

INEE Minimum Standards 2024

Online Orientation

28 May 2024

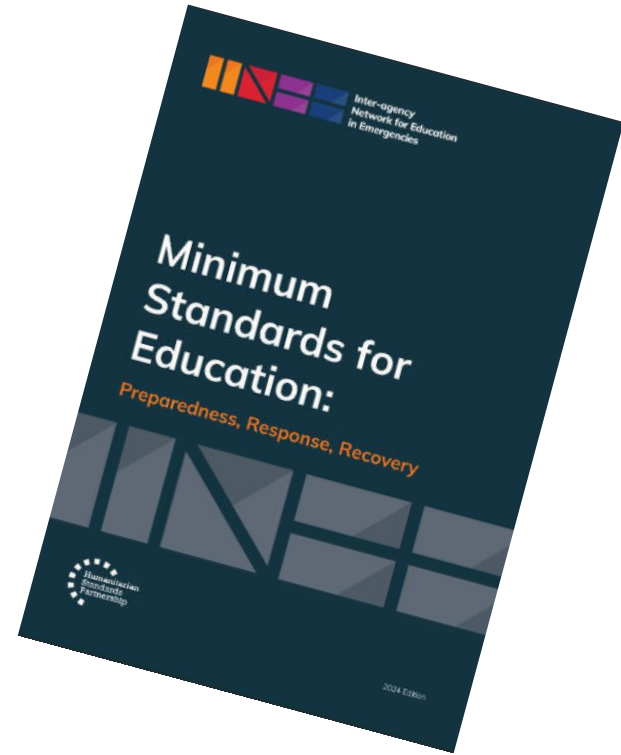


**Inter-agency
Network for Education
in Emergencies**

Welcome to the INEE MS Orientation

As we wait for participants to join, please share in the Zoom chat:

What do you hope to learn during this session?



About this Session

- This is a pilot of an orientation session co-designed with a group of INEE member volunteers
- We look forward to receive your extensive feedback to improve it
- The Facilitators

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Education and Child Protection
Specialist

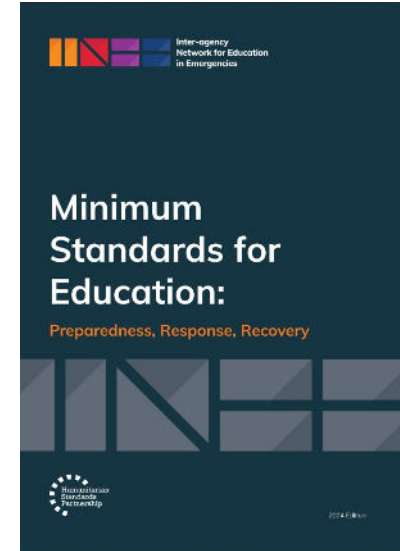
derya.kaygisiz@savethechildren.ch



Orientation Objectives

After this session, you will be able to:

1. Describe the purpose and the structure of the INEE Minimum Standards (INEE MS)
2. Navigate the MS handbook for domains and standards relevant to your context and work
3. Start reflecting on how your current work aligns with the standards and start identifying opportunities for further integration in your context.



Collaboration Tools We Use

During this sessions, we expect you to participate actively.

We will mostly use:

- **An extract** of the INEE Minimum Standards 2024 Edition (The full handbook is [downloadable here](#) , a web-based version can be accessed [here](#))
- These slides (a copy is shared with you), and your notepad!
- Zoom Chat & breakout rooms
- Audio/video discussion - raise your hand to speak
- [Canva Whiteboard](#), including a space for ideas parking lot.

Please let us know if you need support to use any of these tools



Participants' "Speed Networking"

Please share on the [whiteboard](#):

1. **Name**
2. **Organization, Position**
3. **Location of work**



INEE: A global network with a single purpose

The **Inter-agency Network for Education in Emergencies (INEE)** is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education.

INEE exists for and because of its members.

