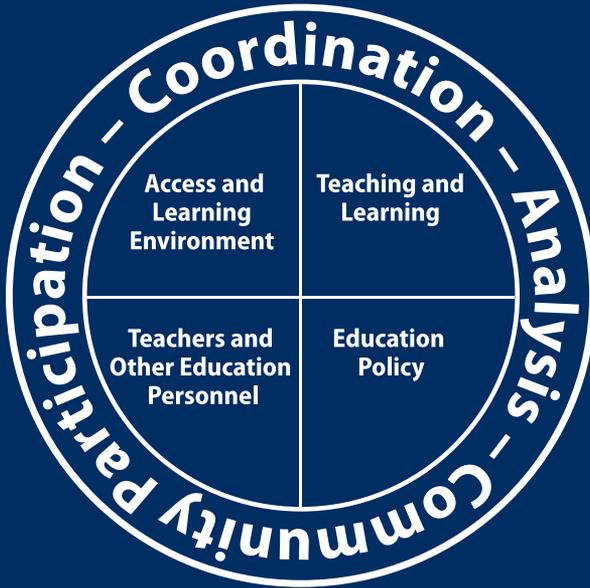


# INEE

Inter-Agency Network for Education in Emergencies  
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence  
La Red Interagencial para la Educación en Situaciones de Emergencia  
Rede Inter-Institucional para a Educação em Situação de Emergência  
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

## INEE MINIMUM STANDARDS REFERENCE TOOL

to accompany and complement the  
INEE Minimum Standards Handbook



Developed by the INEE Working Group on Minimum Standards

## DOMAIN 1: FOUNDATIONAL STANDARDS

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### ■ **Community Participation Standard 1: Participation**

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

#### **Key actions:**

- Community members actively participate in prioritising and planning education activities
- All vulnerable groups are represented in community education committees
- Children and youth actively participate in all stages of education activity planning and implementation
- Wide range of community members participate in education analyses and disaster risk reduction and conflict mitigation activities
- Opportunities available for capacity building of community members

#### **Guidance notes on:**

1. Inclusive community participation in all stages of education responses
2. Community education committee identifies and addresses needs and rights of all learners
3. Clearly defined roles and responsibilities for community education committee members
4. Community based local education action plan
5. Participation of children and youth in education activities
6. Social audits used to evaluate education programmes
7. Capacity building to help people and organisations achieve their goals

### ■ **Community Participation Standard 2: Resources**

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

#### **Key actions:**

- Identify and mobilise local resources to strengthen access to quality education
- Maximise use of existing capacities when designing education programmes
- Education incorporates disaster risk reduction and conflict mitigation

#### **Guidance notes on:**

1. Community resources used to design and plan education responses
2. Promoting access and security for vulnerable children and youth
3. Trainings on roles and responsibilities for education personnel should prepare for the long term
4. Recognise community contributions
5. Education for disaster risk reduction and conflict mitigation draws upon local capacity and coping strategies

## COORDINATION

### ■ **Coordination Standard 1: Coordination**

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

#### **Key actions:**

- Education authorities assume a leadership role in education responses
- Planning, information management, capacity development, mobilisation, and advocacy are coordinated by an inter-agency coordination committee
- Range of education levels and types considered
- Education activities supported by timely, transparent, equitable and coordinated financing structures
- Transparent mechanisms in place for information sharing
- Assessments carried out to identify capacities and gaps in education response

- Stakeholders adhere to equality, transparency, responsibility and accountability to achieve results

### **Guidance notes on:**

1. Inter-agency coordination committee with wide representation
2. Inclusive and transparent resource mobilisation
3. Information and knowledge management
4. Joint assessments to identify capacity and gaps in education response
5. Accountability amongst stakeholders in coordination and information sharing
6. Results-oriented approach amongst all stakeholders

## **ANALYSIS**

### **■ Analysis Standard 1: Assessment**

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

#### **Key actions:**

- Undertake an initial rapid education assessment
- Collect data on local perceptions of education needs and activities
- Identify local capacities, resources and strategies
- Conduct context analysis
- Affected population participates in design of data collection
- Comprehensive assessment of educational needs and resources
- Inter-agency coordination committee coordinates amongst sectors and stakeholders

### **Guidance notes on:**

1. Timing of initial assessments to consider safety and security of assessment team and affected population
2. Assessments collect disaggregated data to inform education response and assess continuing risks
3. Context analysis to ensure education responses are appropriate, relevant and sensitive to potential for conflict or disaster
4. Data validity and methods of data analysis
5. Variety of participants in assessments including vulnerable groups and education authorities
6. Collaboration within education sector and other sectors
7. Data on education and psychosocial needs should be collected
8. Assessment findings made available as soon as possible

