

# Sri Lanka

## Minimum Standards for Education



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

# INEE

An international network for education in emergencies  
Un réseau international pour l'éducation en situations d'urgence  
Una red internacional para la educación en situaciones de emergencia  
Uma rede internacional para a educação em situações de emergência  
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

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Carine Allaf, INEE Working Group Co-Chair, facilitated the contextualization and drafted this document, which was edited by Brittney Davidson and Tzvetomira Laub (INEE). The contextualisation process was managed by Tzvetomira Laub on behalf of the INEE Working Group.

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# Introduction

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## INEE Minimum Standards for Education

The Inter-Agency Network for Education in Emergencies (INEE) developed the Minimum Standards for Education: Preparedness, Response, Recovery—the only global tool that articulates 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.

## The Sri Lanka context

Sri Lanka only recently emerged from several decades of separatist ethnic conflict that had profound impacts on the education of children affected by violence and displacement. The December 2004 Indian Ocean tsunami also devastated coastal regions in Sri Lanka, affecting both educational infrastructure as well as students and educators. Recent experiences of natural disasters and hazards, such as cyclone Mahasen in 2013, have severely impacted east and north Sri Lanka—killing 7 and displacing nearly 3,000 people—emphasizing the need for sustainable investment in Disaster Risk Reduction (DRR) and capacity for education in emergencies (EiE) preparedness, response and recovery. Sri Lanka now faces the challenge of creating 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 displacement or limited access.

Building on Sri Lankan national education standards and experience in DRR and disaster-response from the past 10 years, education colleagues identified progress made to date as well as key EiE issues around access and learning environment, teaching and learning, teachers and other education personnel, and education policy.

The Sri Lanka Ministry of Education and its partners have committed to ensuring all children and youth have access to education. This is reflected in the Ministry of Education's Accelerated Learning Program, covering key subjects for levels pre-K to grade level 9; home-based learning modules; DRR curricula; mine-risk education; and psychosocial well-being services.

## Contextualising the INEE Minimum Standards for Sri Lanka

Because each country context is unique, the INEE Minimum Standards should be contextualised, or customised, to be relevant to a country's local reality.

Save the Children, INEE and partners from the Education Working Group convened for a workshop in Colombo in May 2013 to contextualise the INEE Minimum Standards. The three objectives of the workshop were to:

- Refresh knowledge of the INEE Minimum Standards;
- Contextualise the Standards for Sri Lanka; and
- Draft the contextualised document.

Participation in the workshop was open to all education partners including the Ministry of Education, 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 Working Group partners and other key stakeholders for written feedback. For a complete list of people who contributed to the contextualised standards process, please see the 'Acknowledgements' Section.

## How to read this document

This document follows the organisation of the INEE Minimum Standards: the five domains and their correlating standards (see the map on next page). 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 Sri Lanka context.

Users are encouraged to refer to the original 2010 English edition of the INEE Minimum Standards for further details and guidance.

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

This document will be periodically reviewed and updated to ensure it remains relevant to the Sri Lanka context. Please send any comments, feedback or suggestions for improvement to: [mstraining@ineesite.org](mailto:mstraining@ineesite.org) and [MinimumStandards@ineesite.org](mailto:MinimumStandards@ineesite.org).

## Further resources

For further global tools and resources, visit: [www.ineesite.org](http://www.ineesite.org).  
To join INEE, visit: [www.ineesite.org/join](http://www.ineesite.org/join).



Foundational Standards					
Community Participation Standards: Participation and Resources – Coordination Standard: Assessment, Response Strategies, Monitoring and Evaluation					
Access and Learning Environment		Teaching and Learning		Teachers and Other Education Personnel	
<b>Standard 1: Equal Access</b> – All individuals have access to quality and relevant education opportunities.		<b>Standard 1: Curricula</b> – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.		<b>Standard 1: Recruitment and Selection</b> – 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.	
<b>Standard 2: Protection and Well-being</b> – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.		<b>Standard 2: Training, Professional Development and Support</b> – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.			<b>Standard 2: Conditions of Work</b> – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.
<b>Standard 3: Facilities and Services</b> – 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.		<b>Standard 3: Instruction and Learning Processes</b> – Instruction and learning processes are learner-centred, participatory and inclusive.			<b>Standard 3: Support and Supervision</b> – Support and supervision mechanisms for teachers and other education personnel function effectively.
		<b>Standard 4: Assessment of Learning Outcomes</b> – Appropriate methods are used to evaluate and validate learning outcomes.			
<b>Key Thematic Issues:</b> Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth					
<b>Education Policy</b>					
<b>Standard 1: Law and Policy Formulation</b> – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.					
<b>Standard 2: Planning and Implementation</b> – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.					

For the full version of the INEE Minimum Standards for Education: Preparedness, Response, Recovery, please visit [www.inee.org/standards](http://www.inee.org/standards)

## Foundational Standards Domain

### Community Participation

#### Standard 1 Participation

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

#### Standard 2 Resources

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

#### Standard 1 Coordination

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

### Coordination

#### Standard 1 Assessment

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

#### Standard 2 Response Strategies

Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

#### Standard 3 Monitoring

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

#### Standard 4 Evaluation

Systematic and impartial evaluations improve education response activities and enhance accountability.

### Analysis

# Community Participation

## Standard 1: Participation

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

### In Sri Lanka, what should this look like?

- In Sri Lanka, community members include\*:
  - Parents and guardians
  - Children (including children with special needs)
  - Special needs population should be represented (parents and children; blind, deaf; societies for other...)
  - Representatives for children – from children’s school societies
  - Youth
  - Former students such as students who completed studies and left school in recent past (Need to add a closing parenthesis)
  - Principals, Sectional Heads and Teachers
  - School non-academic staff
  - School Development Societies (SDS) Committee (SDC)<sup>1</sup> as per the MoE circular (active in each school: parents, teachers, all boys and girls, well wishers)
  - Early Childhood Care and Development (ECCD) Management Committee
  - School Attendance Committee

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<sup>1</sup> SDS means a society/ organization to develop the school SDC means a committee set up for managing school development

\* Note that there may be overlap in membership in each of these groups. Some of these individuals or institutions will be located in the same locale as an educational facility. Others - whilst relevant and potentially with a relationship to that facility- may be located elsewhere in the sub-district, district or province.

