaction will create change and craft it into an observable act. More comprehensive guidance is available in Save the Children’s document “Quality Counts: Developing Indicators in Children’s Education,” which can be found in the INEE Teaching and Learning Resource Pack.

Examples of indicators taken from each section:

Curricula

- ◆ Number and background of stakeholders involved in the curriculum analysis and review
- ◆ Existence of tailored curriculum that includes content appropriate to the phase of the emergency
- ◆ Existence of curriculum for all ages and development levels
- ◆ Number of teachers and education personnel trained in revised curriculum
- ◆ Key thematic issues are included in curriculum
- ◆ Number of children or youth better able to protect themselves and their communities (e.g. targeting specific skills, knowledge and behaviour in HIV prevention, UXO/landmine awareness)

Training, Professional Development, and Support

- ◆ Number, background and diversity of stakeholders involved in supporting teaching and learning processes
- ◆ Appropriate stakeholders have been involved and understand assessment methods and objectives
- ◆ MOE or implementing organisations have developed comprehensive training programmes based on assessment results
- ◆ Expected results have been achieved through the training activities
- ◆ Capacity needs have been mapped and progress made towards addressing gaps or weaknesses
- ◆ On-going assessment of teaching to ensure sustained and increased quality, and monitoring of pedagogical processes

Instruction and Learning Outcomes

- ◆ Number and background of stakeholders supporting the instruction and learning process at school level
- ◆ Number of teachers practising child-centred methodologies
- ◆ Number of teachers teaching content that is relevant and appropriate to learners’ needs
- ◆ Number of classrooms with child-friendly environments, layout and materials that promote active interaction between and amongst learners and teachers
- ◆ Number of learners actively participating in the learning process in child friendly spaces

Assessment of Learning Outcomes

- ◆ Baseline learning assessment conducted to identify appropriate placement of learners
- ◆ Include non-programme/control schools (if they exist) in assessment to measure impact of overall programme
- ◆ Aggregate assessment measures (individual scores and other measures of programme effects) are analysed to determine the extent to which the programme is helping to minimise risk and maximise protection in learners’ lives

Appendix 8: Teachers' User Guide to the INEE Guidance Notes on Teaching and Learning

Teachers play a crucial role during and after disasters and conflict. Education programmes provide students and their families with life-sustaining and life-saving information and support. They also provide the opportunity for continuity in school, which can lead to a greater sense of hope and emotional stability during an otherwise tumultuous time.

Unfortunately, teaching resources and education structures are often impacted by disasters and conflicts, making it even more difficult for teachers to provide quality education in emergency settings. Education systems may be unable to provide appropriate training, technical and administrative support; it may be necessary for teachers to find other options to build their skills and create their own support system such as through organising teacher support groups where they can meet and problem solve together. However, teachers can still provide their students with a positive and relevant learning experience if they are prepared, flexible, resourceful and understand their own limitations in times of crisis.

This Teachers' User Guide is designed to be used by teachers and teacher trainers. It offers practical tips for teachers to keep in mind when planning and supporting classes during times of crises or early recovery. It pulls from the *INEE Guidance Notes on Teaching and Learning* to provide key issues for teachers to consider related to:

- ◆ Curricula
- ◆ Training, Professional Development and Support
- ◆ Instruction and Learning Processes
- ◆ Assessment of Learning Outcomes

Users may want to refer to the longer document for a comprehensive overview of the teaching and learning process, references to documents and training manuals, and a list of key terminology.

Contextualisation

Different countries and communities will need different approaches to education during emergencies and early recovery. There will also be differences between natural disasters and armed conflict. Teachers are encouraged to discuss specific needs of students with other teachers, their supervisors, parents and community members. Remember you are not alone. Some key differences between natural disaster and armed conflict are summarised below in Table 1.

Table 1: Key differences between natural disaster and armed conflict

NATURAL DISASTER	ARMED CONFLICT
POSSIBLE IMPACTS	POSSIBLE IMPACTS
<ul style="list-style-type: none"> • Students fear the event will be repeated • Large-scale damage to housing and schools • Lack of clean water and safe sanitation facilities • Increase in diseases like cholera and malaria 	<ul style="list-style-type: none"> • Students are afraid and know people who have been hurt or killed • Students learn aggressive behaviour and biased beliefs towards others • Teachers may be unable to travel for training • Damage to houses and schools over extended periods
POSSIBLE RESPONSES IN CLASSROOM AND INSTRUCTION	POSSIBLE RESPONSES IN CLASSROOM AND INSTRUCTION
<ul style="list-style-type: none"> • Providing lessons to explain how the natural disaster occurred and how students can protect themselves in the future • Clearing debris from classrooms and school • Creating temporary safe water tanks and latrines • Teaching students how to protect themselves by cleaning hands, collecting and using only safe water, and using mosquito nets 	<ul style="list-style-type: none"> • Create activities that allow students to feel safe and valued • Peace education activities and messages incorporated into daily lesson plans • Create teacher support circles in a school and share tips together