### **■ Analysis 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.

#### **Key actions:**

- Response strategies reflect assessment findings
- Education responses meet the needs of affected populations
- Response strategies do not harm the community
- The information collected from initial assessment and context analysis is regularly updated
- Capacity building to support assessment and response implementation activities
- Education responses complement national education programmes
- Baseline data collected at programme's start

### **Guidance notes on:**

1. Response strategies based on key findings of assessment
2. Capacity building for data collection and analysis
3. Efforts made to 'do no harm'
4. Review and update response strategies during emergencies
5. Donors regularly review educational responses for quality and access
6. Strengthening national education programmes

7. Promote disaster risk reduction and preparedness activities
8. Overcoming constraints of organisational mandates
9. Collecting baseline data

### **■ Analysis Standard 3: Monitoring**

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

#### **Key actions:**

- Effective systems for monitoring of education response activities
- Safety and security of learners is ensured through monitoring
- Vulnerable people are included in monitoring
- Disaggregated education data regularly collected
- Data is analysed and shared with stakeholders regularly

#### **Guidance notes on:**

1. Monitoring impacts of education programmes
2. The collection of information should be done in a culturally sensitive manner
3. Education management information system compiles and analyses education data
4. Monitoring of learners during their learning and after they complete a course

### **■ Analysis Standard 4: Evaluation**

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

#### **Key actions:**

- Evaluations produce data that informs future activities
- Stakeholders involved in evaluation activities
- Lessons and good practices widely shared

#### **Guidance notes on:**

1. Distinction between monitoring and evaluation
2. Evaluations of education response activities
3. Capacity building for relevant stakeholders through evaluation
4. Sharing evaluation findings and lessons learned

## **DOMAIN 2: ACCESS AND LEARNING ENVIRONMENT**

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### **■ Access and Learning Environment Standard 1: Equal Access**

All individuals have access to quality and relevant education opportunities.

#### **Key actions:**

- No denying access to education because of discrimination
- Learning structures and sites accessible to all
- Barriers to enrolment are removed
- Range of formal and non-formal education activities are provided
- Local communities involved in ensuring rights to quality and relevant education
- Resources available to ensure quality of education activities
- Learners have opportunity to enter or re-enter formal education system
- Refugee education programmes recognised by host and home country
- Education services do not negatively impact host populations

#### **Guidance notes on:**

1. Ensuring access to education without discrimination
2. Documentation requirements are flexible to increase admission, enrolment and retention of students
3. Range of quality education opportunities

4. Learning opportunities are flexible and adaptable to context
5. Immediate education opportunities based on initial assessment
6. Quality and relevant education
7. Community actively involved in education process
8. National authorities ultimately responsible for providing resources
9. Minimise use of educational facilities as temporary shelters

## **■ Access and Learning Environment 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.

### **Key actions:**

- Learning environment free from sources of harm
- Teachers and other education personnel acquire the skills to create a supportive learning environment
- Learning spaces close to populations they serve
- Access routes are safe, secure and accessible
- Learning environments free from military occupation and attack
- Community contributes to decision making
- Safe learning environments are maintained

### **Guidance notes on:**

1. Safe and secure learning environment
2. Activities to support emotional, physical and social well-being
3. Teachers and learners informed about and protected from dangers
4. Responding to and preventing gender based violence
5. Distance between learners and learning sites defined by local and national standards
6. Address perceived threats to ensure safe and secure access routes
7. Keeping education safe from attack
8. Training on psychosocial support and well-being
9. Non-violent classroom management
10. Community participation in creating, sustaining and protecting the learning environment
11. Training for teachers and other education personnel on disaster prevention

## **■ Access and Learning Environment 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.

### **Key actions:**

- Learning sites and structures are safe and accessible
- Learning environments have disaster-resilient design and construction
- Learning environments have protective boundaries and signs
- Physical structures used for learning sites are appropriate
- Class structure and space promote participatory methodologies
- Community members, including young people participate in construction and maintenance of learning environment
- Safe water and sanitation facilities are provided for personal hygiene
- Health and hygiene education is promoted
- School-based health and nutrition services are available
- Learning spaces linked to child protection, health, nutrition, social and psychosocial services

### **Guidance notes on:**

1. Location of education facilities promote equity and physical safety

2. Structure, design and construction of educational facilities are safe and affordable
3. Needs of disabled people taken into account with design of education facilities
4. Design and maintenance of learning spaces keep users in mind
5. Sanitation facilities available near the learning environment
6. Learning environments should promote hygiene and have a safe water source
7. School based health and nutrition services link education, nutrition, health and sanitation
8. Access to local services and referrals to promote physical, psychosocial and emotional well-being

## DOMAIN 3: TEACHING AND LEARNING

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### **■ 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.