- Key field government officers: Poverty Alleviation Programme Officers, Village Administrative Officer, etc.
  - Well wishers (sometimes supporting schools financially, may be foreigners)
  - Business community and local philanthropists
  - District and divisional secretariat representatives
  - People's representatives (locally elected)
  - NGOs
  - Politicians (ex: Pradeshiya Sabha Member)
  - Community leaders or Community Centre Committee
  - Religious leaders
  - Officers of National Institute of Education (if appropriate)
  - Officers of Disaster Management Centre
  - Village Disaster Management Committee (VDMCs)
  - School Disaster Management Committee (SDMCs)
  - Media personnel (when applicable)
  - At least 50% should be female
- Community members should be inclusive of marginalized populations that are affected by their financial capacity, regional diversity, education level (including parents' and literacy level/educational ability of children), age, physical ability or disability; family situation (including circumstances where neglect, abuse, other forms of dysfunction or difficulty exist), language, or religion should be represented. There should be no bias (on basis of political views, gender, disability, ethnicity, religious beliefs, etc.) when including community members.
- In Sri Lanka, community members **participate actively, transparently and without discrimination**. In the event of an emergency, the School Disaster Management Committee, if established in respective schools, should take the lead. In the absence of this committee, the School Development Committee (SDC) or Society (SDS), that are active in the development phase, should work to coordinate a response. According to the School Safety Guidelines, a committee should be set up in an emergency situation. As such, a representative committee should be set up that consults with at least 75% of the population (from those listed above). This committee is headed by the principal of a school. The decision should be made by a majority vote and guided by the religious and community leaders, where everyone represents their department/group. In order for this group to be transparent, there should be an agenda shared at least one week before any meeting and minutes taken at the meetings should be shared publicly within one week of the meeting. Everyone should be on time at these meetings. An identified public board or wall should be displayed with key information on the emergency activities including the various interventions.

- In Sri Lanka, **community members participate in analysis.** Community members (see list above) should focus on the present situation and future outcomes. All ideas that are presented should be given equal consideration. To make sure this happens there should be a facilitator and translator, if needed, present at all decision-making meetings. The analysis must be evidence-based. (See also Analysis, Standard 1: Assessment)
- In Sri Lanka, **community members participate in planning and design.** Community members (listed above) should participate in identifying needs; resources (including what community can contribute and what they need from outside; human resources, financial resources, etc.); and actions and strategies to move forward. This must be a bottom up, grass roots approach. Roles and responsibilities are clearly defined within a specific timeframe.
- In Sri Lanka, **community members participate in implementation.** Community members (listed above) should work with the relevant counterparts to raise awareness and build capacity. The action plan that was decided upon (see above) should be followed and a focal point should be identified for implementation.
- In Sri Lanka, **community members participate in monitoring and evaluation** (See Analysis Standards 3 + 4). A monitoring and evaluation committee should be set up according to the School Safety Guidelines and should include an equal representation of community members (see above). The SDC could potentially coordinate if needed. The affected community or school must accept this team and monitoring should take place from the design and implementation stage (making sure its participatory and inclusive). Appropriate tools may need to be developed and the frequency of the monitoring must be pre-determined depending on the context. Frequent review of the implementation plan, based on the monitoring, should be done and there should be remedial measures, if needed. The greater community should be regularly updated on progress and/or changes in plans. An independent person or entity that is accepted by the greater community should do the evaluation of the activity and the frequency should also be pre-determined.

## Standard 2: Resources

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

### In Sri Lanka, what should this look like?

- In Sri Lanka, **community resources for learning opportunities are grouped into 3 types: human, skills, and materials.** They include human resources such as those available in the community like, parents; teachers, unemployed youth, SDCs or SDSs and Early Childhood Care Committee, Management Committees, field government officials, self-employed individuals, village level committees (like child protection committees), children's clubs, elders, community and religious leaders, security personnel, and retired government officials, teachers, and nurses.
- This also includes skill sets like teachers' teaching skills; labor skills like a carpenter; leadership skills for mobilization purposes; technical and professional support such as doctors; or those trained in psychosocial support.
- Materials include natural and artificial materials (such as materials for construction); food supply and distribution (food committees formed), existing committees (such as food committees); materials from NGOs (such as school kits or other essentials); donations from local businesses; financial resources; or remittances. The committee coordinates with the Government administrative authorities to get clearance for use of local available resources (such as timber transport permit, putting up temporary shelters / learning spaces etc.).
- In Sri Lanka, **community resources for learning opportunities are identified and mobilized.** This means that community members within the scope of the action plan they have outlined (see above, Community Participation Standard 1) undergo a resource mapping exercise concentrating specifically on the theme or nature of the situation/emergency. A list of available human, skills, or material resources is kept and referred to in the case of another emergency, as identified in the community disaster management plans and school disaster management plan, in accordance with school safety guidelines. To mobilize the pertinent resources, key community members such as the village committee, village disaster management

committee, religious, community/village leaders, government officials or authorities must take the initiative. There must be trainings and capacity building that in addition to information sharing also increases motivation. In specific cases, the military (army, navy, air force) may be called on to support emergency infrastructure logistics, with the cooperation of district disaster management coordinator and with the active involvement of village early warning and evacuation teams, as per the evacuation plan identified by the community.

- In Sri Lanka, **community resources for learning opportunities are used.** This means that all available and identified human, skills and materials resources are used to implement processes (as defined by the action plan, see above) depending on the nature of the emergency.
- In Sri Lanka, **age-appropriate learning opportunities** mean that all learning opportunities are appropriate for the target audience, including that appropriate tools are being used. The learning opportunities should also be specific to the emergency (meaning it should raise awareness about the emergency) and they should offer a variety of opportunities including applicable trainings (especially for youth). (See also Teaching and Learning, Standard 1: Curricula)



# Coordination

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## Standard 1: Coordination

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

### In Sri Lanka, what should this look like?

- In Sri Lanka, **coordination mechanisms for education** could include:
- At the national level:
  - Education Cluster Coordination during emergencies
  - Education working group led by MoE at National level
  - UN and Bi-lateral Agencies, INGOs, and NDMC
  - Disaster Risk Reduction Working Group
  - School Safety Committees/Working Groups
  - Mine Risk Education Working Group facilitated by National Mine Action Centre (NMAC) and UNICEF
  - Presidential Secretariat (overseeing coordination and integrated approach)
  - Line ministries, as specified by the Disaster Management Coordination Framework (refer to Safer Sri Lanka and Disaster Management Act of 2005)
  - NDMC – Disaster Management framework should consider education
  - School Safety Coordination facilitated by GiZ according to National School Safety Guidelines
  - Children’s Secretariat under the Ministry of Child Development and Women’s Affairs (MOCDWA) on ECCD
  - United Nations Country Teams (UNCT)
  - Inter-Agency Standing Committee Country Team (IASC)
  - Ministry of Education emergency focal point (all levels: National, Provincial, and Zonal)



