



South Sudan Minimum Standards for Education in Emergencies



**Contextualised from the
*INEE Minimum Standards for Education:
Preparedness, Response, Recovery***

Global
Education Cluster
South Sudan

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

Published by:
South Sudan Education Cluster
c/o UNICEF South Sudan
Totto Chan Compound,
PO Box 45, Juba, South Sudan

© Education Cluster South Sudan, 2012

All rights reserved. This material is copyright but may be reproduced by any method for educational purposes. For copying in other circumstances or for re-use in other publications, or for translation or adaptation, prior written permission must be obtained from the copyright owner: edclusterjuba@gmail.com.

Design: Neil Adams

Cover photographs:

Top row, left to right: Jenn Warren; Giacomo Pirozzi, Jenn Warren

Middle left and centre: Giacomo Pirozzi

Bottom centre: Georgina Cranston

Bottom right: Brian Sokol

All images © UNICEF



The Republic of South Sudan
Ministry of General Education & Instruction
Headquarters - Juba
Office of the Undersecretary

30th March 2012

Dear Marian Hodgkin, Education Cluster Coordinator,

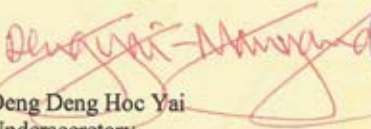
RE: South Sudan Minimum Standards for Education in Emergencies

The Ministry of General Education and Instruction is committed to ensuring that all children and youth affected by emergencies in South Sudan have access to quality and protective education, as laid out in the Education Sector Strategic Plan and the draft Education Bill.

The *South Sudan Minimum Standards for Education in Emergencies* is a document that will help us achieve this commitment, and we fully approve and endorse the content. We encourage the State Ministries, UN and NGO partners to work together to apply the guidance in this document and work towards meeting the standards therein.

It is through combined efforts that we shall meet the right to education for all children and youth affected by emergencies in South Sudan.

Yours Sincerely,


Deng Deng Hoc Yai
Undersecretary



Cc: H.E Joseph Ukel Abango, Minister, MoGEI
H.E Rebecca Joshua Okwaci, Deputy Minister, MoGEI
Director General for Planning and Budgeting
Director General for Quality Promotion and Innovation
Director General for General Education
Director for Development Partners
File

Acknowledgements

This document was developed for and by government, NGO and UN representatives working in South Sudan. A huge amount of time and effort has been given by the participants in the consultative process. We thank the following people for their time and for their commitment to providing quality educational opportunities for children and youth affected by emergencies in South Sudan:

Karin Ulin (Child Protection Sub-Cluster, UNICEF), Deng Ayok (Concern for Women and Children), Danson Duku (DFID), Fazle Rabbani (DFID), Jess Shaver (Education Cluster, Save the Children), Marian Hodgkin (Education Cluster, UNICEF), Acen Kalsum (Food for the Hungry International), Joseph Simyn (HDC), Eba Pasha (Health Cluster, WHO), Pita Florence (IBIS), Kenji Abdu (IBIS), Cynthia Koons (INEE, Workshop Facilitator and Editor), Jo Kelcey (INEE, Workshop Facilitator), Letizia Carnevali (INTEROSOS), Andrew Simbwa (Mercy Corps), Victor Akok Anei (MoE), Edward Kokole Juma (MoE), Garang Akok (MoE), Manasseh Wade (MoE), Rachel Achol Gai (MoE), Raymond Inyani (MoE), John Lujang (MoE), Bob Campbell (MoE/VSO), Charity Gabriel (MoE), Meling Christine (MoE), Janella Nelson (Former NRC), Vivienne Forsythe (Nutrition Cluster, UNICEF), Vita Kenyi (Peace Corps South Sudan), Okello Richard (Plan International), Benjamin Mijok (State Ministry of Education, Jonglei), Jamesco Deng Deng (State Ministry of Education, Northern Bahr El Gazal), Charles Anau (State Ministry of Education, Lakes), Kuanyin Wek Kuanyin (State Ministry of Education, Warrap), Hannah Snowden (UNESCO), Jessica Hjarrand (UNESCO), Irene Kouame (UNHCR), Ita Sheehy (UNHCR), Benoit d'Ansembourg (UNICEF), Carlos de la Espriella (UNICEF), Hastings Surur (UNICEF), John Yuggu (UNICEF), Joseph Danima (UNICEF), Luca Frascini (UNICEF), Jesse Pleger (WASH Cluster Co-Lead, Medair), and Castarina Lado (WFP).

Contents

Introduction	4	
Community Participation	8	
Standard 1: Participation	8	
Standard 2: Resources	10	
Coordination	11	
Standard 1: Coordination	11	
Analysis	13	
Standard 1: Assessment	13	
Standard 2: Response Strategy	15	
Standard 3: Monitoring	17	
Standard 4: Evaluation	18	
Access and Learning Environment	19	
Standard 1: Equal Access	19	
Standard 2: Protection and Well-being	21	
Standard 3: Facilities and Services	23	
Teaching and Learning	25	
Standard 1: Curricula	25	
Standard 2: Training, Professional Development and Support	27	
Standard 3: Instruction and Learning Processes	28	
Standard 4: Assessment of Learning Outcomes	29	
Teachers and Other Education Personnel	30	
Standard 1: Recruitment and Selection	30	
Standard 2: Conditions of Work	33	
Standard 3: Support and Supervision	34	
Education Policy	35	
Standard 1: Law and Policy Formulation	35	
Standard 2: Planning and Implementation	37	

Introduction

Inter-Agency Network for Education in Emergencies Minimum Standards

The Inter-Agency Network for Education in Emergencies (INEE) *Minimum Standards for Education: Preparedness, Response, Recovery* are the only global tools that articulate the minimum level of educational quality and access in emergencies through to recovery. The aims of the INEE Minimum Standards are to:

- enhance the quality of educational preparedness, response and recovery;
- increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and
- ensure accountability and strong coordination in the provision of education in emergencies through to recovery.

