Webinar Housekeeping

Participant audio and video are disabled.

Post questions using the Q&A function at any time.

This session is being recorded.

Closed captioning available in En

The recording and presentations will be shared on the INEE website – http://www.inee.org

Minimum Standards for Education: Preparedness, Response and Recovery

INEE's members shared mission to...*ensure the right to a quality, safe, and relevant education for all who live in emergency and crisis contexts through prevention, preparedness, response, and recovery*
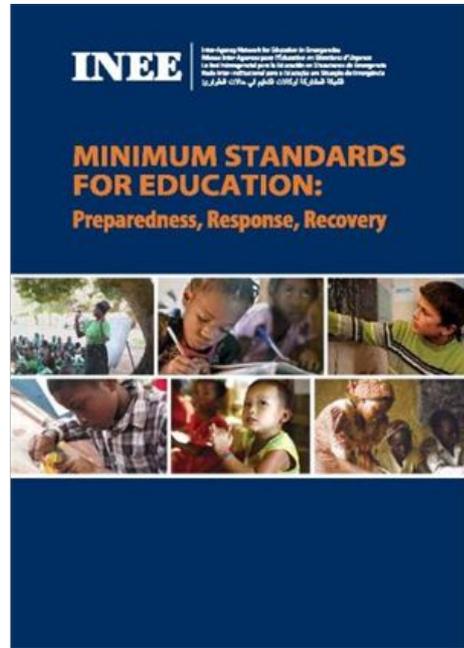
M&E Indicator Framework

Rationale

- INEE MS – seminal EiE resource
- No associated indicators
- Indicators a key way to demonstrate application of INEE MS

Process

- Review and mapping of indicator resources
- Initial development
- Consultation
- Revision and launch of initial framework

INEE MINIMUM STANDARDS

INDICATOR FRAMEWORK

Inter-agency Network for Education in Emergencies

M&E Indicator Framework

Uses

- M&E Tool – for organisations and donors
- Project development and/ or implementation stages
- Contextualisation will be key

Future

- Pilot
- Associated tools
- Revisions
- Integrated into future INEE MS revisions

3.0 TEACHING AND LEARNING

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.

3.4 Percentage of targeted crisis-affected children and youth benefiting from relevant skills development (SEL / PSS / risk awareness / environmental education / conflict prevention)

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted crisis-affected children and youth benefiting from relevant skills development (SEL/PSS/ risk awareness/ environmental education/con-flict prevention)	Number of identified crisis-affected children and youth needing relevant skills development (SEL/PSS/risk awareness/ environmental education/con-flict prevention)	100%	Level of education Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	New	Learning outcome measures	Tool required	All stages

3.5 Percentage of targeted learning spaces utilizing curriculum aligned to national standards
In formal settings, the national curriculum should be used. In non-formal settings, the curriculum should be appropriate and compatible with the national curriculum.

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of tar-geted learning spaces utilizing curriculum aligned to na-tional standards	Number of targeted learning spaces	100%	Formal vs non-formal	New	Program documentation	Tool required	All stages

TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT
Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

3.6 Percentage of teachers who show increased understanding of and practice Teacher's Role & Well-being; Child Protection, Well-being; Inclusion; Pedagogy; Curriculum & Planning; and Subject Knowledge

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers who show increased understanding of and practice Teacher's Role & Well-being; Child Protection, Well-being; Inclusion; Peda-gogy; Curricu-lum & Planning; and Subject Knowledge	Number of teachers	100%	Gender	TiCC	Classroom observation, teacher survey	World Bank's open-source classroom observation tool Teach	All stages

M&E Indicator Framework - Usage Pilot

Research Questions:
● How <u>useful</u> is the indicator framework for organizations working in the EiE space?
● Does the indicator framework support <u>harmonized</u> measurement in the EiE sector?

Usage Pilot Process

- 5-6 organizations
- Organizations may use the indicator framework in the pilot for project planning, needs assessments, project monitoring and evaluation, capacity building, harmonization and coordination, etc.
- Scope of work for pilot organizations:
  - Introduction webinar
  - Introductory planning call with consultant
  - Record usage of framework
  - Exit interview with consultant

Calling for additional pilot participants! Email kjanedenny@gmail.com if interested.

Competency Framework: History

- Inception: 2018 Nairobi
- Published: 2020 (all INEE Working Languages)
- Cross-Agency Collaboration
- Goal of *improving standardization in the EiE Sector for Professional Development*