- At the provincial level:
  - Provincial Education Cluster Coordination during emergencies facilitated by Provincial Ministry of Education
  - Logistical coordination for education-related supplies
  - School Development Society (SDS) or Committee (SDC)
  - Provincial level regular meetings – bring attention to EiE
  - Provincial Governors meetings (inter-sectoral) – bring attention to EiE
- At the zonal level:
  - Monthly principal meetings (during emergencies)
  - District Disaster Management Committee (DMC) meetings
- At the community level:
  - SDS/ SDC meetings
  - Parent/teacher meetings
  - School Attendance Committee
  - Village Disaster Committees
- In Sri Lanka, **coordination mechanisms for education are in place.** This means that the following items must take place at the preparedness, response, and recovery stages:
  - Preparedness:
    - There must first be a coordination plan within the education cluster (even prior to activation). Focal persons from MoE, UNICEF and Save the Children are to be identified and clear roles and responsibilities are to be defined among them.
      - Key partners are identified and commit to an education in emergencies related response.
      - Capacity Mapping takes place
      - Education contingency plan is reviewed and updated in light of available partners and capacity.
      - Gaps are identified resulting in locating new partners and building capacity.
    - Emergency Focal Point at the MoE is trained and equipped with EiE technical and operational capacities, including (a) capacity to commit and engage, (b) capacity to carry out technical, monitoring, service delivery and logistical tasks, and (c) capacity to attract resources and mobilize support.
    - Establish, in the long run, an EiE operational room within the MoE that links with the National Disaster Management Centre, with a mandate for EiE coordination, preparedness and recovery.
      - Implement and oversee EiE policy, and localize Education Safety Guidelines to provincial, zonal and school levels.

- Tools (with a specific focus on EiE) for monitoring are agreed on and tested. Roles and responsibilities are defined at the national, provincial and zonal Levels.
- Evacuation centers are identified and mock drills conducted
- Evacuation procedures are set
- School Safety guidelines by GoSL– MoE National District, District Secretary (DS), Grama Niladhari (GN), (village level administrative officer in Sri Lanka) are in place
- Response:
  - The cluster should be reactivated (this includes UN, INGOs, MoE for both basic and secondary, Ministry of Child Development and Women's Affairs (MOCDWA)) – Early Childhood Care & Development (ECCD))
  - Emergency management coordinated by National Disaster Management Centre (NDMC) and the District Disaster Management Centre (DDMC)
  - Integrated approach in Education Cluster (if activated) led by MoE
- Recovery:
  - Conduct lesson learned of each emergency response and incorporate it into operation.
  - Advocate for education recovery in the overall recovery and reconstruction strategy and plans.
  - Contribute to future contingency planning
  - Recovery planning is context and geographic sensitive
  - Education development includes risk mitigation and hazard transformation.
- In Sri Lanka, **coordination mechanisms for education support** means there is a need for a streamlined coordination mechanism between the national, provincial and zonal levels. The operating systems in the various provinces need to be functioning and there needs to be an inter cluster or working group joint coordination especially in the areas of advocacy and fundraising. The President's Secretariat should oversee all coordination of the sectors. As the response progresses, the responsibility of overseeing coordination should be passed to the MoE's EiE unit (if one is present/ created).
- In Sri Lanka, **stakeholders who work to ensure access to continuity of quality education** include the following:
  - Presidential Office for Quality Education
  - National Education Commission
  - Ministries at the various levels such as the MoE at the national, provincial, zonal, divisional
  - MoHE (Ministry of Higher education)

- Other related ministries such as Ministry of Health, Ministry of Housing, Ministry of Child Development and Women's Affairs (MoCDWA) (for ECCD), Ministry of Youth Affairs and Skills Development, Vocational Training Authority, and Ministry of Transport Ministry of Culture and the Arts
- NIE
- UN (UNICEF, UN Habitat, UNESCO Nat-Com, UNDP, UNHCR)
- World Bank and Asia Development Bank
- International NGOs, including but not limited to Save the Children, GiZ, Room To Read, Child Fund, Plan International, Handicap International, World Vision etc.
- NGOs
- Community Based Organizations / Civil Society Organizations
- SDC/S
- Old Students' Unions<sup>2</sup>
- School system (including teachers, educational personnel, students, Sri Lankans' communities overseas, including former pupils and private donors)
- Federation for University Teachers Association (FUTA)
- Sri Lankans' Communities Overseas
- Trade Unions with specific focus on quality education.
- Like-minded media focusing on advocacy related to quality education, including YaTV of Young Asia
- Research Institutes, including Social Scientist's Association (SSA), International Centre for Ethnic Studies (ICES), MARGA Institute, Centre for Policy Alternatives (CPA), Institute of Policy Studies
- Private sector and business community engaged in education

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2 Old pupils for school development and supporting school activities form this union.

# Analysis

## Standard 1: Assessment

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

### In Sri Lanka, what should this look like?

- In Sri Lanka, **education assessments** for emergency contexts include the OCHA Rapid Assessment, the Education Cluster Assessment Tool, and the Transformative Agenda developed by IASC. Key GoSL ministries (including the MoE) must endorse these tools in the preparedness phase to ensure their use during an emergency. The tools should also capture gaps in capacity and coordination.
- In Sri Lanka **timely education assessments** means that the OCHA Rapid Assessment should be done within 72 hours of an emergency to give an overview of the context, including education. The Education Cluster Assessment should then take place in the next two weeks. All data collected by various parties should be shared, in weekly updates and regular education cluster meetings, with all stakeholders (see list above) to ensure reliability.
- In Sri Lanka, **assessments are holistic and coordinated**. This means the assessments are coordinated with other sectors (or clusters); they include the whole education sector; should reflect geographic differences; be inclusive of marginalized populations such as girls and those with disabilities; and should capture gaps and strengths in capacities of all stakeholders (see also Community Participation, Standard 2: Resources).
- In Sri Lanka, **assessments are transparent and participatory**. This means that, led by the MoE, all stakeholders and affected communities are involved in designing and conducting the assessments, taking into consideration the safety and security of the communities. Vulnerable groups including children and youth should be included in this process. If there is sensitive data, there should be an agreement reached before sharing. All data collected must be disaggregated into categories as specific as possible and the data should be triangulated with other actors or clusters for accuracy as much as possible.