South Sudan was involved in the development of this global tool. South Sudan education actors, including United Nations agencies, non-governmental organisations and government representatives contributed to the 2004 edition in a series of workshops in Rumbek (2003) and Nairobi (2004). Inputs were also made into the updated 2010 edition.

The South Sudan context

As the newest nation in the world, South Sudan now faces the challenge of reconstructing, and in many areas establishing for the first time, an education system that can meet the needs of school-aged children, as well as older children and youth who have missed out on school due to involvement with armed groups, displacement, or limited access.

In addition to the development activities of nation building, South Sudan is engaged in emergency response. All ten states are affected by some kind of emergency. Types of emergencies that affect South Sudan include: flood, drought, famine, inter-tribal armed conflict, insecurity and conflict caused by rebel and militia groups, and international conflict in the border areas. The South Sudan

Ministry of Education and the South Sudan Education Cluster have committed to ensuring all children and youth affected by emergencies have access to education. This is reflected in the Ministry Education Sector Strategic Plan, which includes strategies for education in emergencies and coordination with the Education Cluster.

Contextualising the INEE Minimum Standards for South Sudan

Because each country context is unique, the INEE Minimum Standards global tool should be contextualised, or customised, to be relevant to a country's local reality. In South Sudan, the commitment to contextualising the INEE Minimum Standards is reflected in the government's Education Sector Strategic Plan 2012–2016, and in the South Sudan Education Cluster Workplan for 2012.

The Education Cluster co-leads, Save the Children and UNICEF, convened a 3-day workshop during March 2012 to contextualise the standards. The three objectives of the workshop were to:

- refresh knowledge of the INEE Minimum Standards;
- contextualise the standards for South Sudan; and
- draft the contextualised document.

Participation in the workshop was open to all Education Cluster partners including the Ministry of Education – at both state and national levels – non-governmental organisations (NGOs), and United Nations (UN) agencies. The document resulting from the workshop was then presented to the Ministry of Education for input as well as shared with Education Cluster partners and other key stakeholders for written feedback. For a complete list of people who contributed to the contextualised standards document, please see 'Acknowledgements' on page 2.

How to read this document

This document follows the organisation of the INEE Minimum Standards global tool: the five domains and their correlating standards (see the map on page 7). The section for each standard includes the text of the original INEE Minimum Standards, and then contextualised guidance on how to interpret the global standard in the South Sudan context.

Users are encouraged to refer to the full INEE Minimum Standards global tool for further details and guidance. South Sudan practitioners and policy makers should also refer to the *South Sudan Basic Standards for Schools*, which is designed for school leaders and inspectors working in non-emergency contexts in South Sudan (Ministry of Education, forthcoming 2012).

This document is not meant to be a comprehensive education in emergencies manual, but rather a reference guide to minimum standards of quality and access, specific to the context of South Sudan. Comprehensive resources on training and implementation related to education in emergencies (including information on teacher compensation, safer school construction, inclusive education, etc) can be found on the INEE website: www.ineesite.org.

This document will be periodically reviewed and updated to ensure it remains relevant to the South Sudan context. Please send any comments, feedback or suggestions for improvement to: edclusterjuba@gmail.com.

Further resources

For further resources relating to education in emergencies in South Sudan, visit: <https://sites.google.com/site/southsudaneducationcluster/>.

For further global tools and resources and to join the Inter-Agency Network for Education in Emergencies, visit: www.ineesite.org.

Foundational Standards			
Community Participation Standards: Participation and Resources – Coordination Standard: Coordination – Analysis Standards: Assessment, Response Strategies, Monitoring and Evaluation			
Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Education Policy
<p>Standard 1: Equal Access – All individuals have access to quality and relevant education opportunities.</p> <p>Standard 2: Protection and Well-being – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.</p> <p>Standard 3: Facilities and Services – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>	<p>Standard 1: 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.</p> <p>Standard 2: Training, Professional Development and Support – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> <p>Standard 3: Instruction and Learning Processes – Instruction and learning processes are learner-centred, participatory and inclusive.</p> <p>Standard 4: Assessment of Learning Outcomes – Appropriate methods are used to evaluate and validate learning outcomes.</p>	<p>Standard 1: Recruitment and Selection – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p>Standard 2: Conditions of Work – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p>Standard 3: Support and Supervision – Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p>Standard 1: Law and Policy Formulation – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p> <p>Standard 2: Planning and Implementation – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>

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

Community Participation

Standard I: Participation

INEE Minimum Standard: Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

In South Sudan, what should this look like?

- In South Sudan, **community members*** include:
 - village authorities, including chiefs
 - county commissioner
 - payam and boma administrators
 - Parent Teacher Association (PTA) members (if there is no PTA, one should be mobilised)
 - religious leaders
 - mothers, fathers, grandparents and caregivers
 - women’s group members
 - social advocacy group members
 - sports group members
 - girls, boys and youth
 - people with disabilities
 - school administrators
 - representatives from locally identified vulnerable groups
 - representatives of returnees
 - representatives of internally displaced people
 - representatives of refugees
 - representatives from the host community

* This term as defined here applies across all of the standards.