Key Thematic Issues

In every context there will be important issues that teachers will want to keep in mind when developing and planning both immediate and long-term activities related to Curricula, Teacher Training, Instruction and Learning Processes, and Assessment of Learning Outcomes. These issues have been taken into account in developing the Key Points for Teachers to Consider (below). For a list of the key thematic issues, please refer to Note H on page 12 in the Guidance Notes.

1. Curricula

Curricula involves a set of agreed-upon learning objectives and a structured plan of activities or experiences designed to achieve these objectives and support the learning process. It includes the framework and written documents used in classroom instruction, such as textbooks, teaching and learning aids, and the syllabi that help teachers plan classroom activities. In formal education systems, the curriculum is usually developed at the national level while non-formal education curriculum may be developed by other groups.

Regardless of the amount of materials available, teachers are expected to follow a set framework and ensure students achieve certain learning objectives. While they may have little control over the curriculum, it may be possible for teachers to incorporate important life skills and peace education messages and content during times of emergencies and early recovery. These new messages and content may help save a student's life or provide protection, expand learner knowledge and understanding of the world and how they can lead productive and peaceful lives, and help them develop skills needed to find employment. Teachers, together with their supervisors and the community, may be able to promote important messages using innovative teaching methods such as student-centred approaches.

Key Points for Teachers to Consider regarding Curricula:

◆ Does the curriculum include biased materials?

- Teachers can work with their supervisors and the community to identify biased materials in the curricula that include negative stereotypes or portrayals of groups of people (by gender, race, ethnicity, religion, political beliefs, geographic location, or ability).
- Whether or not this material is immediately removed, teachers may be able to add additional content or classroom activities to discuss biases to help ensure a more inclusive²¹ classroom environment. Gender and inclusive education are two important key thematic issues for teachers to consider.

◆ Does the situation require a change in the curricula?

- What is the nature of the emergency and what impact has it had on students?
- Do the students have the knowledge and skills to adapt to their changed environment and protect themselves in future?
- What additional information do students need to have?
- If, for example, a flood has contaminated drinking water, what do the students need to know to protect themselves and their families from water-borne diseases? If, for example, there is continued armed conflict in the area and mines have been placed in the fields and forests, what do the students need to know to protect themselves and their families from harm?
- Child protection, psychosocial support, and links with other sectors (such as health, water and sanitation and nutrition) are possible key thematic issues for teachers to consider. This may be particularly useful when exploring the life-skills messages that may provide physical, mental, and emotional protection.

◆ How can positive messages on human rights, peace education, and conflict mitigation be incorporated into the curricula?

- If these are not already incorporated into the curricula, are there natural entry-points in the curricula to introduce key concepts?
- Is it possible, for example, to introduce human rights or the rights of the child in a history or science class? To include peace education activities in a language class?
- Is the class ready for peace education or is a combined approach with conflict mitigation (i.e. helping students develop skills to decrease the negative impact of conflict and violence) more appropriate?

Note: For those teachers who have no access to written teaching or learning materials, it will be incredibly difficult to follow a curriculum or meet expected learning objectives. In extreme cases, it may be necessary to recreate materials using the experience and knowledge of available education staff and community members.

²¹ Inclusive Education: ensures the access and attendance, participation and achievement of all learners in schooling regardless of gender, physical and mental abilities, race, ethnic group, religion, etc.

Suggested Readings for Teachers on Curricula: (Also available for download at ineesite.org/resourcepack or by requesting an INEE Toolkit CD-Rom at teachinglearning@ineesite.org.)

NRC & UNESCO PEER. (2000). *Teacher Guide - Basic Literacy, Numeracy and Themes for Everyday Living*. Oslo: NRC & UNESCO PEER.

OHCHR. (2003). *ABC: Teaching Human Rights - Practical activities for primary and secondary schools*. New York, NY: United Nations.

UNESCO. (2006). *Handbook for Literacy and Non-Formal Educators in Africa*. Paris: UNESCO.