## 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 Sri Lanka, what should this look like?

- In Sri Lanka, **education response strategies** should include contingency planning and preparedness led by the MoE drawing from national strategies and aligned to these contextualized INEE Minimum Standards. This plan should be flexible to take into account a changing context. A fundraising plan should also be in place prior to an emergency and disaster management funds should include a component of EiE.
- In Sri Lanka, **context barriers to the right to education** include the following issues and/or gaps:
  - Poor coordination including lack of communication between authorities and communities
  - Immediate responses do not prioritize education
  - Schools are used as evacuation centers
  - Access by humanitarian actors could be difficult due to security issues
  - Access to reliable information
  - Gaps in or lack of funding for EiE within agencies and GoSL
  - Capacity of MoE staff (focal persons) dealing with EiE – coordination, technical (such as non formal education or psychosocial services), etc.
  - Capacity of MoE to commit and engage in education in emergencies
  - Awareness of and advocating for legal rights and conventions for education in emergencies.
  - Institutionalization of education sector for education in emergency related activities, including preparedness, response and recovery.
  - Lack of well-defined policy for education in emergencies
  - Providing timely procurement and delivery of materials
  - Logistics of resource/material disbursement
  - Provision of EiE to vulnerable groups
  - Protection issues preventing access for girls
  - Some major donors are leaving the country

- Host communities' acceptance
- Overall buy in for EiE in a response
- In Sri Lanka, **strategies to overcome those barriers to education** include the following:
  - Prior to the emergency (in the preparedness and contingency planning phase):
    - Policy level commitment to EiE and institutional arrangement to implement EiE policy and activities
    - Government to allocate relevant funds as in the case of providing emergency funding for food etc
    - Creating teacher and teaching policy guidelines during emergencies
    - Creating a well defined education in emergencies policy, which guides modus-operandi of education during emergencies, including instruction, assessment
    - Contingency planning for education sector for different hazards at all levels: national, provincial and zonal; this includes Preparedness planning in schools to mitigate school occupation during emergencies and to identify alternative buildings
    - Advocacy by education cluster (if activated) or the Disaster Risk Reduction and School Safety working groups for the prioritization of education so that it is on the agenda in meetings at all levels of government and among communities
    - Advocate with MoE to ensure MoE is the lead in an emergency response
    - There should be an interagency contingency plan specifically for EiE and this should be shared with donors
    - Establish capacity development strategy for GoSL, MoE and agencies
    - Attention should be given to the findings of the 10 year mapping and planning of lessons learned from previous responses
    - CBOs should strengthen their non-formal education and non formal education should be included in sector wide assessment / response strategy
  - In the response phase:
    - Coordination (see also, Coordination, Standard 1: Coordination) of logistics such as transportation and distribution of essentials and procurement plans are essential
    - Decentralization of emergency procurement including having school principals turn into EiE Managers
    - A common list of suppliers should be shared
    - There should be communication with neighboring countries (regional entities)

- There should be flexibility in exam system to allow children/youth to catch up
  - Administrative flexibilities
  - Open school program
  - Remedial education or catch up education/condensed curriculum should be utilized
  - Child friendly learning and safe learning spaces are prioritized
  - Social cohesion and coexistence education are implemented and emphasized
  - Inclusion of sport for social cohesion education
  - Ensure a comprehensive sector wide response that is lead by the MoE for service provision including protection and psychosocial support
  - Adhere to building codes for schools that are withstanding to local hazards
- In Sri Lanka, **education response strategies that are inclusive** are responsive to the needs of all community members (see list in Community Participation, Standard 1: Participation) and that those affected community members are involved in all stages from preparedness to response to recovery/development. There should be no discrimination in resource allocation.



## 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 Sri Lanka, what should this look like?

- In Sri Lanka, **regular monitoring** means that the responsible authorities set up a monitoring committee (See also, Community Participation, Standard 1: Participation). Monitoring activities should take place at the implementation stage and the frequency of monitoring should be defined and predetermined. This process should be reflexive in that the agreed upon plan should be continually revisited and revised accordingly and the community should always be updated about the changes.
- In Sri Lanka, **regular monitoring of education response activities** means that monitoring should consider the following:
  - Sector Coordination and Communication Mechanism at national, provincial, zonal and school levels (see also, Coordination, Standard 1: Coordination)
  - Human and Financial Resources: allocation, utility and transparency
  - Education Supplies and Logistics
  - Mobilization and Training of Teachers and Education Personnel
  - Resumption of Formal Education as soon as possible
  - Safety/ security
  - Mental health and recreation activities including psychosocial support and strategies
  - Classroom management
  - Classroom participation of the students
  - That learning materials are appropriate
  - Access to education including Temporary Learning Spaces (needs and coverage) and rehabilitation and construction of Schools
  - Learning that is modified due to context and Attainment of learning outcomes/competencies are at age-appropriate levels



- In Sri Lanka **learning needs** means that surveys should be conducted to identify the immediate education needs and the existing resources to address those needs. Additionally there needs to be an identification of the students' competencies (see also Teaching and Learning, Standard 4: Assessment of Learning Outcomes).
- In Sri Lanka, **affected population** refers to people who are directly or indirectly exposed to the emergency, including the host communities. The nature of the affected population can vary and as a result there will be different types of interventions that will suit the type of emergency and the specific needs of the affected population.



## Standard 4: Evaluation

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

### In Sri Lanka, what should this look like?

- In Sri Lanka, **evaluations are systematic**. This means that evaluations use a standardized methodology that is based on an established baseline. This uses specialist human resources (see also Community Participation, Standard 2: Resources) to design and implement evaluations. When appropriate, existing data sources should be used.
- In Sri Lanka, **evaluations are impartial**. This means that there is no conflict of interest and that bias should be limited or eliminated as much as possible. To do this, multiple sources of verification should be used. Community participation is essential in all evaluations. There must be ownership of all the stakeholders. Data analysis should include diverse perspectives. (See also Community Participation, Standard 1: Participation and Analysis Standard 4: Evaluation)
- In Sri Lanka, **evaluations improve education response**. This means all stakeholders are included in the evaluation process and the evaluation should address relevant questions regarding the delivery of education services in an emergency. Identification of areas of improvement is needed so that capacity can be continually built on.
- In Sri Lanka, **evaluations enhance accountability**. This means that findings need to be shared in a timely manner with all key stakeholders. All stakeholders should be aware of accountability structures and mechanisms within the education sector. The education sector has standard education methodologies for evaluation, zonal monitoring panel, external evaluation, and school self-assessment and as such these should be drawn from in an emergency situation. Emergency evaluation programs must be systematic.

**Foundational Standards Domain:  
Community Participation, Coordination, Analysis**

**Access and Learning Environment Domain**

**Standard 1  
Equal Access**

All individuals have access to quality and relevant education opportunities.

**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.

**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.

# Access and Learning Environment

## Standard 1: Equal Access

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

### In Sri Lanka, what should this look like?

- In Sri Lanka, **all individuals** means all children, regardless of ethnicity, gender, geographical location, religious affiliation, social status, income, behavior, disability status, educational attainment, documentation of citizenship, displacement or relocation status, etc.
- In Sri Lanka, all individuals **have access** to and/or continue their education without discrimination or discouragement. This education could be formal, non-formal and informal.
- In Sri Lanka, **quality education** means education that is activity-based, locally relevant, aligned to national education policy with a child-friendly approach and child-centered methodology. Quality education takes place in a safe learning environment where Disaster Risk Reduction, Social Cohesion, Emergency Preparedness and Response Planning (EPRP), and Mine Risk Education (MRE) take place. Students should master essential learning and desired learning competencies and teachers should be qualified and competent. The current official average ratio in Sri Lanka is 18 to 1. The teacher-student ratio for disabilities and special needs children should be 1 to 6. The curriculum should include life saving messages related to the emergency, academic competencies, and extracurricular (sports, traditional music, scouts) and psychosocial (to increase well being, self esteem, and sense of achievement) activities. Affected students should be given opportunities for remedial, catch up, ALP or home based education, depending on their circumstance. As much as possible higher order learning should be emphasized through resources such as science laboratories, libraries, and computer labs.