- In South Sudan, **community members participate actively, transparently and without discrimination.** This means each community member (see above list) has an equal opportunity to be consulted and involved in all steps of the programming cycle (see below for specific types of involvement and steps in the programming cycle).
- In South Sudan, **community members participate in analysis.** This means each community member (see above list) has an equal opportunity to be involved in analysis activities, such as: training on how to analyse data and information, providing and receiving relevant data and information, developing tools, selecting sites, planning the interview schedule, and hearing and responding to the assessment feedback. (See also Analysis, Standard 1: Assessment.)
- In South Sudan, **community members participate in planning and design.** This means that participatory approaches are used and each community member (see above list) has an equal opportunity to be involved in planning and design activities, such as: initial community consultations, interpreting the analysis data, review of possible responses, selecting the preferred response strategy, designing the programme, and drafting the implementation plan.
- In South Sudan, **community members participate in implementation.** This means each community member (see above list) has an equal opportunity to be involved in implementation activities, such as: selecting the site, providing and procuring local construction materials, constructing temporary learning spaces, selecting teachers, establishing the school calendar, building the capacity of Parent Teacher Association members, and mobilising the community to send children and youth to school.
- In South Sudan, **community members participate in monitoring and evaluation** (see also Analysis, Standards 3 and 4: Monitoring and Evaluation). This means each community member (see list above) has an equal opportunity to be involved in monitoring and evaluation activities, such as: monitoring the distribution and use of emergency learning and teaching materials, monitoring the quality and relevance of the implementation, monitoring the gender sensitivity and inclusivity of the implementation, monitoring response strategy effectiveness and gaps, establishing a system for providing feedback on the progress or problems of the response, and monitoring to ensure that teachers and Ministry of Education staff carry out their duties regularly and professionally and in line with the South Sudan Teachers' Code of Conduct for Emergency Situations. Additionally, each community member should participate in the evaluation of the response strategy outputs, outcomes and results.

Standard 2: Resources

INEE Minimum Standard: Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

In South Sudan, what should this look like?

- In South Sudan, **community resources for learning opportunities** refer to both ‘hard’ resources such as: local construction materials (grass, poles, bricks, mats), land, the church, shelter for teachers’ accommodation, Parent Teacher Association fund, livestock, honey and food produce; as well as ‘soft’ resources such as Parent Teacher Association members’ time and skills, teaching experience and skills, volunteer classroom assistants, school construction, learning material creation, cooking, school monitoring, community mobilisation, translation, and peer-to-peer support provided by children and youth.
- In South Sudan, **community resources for learning opportunities are identified and mobilised**. This means that community members lead the identification and mobilisation steps, which include: mapping all the resources, deciding when resources are ready to be used, prioritising education activities, and matching resources to prioritised education activities.
- In South Sudan, **community resources for learning opportunities are used**. This means that resources identified and mobilised are then budgeted, requested and expended on the planned learning activities.
- In South Sudan, providing **age-appropriate learning opportunities** means teaching to the needs of the different age groups while also considering children and youth with special needs and those who are over the age for their grade level. This can be done through methods such as peer-to-peer learning, morning and afternoon school-day cycles based on age, age-appropriate materials, mentors for the different age groups in a class, matrons or female caretakers for female adolescent students, role model partnering of older students with younger students, and afterschool catch-up programmes.

Coordination

Standard I: Coordination

INEE Minimum Standard: Coordination mechanisms for education are in place and support stakeholders working to ensure access to continuity of quality education.

In South Sudan, what should this look like?

- In South Sudan, **the coordination mechanisms for education** include (also see full list of education stakeholders on page 12):
 - Education Clusters functional in the ten states
 - Education Cluster at national level
 - Education Clusters monthly coordination meetings
 - Education Cluster sub-clusters at county and payam level
 - Education Donor Group
 - Parent Teacher Associations and school management committees
 - Ministry of Education Gender Thematic Working Group
 - UN Office for the Coordination of Humanitarian Affairs (OCHA)
 - Girls Education Movement
 - faith-based education institutions
- In South Sudan, **coordination mechanisms for education are in place.** This means that the structured group has a membership list with contact information readily available, clear roles and responsibilities assigned to members, schedule of ongoing meetings, documentation of meetings, and a plan of work.

- In South Sudan, **coordination mechanisms for education support** mean that the structured group supports efforts to provide education for children and youth in emergencies through activities such as training, technical advice, resources, information at all levels (ie, from national to boma), and resource mobilisation.
- In South Sudan, **stakeholders who work to ensure access to continuity of quality education** include the following:
 - Ministry of Education at national, state, county and payam level
 - international non-governmental organisations
 - national non-governmental organisations
 - Education Cluster
 - community-based organisations
 - Parent Teacher Associations and school management committees
 - mothers, fathers, grandparents and caregivers
 - teachers – both paid and volunteer
 - school administrators
 - relevant government thematic working groups
 - UN agencies
 - local government
 - South Sudan Relief and Rehabilitation Commission
 - camp leadership
 - village chiefs and traditional leaders
 - donors
 - refugee camp leaders
 - community chiefs and leaders
 - religious leaders
- In South Sudan, coordination mechanisms for education should engage with **other IASC Clusters**, such as Health, Protection, especially the Sub-Cluster on Child Protection, WASH, Food Security and Livelihoods, Nutrition, Shelter and Non Food Items and Logistics.

Analysis

Standard 1: Assessment

INEE Minimum Standard: Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

In South Sudan, what should this look like?