#### **Key actions:**

- Education authorities involve stakeholders in curriculum development
- Materials and curricula are appropriate to learners needs
- Curricula and exams used for refugees and IDPs are recognised by home and host governments
- Curricula teach disaster risk reduction, environmental education and conflict prevention
- Curricula cover core competencies of basic education
- Curricula address psychosocial well-being and protection needs of learners
- Learning materials and instruction are provided in the language of learners and teachers
- Curricula and instructional materials sensitive to diversity and gender
- Sufficient teaching and learning materials are provided

#### **Guidance notes on:**

1. Definition of curriculum
2. Curricula is appropriate to context, age and developmental levels
3. Curriculum review and development process
4. Core competencies identified before developing learning content and teacher training
5. Life skills learning content and key concepts are appropriate to learners
6. Psychosocial needs, rights and development of learners and teachers are addressed
7. Language of instruction decided based on consensus of stakeholders
8. Diversity considered in development and implementation of educational activities
9. Locally available learning materials

### **■ Teaching and Learning Standard 2: Training, Professional Development and Support**

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

#### **Key actions:**

- Training available to teachers according to needs
- Training is appropriate to context
- Training is recognised and approved by authorities
- Qualified trainers conduct training courses
- Training enables teachers to become effective facilitators
- Training includes knowledge and skills for formal and non-formal curricula

#### **Guidance notes on:**

1. Definition of 'teacher'
2. Development of formal training curricula and content by education authorities
3. Training support and coordination with education authorities
4. Training recognition and accreditation by education authorities

5. Teachers trained to identify needs for specific teaching aids
6. Teacher training on how to help learners and community prevent and mitigate future disasters

### **■ Teaching and Learning Standard 3: Instruction and Learning Processes**

Instruction and learning processes are learner-centred, participatory and inclusive.

#### **Key actions:**

- Teaching methods are appropriate to the needs of learners
- Teachers demonstrate an understanding of teaching skills and lesson content
- Instruction and learning processes address needs of all learners
- Parents and community leaders accept content and teaching methods used

#### **Guidance notes on:**

1. Teaching should ensure that all learners are actively engaged
2. Teachers trained to discuss the importance of education in emergencies with stakeholders, parents and community members
3. Teaching methods used are appropriate to context and learner needs

### **■ Teaching and Learning Standard 4: Assessment of Learning Outcomes**

Appropriate methods are used to evaluate and validate learning outcomes.

#### **Key actions:**

- Assessment and evaluation of learners' progress inform teaching methods
- Achievements are recognised and completion documentation is provided
- Assessment of technical and vocational programme graduates
- Fair and reliable assessment and evaluation methods
- Assessments are relevant to learners' future needs

#### **Guidance notes on:**

1. Effective assessment and evaluation methods and measures
2. Assessment results recognised by education authorities
3. Assessment and evaluation developed according to a code of ethics
4. Relevance of assessments content and processes

## **DOMAIN 4: TEACHERS AND OTHER EDUCATION PERSONNEL**

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### **■ 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.

#### **Key actions:**

- Clear job descriptions and guidelines developed prior to recruitment
- Representative selection committee selects teachers and other education personnel
- Sufficient number of personnel are recruited and deployed

#### **Guidance notes on:**

1. Key components of job descriptions
2. Experience or qualifications for teachers in an emergency
3. Criteria for the selection of teachers

- References checked whenever possible
- Locally defined, realistic limits on class size

## ■ **Teachers and Other Education Personnel Standard 2: Conditions of Work**

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

### **Key actions:**

- Compensation and work conditions are coordinated among stakeholders
- Compensation and conditions of work are described in job contracts
- Teachers and other education personnel allowed to organise and negotiate terms and conditions
- Code of conduct is in place and respected

### **Guidance notes on:**

1. Conditions of work are included in job contract
2. Adequate and appropriate compensation is sufficiently determined and disbursed
3. Key components of a code of conduct to be included in the contract

## ■ **Teachers and Other Education Personnel Standard 3: Support and Supervision**

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

### **Key actions:**

- Adequate teaching materials and space are available
- Professional development contributes to motivation and support for teachers
- Supervisory system in place to regularly assess and support teachers
- Performance appraisals are conducted, documented and discussed regularly
- Students provide feedback on teacher performance
- Psychosocial support available for teachers

