## Introduction to INEE Minimum Standards for Education Workshop

**Chatrium Hotel ~ 1-2 November 2011**  
**Facilitator’s Guide**

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Session Description</th>
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<tbody>
<tr>
<td><strong>8:30 am-9:00 am</strong></td>
<td>30 minutes</td>
<td><strong>Registration &amp; Welcome Coffee</strong></td>
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| **9:00am – 9:30 am** | 30 minutes | **Opening Session**  
- Opening remarks by Deputy Director-General (Department of Educational Planning and Training) … 10 minutes  
- Facilitator Welcome and Introductions … 5 minutes (JV & MMS)  
- Introductory activity for participants … 5-10 minutes (MMS)  
- Workshop objectives … 5-10 minutes (MMS)  
*Materials: PPT slides; agenda sheet* |
| **9:30am - 10:30am** | 60 minutes | **Session 1: Introduction to INEE Minimum Standards for Education (MSE): Rationale & Framework**  
- Short lecture and discussion on the types of emergencies … 10-12 minutes (JV)  
- Short presentation on the rationale for education in emergencies … 5 minutes (JV)  
- Debate Activity: Advocating for education as a priority in emergency response … 45 minutes (JV)  
*Materials: PPT slides, flip chart paper, Why prioritize education? Handout; soft pens* |
| **10:30am – 10:35am** | 5 minutes | **Break** |
| **10:45am – 12:15pm** | 90 minutes | **Session 2: Familiarizing with the MSE: Domains and Standards**  
- Facilitator presentation on *What is INEE?* and the development, organization, and content of the Minimum Standards Handbook … 15 minutes (JV)  
- Group exercise “teaching” the MS domains & standards … 60 minutes (MMS)  
- Group exercise using the Minimum Standards to help implement solutions to possible education problems … 20 minutes (JV)  
*Materials: PPT slides, MSE summary sheet, activity materials (hypothetical education problems), flip chart paper; soft pens* |
| **12:15pm – 1:15pm** | 60 minutes | **Lunch** |
| **1:15pm – 2:45pm** | 90 minutes | **Session 3: Contextualizing the MSE**  
- Group exercise using the Minimum Standards to help implement solutions to possible education problems (continued) … 20 minutes  
- Presentation on the need for contextualization and the process for adapting the standards for a specific context … 5-10 minutes (JV)  
- In small groups, participants work to contextualize 4 standards for the Myanmar context, using the provided template … 60 minutes  
*Materials: PPT slides and Contextualization Template, flip chart paper, soft pens* |
| **2:45pm – 3:00pm** | 15 minutes | **Break (Tea/Coffee)** |
### Day 2

<table>
<thead>
<tr>
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<tr>
<td>8:30 am - 9:00 am</td>
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<td>Welcome Coffee</td>
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| 9:00 am – 10:45 am | 105 minutes | **Session 5: Recap, DRR & Contingency Planning+ Group Work**  
- Recap (based on the questions and feedback received from Day 2) … 15 minutes (JV & MMS)  
- Short presentations on DRR, the Hyogo Framework, DRR in Education, Contingency Planning … 30 minutes (JV)  
- **Break 5 minutes**  
- Exercise 1: Contingency planning at the township level, using the township level disaster profile worksheet … 55 minutes (MMS)  
- Group presents their findings, followed by discussion … 20 minutes  
*Materials: PPT slides; DRR education pamphlet; Township level profile worksheet, flip chart paper; soft pens*
| 10:45 am - 11:00 am | 10 or 15 minutes | **Break**                                                                                                                                              |
| 11:00 am – 12:30 pm | 90 minutes | **Session 6: Contingency Planning+ Group Work**  
- Exercise 2: Contingency planning at the township level, using the activities worksheet … 60 minutes (MMS)  
- Groups present their findings, followed by discussion (JV & MMS) … 25-30 minutes  
*Materials: Contingency planning activities worksheet, flip chart paper; soft pens*
| 12:30 pm – 1:30 pm | 60 minutes | Lunch                                                                                                                                                 |
| 1:30 pm – 2:45 pm | 75 minutes | **Session 7: Coordination of Education in Emergencies**  
- Discussion on existing education coordination mechanisms (10 minutes) (JV)  
- Group Exercise on the benefits and challenges of coordination (20 minutes) (MMS)  
- Group Exercise to review existing country coordination mechanisms (30 minutes) (JV)  
- Discussion on the lessons learned from coordination experiences and applicatin of the INEE Minimum Standards (15 minutes) (MMS)  
*Materials: PPT slides, flip charts, soft pens*
| 2:45 pm – | 15 minutes | **Break (Tea/Coffee)**                                                                         |
3:00 pm – 4:00 pm 60 minutes  Wrap-up session
• Summary of Day 2 with “Questions & Answers” … 20 minutes (JV & MMS)
• Way forward. … 20 minutes
• Workshop evaluation … 20 minutes
Materials: Workshop evaluation sheet.

Opening Session

1. Opening Remarks by the Director-General, Department of Educational Planning and Training (DEPT) -- To be confirmed (10 minutes)

2. Facilitator Welcome and Introduction (5 minutes)

3. Introduction activity for participants (5-10 minutes)
   • Ask participants to spend a couple of minutes introducing themselves to the person next to them.
   • They will then introduce the person they just met to the rest of the large group. To do so, they should make sure to state the person's name, job title, and area of interest within education (see slide).

4. Welcome participants again and go through the workshop aims & objectives (5-10 minutes)

Session 1: Introduction to INEE Minimum Standards for Education (MSE): Rationale & Framework

Learning Objectives

At the end of the session, participants will be able to:
1) Identify the different types of emergency scenarios and describe their impact on children, education systems and communities.
2) Explain the rationale for education as a first response in emergencies

As the facilitator, you should be comfortable with these key messages and learning points before the session:
• Learners who have experienced conflict or natural disasters have a right to education and protection, and their communities prioritise schooling.
• Education can support well being, promote psychological recovery and social integration, in addition to development and growth.
• Education is an important tool in providing children and communities a sense of normalcy.
• Education can be life-sustaining and life-saving offering the protective functions of safe learning spaces and disseminating vital messages around health and safety
• An Education in Emergencies response is based on education's role in affording protection and in meeting the developmental needs of children.
• The INEE Minimum Standards is a framework for structuring the education preparedness, response and recovery programmes.
Facilitator Notes

Types of Emergencies & the Impact of Emergencies on Education (10-12 minutes)
1. Go through the learning objectives for the session.