- **22,000+ individual members**
- **4,000+ organizations**
- **in 190 countries**

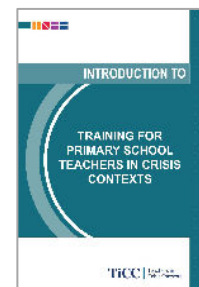
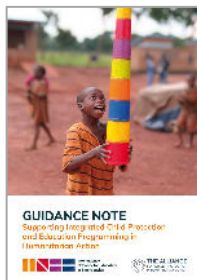
*For more information on INEE, visit inee.org/about-innee

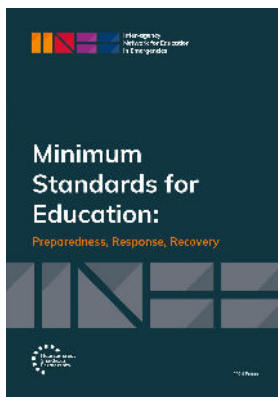


INEE Tools and Resources

INEE is well known for its standards and supporting tools. This includes:

- **A Resource Database** with a search tool and filters - [inee.org/resources](https://www.inee.org/resources)
- **Resource Collections**, vetted sets of EiE resources on key topics - [inee.org/collections](https://www.inee.org/collections)
- Thematic libraries, such as the [Measurement Library](https://www.inee.org/measurement-library), and the [PSS-SEL Toolbox](https://www.inee.org/pss-sel-toolbox)
- **EiE Glossary**, with 450+ EiE terms, definitions, and sources - [inee.org/eie-glossary](https://www.inee.org/eie-glossary)