- In Sri Lanka, relevant education should be applicable to the social context of the child and acknowledge regional variety in language (trilingual if possible), culture, social structures and practices. Education content and methods should address priority needs of specific groups of children, including out of school children, street children, and working children.



## 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 Sri Lanka, what should this look like?

- In Sri Lanka, **learning environments that are safe and secure** means that classrooms, school building and other educational facilities as well as the greater surrounding areas and environments, are free of physical and social hazards and risks.
- In Sri Lanka, **learning environments that protect** are those that are free from violence including sexual harassment, bullying, corporal punishment, crimes, exploitation, social unrest, and endangerment. Learning environments should be protected from unexploded ordinances (UXO), landmines and small arms and light weapons (SALW). It is important to coordinate with child protection if a child is a victim or at risk of being harmed. Further, the learning environment should be placed away from impending hazards, such as landslide prone areas.
- In Sri Lanka, **learning environments that promote psychosocial well-being** means that children are happy, feel safe, valued and cared for, and are treated with dignity by their peers and teachers.
- In Sri Lanka, **learners** have positive, trusting relationships with their peers and teachers, vertically and horizontally. Learners do not feel intimidated to share their thoughts but feel supported and valued for their participation (by teachers, peers, and parents) in most of the circumstances.
- In Sri Lanka, **teachers** are professionally trained graduates from colleges of education or graduates from recognized universities, and are required to pass the competency interviews or exam conducted by the relevant government authority. They have strong social reputations for being teachers and are leaders in the community. As such teachers are those from who students know they can receive support for problems outside and in schools. In Sri Lanka, teachers are considered authorities like parents. Teachers are mentors and go beyond academic instruction and act as guiders and role models for students.

- In Sri Lanka, other education personnel are:
  - Directors of educations (ministry, provincial education department (PDE), zonal directors of education (ZDE); Divisional Education Officers (DEO); ISA (in-service advisors); zonal directors; principals
  - All directors should be sensitized to psychosocial, child protection, DRR
  - Counseling teachers that are designated 1 to 300 students
  - Director of School Works Branch and Technical Officers (TO) attached to school works
  - Watchers, security guards
  - Sanitary laborers
  - Librarians and assistants
  - Laboratory Assistants
  - Child Protection Officers attached to Child Protection Authorities
  - Cooks
  - Religious personnel who engaged during emergencies including religious recognized authorities like Dhaham and Ahadhiya schools
  - Child care providers Personnel attached to Humanitarian Mine Action Unit of Sri Lanka Army





## 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 Sri Lanka, what should this look like?

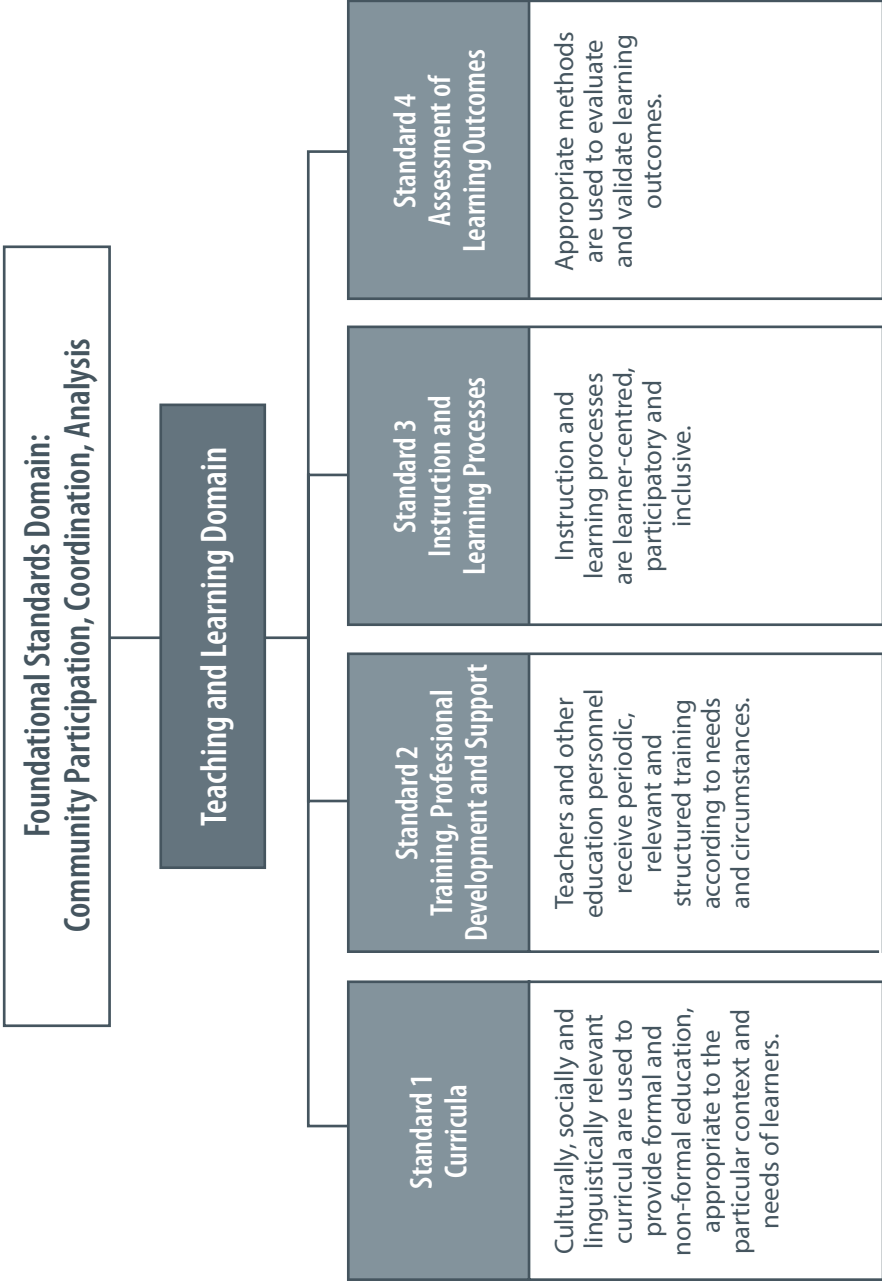
- For definitions of **teacher, learner, and other education personnel** see Access and Learning Environment Standard 2: Protection and Well Being.
- In Sri Lanka, **education facilities** in an emergency context are those whose structures, sites and equipment are safe, hazard resistant, and comfortable and facilitate active child centered learning. These facilities consider size, available space, ventilation, lighting, location, and disaster proof designs, among other items. Government-issued circulars and the MoE Child Friendly School Index should be consulted. Facilities need to support inclusive education and full participation of students with disabilities.
- **Promote the safety and well being of learners, teachers and other education personnel.** (See Access and Learning Environment, Standard 2)
- In Sri Lanka, **education links to health services.** This means that there is the promotion of good hygiene, adequate sanitation, and safe water in conjunction with PHE and the MoE. It is important to link to prevention and curative health services that are provided by the Ministry of Health, which follow the Sphere Standards.
- In Sri Lanka, **education links to nutrition services** by ensuring that there are supplementary feeding programs for schools where children are at risk for malnutrition and for these programs to be used as an incentive for school attendance. In addition, anthropometric measures are used to monitor proper growth (such as height and weight).
- In Sri Lanka, **education links to psychosocial services.** This means teachers have access to materials, knowledge and skills and classroom based support and activities for children who are distressed or facing difficulties. Each school should have specially trained teachers to provide psychosocial support to affected children. All teachers and education personnel should be