2. Present the second slide and ask the participants, **What types of emergencies are represented in the four photos?** Responses may include earthquake, drought, flood, cyclone, conflict.

3. Summarize the responses and ask participants to define what an emergency is.

5. Point out that there are three commonly used categories of emergency: (a) **natural disasters** which include hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, floods, landslides and volcanoes (b) **man-made disasters**, including civil unrest, war, occupation, economic blockage, and (c) **complex emergencies**, which may combine both natural and man-made emergencies. Ask participants if their countries have experienced complex emergencies.

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

8. Present the Common Elements slide. Explain that there are a number of similarities between the various emergencies. Give examples of triggers (such as an earthquake, elections or drought).

10. Describe how people are affected depending on their social situation (poverty, housing, location)

11. Draw the attention of the participants to each of the pictures on the “Impact of Emergencies” slide and ask them to describe what sort of impact the pictures show. Ask participants to brainstorm other impacts of disasters and conflict on the education system. Record their list on flip-chart paper.

12. Use the final slide to illustrate that certain individuals and groups can be more vulnerable to the effects of emergencies. Ask the participants to describe situations where marginalised groups are more vulnerable and which specific impact a disaster/emergency can have on them.

The Rationale for Education in Emergencies (Debate Activity, 45 minutes)
1. Provide the following working definition of education in emergencies with accompanying slide: “The provision of quality education opportunities that meet the physical protection, psychosocial, developmental and cognitive needs of people affected by emergencies, and that can be both life-sustaining and life-saving”.

   Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future. Education can save lives by providing physical protection from the dangers and exploitation of a crisis environment.

2. Explain that historically, education was seen as part of longer-term development work rather than a necessary intervention in emergency response; humanitarian relief involved the provision of food, shelter, water and sanitation, and healthcare.

3. Ask participants why they think education should be part of emergency response. Some possible answers might include:
   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 cognitive and affective child development
5) Education is lifesaving and life sustaining

4. Tell participants that they will be exploring these reasons and advocating for education by doing a debate activity.

Divide participants into six different groups – three Education groups and one Water & Sanitation, one Health, and one Protection. Each education group will be debating with another sector.

- Both groups have **5 minutes** to prepare an argument.
- Education Sector: **5 minutes** to present their case of education in emergencies
- Other Sector: **5 minutes** to present their case for why their sector should be given priority over education
- Both sides get **5 minutes** to confer and prepare for their rebuttal.
- Education Rebuttal: **3 minutes**
- Other sector rebuttal: **3 minutes**
- Other sector closing remarks: **2 minutes**
- Education closing remarks: **2 minutes**

5. After the debate, bring everyone together again as a large group and summarise to ensure that the following points are made (show slides):

*Education is a critical component of any humanitarian response to an emergency situation because education:*
- is a fundamental right of all children and in emergencies, children are often denied this right
- is critical for healthy development of children
- can help children deal with the effects of crisis situations
- can help to create a sense of normalcy for children and communities
- is critical for the protection of children and youth by offering a safe environment
- is an important means of promoting tolerance and conflict resolution
- is critical for economic recovery and social reconstruction
- can engender democratic participation and respect for rights
- is what children and parents often prioritise during emergencies
- is a platform for providing life saving knowledge and skills (e.g., cholera prevention, landmine awareness)
- correlates to a reduction in maternal and child mortality and can facilitate family reunification
- can identify and reach children with special needs and can improve nutritional status of children
- provides an opportunity to get out of school children and youth enrolled in education
- can support livelihoods and income generation activities

Ask participants if there are any other points that came up in the debates, but are not summarized in the slides.
Session 2: Familiarizing with the MSE: Domains and Standards

Learning Objectives

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

As the facilitator, you should be comfortable with these key messages and learning points before the session:

- The purpose of the Inter-Agency Network for Education in Emergencies (INEE) is to serve as an open global network of members working together within a humanitarian and development framework to ensure all people the right to quality and safe education in emergencies and post-crisis recovery.
- INEE promotes the right to quality education in emergencies through to recovery and development. INEE is a resource for best practice tools, reports and research on education in emergencies through recovery.
- The INEE Minimum Standards Handbook articulates the minimum level of educational quality and access in emergencies through to recovery.
- The Standards can be used as a capacity-building and training tool for humanitarian agencies, governments and local populations to enhance the effectiveness and quality of their educational assistance.
- They help to enhance accountability and predictability among humanitarian actors and improve coordination among partners, including education authorities.
- The INEE Minimum Standards Handbook has five domains: 1) Foundational Standards (Participation, Coordination and Analysis), 2) Access and Learning Environment, 3) Teaching and Learning, 4) Teachers and other Education Personnel, 5) Education Policy. Each domain has standards, key actions, and guidance notes.

Facilitator Notes

A. Overview of the Minimum Standards for Education: Preparedness, Response, Recovery (10 - 15 minutes)
1. Ask participants if they have used the INEE Minimum Standards in any way and/or are familiar with the INEE Minimum Standards Handbook.

2. Display the slide and explain the following points about the development of the INEE Minimum Standards:

- The Inter-Agency Network for Education in Emergencies (INEE) was established to develop standards to promote a minimum level of access to quality education for all persons, including those affected by emergencies.
- The standards are based on the Convention on the Rights of the Child, Education for All (EFA) and the Sphere Project’s Humanitarian Charter and Minimum Standards for Disaster Response. They represent universal goals for helping adults and children achieve the right to life with dignity. They include that education is a basic right for all.
- The standards are an essential addition to the Sphere Standards, which outline the “minimum standards in disaster relief”. The Sphere Standards cover the sectors of water; sanitation and hygiene; food security, nutrition and food aid; shelter, settlement and non-food items; and health
services. They do not include education.

3. Review the **5 Domains** of the **INEE Minimum Standards**


5. Have the participants open their Handbook and look at the structure with **Standards, Key Actions** and **Guidance Notes**.