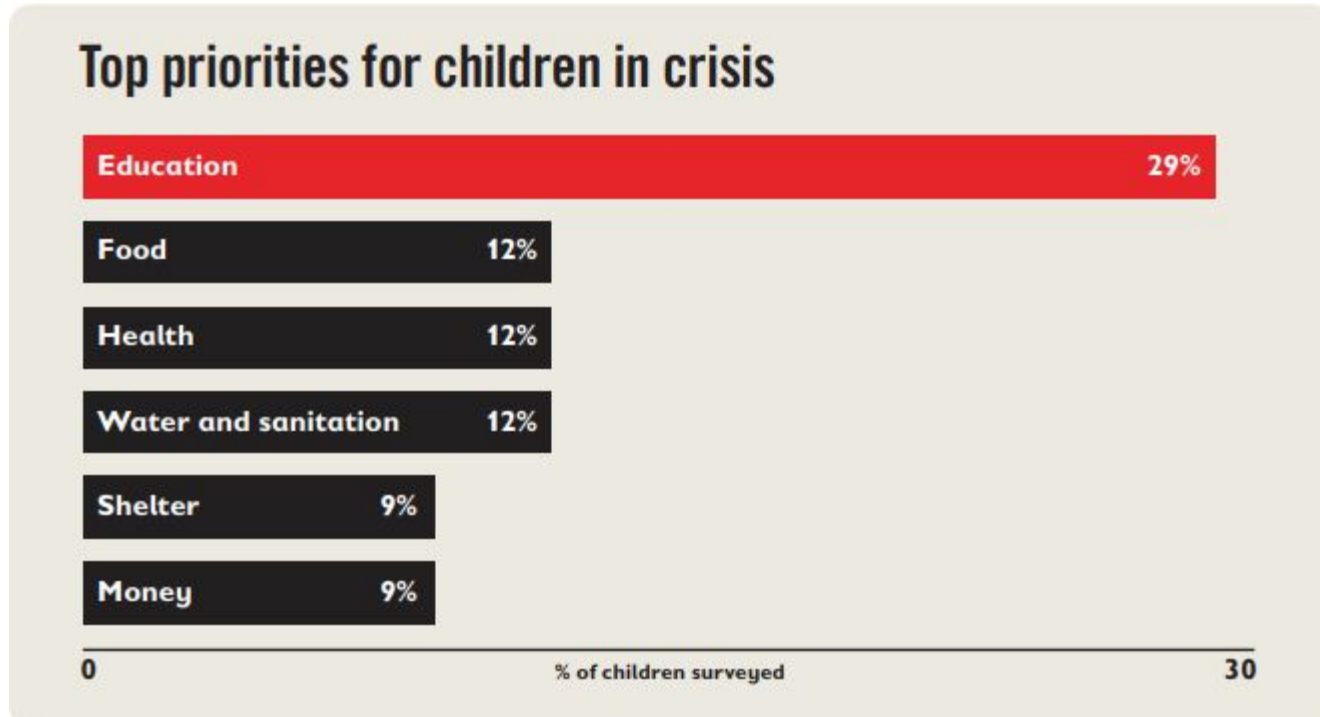




The INEE Minimum Standards for Education - *Rationale* -



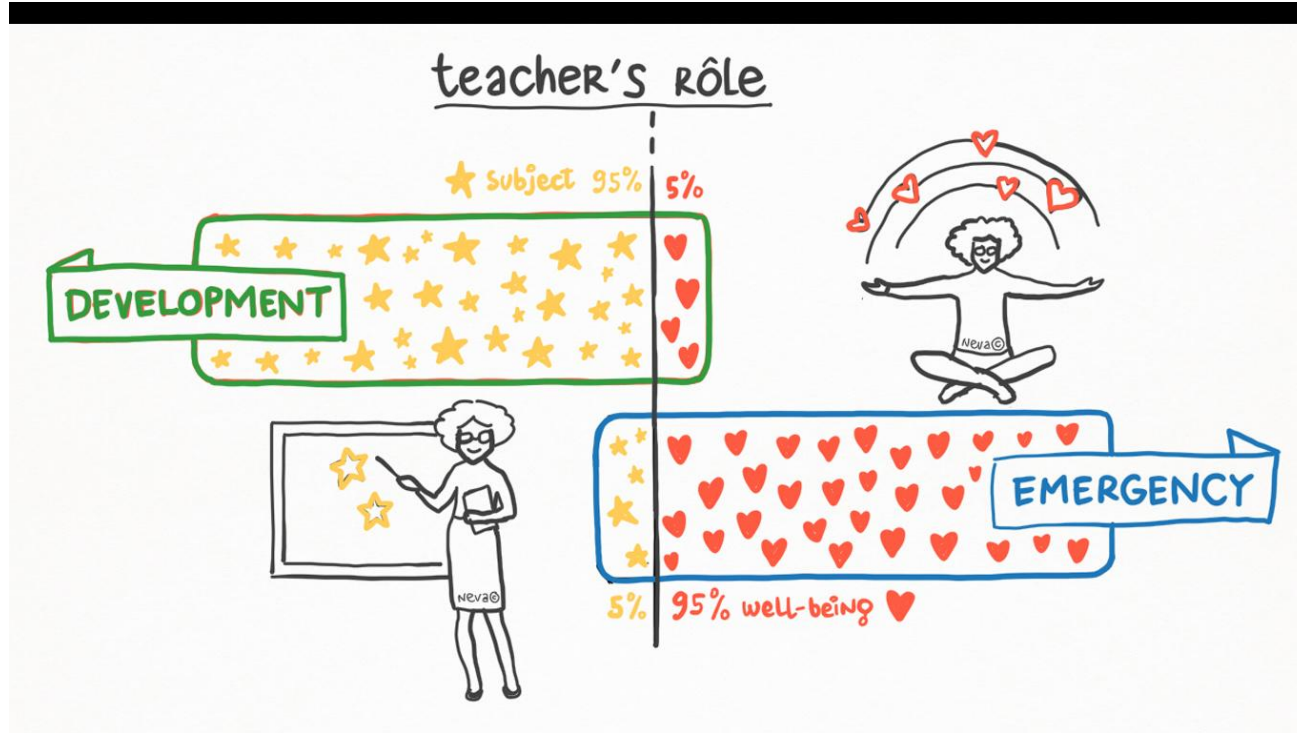
What is the top priority of people in crisis?



[Education against the Odds: Meeting marginalised children's demands for a quality education, Save the Children UK, 2019](#)



What do we mean by Education in Emergencies?



What do we mean by Education in Emergencies?

EiE supports the provision of equitable, inclusive, and quality learning opportunities for people of all ages **in situations of crisis**.

- EiE includes all levels and ways of learning from ECD through adult education in both formal and non-formal education programs.
- EiE involves interventions across all stages of a crisis: from **preparedness to response, to recovery**.
- Education is critical in times of emergencies as it provides **physical, psychosocial and cognitive protection** that can save and sustain lives.

