Agenda

1. Welcome and introduction

2. Launching the INEE Technical Note
   a. Brief overview of the INEE MS - Natalie Brackett, INEE
   b. Orientation to the Technical Note - Jen Steele, equitas education

3. Using the INEE MS in the Covid-19 response:
   a. NRC in Syria - Therese Curran, NRC
   b. The Ministry of Education in Mindanao - Yul Olaya
   c. WVI global response - Marco Grazia, WVI

4. Reflections on the INEE MS and COVID-19 - Bente Sandal-Aasen, Plan International / INEE

5. Moderated Discussion / Q&A
Overview of the INEE Minimum Standards

• Standards promote a **minimum level of access to quality education** for all persons including those affected by emergencies

• Developed by over 3,500 educators and practitioners from over 52 countries

• Rights-based
  ○ Universal Declaration of Human Rights
  ○ Convention on the Rights of the Child (CRC)
  ○ Companion standards to Sphere as part of the [Humanitarian Standards Partnership](#)

• Toward a common framework for action
  ○ Transparent, consultative and inclusive process
  ○ Rights-based bottom-up standards development
  ○ Holistic framework
  ○ Enhanced quality and accountability
### Foundational Standards

#### Community Participation Standards: Participation and Resources
- **Coordinate Standard: Coordination**
- **Analysis Standards: Assessment, Response Strategies, Monitoring and Evaluation**

#### Access and Learning Environment
- **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.

#### Teaching and Learning
- **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.
- **Standard 2: Training, Professional Development and Support** — Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.
- **Standard 3: Instruction and Learning Processes** — Instruction and learning processes are learner-centred, participatory and inclusive.
- **Standard 4: Assessment of Learning Outcomes** — Appropriate methods are used to evaluate and validate learning outcomes.

#### Teachers and Other Education Personnel
- **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.

#### Education Policy
- **Standard 1: Law and Policy Formulation** — Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.
- **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.

### 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
- Youth
Translations and Uses
Contextualization

- Afghanistan
- Somalia
- Vietnam
- South Sudan
- Sri Lanka
- oPt
- Ethiopia
- Lebanon
- Bangladesh
- Jordan
- Iran
- DRC (North Kivu)
- Iraq (Kurdistan)
Overview

- Is a living document
- Uses INEE Minimum Standards framework
- Considers WHO COVID-19 guidance
- Is a portal to the INEE COVID-19 resource collection
- Neither exhaustive nor prescriptive
- To support:
  - a range of EiE practitioners’ experience levels
  - rapid responses during the pandemic’s acute phase
  - contexts that were fragile and/or crisis-affected before COVID-19
  - activities reaching learners outside of schools
Key messages/steps

Take Care of Yourself

Coordinate your work

Analyse the context

Develop your activity plan

Review progress and quality
Third, analyse the context

- Take Care of Yourself
- Coordinate your work
- Analyse the context
- Develop your activity plan
- Review progress and quality

4. ACTION: PLAN AND UNDERTAKE YOUR (JOINT) NEEDS ASSESSMENT
(IN COORDINATION WITH OTHER SECTORS AND ACTORS)

Suggested Task 4.1:
Use the Global Education Cluster (GEC)'s Guide to Coordinated Education in Emergencies Needs Assessments and Analysis and Key Indicators and Questions for COVID-19 Assessment

Risk the action mitigates:
Projects are not designed based on coordinated assessment data

Relevant INEE MS:
Domain 1, Foundational Standards, Analysis Standard 1: Assessment

Relevant resources:
INEE Coordination Collection

Note: Given social distancing guidelines, it will be difficult to conduct the in-depth participatory research and primary data collection you might prefer to do. Socio-cultural norms - such as visiting a community leader before asking to collect data from households - may complicate data collection practices. Marginalised groups are likely to be even more marginalised and difficult to reach than before. Do the best you can, balancing new health guidelines with context-appropriate methods of reaching and speaking to people. Remember, first do no harm.
NRC Syria Response Office
Education - Covid19 Response Plan

Our objective is to ensure children and youth are –

**CONNECTED** – with the learning process

**PROTECTED** – learning safely at home

**LEARNING** – maintaining the habit of learning
NRC Syria Response Office
Education - Covid19 Response

Context – Low resource environment – limited or no access to internet, phones, electricity