The **standards** are “what you want to reach”. They are derived from the principle that populations affected by disaster or conflict have the right to life with dignity and to safe, quality and relevant education. Hence, they are qualitative in nature and are meant to be universal and applicable in any context.

Standards are followed by a series of **key actions**, which are suggested ways to achieve the standard. Some actions may not be applicable in all contexts; they should be adapted to the specific context. The practitioner can devise alternative actions so that the standard can be met.

Finally, **guidance notes** cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations. They offer advice on priority issues and on tackling practical difficulties, while also providing background information and definitions.

6. Review the **domains** and their **standards** using the slides. Ask the participants to choose one standards from a domain to read through completely with its key actions and guidance notes. Explain that each standard is organized in the same way.

   **I. Foundational Standards**: These standards should be applied across all domains to promote a holistic, quality response. These standards give particular attention to the need for good diagnosis at all stages of the project cycle, in order to better understand the context and apply more appropriately the standards in the domains that follow.

   - **Community participation** and the utilisation of local resources when applying the standards. This standard focuses on the engagement of communities to actively participate in the development of education response. All sections of the community should participate and the whole project cycle (analysis, planning, design, implementation, monitoring and evaluation) should be covered. In addition community resources should be identified and mobilised.

   - **Coordination** mechanisms for education should be put in place and support stakeholders working to ensure access to and continuity of quality education. This includes links to government and NGO/UN agencies.

   - **Analysis** ensures that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and evaluation.

   **II. Access and Learning Environment**: Standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.

   **III. Teaching and Learning**: These standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes. Refer to the INEE Guidance Notes on Teaching and Learning for in-depth good practice on this domain.
IV. Teachers and Other Education Personnel: Standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support. INEE also has a Guidance Notes on Teacher Compensation.

V. Education Policy: Standards in this domain focus on policy formulation and enactment, planning and implementation.

Group Exercise: A Closer Look at the 5 Domains (60 minutes)
1. Inform participants this activity is designed to encourage them to become comfortable using the MSE handbook.

2. Divide participants into 6 groups and assign each group one of the MS domains (two groups will work on the Foundational Standards; one group for each other domain). Explain to each group that they have 40 minutes to prepare a 2-3 minute presentation that highlights the important content of their assigned domain. In essence, they will be “teaching” that domain to their workshop colleagues.

3. Suggest that groups:
   - Summarize the standards in that domain and select 2 standards to look at more closely
   - For those 2 standards, choose 1-2 most significant key actions for each standard by consensus
   - Describe 1-2 Guidance Notes of each standard that are related to the selected key actions
   - Explain how these key actions might be applied to a specific situation
   - 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

   It is recommended that the facilitators make flip chart paper and markers available to groups to allow them to create visuals (posters, charts, etc) and to take notes. Groups might also choose to illustrate some of the domain content in a short skit or role play for bullet 3 and 4 mentioned above.

4. Once groups have had a chance to prepare, have them “teach” back what they see as the most important content of their domain to their colleagues.

Group Exercise: Problem-solving with the Minimum Standards (20 minutes in Session 2 and 20 minutes in Session 3)
1. Explain that in this exercise, we will be looking at a few scenarios to see how the Minimum Standards and their associated key actions can be used to develop structured, concrete strategies to help ensure that education response upholds the right of all to quality education in emergencies.

2. Divide participants into 5 groups and distribute the handout that describes the scenarios and possible problems. Each group should be assigned two problems (on slide). Groups should then think of the possible causes for the problem and formulate solutions to the problem. They should then note which standards and key actions can be used to implement their solutions (see note below).

   One member from each group should write the problem and following chart on a piece of flip-chart paper and record the group’s response. Participants can also add illustrations to their posters as they will be presenting them through a gallery walk.
Problem ___________________________________

<table>
<thead>
<tr>
<th>Possible causes</th>
<th>Possible solutions to the problem selected</th>
<th>Standards and key actions you could refer to</th>
</tr>
</thead>
</table>

3. Remind the groups that they have about 30 minutes for this task.

4. As the groups work, move around the room to ensure that they are discussing specific standards and key actions in relation to the solutions they have developed.

5. If the groups are having difficulties, ask questions based on the information shown in the table (at the end of the notes for this session) to help them get started.

6. After groups are finished, hang the posters and ask participants to take a gallery walk around the room to see other groups’ work. One participant from each group should stand by their poster to answer any questions or provide clarification.

7. Once participants have had a chance to read through the posters, come back together as a large group. The facilitator should sum up the activity by clarifying the major points illustrated by the groups. Highlight any common (or similar) solutions that were suggested across multiple problems.

Scenarios & Possible Problems (also see participant handout in Session 2 folder)

Scenario A: Involving Parents
In many countries, Parent Teacher Associations (PTAs) are often considered to be ineffective. Very often parents are not interested in being members of the PTA as they see it as a situation where the teachers and principal use their authority over the parents to get them to do extra work. Parents have no say in running the school or in the philosophy of the school and are not usually asked their opinion on educational issues. As a result, PTAs generally consist of less than 5% of the parenting community.

Possible problems:
1. Parents think that the school is responsible for educating their children.
2. School system does not respond to what parents say.
3. Parents feel unwelcome in the classroom. Children are punished for things that their parents do; for example, if children are late to school because they must do chores at home, they are punished for being late.

Scenario B: Classroom Management
In many countries, teachers use corporal punishment as a classroom management technique. This includes not only caning, but all sorts of physical punishments, many of which are, in fact, child abuse. A rights-based approach, which respects the dignity of both teachers and learners, cannot work if corporal punishment is used. Banning corporal punishment is frequently not considered practical because many people in the community are used to the system (and went through it themselves) and also because the teachers have very few alternatives.
**Possible problems:**

1. Societal attitude that corporal punishment in school is acceptable.
2. Lack of enforcement of policy.
3. Teachers are not properly trained in alternative classroom management techniques and do not understand that corporal punishment is ineffective.

**Scenario C: Using Educational Data**

Collecting data on enrolment and attendance is very difficult in many post-conflict countries because of the conflict and breakdown of the education infrastructure. As a result, much of the data collected cannot be analysed effectively and are therefore a waste of time to collect.