- In South Sudan, the **education assessments for emergency contexts** include the Education Cluster Rapid Needs Assessment Tool and the OCHA multi-sectoral assessment tool.
- In South Sudan, **timely education assessments** means that the first assessment should take place within the first three weeks after a crisis, or as soon as it is safe to do the assessment. Depending on the context, the second needs assessment should take place three months after the first assessment. A second assessment is very important because it measures the current course of action and progress to determine whether a change of intervention strategy is required. From then on, regular assessments should take place and should link with ongoing monitoring (see Analysis, Standard 3: Monitoring). Even though assessment timing can vary, the overall objective is to collect information frequently enough so that the response is relevant to the affected population. To share assessment information, education stakeholders should have access to communication devices, so information can flow from boma to national level. For example, all cluster actors should have telephones and should coordinate communications (via telephone, email or radio) through an information tree (contact list).

- In South Sudan, **assessments are holistic and coordinated.** This means they include content related to, or coordinate with assessments of, other sectors (eg. child protection, health, WASH, nutrition and food security). Coordinated assessments do not repeat content already collected, or being collected, by other assessments. Before conducting the education rapid needs assessment, implementers should look for secondary data that already exists (eg. South Sudan Education Management Information System or assessment reports published by other Clusters). Where possible, assessments, monitoring and evaluation should use commonly agreed indicators and tools to allow for national comparison and learning.
- In South Sudan, **assessments are transparent and participatory.** This means that assessment implementers explain the purpose of the assessment to respondents and involve education stakeholders in all stages of assessment, including planning the assessment, designing the tools, site selection, implementation, monitoring, evaluation, and feedback. Finally, assessment implementers should share findings with education stakeholders (see complete list of education stakeholders in Coordination, Standard I: Coordination).

Standard 2: Response Strategy

INEE Minimum Standard: Inclusive education response strategies include a clear description of barriers to the right to education in the country context and strategies to overcome those barriers.

In South Sudan, what should this look like?

- In South Sudan, **education response strategies** should include contingency and preparedness planning, teacher preparation, provision of emergency learning materials (such as Early Childhood Development kits, school in a box, recreation kits, blackboards, first aid kits), establishment of temporary learning spaces, teaching of life-saving messages, psychosocial support and activities, peace building, conflict mitigation, disaster risk reduction, advocacy against occupation of schools by armed groups, and rehabilitation of schools damaged or destroyed in an emergency.
- In South Sudan, **context barriers to the right to education** include the following: discrimination against the education of girls, culture (the role of girls, older children and youth caring for younger siblings, children and youth caring for livestock, the role of the first born, the value of education), gender-based violence, inadequate facilities and assistance for physical and mental disabilities, inadequate access to school latrines for adolescent girls, mother tongue different from language of instruction (tribal languages and English curriculum), financial barriers (indirect school costs, such as uniforms and shoes), socio/economic situation of the family, climate/natural disasters (floods, drought, famine), insecurity or armed conflict, and discrimination on the basis of ethnicity.
- In South Sudan, **strategies to overcome context barriers to education** should include: temporary learning spaces, life-saving messages, provision of learning materials, provision of water and sanitation facilities, the government's draft language policy, distribution of and training on the South Sudan Teachers' Code of Conduct, in-service teacher training, child-friendly spaces, alternative learning spaces, travelling teachers for students

with special needs, socio-economic incentives for school attendance and for teacher compensation, mobile schools with village education focal points, engagement of parents in school activities, government advocacy against occupation of schools, professionalisation of the army, and village, government and community conflict-mitigation teams.

- In South Sudan, **education response strategies that are inclusive** identify and address barriers affecting children's and youth's access to education, involve community members (see definition in Community Participation, Standard 1: Participation) in coming up with solutions that respond to the assessed needs, develop strong monitoring mechanisms for use by education stakeholders (see definition in Coordination standard), build the capacity of community members, and train on education in emergency responses.

Standard 3: Monitoring

INEE Minimum Standard: Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

In South Sudan, what should this look like?

- In South Sudan, **regular monitoring** means that there is scheduled collection of information on the response activities. The timing of monitoring will depend on the type of emergency and response strategy. At classroom level, daily monitoring using informal methods can be done. For outcome measurements, monitoring can occur at longer intervals such as once per education term, or every six months post-crisis. Regular monitoring should track and inform all education response strategies (see definition in Analysis, Standard 2: Response Strategy). Regular monitoring should be informed by the South Sudan Minimum Standards for Education in Emergencies as specified in this document. Regular monitoring should be coordinated with both community grassroots monitoring as well as Ministry of Education Management Information System. (See also Community Participation, Standard 1: Participation.)
- In South Sudan, **learning needs** means what all individuals (see definition in Access and Learning Environment, Standard 1: Equal Access) need to learn during and directly after an emergency to stay safe and knowledgeable about their changing environment and for their continuing development (physical, cognitive, psychological and emotional).
- In South Sudan, **affected population** refers to adults, youth and children whose lives have been changed because of an emergency in South Sudan or bordering countries. Labels used to describe this population may include: internally displaced people, returnees, host community, refugees, orphans and vulnerable children, and youth.

Standard 4: Evaluation

INEE Minimum Standard: Systematic and impartial evaluations improve education response activities and enhance accountability.

In South Sudan, what should this look like?

- In South Sudan, **evaluations are systematic**. This means they are well thought through, planned in advance, and are timely and regular (as the nature of emergency allows). Indicators are selected and agreed upon by the education coordination mechanism (see definition in Coordination, Standard 1: Coordination) based on the South Sudan Minimum Standards for Education in Emergencies as specified in this document.
- In South Sudan, **evaluations are impartial**. This means that studies are objective, ie, not biased towards one respondent group over another, or for one agency over another. An impartial evaluation invites the equal participation of education stakeholders (see definition in Coordination, Standard 1: Coordination) in the design, implementation and reporting of findings.
- In South Sudan, **evaluations improve education response**. This means that action and advocacy are based on the results of the evaluation and are aimed at meeting the South Sudan Minimum Standards for Education in Emergencies, as specified in this document.
- In South Sudan, **evaluations enhance accountability**. This means that the findings of the study should be informed by and shared with stakeholders at all levels, including community members, to ensure they are in a position to hold the implementers accountable. Findings should also be used for advocacy through relevant channels to hold local authorities and respective stakeholders accountable.