War Child Holland. (2009). *I DEAL Lifeskills Training Modules*.

Tibbitts, F. (2009). *Human Rights Education Core Competencies*.

2. Teacher Training, Professional Development and Support

Continued access to training, professional development, and support for teachers is an essential part of quality education. A teacher's knowledge of subjects, and their ability to use the most effective teaching methods, is an essential component of ensuring a quality education. While professional development is often disrupted during disasters and armed conflicts, emergencies can open up the opportunity to provide special or supplementary training and support to teachers working in affected communities. It is important to recognise that teachers have limitations and are affected by emergencies as well; teachers need to have their own psychosocial support structures and be provided with the skills needed to extend similar psychosocial support to students. Additionally, depending on the nature of the emergency, targeted capacity building in inclusive education approaches, gender sensitivity, disaster risk reduction (DRR), conflict mitigation or conflict resolution skills, peace education, and understanding key inter-sectoral linkages may be necessary (i.e. health and nutrition, water and sanitation, and child protection). Sometimes, the Ministry of Education and teacher training institutes (or the equivalent) will collaborate with other agencies and organisations to provide rapid training programmes in specific subjects or targeting particular geographic areas. As these training programmes may not provide the support needed by all teachers, it may become necessary to identify remaining gaps and plan to meet those training needs. In all cases, teachers receive the best support from their colleagues.

Key Points for Teachers to Consider in Training, Professional Development and Support:

✦ What opportunities exist for in-service, on-going training?

- Are the Ministry of Education or teacher training institutes providing 'standard' training or more targeted training with new content or methods for the emergency? If yes, are you able to participate?
- Are organisations (including the UN, NGOs or CBOs) providing training programs for teachers? If yes, are you able to participate?
- Take turns observing other teachers' classes and providing peer feedback
- If you have an opportunity to participate in a training course, it is preferable that at least two teachers from the same school attend in order to support each other. When teachers return to school from the training, make time to share or conduct a mini-training with other teachers. It is important to discuss the benefits of the training, expected changes in the classroom, and the support needed to make lasting and positive change.

✦ What opportunities exist to create support systems at the school or community level?

Although teachers benefit and get recognition for official training courses offered by the Ministry of Education, UN agencies or NGOs, there may be other opportunities to learn. Be creative in your training opportunities and consider alternative sources of training and support. These may include:

- Establishing time and space each week or month with teachers from your school or area schools to share experiences and knowledge
- Pairing younger, less experienced teachers with more experienced teachers who can serve as mentors
- Assign 'homework' for each teacher to research on a specific topic (through books, radio, television, or speaking with community members or education staff), and come back as a group to teach each other
- Ask the school or community to establish a 'learning centre' for teachers. This may be a small space where teachers have quiet time to reflect and prepare for lessons, meet with their peers, and store teaching and learning materials
- Meet on a regular basis to develop low-cost or no-cost teaching and learning materials together with community members, parents, other teachers, or small groups of learners

Suggested Readings for Teachers on Training, Professional Development and Support: (Also available at ineesite.org/resourcepack or by requesting an INEE Toolkit CD-Rom at teachinglearning@ineesite.org.)

Annan, J., Castelli, L., Devreux, A., & Locatelli, E. (2003). *Handbook for Teachers*. Kampala: AVSI

Hoffman, A. (2009). *Module in Lifeskills Learning and Teaching for Teaching HIV and Education in Emergency*. New York, NY: UNICEF.

3. Instruction and Learning Processes

The process of instruction is defined here as the interaction between students, teachers, and the curriculum. It is the centre of the learning process and follows the established curriculum. During emergencies, the needs of learners and their communities (including teachers and other education personnel) may change dramatically. Creating safe, protective spaces during emergencies is a necessary step towards recovery for both the individual student and their community because it re-establishes routines and a sense of normalcy as well as providing protection, skills and hope for a better future. The process of instruction should ensure the inclusion of all students in both accessing education as well as actively participating in classroom activities. Several key thematic issues are of particular relevance and importance in the instruction process, including child protection, psychosocial support, inclusive education, gender, and the recognition of human rights.

Key Points for Teachers to Consider in Instruction and Learning Processes:

- ◆ **Involving parents and community members in the instruction and learning processes**
 - Maintain strong communication with parents and communities, discussing when and how they can help, suggesting school projects and activities where they are able to actively participate with learners. This might be story-telling, arts and music, sports, or science experiments to list a few. If you need their help, make arrangements and give reminders in advance, and show appreciation by recognising them at school events or parent teacher meetings.