**Possible problems:**

1. Many school administrators cannot collect accurate data and so fill in the forms with ‘approximate’ figures.
2. Data collection forms are not user-friendly.
3. School administrators do not have the time/resources to analyse educational data.
4. Teachers do not know why they are being asked for information and so do not value accurate data collection.

**Facilitator Help Sheet**

*Note: this list is not exhaustive, but is meant to provide examples of possible responses. This information can also be found as Facilitator Help Sheet in the Session 2 folder*

**Scenario A: Involving Parents**

<table>
<thead>
<tr>
<th>Possible Problems</th>
<th>Possible causes</th>
<th>Possible solutions</th>
<th>Standards and Key Actions used</th>
</tr>
</thead>
</table>
| Parents think that the school is responsible for educating their children. | • There own parents also thought this way. • They have busy lives and other responsibilities. • They are paying school fees so that the school will be responsible for their children. | • Develop strategies to encourage community ownership of learning environment • Encourage genuine participation of parents by listening to what community needs/wants and acting on their suggestions • Empower parents through training in management of education activities | Community Participation  
Standard 1 Participation  
Key Action 1 & 4  
(Community representatives involved in prioritising education activities)  
Key Action 5 (Training for community) |

| School system does not respond to what parents say | • In past experiences the school teachers, principals, or officials have not been responsive. • The school may have given parents only a superficial say before. | • Open discussion with the parents and teachers ensuring that the parents are treated with dignity and respect • Give parents a genuine role (not just asking for their labour or financial resources) in policy and management of schools • Proactively involve parents in discussions of school management/policy – do not only ask for their assistance when there is a problem | Community Participation  
Standard 1 Participation  
Key Action 1 (Community representatives involved in prioritising education activities)  
Teachers and other education personnel  
Standard 3: Support and supervision  
Key Actions 3 & 4  
(Support and supervisory mechanisms & teacher performance appraisals) |
Parents are unwelcome in the classroom. Children are punished for things that their parents do; for example, if children are late to school because they must do chores at home, they are punished for being late.

- Negative experiences in the past when interacting with teachers
- The feeling that it is teachers vs. parents
- Encourage parental involvement in classroom – cultural activities, presence and/or assistance
- Encourage parents, through discussions, to redistribute chores so that education has a higher priority.
- Ensure that there is no punishment attached to situations outside the control of the students.

**Scenario B: Classroom Management**

<table>
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<tr>
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<th><strong>Possible causes</strong></th>
<th><strong>Possible solutions</strong></th>
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| Societal attitude that corporal punishment in school is acceptable | • It used to be believed that corporal punishment was the best way to get children to behave  
• Perhaps parents and teachers were also punished in this way | • Encourage genuine participation of the community in discussions about the disadvantages of corporal punishment and the advantages of constructive behaviour management.  
• Discuss behaviour issues with children: what are the causes of poor behaviour, what do they think of the effectiveness of corporal punishment and what alternatives are reasonable? | Community Participation  
**Standard 1: Participation**  
Key Action 1 (Community representatives involved in prioritising education activities)  
Key Action 3 (Children/youth involved in development/implementation of education activities)  
Key Action 5 (Training for community) |
| Lack of enforcement of policy | • Teachers are not properly trained  
• School staff is overworked with limited time | • Teacher training related to constructive classroom management and improved teaching practices (at least 50% of teacher training)  
• Institute peace education programme | Analysis  
**Standard 2: Response Strategies** |
|                        |                    |                        | Education Policy and Coordination  
**Standard 2: Planning and implementation**  
See Guidance Notes of this section |
|                        |                    |                        | Teachers and other Education Personnel  
**Standard 2: Conditions of Word**  
Key Action 4 (Clear codes of conduct)  
**Standard 3: Support and supervision**  
Key Action 3 (Regular supervisory mechanisms are in place)  
Key Action 6 (Psychosocial support and counselling provided to teachers) |
Teachers are not properly trained in alternative classroom management techniques and do not understand that corporal punishment is ineffective.

- A shortage of teachers led to quick recruitment
- Teacher training colleges are stretched thin or ill-equipped
- Focus on constructive classroom management practices.
- Discuss whether corporal punishment is actually effective (does it have desired results or do teachers punish the same children over and over again?)
- Focus on preparedness (better lesson planning, etc.)

Teaching and Learning:
Standard 2: Training
All key actions

Standard 3: Support and supervision
Key Action 3 (Regular supervisory mechanisms are in place)
Key Action 6 (Psychosocial support and counselling provided to teachers)

Scenario C: Using Educational Data

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<thead>
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<tr>
<td>Many school administrators can not collect accurate data and so forms are filled using approximate figures.</td>
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<tr>
<td>Administrators do not have the time/resources to analyse educational data or are unable to change policy based on the analysis</td>
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<td>Teachers do not know why they are being asked for information or do</td>
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<table>
<thead>
<tr>
<th>Possible causes</th>
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<tbody>
<tr>
<td>High absentee rate of children or children who move often make it difficult to gather data</td>
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<td>Lack of manpower for data collection and disaggregation</td>
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<td>Data collection forms are not user-friendly</td>
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<td>Programs are not available to run data analysis</td>
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<tr>
<td>Bureaucratic systems do not allow for policy changes</td>
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<tr>
<td>Teachers are over-worked and busy</td>
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<td>Teachers may</td>
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<table>
<thead>
<tr>
<th>Possible solutions</th>
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<tbody>
<tr>
<td>Pro-actively bring community into discussions regarding educational access for all segments of society</td>
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<tr>
<td>Bring children into discussions regarding educational access.</td>
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<tr>
<td>Ensure data are sufficiently disaggregated by age, gender, location, ethnic group to be able to analyse which groups in the community may be most affected by poor attendance, and so to address root causes.</td>
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<td>Encourage genuine participation of parents by listening to what community needs/wants and acting on their suggestions</td>
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<td>Enlist teachers in discussions of which data to collect and why</td>
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<tr>
<td>Consider which educational data are really necessary and what they can be used for; focus on collection of essential data only</td>
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<tr>
<td>Communicate reasons why data are needed, how they can be used and for what purpose</td>
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<tr>
<td>Use data to:</td>
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<tr>
<td>o Improve teaching/learning environment, e.g. if monitoring pupil-teacher ratios, how can classroom size be adjusted if there is a need?</td>
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<td>o Follow-up on children who have dropped out or are not attending</td>
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<td>o Work for changed educational policies, if necessary</td>
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<td>Collect only essential data</td>
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<td>Enlist assistance (perhaps through community involvement efforts) to</td>
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<table>
<thead>
<tr>
<th>Standards and Key Actions used</th>
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<tbody>
<tr>
<td>Community Participation:</td>
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<tr>
<td>Standard 1: Participation</td>
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<tr>
<td>All Key Actions</td>
</tr>
<tr>
<td>Analysis</td>
</tr>
<tr>
<td>Standard 3: Monitoring</td>
</tr>
<tr>
<td>Teachers and other Education Personnel</td>
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<tr>
<td>Standard 3: Support and supervision</td>
</tr>
<tr>
<td>Key Action 3 (Regular supervisory mechanisms are in place)</td>
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<tr>
<td>Education policy and coordination</td>
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<tr>
<td>Standard 2: planning and implementation</td>
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<tr>
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<td>Standard 3: Monitoring</td>
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<td>Education policy and coordination</td>
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</table>
| not have the time/resources to follow-up | not be trained in data collection  
• Teachers have so many students that it is difficult to keep track. | follow-up on children who are absent | coordination  
Standard 2: planning and implementation  
Key Action 5  
(Resources are made available for effective planning, implementation and monitoring) |