aware of already established local mental health services and standards.

- In Sri Lanka, **education links to protection services**. This means that information is displayed that will help children protect themselves from a range of potential threats (such as health risks, violations, exploitations, bullying, distress, etc.). This information can be displayed on notice boards, in exercise book covers, or on posters posted throughout the schools and communities.





# 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 Sri Lanka, what should this look like?

- (For definition of **learner** see Access and Learning Environment Standard 2: Protection and Well Being.)
- In Sri Lanka, **curricula** refers to a total package of inputs that facilitate learning and complete a course of study in different levels of education such as teacher instruction manuals and other materials, student books/textbooks, evaluation guides and materials. In an emergency, this curriculum may need to be adapted, without losing its original integrity and ensuring no loss of key content areas. Non-formal, vocational education, catch up or multi-level classrooms can all be utilized during emergencies. There are certain national curriculum plans currently in place that can be used in case of an emergency and these include (and are available on the MoE website or can be accessed from UNICEF):
  - Accelerated Learning Program (ALP) covers content pre-K up to grade 9 in Math, English, and Tamil. The curriculum is condensed to meet the needs of children who may have missed years of education. And if needed, should be translated into Sinhala.
  - Mine Risk Education is available in Tamil for grades 6-10 & supplementary information for grades 11 to 12. The Sinhala version is also ready for publication. The module for home-based learning was developed by MOE with UNICEF and Save the Children
  - Disaster Risk Reduction curriculum has been produced in Tamil and Sinhala
  - There are psychosocial materials available covering all grades (created by the Red Cross and approved by the NIE in 2010).
  - The Sri Lanka Red Cross Society has put out community-based first aid curriculum

- In Sri Lanka, **curricula that are culturally and socially relevant** should represent and respond to cultural and social differences of ethnic groups (Tamil, Sinhala, Burghers, Malay and others), religions (Buddhism, Islam, Christianity, Hinduism), rural/urban, socio-economic status, ability or disability or other vulnerable groups like the displaced, resettled or host communities. Freedom to adapt the curricula should be granted to reflect cultural difference and must address social discrimination based on (1) political affiliation and (2) family background/ connections. Curricula should not be politically motivated.
- In Sri Lanka, **curricula that are linguistically relevant** means that the medium of instruction should be in the same language as the child's own language such as Tamil or Sinhala. For religious studies, the MoE is to confirm language of instruction (whether Arabic, Sanskrit or Pali should be used). The curriculum should be available in sign language for deaf children and in braille for visually impaired children. Even within one language, words should be simple and those used should have the same meaning to all those who would use the curricula. If documents have been translated, the translation should be reviewed for accuracy. Linguistically relevant means age and developmentally appropriate.
- In Sri Lanka, **curricula are used** in a systematic manner where adequate training has been conducted and the appropriate resources are mobilized and ready. Teachers must know what to teach. Parents must know what the students are learning and students must know their learning goals. Tests such as national grade 5 scholarship, school term, O-levels and A-levels exams, and the like will be indicators of whether or not the curriculum is being used. MoE approved certificates should be provided at the end of the completion.
- In Sri Lanka, **curricula are appropriate to the context and needs of learners**. This means that curricula are participatory designed (with all the stakeholders, see definition in Coordination Standard 1: Coordination), based on needs, piloted, evaluated and reviewed. Teachers are trained by the MoE in inclusive education. Examinations schedules and expectations must be paid close attention and decisions that do not disadvantage emergency-affected children/youth need to be made.
- In Sri Lanka, **formal education** means a specific curriculum that is taught in a specific time and place in a formal school setting. In the Sri Lanka system, private, public and semi-government schools both use the same national curricula and all international schools must be registered with the MoE and their curriculum is chosen from MoE-approved curricula. With the approval of the MoE, there are paid-private schools in urban areas of Sri Lanka that follow non-national curricula and teach in English medium only. There are also religious schools focused on value-based and ethical frameworks without unison in content and process. They are not monitored or assessed by government for progress.

- In Sri Lanka, **non-formal education** means education that does not correspond to the definition above of formal education. It is a flexible curriculum with partial interaction between a learner and a teacher such as distance learning. This could include special classes for the reintegration of former child soldiers, swimming classes, catch-up classes, vocational training, specific competency enrichment for school drop outs, after school classes, and/or youth training. Most times these are run by the GoSL or by NGOs.



## 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 Sri Lanka, what should this look like?

- (For definition of **teachers** and **other education personnel** see Access to Learning Environment standard 2)
- In Sri Lanka, **periodic training** allows for increasing teachers' capacity on instruction, content areas, or new curricula specific to an emergency. All teachers should participate in this training, including ALP teachers and DRR focal points. An on-site mentoring system should also be in place. **Relevant training** is training related to the teachers' grade level. For example, once there is an ECCD curriculum, ECCD teachers should be trained on it. All teachers should be trained on differentiation so that students with special needs or disabilities can be addressed. **Structured training** includes formal MoE-approved certificates upon completion (as they may be put on by NGOs and MoE) and all primary and secondary school teachers must go through teacher training at the Teacher Training Colleges.
- In Sri Lanka, **training according to needs and circumstances** should be focused on the emergency and most likely DRR-driven. Psychosocial components, social cohesion, and peace education are included. Teachers' psychosocial needs must also be addressed and at least one teacher at each grade level (primary, secondary, etc.) in every school should be trained in psychosocial support.

