INEE Minimum Standards for Education Workshop

Chatrium Hotel
1-2 November 2011
Welcome and Introductions

- Name
- Job Title
- Area of interest within education
Workshop Aims & Objectives

To introduce the INEE Minimum Standards for Education (MSE) and raise awareness that education is part of an emergency response and that the MSE provide guidance for preparedness, response and recovery.
Workshop Aims & Objectives

At the end of workshop participants will be able to:

• explain MSE under five domains and how they can be applied at preparedness, response, recovery phases;
• identify the MSE which are most relevant to the Myanmar context;
• describe other important factors that need to be taken into account in preparedness, response and recovery, such as contingency planning, IRA (Initial Rapid Assessment), the Education Cluster, monitoring and evaluation;
• formulate a draft contingency plan for school/township education department
Introduction to INEE Minimum Standards for Education (MSE): Rationale & Framework
Objectives

At the end of this session, participants will:

• Identify the different types of emergency scenarios and describe their impact on children, education systems and communities.

• Explain the rationale for education as a first response in emergencies
Types of Emergencies

- **Natural disasters**, including hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, floods, landslides and volcanoes.

- **Man-made disasters**, including civil or military unrest, war, occupation, economic crises.

- **Complex emergencies**, which combine both natural and man-made emergencies.
Types of Emergencies

Rapid onset
- earthquake
- volcano
- flood
- cyclone

Slow onset
- drought
- famine

Natural
- epidemic

Manmade
- chemical spill
- terrorist attack
- plane crash
- war
- civil unrest
Participant Question

What are different types of emergencies in Upper Myanmar, Lower Myanmar, and Yangon Region that have either happened in the past or may be likely to happen in the future?
Common Elements

- Affects people
- Triggered by a **hazard** (physical or man-made event)
- Related to a group’s **vulnerability** to that hazard
- Exceeds capacity of a household or community to cope
The Impact of Emergencies
The impact on marginalized groups

In an emergency marginalisation often increases. **Marginalised groups include:**

- Children with disabilities
- Children living in rural areas
- Orphans
- Street children
- Ex-combatants
- Child labourers
- Ethnic minorities
- HIV/AIDS affected
- Can be gender based
The need for education in emergencies
The definition of education in emergencies

“Quality education opportunities that meet the physical protection, psychosocial, developmental and cognitive needs of people affected by emergencies, which can be both life-sustaining and life-saving”
Debate Activity: Advocating for education as part of emergency response

Education Sector:
You will be trying to convince your colleagues in other sectors about the importance of education as a first response in emergencies.

1. Education provided in safe, secure places affords protection
2. Education is a right
3. Education is prioritised by communities
4. Education is critical for developmental needs of children
5. Education as life saving and life sustaining
Debate Activity: Advocating for education as part of emergency response

Other Sectors: Water and Sanitation, Health, Protection

Your task is to debate against the Education Sector’s claims that education should be included in emergency response. Think of the arguments you’ve heard in the past from those working in other sectors.
Debate Activity: Advocating for education as part of emergency response

1) 5 minutes to prepare an argument
2) Education sector: 3 minutes to present their case for education in emergencies
3) Other sector: 3 minutes to present their case for why their sector should be given priority over education
4) Both sides get 5 minutes to confer and prepare for their rebuttal
5) Education rebuttal: 3 minutes
6) Other sector rebuttal: 3 minutes
7) Other sector closing remarks: 2 minutes
8) Education closing remarks: 2 minutes
Education in emergencies is important because it...

- Is a **right** for all people
- Is important for **healthy development**
- Can help children and youth deal with the **effects of crisis**
- Can help create a **sense of normalcy**
- Can provide **protection and life saving and sustaining skills and support**
- Can **promote tolerance and conflict resolution**
- Is critical for **economic recovery and social reconstruction**
Education in emergencies is important because it...

- Is what children and parents prioritise
- Is a platform for providing life saving knowledge and skills (landmines, cholera, gender violence, trafficking)
- Reduces maternal and child mortality
- Can identify and reach children with special needs
- Can provide nutrition
- Provides an opportunity to get out-of-school children enrolled
- Can support livelihoods and income generation activities
Familiarising with the MSE: Domains & Standards
Learning Objectives

- At the end of this session, participants will:
- Understand what is the Inter-Agency Network for Education in Emergencies (INEE).
- Understand the Domains and Standards of the Minimum Standards for Education: Preparedness, Response, Recovery.
- Understand how the Minimum Standards can be applied to ensure quality education provision.
Overview of INEE

- Founded in order to establish standards to promote a minimum level of access to quality education for all persons
- Standards are based on the Convention on the Rights of the Child (CRC), Education for All (EFA) and Humanitarian Charter
- Addition to Sphere Humanitarian Standards, which does not include education
The Five Domains
11 Cross-Cutting Issues

- Conflict Mitigation
- Disaster Risk Reduction
- Early Childhood Development
- Gender
- HIV and AIDS
- Human Rights
- Inclusive Education
- Inter-sectoral linkages
- Protection
- Psychosocial support
- Youth
Standards, Key Actions, Guidance Notes

- **Standards** - are what you want to reach. They are qualitative and universal, applicable in any environment.

- **Key Actions** - are suggested actions to be taken in order to reach/meet the standard.

- **Guidance Notes** – cover points of good practice to consider when applying the minimum standards and adapting the key actions in different situations.
Foundational 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.
Foundational Domain: Coordination

- **Standard 1: Coordination**

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

- **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.
Domain: 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 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.
Domain: 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 and Learning Outcomes**
  Appropriate methods are used to evaluate and validate learning outcomes.
Domain: 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.
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 education policies, laws, standards and plans and the learning needs of affected populations.
Group Exercise:
A Closer Look at the 5 Domains

1. Select 1-2 standards to look at more closely
2. For those 2 standards, choose 1-2 most significant Key Actions for each standard by consensus
3. Describe 1-2 Guidance Notes of each standard that are related to the selected key actions
4. Explain how these key actions might be applied to a specific situation
5. Describe why it might be challenging to meet a standard and what steps, based on the Minimum Standards, might be helpful in making progress towards reaching the standard
Group Exercise:
Problem-Solving Using the MSE

Group 1  →  Scenario A1 & 2
Group 2  →  Scenarios A3 & B1
Group 3  →  Scenario B2 & 3
Group 4  →  Scenario C1 & 2
Group 5  →  Scenario C3 & 4
Group Exercise: Problem-Solving Using the MSE

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<th>Possible causes</th>
<th>Possible solutions to the problem selected</th>
<th>Standards and key actions you could refer to</th>
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Contextualizing the INEE Minimum Standards
There are many different kinds of emergencies:
Classroom destroyed from war in Afghanistan
How is it possible that the same handbook is applicable to all these different contexts?
Because every context is different, the key actions in the handbook must be adapted to the specific location.
What is Contextualization?

When should it occur?

Who should contextualize the Minimum Standards?
Activity: Contextualizing the Minimum Standards

Working with your group, contextualize your four assigned Standards for the Myanmar context.
Summary of Day 1

• Education is an important component of emergency preparedness, response, and recovery.

• The INEE Minimum Standards for Education (MSE) can be used for to help provide quality education in emergencies.

• The MSE are a helpful tool for education planning and programming, capacity-building, advocacy, monitoring and evaluation.

• The MSE define universal goals, but the key actions must be adapted for every local context.