- ◆ **How can teachers and teaching assistants help students understand and relate to the curriculum?**
 - Make time for interactive lessons, as students learn best when they can relate to the lessons or are able to hold and use materials. Interactive lessons are possible even when the school day is short, and students can be engaged in finding or creating the instructional materials. Examples include making 'pretend money' from stones and paper and having students buy and sell pretend objects from each other, using natural materials (e.g. leaves, small stones) to teach younger students to count or use equations, or illustrating stories or drawing pictures of objects that can be used with younger students to learn the names and spellings of the objects.
 - Show the achievements of students by posting work on walls or identify a public space where their work can be displayed, creating both a sense of pride for students and a source of learning materials for other students.
 - Understand your limitations and try to identify people who can support you in subjects that are not your strong point. Also consider who you may ask to be tutors for the students (e.g. older students may tutor younger students, and parents may tutor some students).

- ◆ **How can activities and lesson plans be developed to support learning?**
 - Lesson plans play an essential role in ensuring curriculum is followed and meets the needs of a particular class or group of students. Taking time to draft comprehensive plans should increase effectiveness of teaching and ensure all students are more actively engaged in the learning process.
 - A variety of teaching methods may be necessary to make sure all learners benefit from the lessons, which may require more time for planning and organizing instruction. Identify teachers who are in similar circumstances in your school or neighbouring schools, taking the opportunity to learn and benefit from each other. Consider spending two days developing the daily lesson plans and activities of a monthly plan together.

- ◆ **How can teachers encourage active learning?**
 - Students learn best when they can relate the learning activities to their own lives and experiences and feel engaged in the learning process. Active learning often uses a variety of teaching methods and is possible in both small and larger classes.
 - In-class exercises or activities can be used to support or reinforce lectures. Traditional question-and-answer methods may make students feel intimidated, shy, disengaged or bored, particularly in large classes where time would not allow all students to answer. Consider alternative ways to engage students, including brainstorming in small groups, making a list of how the new information is useful for them, peer teaching, simulations and games, or presenting key points with short writing, art work, or role-plays.
 - Break large classes into smaller groups. Consider how individual students in a group can support weaker or younger students.

◆ How can teachers manage large classes?

- Take time to know your students and understand their educational and personal backgrounds to ensure that you use activities and speak in a way that they will understand. In large classes, this is a difficult task and may take some time. Consider creative ways to learn about students through homework assignments or playing games to arrange them in similar interests.
- Maximise classroom space by removing all unnecessary objects or materials or trying different arrangements of desks and chairs, allowing students to move around and participate in group work more freely. Ask students to help brainstorm how the space can be used more efficiently. If there are smaller or open spaces available outside the classroom that still provide protection, consider asking small groups to work outside for specific activities. This may be an opportunity to ask parents, other teachers, or youth to lead, monitor or assist in instruction activities.
- Consider the many different ways students with disabilities can be supported to actively participate; it should be possible to promote peer-support without discriminating or humiliating students with disabilities. There may be students with special needs, including physical disabilities such as the inability to walk, reliance on crutches or walking sticks, deaf or hard of hearing, or blind or poor eyesight. Consider where they will be best able to actively participate in classroom activities.
- Facilitate the movement of the class. Large classes may be noisy and chaotic, but with clear rules and direction, large classes may also be more easily managed. Consider having students organise themselves outside the class and ask that they enter in an orderly manner.
- You may decide to divide the class of students into different ages or grade levels by desk, row or corner of the room. Placed in smaller groups, students in large and multi-grade classes may be more self-directed and responsible for their work and helpful to their peers.
- Break large classes into small groups for activities or small projects when possible. For example, small groups may make a presentation on the most important messages from the lesson the teacher has given, complete a set of math problems together, or write a story together for a language class. Change students within the small groups regularly so that they may benefit from interacting and learning from other peers.
- Consider developing a 'class code of conduct'. This should be done together with students so that they feel ownership and will be encouraged to co-manage the class. The code may include guidelines such as raising your hand before speaking, being respectful and listening to others when they speak, and sharing resources like textbooks and writing materials, amongst others.

◆ How can teachers promote positive discipline²²?

- Positive discipline does not punish a student but rather develops a student's good behaviour. It involves praising students for being good and focuses on promoting positive behaviour rather than punishing negative or aggressive behaviour, although it may be difficult when students are responding to unsettling events in emergency settings.
- Make your expectations clear and remind students of your expectations when they act out in class.
- Model good behaviour. Students watch everything and hear everything, and learn how to behave by observing role models. Promote a student's understanding of positive behaviour by treating all students with respect and patience.