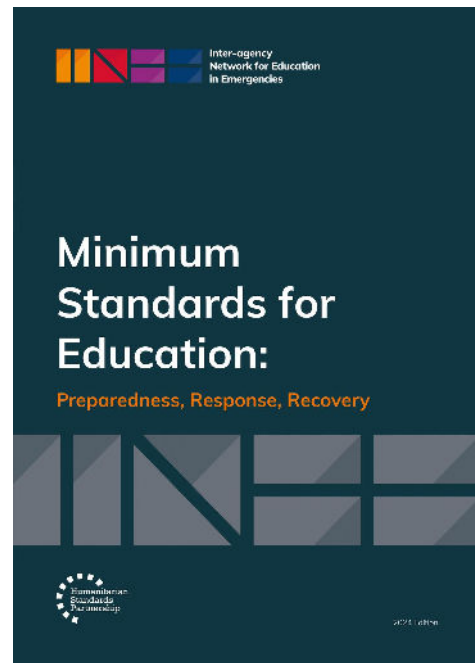
Education in Emergencies definition, INEE MS Intro, p. 10)



INEE Minimum Standards for Education

The Standards are a **rights-based framework** to:

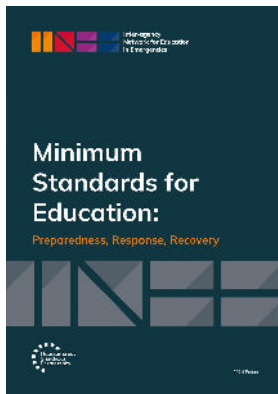
- Help stakeholders **protect the education rights** and needs of people affected by crisis
- Increase **access** to safe and relevant learning opportunities
- Improve the **quality** of education preparedness, response, and recovery
- Ensure that the actors who provide these services are held **accountable**
- Support a quality, **coordinated humanitarian response** in the education sector,



Questions and Feedback

Over to you!





The INEE Minimum Standards for Education *-Structure-*

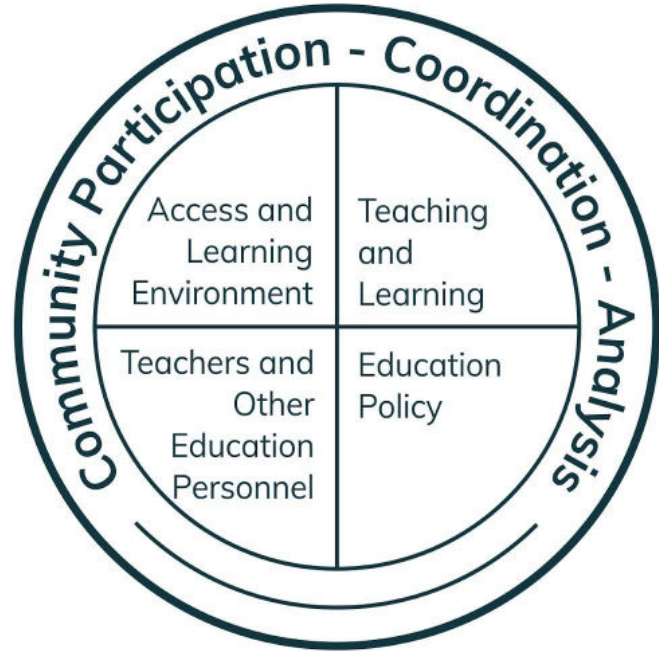


INEE Minimum Standards Structure

The INEE MS are organized into **5 domains** related to specific areas of education.