### **Guidance notes on:**

1. Teaching and learning materials and space should allow for effective teaching
2. Support and supervisory mechanisms maintain teacher motivation and quality
3. Consult with teachers about capacity building, training and professional development
4. Staff performance appraisals and process
5. Including learners in assessment and evaluation process
6. Psychosocial support and well-being of teachers

## **DOMAIN 5: EDUCATION POLICY**

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### ■ **Education Policy Standard 1: Law and Policy Formulation**

Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

### **Key actions:**

- Laws, regulations and policies uphold protected status of education facilities, staff and learners
- Laws, regulations and policies respect, protect and fulfil the right to education
- Laws, regulations and policies ensure education facilities are safe
- Laws, regulations and policies are based on participatory context analysis
- National education policies allow a quick response to emergency situations
- Schools for refugees are allowed to use curricula and language of country of origin
- Non state actors are allowed to establish education in emergency programmes

## Guidance notes on:

1. National authority's duty to respect, protect and fulfil the right to education
2. National education policies and laws should ensure continuity of education for all
3. New and rebuilt schools should be safe from known hazards and threats
4. Laws and policies should take analysis of context into account
5. Reliable information systems and information sharing amongst policy developers
6. Education must be part of national disaster preparedness frameworks
7. Education reaches all groups in an equitable manner
8. NGO and UN actors allowed to supplement national education

## ■ **Education Policy 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 actions:

- Education programmes reflect international and national frameworks and policies
- Integration of educational activities with other emergency response sectors
- Emergency education linked to larger long term national education plan
- Education plans prepare for future and current emergencies
- Sufficient resources for effective and transparent policy development and implementation

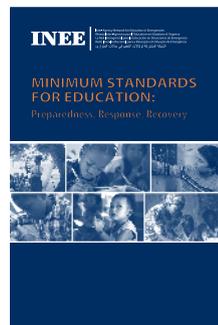
### Guidance notes on:

1. Education programmes should meet education rights and goals
2. Education responses linked to other sectors
3. National and local education plans indicate actions to be taken in the future
4. Country led resource allocation and coordination
5. Transparent and coordinated approaches to funding

The *Minimum Standards for Education: Preparedness, Response, Recovery* expresses a commitment that all individuals—children, youth and adults—have a right to education. The Standards articulate the minimum level of educational quality and access in emergencies through to recovery. They were developed in a highly consultative process in 2003-2004 and were updated in 2009-2010. They are founded on the Convention on the Rights of the Child, the Dakar 2000 Education for All goals and the Sphere Project's Humanitarian Charter.

The INEE Minimum Standards Reference Tool accompanies and complements the INEE Minimum Standards Handbook. It is a useful training tool and can provide easy references to the INEE Minimum Standards for people working on application, institutionalisation and contextualisation of the Standards. For more information, visit [www.ineesite.org/standards](http://www.ineesite.org/standards).

To share how you have used the INEE Minimum Standards to strengthen education programmes or policies, please contact the INEE Coordinator for Minimum Standards: [minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org). We look forward to hearing from you.



To receive hard copies of the INEE Minimum Standards Handbook, the Minimum Standards Reference Tool and the INEE Toolkit, please contact [materials@ineesite.org](mailto:materials@ineesite.org).

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery. [www.ineesite.org](http://www.ineesite.org)

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Become a member and receive bi-monthly resource updates and contribute to our community!

## Foundational Standards

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

Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Education Policy
<p><b>Standard 1: Equal Access</b> – All individuals have access to quality and relevant education opportunities.</p>	<p><b>Standard 1: Curricula</b> – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p>	<p><b>Standard 1: Recruitment and Selection</b> – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p>	<p><b>Standard 1: Law and Policy Formulation</b> – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p>
<p><b>Standard 2: Protection and Well-being</b> – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.</p>	<p><b>Standard 2: Training, Professional Development and Support</b> – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p>	<p><b>Standard 2: Conditions of Work</b> – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p>	<p><b>Standard 2: Planning and Implementation</b> – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>
<p><b>Standard 3: Facilities and Services</b> – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>	<p><b>Standard 3: Instruction and Learning Processes</b> – Instruction and learning processes are learner-centred, participatory and inclusive.</p>	<p><b>Standard 3: Support and Supervision</b> – Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	
<p><b>Standard 4: Assessment of Learning Outcomes</b> – Appropriate methods are used to evaluate and validate learning outcomes.</p>			

**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 and Youth