The following lesson planning template pulls together important elements to consider in the planning, monitoring, and evaluation of the instruction and learning processes. This may be used to identify general learning objectives, links with curriculum, and clear outcomes expected from each activity. For example, if a history lesson is highlighting interactions between two racial groups in the country's history, the teacher may detail anticipated changes to students' cognitive, social, and practical competencies as well as the impact on the students' personal development or sense of identity. The teacher may then identify teaching methods to be used in the lesson, the method she or he will use to assess students' progress, and materials needed to conduct the lesson. Additionally, the teacher may highlight how this lesson fits with other lessons in history or in other subject areas. Maintaining records similar to this will allow teachers to create plans and follow progress of the class when assessing learning outcomes of students.

²² Drawn primarily from UNESCO's Practical Tips for Teaching Large Classes, Embracing Diversity Toolkit, Specialised Booklet 2, A Teacher's Guide, 2006

Table 2: Sample Lesson Planning Template

Name of Lesson:			
Grade level:	Subject:	Prepared by:	
Lesson objective(s):			
Additional content or messages to be conveyed in lesson beyond standard curriculum: (for example: specific key thematic issues such as human rights, peace education, HIV/AIDS awareness, etc.; learning to collaborate through project work; importance and value of community service; etc.)			
Overview of Content or Lesson:			
Identify expected learning outcomes in the following areas, below, as relevant:			
Cognitive Knowledge, Attitudes or Skills	Personal Knowledge, Attitudes or Skills	Social Knowledge, Attitudes or Skills	Practical Knowledge, Attitudes or Skills
What teaching methods are planned (small-group work, question and answer, games, interactive activities, lectures, etc.):			
Assessment of learning outcomes (how changes in students' knowledge, attitudes, and skills will be measured and recorded):			
Resources needed (reference or material resources):			

Suggested Readings for Teachers on Instruction and Learning Processes: (Also available for download at ineesite.org/resourcepack or by requesting an INEE Toolkit CD-Rom at teachinglearning@ineesite.org.)

International Rescue Committee. (2006). *Creating Healing Classrooms: Guide for Teachers and Teacher Educators*. New York, NY: International Rescue Committee.

International Rescue Committee. (2006). *Creating Healing Classrooms: Tools for Teachers and Teacher Educators*. New York, NY: International Rescue Committee.

Macksoud, M. (2000). *Helping children cope with the stresses of war: a manual for parents and teachers*. New York, NY: UNICEF.

UNESCO. (2009). *Teaching Children with Disabilities in Inclusive Settings*. Bangkok: UNESCO Bangkok.

UNESCO. (2009). *Practical Tips for Teaching Large Classes*. Bangkok: UNESCO Bangkok.

4. Assessment of Learning Outcomes

Assessment of learning outcomes involves measuring a student's progress against established learning objectives that should be outlined in the Curricula. Understanding a student's or class's progress allows teachers to better identify learners needs and make necessary adaptations to lesson plans or provide targeted support to students. There are two types of assessment:

- ◆ *Continuous Formative Assessment* is the daily or regular assessment of a student's progress. This information can be used to immediately improve the teaching and learning process by modifying teaching approaches and materials. Examples of this include observation of student's involvement in class and with peers as well as their performance on homework assignments, oral reports, and written essays, amongst others.
- ◆ *Continuous Summative Assessment* is the evaluation of previous learning to determine a student's achievement, most often expressed in marks or grades. This is often used to determine whether a student is ready to move to the next grade or level. The most notable example of this is the use of examinations at the end of the academic year or at the end of primary, intermediate or secondary schools.

Key Points for Teachers to Consider in Assessment of Learning Outcomes:

- ◆ **What are the most effective and appropriate assessment methods?**
 - National examinations are one form of assessing student achievement. It is important to ensure students are able to enter examinations with confidence in their abilities to perform well.
 - Examinations may not be the most effective way of showing progress; furthermore, students may find examinations and other traditional forms of assessment very stressful. Consider whether alternative options are possible at certain points in the academic calendar, assessing students' performance in small group activities or other active learning exercises.
 - Asking open-ended questions, rather than 'Yes/No' or multiple-answer questions, allows students an opportunity to show how well they have understood the lesson or subject.
- ◆ **How can assessment be used to improve the teaching and learning process?**
 - Systems may be in place to collect official data for your supervisor, but you may also want to maintain your own system of collecting and recording assessment information, allowing you to track student progress over time. This may include daily records of attendance, discipline issues, completion of homework, scores on assignments, and test or examination scores. You may also want to record the student's level of participation or engagement in classes, ability to work with others on assignments, development of social and communication skills, or other types of information you think appropriate based on the curriculum, learning objectives and class activities.
 - Students may be entering classes with very different experiences and abilities. Initial 'placement' tests may be helpful to establish the level of support an individual student may need. These placement tests may be oral or written depending on ages, educational level, and availability of resources and time. In very large classes, particularly with newly displaced or refugee students, it may be helpful to ask other teachers, older students, or parents to help in this initial placement test.
 - Consider the possibility of creating student profiles to track individual student's progress. Profiles are collections of relevant information about students and may include background information (age, educational level or experience, special information about family situation, etc.) as well as learning achievements (weekly or monthly progress, scores from all assignments and examinations, etc.). Creating profiles ensures that a wide range of information is gathered in one format. Although this is time consuming and may not be possible in large classes, it is a useful tool to monitor weakness, identify solutions, and a user-friendly way to share information with parents as well as teachers when students progress to the next grade or level.
 - Regular updates to parents and caregivers are essential. Parents and caregivers may be better able to provide support at home if they understand a student's needs.
 - Verbal feedback to students is important to help them feel engaged in their education. It is helpful if teachers provide constructive feedback on achievements as well as indicating subjects where a student needs to focus more energy.
 - Students may be entering classes with very different experiences and abilities. Initial 'placement' tests may be helpful to establish the level of support an individual student may need. These placement tests may be oral or written depending on ages, educational level, and availability of resources and time. In very large classes, particularly with newly displaced or refugee students, it may be helpful to ask other teachers, older students, or parents to help in this initial placement test.
 - Assessment of learning outcomes should be expanded beyond basic numeracy, literacy, or core subjects of the curriculum. Remember that the messages conveyed to help students survive and develop particular skills in response to an emergency or changing environment need to have corresponding assessment measures. For example, if the curriculum and instruction have expanded to include peace education, disaster risk reduction, particular health messages, or civic education, it is important to assess the students' understanding and expected behaviour change.

Suggested Readings for Teachers on Assessment of Learning Outcomes: (Also available for download at ineesite.org/resourcepack or by requesting an INEE Toolkit CD-Rom at teachinglearning@ineesite.org.)

Assessment is for Learning (AiFL). (2006). *Early Years Self-Assessment Toolkit*. Glasgow: Learning and Teaching Scotland.

Creative Associates International. *Toolkit for Assessing and Promoting Equity in the Classroom*. Production of Equity in the Classroom (EIC) Project. Washington DC: Creative Associates International, Inc.

USAID. *Early Grade Reading Assessment EGRA*. Web. 3 June 2010

Appendix 9: Feedback Form

Thank you for sharing your experience using the *INEE Guidance Notes and Resource Pack on Teaching and Learning*. This feedback will inform an update of and strategy for promotion of these tools.

Please fill in as many questions as possible and return it to the INEE Secretariat at teachinglearning@ineesite.org. You can also provide feedback on-line at ineesite.org/feedback.

Date:
Name:
Organisation and job title:
Address:
Phone/fax:
E-mail:

1. At what point in the educational response (acute emergency, chronic crisis, early recovery) did you use the Guidance Notes on Teaching and Learning? Are you using the document and Resource Pack together? If yes, in what way?
2. Please list the ways in which you or your organisation have used the Guidance Notes on Teaching and Learning. Be as specific as possible and include the ways (if any) in which you adapted the Guidance Notes to your context and to the work of your project, organisation, coordination, structure, etc.
3. What sections of the Guidance Notes or Resource Pack did you find most useful in your work? Please explain why they were useful.
4. What sections were not useful or immediately relevant to you, your organisation, or the context in which you work? Please explain.
5. Can you share any lessons learnt and/or examples of good practice from your experience using the Guidance Notes and Resource Pack on Teaching and Learning? What has been the impact of using the Guidance Notes to address issues of Curricula, Instruction, Teacher Training, and/or Assessment of Learning Outcomes in your context?
6. Based on your experience, what additional information and/or tools could be added to the Guidance Notes and Resource Pack on Teaching and Learning to facilitate the planning of Teaching and Learning programmes?
7. Please provide any additional comments or feedback on the Guidance Notes and Resource Pack on Teaching and Learning.

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