**Session 3: Contextualizing the MSE**

### Learning Objectives

*At the end of the session, participants will:*

1. Understand the need to contextualize the MSE for a specific context.
2. Have worked to contextualize 1

### Facilitator Notes

1. Participants will have the first 20 minutes of this session to finish and do a Gallery Walk of the problem-solving charts (see instructions at the end of Session 2). (20 minutes)

**Presentation on Contextualization** (5-10 minutes)

Remind the participants that there are many different types of emergencies and show the slides. The standards can be used in all these different contexts and we have many different examples of that. Why is it possible that the same Handbook is applicable in different contexts?

Tell participants that there is inevitably a tension between universal standards, based on human rights, and the ability to apply them in practice. The standards define the goals for access to quality education in universal terms, while the key actions represent specific steps that are needed to achieve each standard.

Since every context is different, the key actions in the handbook must be adapted to each specific local situation.

Context, including available resources, and the stage of the emergency must be considered in determining locally acceptable contextualised actions.

Ask participants if they can give other examples of issues (like the student-teacher ratio) that need to be discussed and determined at the local level. Examples include the type of safe learning space—tent, building, temporary learning structure etc; the curriculum—especially history lessons etc; the teachers and volunteer-teachers—even though you always want to have qualified teachers, in acute emergencies you may need to work with youth, community members and a few trained teachers to provide structured activities.

Ask participants what contextualization means? Can they give a definition? Contextualization is the process to make something locally relevant and appropriate. When we talk about contextualization of the INEE Minimum Standards, we mean that the standards need to be discussed at the local level and adjusted as locally relevant and appropriate.

Ask participants when such contextualization of the INEE Minimum Standards should occur?
Tell participants that ideally, the process of contextualisation should occur **prior to the onset of any emergency** as part of educational contingency planning and preparedness. Why is this the case? If contextualization is done before an emergency strikes, then the actors involved in the emergency response would know what steps to take towards achieving the contextualized standards. Actors in the response would also know what the priorities are for the given context.

In some instances, local factors make the realisation of the minimum standards and key actions unattainable in the short term. When this happens, it is critical to reflect upon and understand the gap between the standards and key actions listed in the handbook and the reality in the local context. Challenges should be examined and strategies for change identified in order to realise the standards. Programme and policy strategies can then be developed and advocacy can be undertaken to reduce the gap.

**Group Contextualization Exercise (60 minutes)**

1. Break the participants into 5 groups and assign 4 standards each so that all standards are covered (one group will only have 3 standards). Ask them to work for the remainder of the session on contextualizing the assigned standards using the template provided.

2. Groups should also prepare a short 5 min presentation that they will give during the following session.

**Session 4: Group Presentations and Summary of Day 1**

1. Each group presents their contextualized standards followed by questions from the other participants and discussion (50 minutes)

2. Summary of Day 1 with “Questions & Answer” time (20 minutes)

3. As the leave, participants should write down 1-2 things they learned or will take away from the day on a slip of paper and leave it in box #1 provided. On another slip of paper, they should also write down 1-2 questions that they still have or suggestions for improvement. This slip should be put into box #2 as participants leave (20 minutes).

**Day 2 Facilitator Notes**

**Session 5: Recap, DRR & Contingency Planning+ Group Work**

**Recap Exercise (15 minutes)**

1. Ask participants the following questions to gauge how much they have understood of Day 1 key messages and to fill in any gaps as needed:
   a) How is the INEE Minimum Standards Handbook organized? How many domains and how many standards?
   b) How is each standards organized?
   c) What is the difference between standard, key action and guidance note?
   d) For what can the INEE Minimum Standards be used? They can be used for number of purposes: training and capacity development of staff; for proposal writing; for strengthening ongoing projects; for developing M&E frameworks; for reviewing proposals and grant-making (donors) etc.
   e) Why are the Minimum Standards general? Why are they not more specific? The INEE Minimum Standards are generic in order to be applicable to broad range of contexts. They
are meant to serve as a guideline to practitioners and policy makers to establish quality education programming in emergencies through to recovery.

2. Take time to answer any additional questions, or to address any feedback from the previous day, as needed.

**Short presentations on DRR, the Hyogo Framework, DRR in Education, & Contingency Planning** (20 minutes)

**Learning Objectives**

*At the end of the session, participants will*

1. Define disaster risk reduction and its implications in relation to disaster management.
2. Understand why disaster risk reduction and mitigation is increasingly critical
3. Explain what is contingency planning and why it is important
4. Articulate the key components of the contingency planning process
5. Develop draft Township Disaster Profiles and Contingency Planning Activity Sheet (with connections to the INEE MSE).