Access and Learning Environment

Standard I: Equal Access

INEE Minimum Standard: All individuals have access to quality and relevant education opportunities.

In South Sudan, what should this look like?

- In South Sudan, **all individuals** means all children, youth and adults (including girls and boys, refugees, returnees, internally displaced people, orphans, separated and unaccompanied minors, ex-combatants, young mothers, child soldiers, children with disabilities and over-aged children and youth).
- In South Sudan, **to have access to education** means all individuals have physical access to: free learning spaces not too far from home (between 1–5kms), clean drinking water, separate latrines, and hand-washing points, as well as access to learning materials.
- In South Sudan, **quality education** means education that is child friendly, affordable, accessible, and sensitive to learners' gender, diversity, culture and language. The curriculum should be a balance of academic and recreational activities, and include life-saving messages and life skills. Quality education does not use corporal or humiliating punishment; instead it positively reinforces learning. The teaching and learning process should be supported by a ratio of one teacher to 50 learners and emergency in-service and pre-service teacher training on relevant topics such as life-skills, language of the learners, psychosocial support, peace education, gender, and vocational and technical training. Materials should be appropriate for the learner (language, ability, developmental stage), sufficient for a student textbook ratio of 1 to 1, and stored in metal boxes.

- In South Sudan, **relevant education** should be compatible with, or prepare the learner for, transition to the government of South Sudan's Education Curriculum (in English) and should provide life-saving messages, psychosocial support and take into consideration the developmental needs of the individual learner; the local traditions, and positive cultural practices. (For greater detail on language of instruction see Teaching and Learning, Standard I: Curricula.)

Standard 2: Protection and Well-being

INEE Minimum Standard: Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

In South Sudan, what should this look like?

- In South Sudan, **learning environments that are secure and safe** means the education space is cleared of anything that could cause harm, such as: land mines, unexploded ordnance, armed forces, broken glass, burning trash, livestock, stagnant water, or faecal matter, including bat guano. The location of the temporary learning space should be selected on the basis of physical safety, taking into consideration adequate distance between armed forces or crossfire locations, safety from natural disasters (floods, landslides, brush fires, etc). The area should have a water point within 500 meters, gender-specific latrines within 50 meters (one latrine for every 60 boys and one latrine for every 30 girls) and hand-washing facilities. The temporary learning space and fence should be constructed with local materials, such as grass and poles, and should provide shelter from rain, wind and dust. The temporary learning space should have well-ventilated windows and be accessible to children and youth with disabilities. Emergency tents can be too hot and are not sufficiently durable for emergency duration, but can be used as an immediate temporary solution if community members are informed of these drawbacks. Where there are no spaces immediately following an emergency, education actors can explore the possibility of sharing child-friendly facilities established by Child Protection using a shift system.
- In South Sudan, **learning environments that protect** means that education is not only a safe space in a context of crisis, but education proactively protects children and youth by ensuring teachers are responsible through the South Sudan Teachers' Code of Conduct for Emergency Situations for behaving in a professional manner, protecting children and youth from corporal punishment, abuse and harassment, and providing psychosocial support to learners. The Parent Teacher Association should be

involved in the selection of a site for the temporary learning space, its design, and establishment of a school code of conduct and monitoring its implementation.

- In South Sudan, **learning environments that promote psychosocial well-being** means that teachers and other education personnel provide psychosocial services (activities that support psychological development through social interaction such as games, sports, recreational activities and discussion) to learners. Teachers should be trained to recognise signs of physical and psychosocial stress among the other teachers, children and youth for referral to counselling, health, or social welfare services available. Beyond the classroom, education stakeholders should advocate against gender-based violence and ensure that learners know their rights and are supported in taking legal action when needed.
- In South Sudan, **learner** means any individual (see definition in Access and Learning Environment, Standard 1) child, youth or adult, regardless of age, ethnicity, language or nationality, who participates in education programmes (formal and non-formal).
- In South Sudan, **teacher** means any adult recruited, selected, trained and employed (volunteer, compensated in kind or paid) by a temporary learning space or emergency-affected school to instruct the learners.
- In South Sudan, **other education personnel** means any adult, recruited, selected, trained and employed (volunteer, compensated in kind or paid) by a temporary learning space or emergency-affected school to administer the education programme. Depending on the scale of the response strategy, this could include a headteacher, deputy headteacher, Payam Education Supervisor, Deputy Payam Education Supervisor, Alternative Education System Supervisor, Girl Child Education Supervisor, County Education Director, Deputy County Education Director, Alternative Education System Inspector, Girl Child Education Coordinator, Basic Primary Education Supervisor or Examination Secretary.

Standard 3: Facilities and Services

INEE Minimum Standard: Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

In South Sudan, what should this look like?

(For definition of **teacher**, **learner** and **other education personnel** see Access and Learning Environment, Standard 2: Protection and Well-being.)