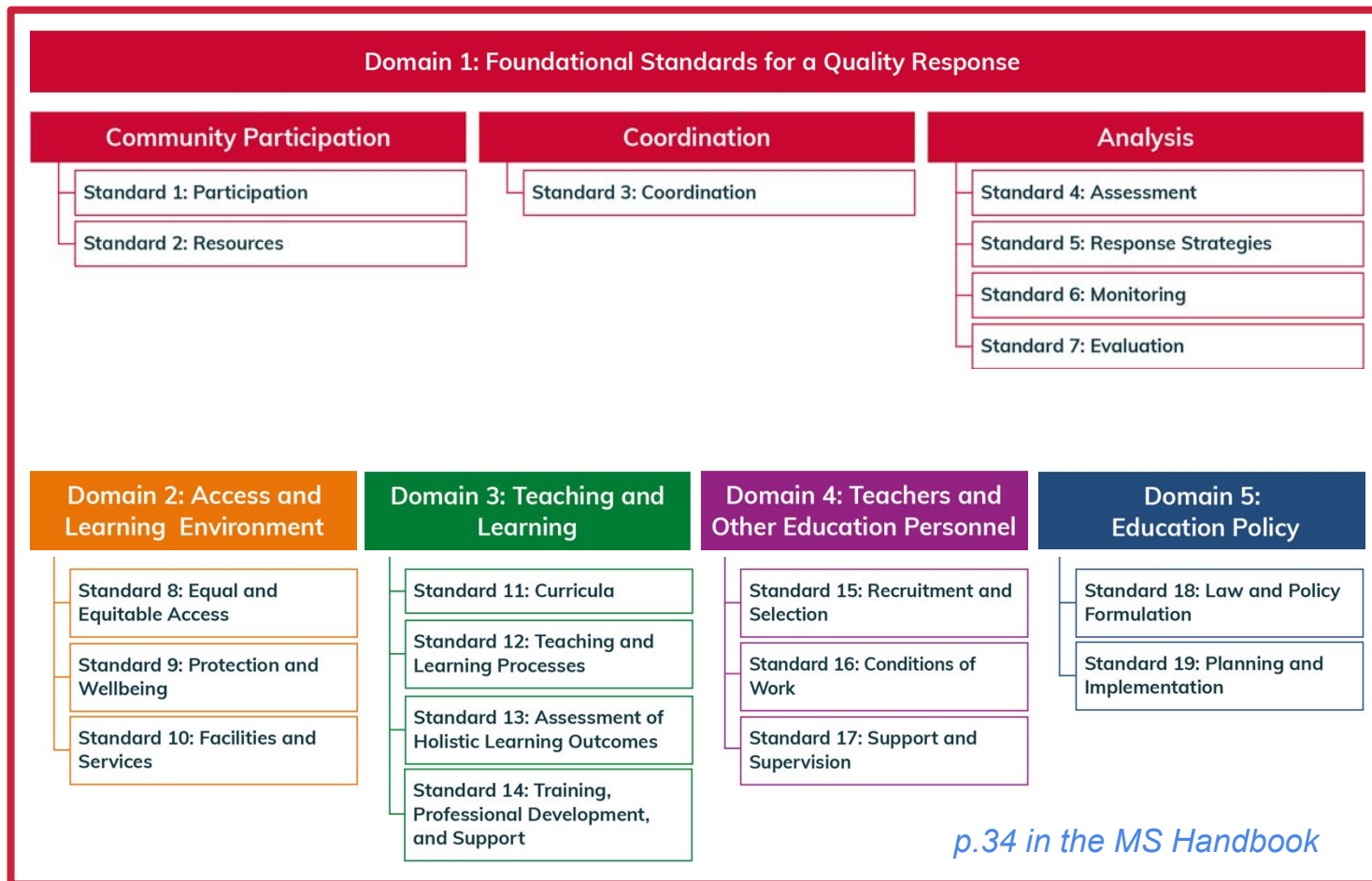
Each domain contains **standards**, and it begins with an overview of the domain explaining underlying key concepts

The INEE MS are made up of 19 standards in total. each standard is followed by **key actions and guidance notes**.



INEE Minimum Standards Structure

THE INEE MS MAP



Navigating the INEE MS

Standard: Qualitative, aspirational and universal, applicable in any environment



Key Actions: Suggested ways to achieve the standard and should be adapted to the context



Guidance Notes: Specific points to consider when carrying out an action. Should adapted to the context



See Also: Show interconnections between standards

STANDARD 15: RECRUITMENT AND SELECTION

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a transparent and fair process, based on selection criteria that reflect diversity and equity.



Key actions

(please read with guidance notes)

1. **Clear job descriptions:** Develop clear, appropriate, non-discriminatory job descriptions and guidelines before any recruitment process begins.
2. **Clear and transparent recruitment criteria:** Establish clear and detailed criteria for recruiting and employing teachers and other education personnel.
3. **Appropriate number of teachers and staff:** Ensure that the number of teachers and other education personnel recruited reflects current needs and finances.
4. **Safety and security of teachers and learners:** Prioritize the security and safety of teachers and other education personnel and learners during the recruitment process, including conducting background checks on teachers.