## Standard 3: Instruction and Learning Processes

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

### In Sri Lanka, what should this look like?

- In Sri Lanka, **instruction and learning processes** means that teachers focus on using child-centered methodology where the teacher is the facilitator of learning. Peer teaching and group work is encouraged and parents should be as involved as possible with their children's education. In the early grades, teachers should adopt more play-based methods and focus on socialization of children. For children with disabilities, aids should help to deliver the material to students in the appropriate way. Rote learning and lectures should be limited.
- In Sri Lanka, **instruction that is learner centered** means that teachers are focusing on the quality of the teaching and learning and not only on covering the required content. Teachers need to continually assess student learning so that students pass the exams. Teachers' teaching methodology should be monitored and supervised by their principals and zonal inspectors. The learning of children with special needs must be given special attention to make sure those students are benefitting from the teaching.
- In Sri Lanka, **instruction and learning processes that are participatory** means that parents need to be engaged in their children's education despite a child's situation at home (parents working abroad, long travel times to schools, family income levels). Parent-Teacher Associations must be fully utilized, attendance monitored, and free lunch administered.
- In Sri Lanka, **instruction and learning processes that are inclusive** means that no matter in what location, teachers need to know how to tailor their teaching to the students' needs and teachers need to know how to work with all children and those with special needs. All children regardless of ethnicity, gender, geographic location, religion, social status, socioeconomic status, ability should have equal access to education. Teachers should be able to identify low level or learning difficulties in children and know where to refer them or how to best support them.

## Standard 4: Assessment of Learning Outcomes

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

### In Sri Lanka, what should this look like?

- In Sri Lanka, **appropriate methods of assessment** are used. Essential Learning Competencies (ELC) and Desired Learning Competencies (DLC) are strengthened in content and methodology to ensure they are relevant to emergency situations. During an emergency, school-based continuous assessments are flexible and relevant to emergency situations. Summative term tests are flexible in their administration and school/education authorities should decide the timing of tests. For example, national summative examinations can be held at a later date for the affected group/area in times of disaster. Special classes are conducted by education authorities to enable (prepare) students affected by disasters to sit for national exams. (See also, Analysis Standards 1, 2, and 3)
- In Sri Lanka, **validating learning outcomes** means that reviewing and understanding whether students have achieved competencies (skills, knowledge, and attitudes) at the expected levels in their respective course of study.



**Foundational Standards Domain:  
Community Participation, Coordination, Analysis**

**Teachers and Other Education Personnel Domain**

**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.

**Standard 2  
Conditions of Work**

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

**Standard 3  
Support and  
Supervision**

Support and supervision mechanisms for teachers and other education personnel function effectively.

# Teachers and Other Education Personnel

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## 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 Sri Lanka, what should this look like?

- In Sri Lanka, a **sufficient number of teachers in emergency situations** means that the teacher to student ratio should be as close as possible to the national requirement of 1 to 19. This will require an allocation of a required number of teachers to the teacher vacancies due to the emergency. Qualified retired teachers may be used to fill immediate short term needs.
- In Sri Lanka, **appropriately qualified teachers** (See access to learning environment standard 2) are National College of Education (NCE) qualified, undergo a post-graduate diploma in education from NIE, University of Colombo, University of Jaffna, Eastern University or Open University of Sri Lanka (OUSL) or the like. There should be an emergency education syllabus incorporated into the National College of Education (NCOE), which is a college for training youth to become teachers. The National policy requires a trilingual policy for government employees (including teachers) and school students (grades 1 to 13).
- In Sri Lanka, **appropriately qualified other education personnel** (See access to learning environment standard 2) (see list of other education personnel above) with at least an O level education who have undergone a police check are responsible for implementing an emergency response guided by ministries through circulars and/or special announcements. All other education personnel should be trained in psychosocial, child protection and DRR and there should be at least one school counselor for 300 students

(as based on national policy and the MoE circular on career guidance and counseling).

- In Sri Lanka, a **participatory and transparent recruitment process** means that vacancies are advertised in government gazettes, newspapers, and media (print and electronic) once the national and provincial government have approved the vacancies. In an emergency, zonal departments must be given the authority to announce vacancies (this is currently not in place in Sri Lanka and required approval from the MoE as zonal departments do not have the authority to do this). Once the vacancies are advertised, members of the community (see list above) along with any existing available teachers will assist with the recruitment process.
- In Sri Lanka, **selection criteria that reflect diversity and equity** means that there is greater equity in gender at school level (the promotion of male teachers may need to be prioritized) in both teaching staff and other educational personal. All teachers must be tri-lingual to ensure diversity of language and ethnicity. There must be a focus on reconciliation and priority should be given to candidates from the affected community.



## Standard 2: Conditions of Work

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

### In Sri Lanka, what should this look like?

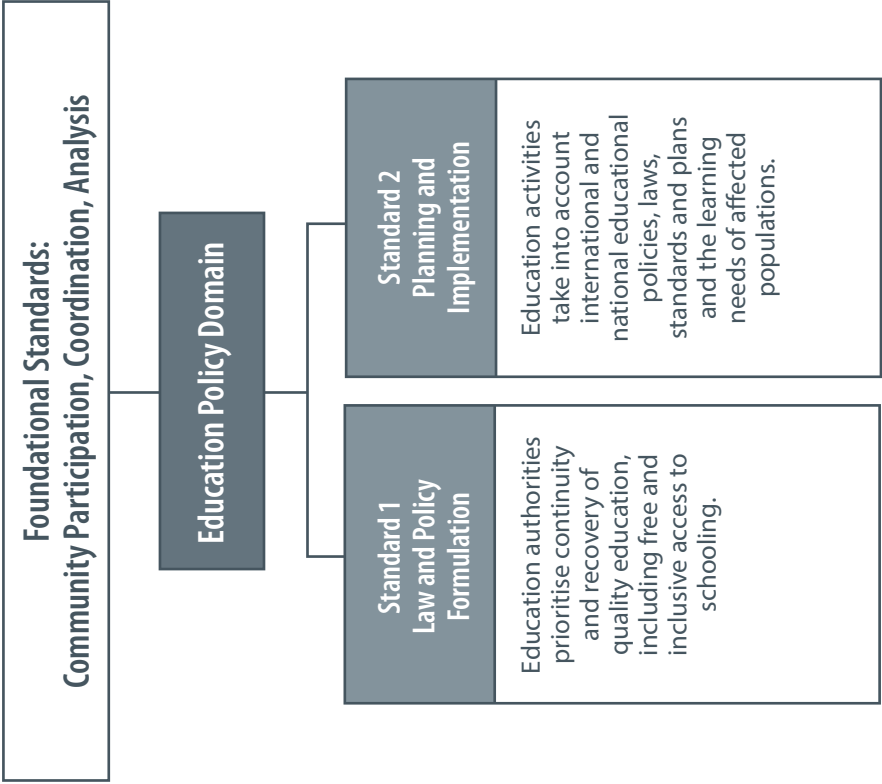
- In Sri Lanka, **clearly defined conditions of work** means that the already established code of conduct is revisited in light of the needs and requirements of the emergency context with a special focus on cultural sensitivity, social aspects of different ethnicities, and religious values of different communities. The approved teacher working hours are 6 hours per day for 5 days a week and there must be adherence to national and international labor laws. All contracts need to be written in Sinhala, Tamil, and English. The National, Provincial and zonal level authorities need to create a short term transfer or temporary mechanism to allow teachers to support emergency-stricken schools for a short period of time.
- In Sri Lanka, **appropriately compensated** means that minimum wages for emergency response (including appropriate hardship or difficult area allowances such as travel, accommodation, and communication) is established for teachers, other education personnel, and NGOs. It is imperative that no emergency-responding agency offers more than market rates thus depleting resources or distorting the existing labor market and if this is not possible a committee with NGO representatives should create a guideline of rates or the INEE's Guidance Notes on Teachers Compensation should be referred to. There must be an appropriate payment mechanism in place to avoid misuse, theft, and lack of accountability. The Agrahara insurance policy needs to be reviewed to see what is applicable in emergency situations.