- In South Sudan, an **education facility** in an emergency context means any temporary learning space or emergency-affected school used by teachers and learners for the sharing of skills and knowledge; this can be a tent, a tree, a tukul, a grass structure, or a cement school block.
- **Promote the safety and well-being of learners, teachers and other education personnel** (see Access and Learning Environment, Standard 2).
- In South Sudan, **education links to health services**. This means that education facilities offer basic health and sanitation knowledge (such as hand washing), and share information with learners about the nearest health services. Education facilities should coordinate with the Ministry of Health, local provider, or Health Cluster to establish a referral system for primary and secondary healthcare, eg, clinical services for gender-based violence, provision of menstrual hygiene items and contraceptive advice to girls of reproductive age, de-worming tablets, immunisations, vitamin A supplements and mosquito nets. Each temporary learning space should have a first aid kit. Two teachers (one female and one male) per temporary learning space or emergency-affected school should be trained on basic guidance for health, food/nutrition, protection, drinking water, hand washing, and latrine maintenance.
- In South Sudan, **education links to nutrition services**. This means that every temporary learning space or emergency-affected school in need of food support should coordinate with the State Ministry of Education and

other partners to provide school feeding and prevent drop-out because of hunger. Teachers should be able to share information on the location of the nearest nutrition facilities. Life-saving messages should include nutritional information such as key messages on infant and young child feeding practices (complementary feeding), and balanced nutritional diet for families based on locally available food. Where appropriate, if the temporary learning space is able to become a longer-term facility, the introduction of a school garden programme should be considered.

- In South Sudan **education links to psychosocial services**. This means every temporary learning space or emergency-affected school should share information with learners about the nearest available social worker, counsellor or referral system that could provide psychosocial guidance for children and youth. Teachers should be trained to recognise signs of physical and psychosocial stress and be aware of existing referral mechanisms. Where there are no existing referral systems in place, teachers should advocate that they be put in place and managed.
- In South Sudan **education links to protection services**. This means every temporary learning space or emergency-affected school should coordinate through a referral system with family tracing and reunification providers and other child protection networks. The temporary learning space should be a place where the Protection Cluster can facilitate services and school communities can connect with external formal and informal social protection networks. Teachers in temporary learning spaces and volunteers in child-friendly spaces will collaborate and refer children to each other if necessary.

Teaching and Learning

Standard 1: Curricula

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

In South Sudan, what should this look like?

(For definition of **learner**, see Access and Learning Environment, Standard 2: Protection and Well-being.)

- In South Sudan **curricula** refers to the South Sudan curriculum in English, which is a framework for teachers in South Sudan to transfer the necessary knowledge, skills and attitude to learners. This curriculum should be adapted for the emergency context and should include: psychosocial support activities, life skills and life-saving messages such as awareness of land mine and explosive devices, HIV and AIDS, health and hygiene promotion (such as sleeping under a mosquito net and hand washing), basic nutrition education, peace building, and disaster risk reduction and preparedness.
- In South Sudan, **curricula that are culturally and socially relevant** means the framework should take into consideration cultural diversity (beliefs, ideas customs, taboos, practices) of tribes, communities and society in South Sudan, prevent discrimination and promote respect among learners.
- In South Sudan, **curricula that are linguistically relevant** means the framework that promotes one official language (English) must consider the importance of other languages such as mother tongues in the cognitive development of the learner. Mother tongue instruction in the early grades (1–3) is critical to effective learning and does not undermine the national

language of instruction. It is relevant because it eases the child's transition from home to school and is imperative for the attainment of basic literacy skills. Strong language policies should not marginalise Swahili or Arabic-speaking children and youth, when a flexible policy could meet their needs. Where appropriate, all non-English speaking children and youth should be taught in their own language and transitioned into English over time. Separate language classes, such as after school or on Saturdays, should be encouraged if relevant.

- In South Sudan, **curricula are used**. This means that a guideline recognised by education authorities is applied in schools by teachers.
- In South Sudan, **curricula are appropriate to the context and needs of the learners**. This means education stakeholders (see definition in Coordination, Standard 1: Coordination) should agree about what curricula is most appropriate for learners and how the accreditation will transfer across boundaries. For refugees, careful consideration needs to be given to the curriculum used. Where possible, the country of asylum (South Sudan) curriculum can be used, but exams and other classes from the country of origin may also be necessary to allow for eventual repatriation.
- In South Sudan, **formal education** means nursery, primary, secondary and tertiary education.
- In South Sudan **non-formal education** means an alternative education system, eg, Accelerated Learning Program, Basic Adult Literacy Program, Community Girls School Program and Pastoralist Education.

Standard 2: Training, Professional Development and Support

INEE Minimum Standard: Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

In South Sudan, what should this look like?

(For definitions of **teacher** and **other education personnel**, see Access and Learning Environment, Standard 2: Protection and Well-being.)

- In South Sudan, **periodic and structured training** means that pre-service, in-service and distance teacher training in South Sudan includes emergency content. Training must be organised and conducted based on identified training needs of the teachers. The first training of teachers for temporary learning spaces or emergency-affected schools should be undertaken before an emergency occurs, or one week after recruitment, and should include orientation on prioritised life-saving messages, child protection and psychosocial support. Following the first training, training on additional prioritised topics should be provided as needed and relevant. Timing of the training should take into consideration breaks in the school calendar such as holidays and agricultural seasons. Training on topics specific to the emergency context should be done through specific workshops and cascade approaches. Follow-up monitoring and support is necessary to ensure teachers are putting emergency and protection principles and skills into practice.
- In South Sudan, **training relevant to needs and circumstances** means that instruction or teacher training is based on the assessment of the learning needs of teachers and learners. The needs should be prioritised and subject specialist trainers should be hired to develop and deliver training materials that are relevant to the teachers and their context. (Possible topics are listed in Teaching and Learning, Standard 1: Curricula.)

Standard 3: Instruction and Learning Processes

INEE Minimum Standard: Instruction and learning processes are learner centred, participatory and inclusive.

In South Sudan, what should this look like?

(For definition of **learner**, see Access and Learning Environment, Standard 2: Protection and Well-being.)