**Facilitator Notes**

**Disaster Risk Reduction (DRR)**

1. Ask participants, “What is a hazard?”

A “hazard” is a potentially damaging physical event, phenomenon or human activity that may cause loss of life or injury, property damage, social and economic disruption or environmental degradation. Hazards can have natural or human-made origins or a combination of these. The risk posed by a hazard depends on how likely it is, and where, how often and with what intensity it takes place.

2. Ask participants, “What is a Disaster?” (participants may say earthquake, cyclone, armed conflict, etc)

   • Ask them “What makes an earthquake a disaster? Would an earthquake in the middle of an uninhabited desert be a disaster?”
   • Try to elicit responses that lead to answers such as loss of life, or disruption so great that a community or group cannot cope without some form of assistance.
   • Explain that different organisations and agencies often have different definitions of what constitutes a disaster, but that these are the common elements found in most definitions:
     • Disaster: A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources. A disaster is a function of the risk process. It results from the combination of hazards, conditions of vulnerability and insufficient capacity or measures to reduce the potential negative consequences of risk.
     • Over 2.5 billion people affected by disasters over last decade; 250 million people affected annually by disasters; 98% of all disasters climate related and with climate change, some studies suggest, by 2015 as many as 375 million people will be affected by climate related disasters each year

3. Ask the participants, “What is Disaster Risk Reduction?”
• Disaster Risk Reduction is a conceptual framework that seeks to minimise vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards within the broad context of sustainable development.

• It can be done at every level of social organisation (individuals, families, communities, organisations, agencies, local government, regional government, and national government).

• DRR activities should ideally start before an emergency occurs, but where this is not possible due to lack of funds, commitment etc..., DRR activities can start after an emergency during the recovery phase.

• The term Disaster Risk Reduction has started being used more frequently in the last five years, but DRR related to conflict - “conflict mitigation” has been used for many more years.

Risk = Hazard X Vulnerability

Risk

\[ \text{Capacity} \]

“Hazard”:
- “Vulnerability”: the degree to which people are susceptible to loss, damage, suffering in the event of a disaster
- “Capacity”: the resources of individuals, households and communities to cope with a threat or resist the impact of a hazard.


In 2005, The **Hyogo Framework for Action** was signed by the international community in Hyogo, Japan outlining five goals and priorities for action on Disaster Risk Reduction over the next 10 years. These are to:

- Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation
- Identify, assess and monitor disaster risks and enhance early warning
- Use knowledge, innovation and education to build a culture of safety and resilience at all levels
- Reduce the underlying risk factors
- Strengthen disaster preparedness for effective response at all levels

For more information: [http://www.unisdr.org/eng/hfa/hfa.htm](http://www.unisdr.org/eng/hfa/hfa.htm)

5. Inform participants that UNESCO has trained 2,200 principals and teachers in DRR in 8 townships in the delta. (Myint Myint can provide more details on these trainings?).

6. Tell participants that DRR activities can take place at the school, township and education department levels. Ask, “What are some DRR activities that schools could do?” Answers may include: hazard/ risk analysis at school and its vicinity (teachers and students), earthquake and fire drills, evacuation plans, first aid training, emergency contact number lists, safety awareness and emergency procedure campaigns

7. Tell participants that one way to be prepared for possible emergencies is through Contingency Planning, which we will be focusing on for the remainder of the day.

5 minute break

**Contingency Planning**
2. Ask participants if any of them have participated in contingency planning. If so ask them to explain: "What is contingency planning?"

Contingency Planning: an on-going process led by key stakeholders to reflect upon and prepare for various emergency scenarios. One of the key outputs of the contingency planning process is the development of a contingency planning document, which should be reviewed and updated regularly, at least annually.

The plan itself serves as a record of agreements reached during the contingency planning process, and can be used as a basis for managing follow-up actions and communicating results to others.

For the education sector, the Ministry of Education and the Education Cluster usually lead this process.

*What is the Education Cluster?*

In 2005, the UN reviewed the global humanitarian system and found a number of gaps in service provision. In order to better organized, they formed “Clusters” for each of the different sectors. Each “Cluster” has a lead, or two co-lead, organizations. For education, these are Save the Children and UNICEF.

3. Ask participants, “Why should we do contingency planning?”

Experience shows that emergencies can be avoided or their effects can be mitigated when preparedness measures are taken. Contingency planning is a key to preparedness. Contingency planning provides an opportunity to identify constraints and focus on operational issues prior to the onset of a crisis.

An active, joint contingency planning process also enables involved actors to establish working relationships that can make a critical difference during a crisis.

A common understanding of common challenges and of each other’s capacities and organizational requirements helps to facilitate effective collaboration in a crisis and adds better predictability, coherence, coordination and professionalism to a response. It ensures there is no overlap or gaps in service provided.

4. Ask participants, “Who should be involved in the contingency planning process?”

Contingency planning is most effective when it is a participatory process that includes all those that will be required to work together in the event of an emergency. Who depends on the level of the contingency planning, whether national, regional, local/school.

Some examples include: Education cluster members, Ministry of Education staff from national and local levels, INGOs and United Nations agencies, NGOs and community-based organisations including parent-teacher associations, school board of trustees (SBOT), teachers, teachers’ unions (if any), students.

It is important to include experts at different stages in the planning process (i.e. engineers for safe school construction, national disaster management authorities to ensure coordination with other sectors).

6. Uses of contingency plans:

- Emergency risk reduction
A framework for analyzing risks, vulnerability and response capacity, as well as identify preparedness measures to prevent or alleviate the impact of emergencies.

Provides a joint platform for involved actors.

• Capacity development
  o Contingency planning can be a helpful framework to increase participants’ awareness of, access to, and use of existing tools, (e.g. best practices, templates, sample projects, multi sectoral rapid assessment forms, agency specific toolkits etc.)
  o Monitoring and review of preparedness measures ù Objectives and indicators, defined during the contingency planning process, provide an effective framework for monitoring progress, outcomes, and impact.

• Communication and Advocacy
  o A robust analysis of risks and hazards and appropriate strategies to address them is a good basis for communication and advocacy on the importance of education in emergency preparedness initiatives

• Mobilising resources
  o The role of preparedness in becoming slowly, but increasingly recognized by donors. Donors will also expect to see coherent and well informed plans.
  o Inadequate analysis or documentation of needs and priorities can lead to wasted investments as resources might be allocated in ways that leave significant gaps unfilled.