Access and Learning Environment
Standard 1
Equal access

Access and Learning Environment
Standard 2
Protection and Wellbeing

Teaching and Learning Standard 2
Training, Professional Development and Support

Analysis Standard 3
Monitoring
Covid 19 Adaptive Teaching and Learning Strategies in No-Tech Environment in the Bangsamoro Autonomous Region in Muslim Mindanao

Yul Olaya
Mindanao, Philippines

has more than 10 years of practicing EiE in complex and recurring emergencies in the Philippines. Currently providing technical support to the new Ministry of Basic, Higher and Technical
Context

Proclamation of public health emergency nationwide
Community Quarantine measure
Gradually increasing cases of COVID19 infections.
Epidemiologists and other experts said the government is relatively succeeding in slowing the rate of transmission.
Advised to keep the community quarantine in place.
Children aged 20 and below does 56% or most of the social interactions making school-aged children the most potential transmitters of the virus.
Recommend for schools to remain closed. But just today, our Education secretary announced that opening of classes shall be on August 24, 2020 with learners going to school either physically or virtually.
For us here in the BARMM, in the southern part of the Philippines, where schools and learners have been in recurring conflicts and the highest poverty incidence, our internet connectivity is only at 5%.
No digital platforms to support online learning T
Teachers do not have enough capacity to deliver online learning. In short, we are in No-Tech environment making it more challenging to do teaching and learning given the Stay at Home policy, social distancing and community quarantine measures.
Options

• Our Goals are:

(1) Health, Safety and protection of education personnel and learners,
(2) Establish learning environments for learning continuity, and
(3) Continuity of education service delivery.

Adaptive Strategies for education continuity
1. alternative enrolment modalities
2. School Facilities and Learning Mat
3. School Schedule
4. Classroom Management
5. Adaptive Teaching and Learning (sessions
6. Learning Delivery Modalities
7. Measurements of learning outcome
8. Teachers and Education workers
9. Support mechanisms
Ways forward

• Prepare schools, teachers, parents, communities and other stakeholders for the big change in the mode of education service delivery.
• Prepare materials that will be needed such as self learning kits.
• Organize team of teachers and other support mechanism.

Perhaps what will is stressful for education is not Covid19 itself. But the amount of change that needs to be done immediately for education to adapt to this new normal.
INEE MS and WVI Global Programmatic Guidance for education

PROGRAM CONTINUITY

Our sector approach (for development and humanitarian contexts) is aligned with INEE MS. Examples of activities and suggested advocacy messages based on INEE MS.

GLOBAL GUIDANCES

Link to global guidance for education and repositories for education tools and resources. INEE Technical note and resources referenced there.

OPERATIONAL MENU

how we structure our intervention in terms of access, teaching and learning, teachers but also parents and caregivers and the education systems.
Planning across scenarios

Education continuity across different phases of the crisis

- Preparedness, response, recovery
- Different operating modalities
- Linear sequencing vs fluctuating scenarios (lock and lift)

WV Fragile Context Programming approach: an approach WVI uses for programming across sectors to adapt its programs to moving situations determined by fragility

Direct field access
- Actions that you can do when school are still open
- Action you can do when school will re-open

Partially remote access
- Actions you can do in collaboration with other sectors in terms of distribution

Fully remote access
- Actions you should plan for complete lockdown
- Actions we should also capitalize on for the future to provide access to the most marginalised (in fragile or emergency contexts)
An example from our operational menu
Access and Learning environment: standard 2 Protection and well-being

- Learning at home: Parents facilitate learning aren’t teachers, protective factor of education is missing.
- Three simple shared objectives and indicators across CP and Education with example of activities and resources.
- A Home Kits for Promoting Resilience, Protection and Learning to address the needs of low/no tech resources contexts.
Intro to INEE MS-COVID-19 blog post

By opening my INEE MS Handbook to p.68 (English version):

- **Domain 2: Access and Learning Environment,**
  - **Standard 3: Facilities and Services,** Education facilities promote safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services
- **Key Action:** Skills-based health and hygiene education is promoted in the learning environment (see GN6)
  - **Safe water and hygiene promotion**
    - Also consider GN: 5: sanitation facilities, GN 3: people with disabilities, GN 4: design and maintenance of learning spaces.
Speakers:

Natalie Brackett, INEE
Jen Steele, equitas education
Therese Curran, NRC
Yul Olaya, Ministry of Education
Marco Grazia, WVI
Bente Sandal-Aasen, Plan International / INEE
Questions?