- In South Sudan, the **instruction and learning process** means that teachers transfer to the learner knowledge and skills according to the South Sudan curriculum and emergency life-saving messages, and also through the learner's pursuit of knowledge, by methods such as peer-to-peer education, group work, self-directed inquiry and asking questions. (For definitions of **learner** and **teacher**, see Access and Learning Environment, Standard 2: Protection and Well-being.)
- In South Sudan, **learner-centred instruction** means the learning process focuses on the physical, psychosocial, developmental and cognitive needs of individual learners. Learner-centred interaction between teachers and learners should be respectful and protective (not harmful).
- In South Sudan, **instruction and learning processes that are participatory** means that education personnel, teachers, learners, Parent Teacher Associations and county education authorities, eg, inspectors, are involved in determining the learning needs and curricula and that learners are actively engaged (group activities, open questioning, group discussion, brainstorming) in the learning process.
- In South Sudan, **instruction and learning processes that are inclusive** means that the teacher delivers content using methods that take into consideration the individual needs of all learners and does not discriminate in content or method against any student. Vulnerable groups such as children and youth with disabilities should be given specific attention and supported in the learning processes.

Standard 4: Assessment of Learning Outcomes

INEE Minimum Standard: Appropriate methods are used to evaluate and validate learning outcomes.

In South Sudan, what should this look like?

- In South Sudan, **appropriate methods of assessment are used**. This means that the evaluation of the acquisition of knowledge and skills of learners should be effective in the particular context of the learner; fair, transparent and non-threatening to the learner. The measures can be formal or non-formal and include continuous assessment tests, examinations, quiz, progress records, learner observation, and peer interaction observation.
- In South Sudan, to **validate learning outcomes** means to assess and document the acquisition of knowledge and skills (including those related to life-saving messages). In some cases validation of learning outcomes is accompanied by official recognition or certification.
- In South Sudan, **learning outcomes** means the acquisition and application of knowledge and skills through study and learning processes.

Teachers and Other Education Personnel

Standard 1: Recruitment and Selection

INEE Minimum Standard: A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

In South Sudan, what should this look like?

- In South Sudan, **a sufficient number of teachers in emergency situations** means one teacher to 50 learners. It is recognised that this is an ambitious standard for South Sudan. However, it is also agreed that 50 is the maximum number of students to which a teacher can provide access to quality education, therefore this standard should be the aim. In the likely case that there are more learners and a limited number of learning spaces and volunteer teachers, the community and the education personnel should think of creative ways to work toward this standard, eg, having both morning and afternoon shifts, dividing the tent/shelter into two or more classrooms, conducting teaching/learning under trees during the dry seasons, using methodologies appropriate for large class sizes, such as working groups, and learning corners.
- In South Sudan, **a sufficient number of other education personnel in emergency situations** means there is a headteacher and a deputy headteacher for each temporary learning space. (For a complete list of education personnel in the South Sudan education system, see Access and Learning Environment, Standard 2: Protection and Well-being.)

- In South Sudan, depending on the context, there are three categories of **appropriately qualified teachers**. (For definition of **teacher**, see Access and Learning Environment, Standard 2: Protection and Well-being.)
 - Category 1 includes successful secondary education graduates/leavers who have undergone continuous professional development in the five core areas of lesson preparation: 1) schemes of work and lesson plans, 2) application of learner-centred methods of teaching, 3) preparation and use of teaching/learning aids, 4) assessment of learners, and 5) classroom management.
 - Category 2 is for successful secondary education graduates/leavers with some professional qualification in teaching such as a Grade III teacher, diploma or a Bachelor's degree.
 - Category 3 is made up of volunteer teachers selected from those applicants who can read and comprehend a text in the language commonly used by the displaced/affected population. These teachers are appropriate in emergency situations when Category 1 or 2 teachers are not available.
- In South Sudan, **appropriately qualified other education personnel** (for definition, see Access and Learning Environment, Standard 2: Protection and Well-being) refers to a headteacher and a deputy headteacher with a Grade III teaching certificate. At payam and county level, appropriately qualified personnel should be either: secondary education graduates with a Grade III teaching certificate, diploma or degree in education; or, secondary education certificate graduates who have received continuous professional development in the five core areas (as detailed above) and formative supervision training to enable them to conduct 'before the supervision' dialogue, classroom observation and 'after the supervision' dialogue and mentoring.
- In South Sudan, a **participatory and transparent recruitment process** means that in the case of displacement where children have moved to *functioning schools*, the recruitment process should involve the headteacher, deputy, PTA chairperson and a representative from the payam education office. In the case of displacement where there are *no functioning schools*, the recruitment committee should consist of the displaced community representatives, camp leaders, responding agency and the payam education officials. The committee should agree on the selection criteria, and share with the community the selection criteria and the number of teachers that need to be recruited. A public invitation should be issued for interested persons to write application letters to the selection committee. The selection committee screens the applicants and appoints the most suitable ones as teachers.

- In South Sudan, in addition to the selection criteria mentioned above, **selection criteria that reflect diversity and equity** are based on an assessment of the ethnic, gender and language make-up of affected populations and the conflict dynamics. To support and move towards equity in teacher recruitment, at least 25% of teachers recruited for temporary learning spaces should be female; this percentage should be increased over time. Population information should be obtained not only from camp leaders, but also from other sources such as educational personnel and implementing agency staff.

Standard 2: Conditions of Work

INEE Minimum Standard: Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

In South Sudan, what should this look like?

(For definitions of **teacher** and **other education personnel**, see Access and Learning Environment, Standard 2: Protection and Well-being.)