Stress the importance that the contingency plan actually be put to use. It should be practical, user-friendly, and not just another document gathering dust on the shelf.

7. Go over the sample Contingency Plan “Table of Contents.” All of these items are elements that would belong in a contingency plan. The work we will be doing in groups today fits in to different parts of these items.

Cont. Planning Document “Table of Contents”
- Committee, roles and responsibilities
- Brief description of township/ township profile (e.g. population, climate, livelihood, transportation, no. of schools & children etc.)
- Risk/ Hazard and capacity assessment
- Disaster history in the township/ States/ Regions
- Emergency contact details (e.g. focal points, police, fire brigade, )
- Action before/during/ after disaster (e.g. mock drills, disaster tips, first aid, etc.) as per each scenario (earthquake, flood, cyclone, etc.)
- Regular check – weather report/ early warning and disseminate information
- Drinking water sources/ status
- Food sources
- Health facilities
- Road cleaning/ earth moving/ fire prevention equipment
- Reschedule school time
- Learning kits
- Safe place to evacuate in case of emergency

Township name

<table>
<thead>
<tr>
<th>School</th>
<th>Safe place</th>
<th>In-charge</th>
<th>Remark</th>
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- Infrastructure restoration
Group Exercise 1: Township Disaster Profile (Group Work, Presentations & Discussion) (55 minutes)

1. Introduce the exercise by reminding participants that part of a contingency plan is analysing the probability and impact of certain emergency scenarios. For this exercise, they are all working at the township level.

2. In 5 different groups, participants should first choose one of the nine emergency scenarios from the pamphlet. Encourage the groups to choose different emergency scenarios. They should imagine a township, where the chosen disaster could occur, and next work to fill in the Township Disaster Profile. They will have 30 minutes to fill in this template.

3. Ask 2-3 groups (depending on time) to volunteer to present their disaster profiles. The remaining groups will ask questions, make suggestions and compare that group’s profile with their own work.

4. Ask for any remaining questions or comments. The facilitator may want to ask participants to comment on how these profiles might be useful or any difficulties they faced in filling them out (5 minutes).

Session 6: Contingency Planning and Group Work

Group Exercise 2: Contingency Planning Activities Worksheet (Group Work, Presentations & Discussion) (90 minutes)

1. Participants will again be working in groups to fill in a Contingency Planning worksheet – this one on different types of activities to take place before, during, and after an emergency. They will need to refer back to the MSE to match the activity with the corresponding domain and standard.

2. Give participants 60 minutes to work on the activities worksheet.

3. As all groups have filled out the information for the same activities, in order to keep the presentations interesting, divide up the activities equally (4 per group) amongst the groups so that each group is only presenting on some of the activities. Remind groups that their answers may differ from each other (there is no one right answer), and allow other groups to share where their ideas might have been slightly different and the rationale for their response.

Session 7: Coordination of Education in Emergencies

Plenary Discussion (10 minutes)

1. Ask the participants to reflect on existing education coordination mechanisms in their countries,
   - What is the role of these existing coordination bodies during or after emergencies? What would be required for these coordination bodies to be effective during emergencies?
   - How many of you work within an education coordination mechanism for an emergency or other interagency initiative?
   - Is it an on-going (permanent) or purpose-built structure?
• Do you know what a cluster means in relation to emergencies? How many of you have participated in a cluster?

Example Coordination Bodies: Education Cluster, ETWG, Sub-sector working group (e.g. ECD TWG, DPRE WG, etc)

2. Finally introduce the sessions learning objectives to the participants.

**Group Exercise on the Benefits and Challenges of Coordination** (20 minutes)

3. Explain that participants are going to look closely at the benefits and challenges of coordination generally for education in emergencies.

Direct participants to the INEE Minimum Standard relating to coordination: INEE MS Category Education Policy and Coordination: **Standard 3 - Coordination:** There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

4. Explain to the participants that they will now have the opportunity to share their coordination experiences through a creative exercise.

**Exercise in Benefits and Challenges of Coordination**

5. Ask participants to think about their experiences in general, and in coordination of education in emergencies in particular, if they have had any. Ask them to think about their **positive** and **negative** experiences, their **successes** and **challenges**.

6. Divide participants into groups of 5-6. Assign the groups to one area of the room with a flip chart. Ask groups to make a drawing that shows their experiences in coordination. They should not be concerned with artistic ability. They should use drawing to communicate their experiences. The can use humour, captions, diagrams, flow charts, and any other graphic presentation that gets across their message of the positive and negative feelings, experiences, and processes of coordination.

7. Call time after **10 minutes**. Conduct a gallery walk where participants visit each drawing. Ask groups to select one person to stay with the drawing to explain it to others. Don’t conduct the gallery walk as a plenary, but as flexible viewing time for no more than 7-8 minutes.

8. In plenary, debrief the activity by summarising the benefits and challenges of coordination, in the emergency education context. If participants have illustrative examples, ask them to share these as this will enhance the learning of those without first-hand experience of coordination mechanisms.

Summarise by reviewing the following points which may have been raised:

**Key benefits of coordination:**

- Allows partners to contribute on the basis of their strengths and comparative advantages
- Provides an opportunity to strategise and plan together
- Avoids overlap, duplication of efforts and activities
- Maximises use of resources
- Allows partners to divide areas of responsibility and geographic coverage
- Can strengthen advocacy and mobilisation of resources
- Strengthens support for government
- Can lead to standardisation of approaches, tools, and implementation
- Can lead to mutual learning and improvement of skills, strategies, and program implementation
- Can be more cost effective
- Can encourage greater community participation
Provides an opportunity for improved preparedness
Strengthen skills in leadership, facilitation and planning
Can lead to identification of gaps and ensures they are met
Can facilitate greater inter-sector coordination

Key challenges to coordination:
Lack of clear definitions of roles and responsibilities, conflicts about roles and responsibilities
Lack of leaders and leadership skills, personality clashes
Weak meeting management and planning skills
Inability to establish joint objectives and strategies
Failure to establish communication and information strategies in data and information management
Communication barriers - Communications often sent by email and online exclude those without easy access to internet and computers.
Language can prevent local NGOs from actively participating.
Duplication of effort and coverage of geographic locations
Meetings often happen at capital level while response is focused on sub-national/local level
Competing agency agendas, mandates or strategies
Failure of some agencies to fulfil their responsibilities
Remaining actively inclusive despite time constraints, specifically of Government and agencies with competing mandates
Time constraints for meetings and coordination of responses
Insufficient resources, both human and financial Inability or lack of capacity to involve community members and organisations in planning and implementation
Lack of accountability
Too process-oriented
Can have low-level representation of the MOE

Group Exercise: Review of Existing Country Coordinating Mechanisms (30 minutes)

1. Before the group exercise, present the current coordination structure using the Education Thematic Working Group flow chart on the slide. Ask participants to share if they've had experience working in any of these groups.