EDUCATION IN EMERGENCIES COMPETENCY FRAMEWORK

Inter-agency Network for Education in Emergencies

Competency Framework: Rationale

- Many actors, little cohesion in the EiE sector
- Lack of clear standards around the knowledge and skills required by EiE practitioners
- Need for standard terminology around professional development
- Linkages and strengthening the application of the MS
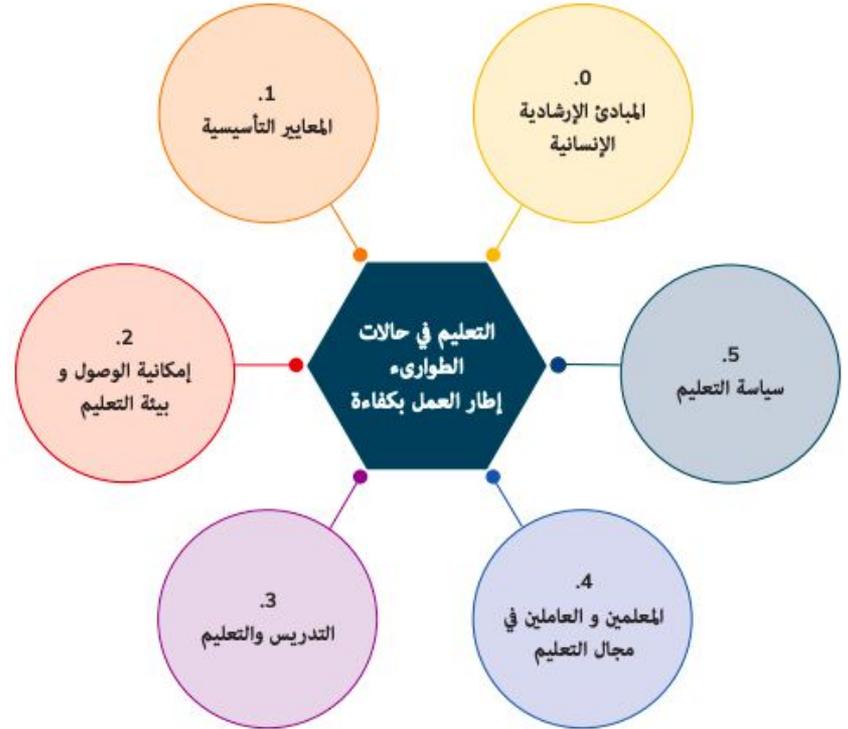
Competency Framework: Uses

- Staff recruitment
- Staff learning and professional development
- Staff performance management
- Organizational Planning
- Organizational Design

Domaine de compétences/Sujet	Compétence	Niveau de compétence 1	Niveau de compétence 2
0.1 Principes humanitaires	Les quatre principes humanitaires (Humanité, Neutralité, Impartialité, Indépendance) sont respectés dans tous les aspects de la programmation et de la mise en œuvre de l'ESU dans des contextes humanitaires et fragiles	Expliquer les quatre principes humanitaires : humanité, neutralité, impartialité, indépendance ; Charte humanitaire (Sphere Association, 2018) et Code de conduite de la (IFRC, 1995)	Appliquer les principes humanitaires à tous les aspects de la programmation et de la mise en œuvre de l'ESU
0.2 Normes humanitaires	Les normes humanitaires et de l'INEE sont respectées dans tous les aspects de l'intervention	Décrire les normes INEE et humanitaires et leur objectif	Appliquer les normes INEE et humanitaires (y compris CPMS) pour la conception, la mise en œuvre et le suivi du programme ESU
0.3 Approche basée sur les droits	Une approche fondée sur les droits est appliquée à tous les aspects de la programmation ESU et mise en œuvre dans les contextes humanitaires et fragiles	Expliquer comment les principaux instruments relatifs aux droits, en particulier le Comité des Droits de l'Enfant (CDE) (HCDH, 2020), s'appliquent à la programmation de l'ESU	Appliquer une approche fondée sur les droits à la conception, à la mise en œuvre et à la prise de décision des programmes

Competency Framework: Focus

● **2. ACCESS AND LEARNING ENVIRONMENT**

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
2.1 EQUAL ACCESS				
2.1.1 Barriers to education	Barriers to access, retention and transition at each level of education identified, analysed and addressed	Describe key barriers facing out-of-school children (OOSC) and in-school children. Follow an implementation plan to support access, retention and transition	Work with community to identify OOSC, analyze barriers preventing access, retention and transition, and apply strategies to overcome these barriers	Synthesize and design strategies that reduce multi-dimensional barriers preventing children from accessing, transitioning within and staying in education

Competency Framework: Future

- Expanding linkages with Child Protection Alliance
- Linking the CF to professional development opportunities in the sector
- Using the Framework to standardize professional development offerings
- Develop Use Cases

Competency Framework: Use Cases

Background and Context	*In Afghanistan, the Education in Emergencies Working Group (EiEWG) actively coordinates more than 17 local and international partners across 23 provinces for integrated EiE program responses. The EiEWG's priorities around greater coordination between actors led it to adopt the Professional Development Competency Framework, and undertake a contextualization process on the framework for the Afghanistan context in 2020.*
Application of the Competency Framework	*The EiEWG conducted a contextualization workshop in November 2020 with 12 INGO and NGO partners. This 2 day workshop led to a simplified, contextualized Competency Framework adapted to the specific skillsets of EiE staff in Afghanistan. The localized Competency Framework was then translated into Dari and Pashtu by the EiEWG in December 2020 and all sector partners were given an orientation in January 2021.*
Challenges & Lessons Learned (Shared Learning)	*The Competency Framework required greater localization for the specific needs of Afghanistan and it was not originally translated into Dari or Pashtu, making it less useful for many staff members. Thus, a contextualization process was undertaken to make it more useful for sector partners, including national actors. This will be relevant for other countries to better utilize the Framework.*

Competency Framework: Use Cases

Calling for additional pilot Use Case participants!

Email Jeffrey.Dow@rescue.org if interested or if you have additional questions.

Q&A