- In South Sudan, **clearly defined conditions of work** mean an 8-hour work day in a safe environment with a clear and detailed job description and sufficient teaching and learning materials to fulfil the job. Office space and furniture should be provided as well as continuous professional development opportunities.
- In South Sudan, **appropriately compensated** means that – according to a standardised salary scale or the agreed terms and conditions – staff receive timely compensation for their services. Compensation may be in two forms: 1) cash, or 2) in-kind incentives, such as housing and/or meals. The value of the compensation amount should be commensurate with staff qualifications and responsibilities, adjusted with hardship allowance for the particular type of emergency.

Standard 3: Support and Supervision

INEE Minimum Standard: Support and supervision mechanisms for teachers and other education personnel function effectively.

In South Sudan, what should this look like?

(For definitions of **teacher** and **other education personnel**, see Access and Learning Environment, Standard 2: Protection and Well-being.)

- In South Sudan, **support mechanisms for teachers and other education personnel** means the provision of mentoring support guidance and counselling, continuous professional development, training (on psychosocial support and life-saving messages, administration and management, teacher supervision, and provision of relevant teaching/learning materials), access to adequate food, clean water and medical facilities, provision of materials such as bicycles, paper, pens, ID cards and incentives when no salary is provided.
- In South Sudan, **supervision mechanisms for teachers** cover formative supervision which includes: 'before supervision' dialogue, classroom observation, 'after supervision' dialogue and informal visits to the temporary learning space or emergency-affected school by a payam education official, Parent Teacher Association member or the headteacher. In contexts not easily or frequently accessed by education authorities (see definition in Education Policy, Standard 1: Law and Policy Formulation), a peer teacher support mechanism should be established to share tools and skills.
- In South Sudan, **supervision mechanisms for other education personnel** means involving education personnel in the development of the supervision tools, providing them with supervision tools, training them on practical supervision skills, and reviewing with them the supervision tools at least once every quarter.
- In South Sudan, **support and supervision mechanisms that function effectively** are usable, regularly updated, cost effective, user friendly, locally available and allow for continuous learning and professional development.

Education Policy

Standard I: Law and Policy Formulation

INEE Minimum Standard: Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

In South Sudan, what should this look like?

(For definitions of **quality** and **inclusive education**, see Access and Learning Environment, Standard I: Equal Access.)

- In South Sudan, **education authorities** include:
 - boma education officials
 - payam education officials
 - county education officials
 - state education officials
 - national education officials
 - representative of teachers' unions
 - representatives of education-implementing partners
 - Parent Teacher Associations and school management committees
- In South Sudan **to prioritise** means to include education in emergencies in humanitarian response, education policies and education legalisation (see comprehensive list of policies in Education Policy, Standard 2: Planning and Implementation). Additionally, prioritisation can be done through dissemination of information on the relevant acts and policies through training, meetings and radio (FM and other national frequencies). Advocacy for education in emergencies should be undertaken in a coordinated manner to strengthen national laws and policies, including on issues such as protection of schools from occupation by armed forces, inclusion for emergency provision of education in budgets and sector planning,

mainstreaming of emergency response capacity and resources, and conflict mitigation and disaster risk reduction, into long-term development projects and plans.

- In South Sudan, **free schooling** means no tuition fee, no uniform fee, no exams fee, no material cost, no PTA fee, no registration fee nor any other fees associated with schooling. The right to school should not depend on access to school uniforms and shoes; this is especially true for vulnerable children and youth in emergencies.

Standard 2: Planning and Implementation

INEE Minimum Standard: Education activities take into account international and national educational policies, laws, standards, and plans and the learning needs of affected populations.

In South Sudan, what should this look like?

(For definition of **learner needs** and **affected population**, see Analysis, Standard 3: Monitoring.)

- In South Sudan, **education activities** include: formal (pre-primary, primary, secondary, tertiary), vocational/technical, non-formal education, informing policy and legislation, early childhood development, programmes for youth, and extracurricular activities such as sports and life skills.
- In South Sudan, **international educational policies, laws, standards** include:
 - INEE Minimum Standards for Education: Preparedness, Response, Recovery
 - Convention on the Rights of the Child
 - human rights treaties and conventions
 - Refugee Convention
 - Convention on the Elimination of All Forms of Discrimination Against Women
 - Convention on the Rights of Persons with Disabilities
 - Universal Declaration of Human Rights
 - International Convention on Civil and Political Rights
 - International Convention on Economic, Social and Cultural Rights
 - Millennium Development Goals of 2015 international framework
 - Fast Track Initiative/Global Partnership for Education global platform
 - Education for All international movement
 - Go to School Initiative
 - Security Council Resolution 1998 against attacks on hospitals and schools, and previous related resolutions 1261, 1314, 1379, 1460, 1539, 1612, 1882
 - Hyogo Framework for Action plan for disaster preparedness

- In South Sudan, national educational policies, laws, standards include:
 - Education Act (forthcoming, Education Bill 2012 currently in draft)
 - Girl-Child Education Bill
 - South Sudan Basic Standards for Schools (forthcoming, 2012)
 - South Sudan Minimum Standards for Education in Emergencies (2012)
 - by-laws for girls' education
 - The Child Act (2008) (a revised 2012 Act is currently in draft)
 - South Sudan Teachers' Code of Conduct for Emergency Situations (2008) and South Sudan's Teacher's Code of Conduct (2012)



The *South Sudan Minimum Standards for Education in Emergencies* express commitment to the provision of protective education for all children and youth affected by emergencies in South Sudan.

Based on the global Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, this document seeks to define effective, quality and inclusive education in emergencies in the South Sudan context. This tool has been developed for and by the government of South Sudan and NGO and UN representatives in a process facilitated by the South Sudan Education Cluster with support from INEE.