2. Divide participants into groups of 5-6 (perhaps working with people in the same department or organization as them?) and ask them to identify strategies that have promoted effective coordination that may be useful in an emergency context.
   - Groups will have 15 minutes for this.
   - Plenary feedback and discussion will also take 15 minutes

Ask the participants to reflect on existing coordination mechanisms in their countries, such as:

Education Cluster (Emergency)
ETWG
ECD TWG
DPRE WG

The groups should be as specific as possible in their answers. (For example, they might refer to specific instances of where an education coordination body has played a role in an emergency response or emergency preparedness.) Each group should be prepared to report its answers.

Current Mechanisms
- What is the role of these existing coordination bodies during or after emergencies?
- Do these existing coordination bodies have a role to play in coordinating an emergency
response?
- Do you have any suggestions as to how to improve the coordination of education in emergencies? What would be most effective?

**Challenges and Strategies**
- Identify the main challenges faced when coordinating education during or following a disaster/emergency
- List strategies and tips that have overcome these barriers
- What would be required for existing coordination bodies to be effective during emergencies? Or would new coordination mechanisms be needed?

2. After 15 minutes, ask each country to give a short presentation. Utilise points made in the discussion to show the benefits of good coordination. Ask participants not to repeat points already raised by other groups.

**Plenary Discussion: Lessons learned from coordination experiences and application of the INEE Minimum Standards** (15 minutes)

1. Conclude the session with a plenary discussion using the following questions:
   - How do the INEE Minimum Standards support coordination? (Ask participants to read through the standards and key actions).
   - What are the consequences of waiting until an emergency occurs to undertake coordination actions?
   - What are the consequences of not linking emergency coordination groups with existing education sector groups?
   - What are the most important coordination actions to be taken prior to the onset of an emergency?
   - For those that already have coordination mechanisms/clusters, what are the weaknesses of the current mechanisms?

**Wrap-up Session**

**Summary, Reflection, and Evaluation** (60 minutes)

1. Restate the main points of the day, highlighting 1) the importance of DRR to lessen the impacts of disasters and 2) the role of practical, easy-to-use contingency plans in preparedness and response. Take time to answer any questions from participants. (20 minutes)

2. Display the “Reflection” slide with a few and ask participants to spend time thinking and writing down their responses to some of the questions on the slide. Encourage them to write a personal goal in terms of future education in emergencies action. (20 minutes)

3. Pass out Participant Evaluation forms and ask all participants to fill them out honestly and completely. Provide relevant contact details and any announcements about ways to stay involved with this work in the future. Thank everyone for participants for their time and participation! (20 minutes)

**Additional Notes**

*Frequently asked questions on the INEE Minimum Standards:*
What is the difference between “emergency,” “early recovery,” and “recovery”? 

INEE defines an emergency as “a situation where a community has been disrupted and has yet to return to stability.” There is no timeline on an emergency – it’s as long as it takes to return a community to stability. 

Recovery is the restoration and improvement of facilities, livelihoods, living conditions or psychosocial well-being of affected communities, including efforts to reduce disaster risk factors. Recovery is a process and may also take various lengths of time. Some people divide the first weeks to several months after a “trigger” into the categories of “critical response” and “early recovery.”

See slide at the end of Day 2 powerpoint for a visual on the stages of an emergency.

What is the Education Cluster? 

In July 2005, the IASC embarked on major reform process to improve the predictability, timeliness, and effectiveness of response to humanitarian crises. The outcome was the adoption of the cluster approach which is the primary mechanism for inter-agency coordination of humanitarian assistance involving key UN and non-UN humanitarian partners. 

Education was not initially one of the official sectors recognised in the cluster approach. However the IASC formally established a global cluster for education in 2006. 

Global level clusters strengthen system-wide preparedness and technical capacity to respond to emergencies by designating global cluster leads accountable for ensuring predictable and effective inter-agency responses within sectors. UNICEF and Save the children have agreed to take on the joint lead for the global Education Cluster. An Education Cluster Unit supporting global partnerships and coordination, as well as providing targeted field support, is based in Geneva, Switzerland

Country level clusters ensure a more effective response capacity by mobilising clusters of agencies, with clearly designated lead, as agreed by the Humanitarian Coordinator and the Country Team, in line with the cluster lead arrangements at the global level. At country level the cluster lead role may be performed jointly or singly depending on the context and capacity in country. Occasionally other agencies have acted as Education Cluster lead/co-lead in certain countries.

What is Sphere and how does it comment with the INEE Minimum Standards? 

The Sphere Project’s Humanitarian Charter and Minimum Standards in Disaster Response (launched in 1997) seek to articulate what people affected by disasters have a right to expect from humanitarian assistance. The Sphere Handbook includes minimum standards for the sectors of water supply, sanitation and hygiene promotion, food security and nutrition; shelter, settlement and non-food items; and health action.

Education is not included in Sphere. However, in 2008, the Sphere Project and INEE signed a Companionship Agreement whereby the Sphere Project recommends that the INEE MSE be used as a companion and complementary standards to the Sphere Handbook.

The INEE Minimum Standards set high standards – why are they called ‘minimum’? 

As the INEE Minimum Standards are based on the right to education, as codified in many legal
instruments and international agreements, the guidance within the handbook cannot be set below these rights. The standards may seem high because they describe internationally agreed human rights as well as good practice, but they also define the minimum requirements for quality education and human dignity.