## Standard 3: Support and Supervision

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

### In Sri Lanka, what should this look like?

- (For definitions of **teacher** and **education personnel** see Access and Learning Environment standard 2)
- In Sri Lanka, **support mechanisms for teachers and other education personnel** means simplifying the existing syllabi, creating catch-up study guidelines for both teachers and learners and introducing self-learning materials. Adequate teacher psychosocial support such as counseling is provided to prevent burn out. Provincial and/or zonal officers are to do periodic checks to focus on the welfare of the teachers. Peer to peer mechanism are encouraged. (See also Teaching and Learning Standard 1)
- In Sri Lanka, **supervisions mechanisms for teachers and other education personnel** means that in an emergency there are six main things in place: 1) systematic appraisal of learner's participation; 2) mechanism to ensure timely coverage of curricula; 3) monitoring of attendance of both teachers and learners; 4) using learner's feedback; 5) a management hierarchy is to be established; and 6) reflect on lessons learned. As much as possible SDC/S and PTAs should be included although this may be difficult during an emergency. The School Disaster Management Committee (DMC) plays a role in supervising and supporting teachers and other education personnel.
- In Sri Lanka, **support and supervision mechanisms that function effectively** means more capacity building of teachers and the need for further decentralization, less bureaucracy and hierarchy in addition to more attention given to cost effective and sustainable mechanisms.



# Education Policy

## Standard 1: Law and Policy Formulation

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

### In Sri Lanka, what should this look like?

- In Sri Lanka, **education authorities** include:
  - National Education Commission (NEC), which is responsible for designing and approving education policies
  - National Institute of Education (NIE), which supports policy design and implements policy.
  - Ministry of Education
  - Department of Examinations
  - Department of National Education Testing and Evaluation Services (NESTES)
  - Provincial Education Ministries
- In Sri Lanka, **to prioritize** means to design and implement policy on education provision in emergencies. Education authorities (see list above) must ensure that they are represented at respective level of disaster management committees both on the national and district levels.
- In Sri Lanka, **continuity of quality education** means that plans for emergency education are institutionalized in education policies before an emergency, which includes capacity building, recruitment, re-training, and deployment of human resources. Dissemination and availability of relevant catch-up materials for Accelerated Learning Programs (ALP) in addition to implementation, coordination, supervision, and monitoring must be ensured. A resource allocation plan that includes both financial and material contingency reserves is set up and activated when necessary.
- In Sri Lanka, **recovery of quality education** should be guided by information gathered through monitoring and evaluation (See also Analysis, Standard 3 + 4). Restoration of infrastructure that has been impacted

by the emergency must be repaired as soon as possible to assume the resumption of education. Financial resources must be made available as part of emergency reserve funds.

- In Sri Lanka, **free schooling** means that government schools are tuition free, uniforms are free, and textbooks are provided. In an emergency situation needs around additional learning materials (such as stationary) need to be assessed and provided accordingly.
- In Sri Lanka, **inclusive access to schooling** means that the public must be made aware of their rights to inclusive access to education during emergencies and the existing Ministry of Education Circulars must support this. Teachers should be oriented to existing MoE circulars to allow access to schools to all students. Students should also be sensitized to be accepting of all students regardless of their resources, differences, status as victims of the emergency, or any other disadvantages. There must be enough material resources to allow access for all students (such as the right amount of desks).



## 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 Sri Lanka, what should this look like?

- In Sri Lanka, **education activities** should focus on cognitive, physical, intellectual, and psychosocial development of each student and take place in and out of school, including technical and vocational training. Education should include skills for economic productivity in addition to values and appreciation of multiple cultures and diversity.
- In Sri Lanka, **international educational policies, laws, standards** include:
  - Convention on the Rights of the Child
  - Education for All
- In Sri Lanka, **national educational policies, laws, standards** include:
  - National vocational quality standards (NVQS)
- In addition to these policies, laws and standards the government should:
  - Endorse the OCHA Rapid Assessment and the Education Cluster Assessment Tool in the preparedness phase to ensure their use during an emergency.
  - Develop a policy for affirmative action for crisis-affected populations, not lowering the standards but providing more support or regional quota. For example, more time for the exam, flexible evaluation system, and special allowances in prolonged chronic emergency contexts for affected students.
  - Create a policy for sustainable recruitment and a retention policy for teachers in areas that have only a limited number of teachers.
  - Enforce existing policy and procedures for in-service supervision and quality delivery of content.
  - Enforce implementation at the zonal level by the principals and zonal directors/inspectors.

- Develop standards for inter-sectoral approach to ensure quality education for all. President's Office Secretary has recently started a unit for inter-sectoral approach to education through child friendly approach to education---this is mainly for policy and coordination but it is not backed currently with funding.
- Money for Quality inputs: The community is to decide how this money is to be used.
- Require school level contingency plans for education.
- Strengthen the disaster management system and school level contingency planning at regular basis.
- Undertake a multi-sector approach: midwives doing education advocacy.
- Focus on ECCD – develop and implement a multi-sector approach on ECCD and curriculum.





An international network for education in emergencies  
Un réseau international pour l'éducation en situations d'urgence  
Una red internacional para la educación en situaciones de emergencia  
Uma rede internacional para a educação em situações de emergência  
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

The *Sri Lanka Minimum Standards for Education* express commitment to the provision of quality, safe and relevant education for all children and youth affected by disasters in Sri Lanka.

Based on the INEE Minimum Standards, this document seeks to define effective, quality and inclusive education practices in the Sri Lanka context. This tool has been developed for and by the government of Sri Lanka and NGO and UN representatives in a process facilitated by the Save the Children with support from the INEE Secretariat.