Guidance notes

1. **Clear job descriptions:** Job descriptions for teachers and other education personnel, including volunteers, must not discriminate based on gender, ethnicity, religion, disability, or any other personal characteristics. Job descriptions at a minimum should include roles and responsibilities, rights, compensation and pay, terms and conditions, working environment, a code of conduct, clear lines of support and reporting, and contract duration. These conditions should be harmonized among all stakeholders who employ teachers and other education personnel. Education jobs should be clearly advertised in the community.



See also [Standard 16, Guidance Note 2](#); [Standard 17, Guidance Note 4](#)

The INEE MS Introduction

What is EIE?

Defines Education in Emergencies (EiE) and quality education.

What are the INEE MS?

Overview of the INEE Minimum Standards and their purpose.

Using the INEE MS

Guidance on how to apply the standards in different contexts.

Cross-cutting Issues

Lists and describes key issues like protection, gender, and disability, etc.

Developing the INEE MS: The consultative Process

Explains the collaborative process behind developing the standards.

Evolving EiE Landscape

Discusses how the field of EiE has changed over time.

A Note on Capacity Sharing

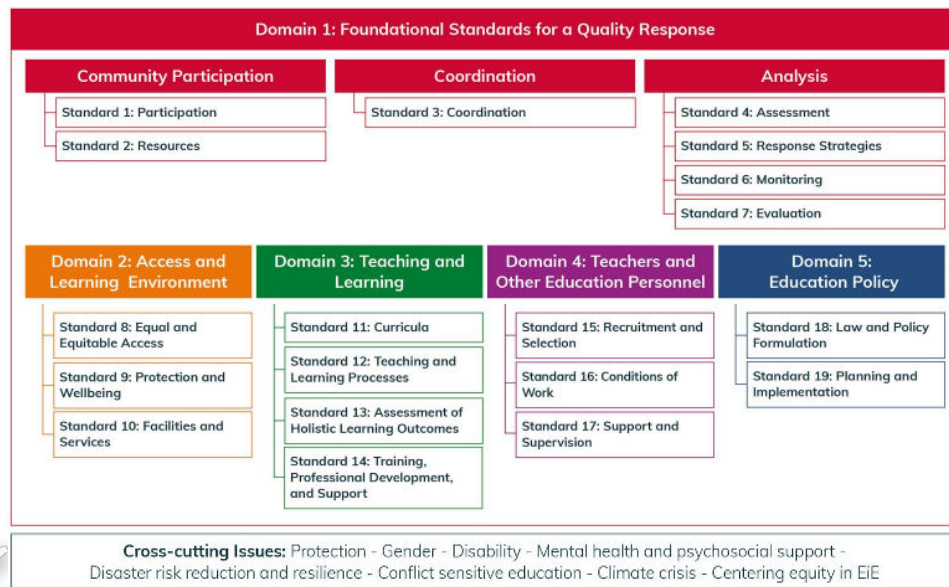
Highlights the importance of sharing knowledge and resources.

Strategic Links

Connections between INEE MS and other frameworks.

The INEE MS Introduction - Cross-cutting Issues

- Guidance on these topics is **integrated** throughout the INEE MS
- Called cross-cutting because they need be considered:
 - At **all levels and types** of education programming and
 - Through **all stages of crises**, from preparedness to response, and through to recovery.



Cross-Cutting Issues: Protection - Gender - Disability - Mental Health and Psychosocial Support - Disaster Risk Reduction and Resilience - Conflict Sensitive Education - Climate Crisis - Centering Equity in EiE

Other Key Parts of the INEE MS Handbook

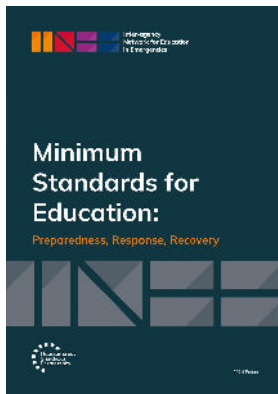
- Main Introduction
- Domain Introductions
- The References and Further Reading list
- Annex 1: Glossary
- Annex 2: Index
- Annex 3: Table of Relevant Legal Instruments



Questions and Feedback

Over to you!



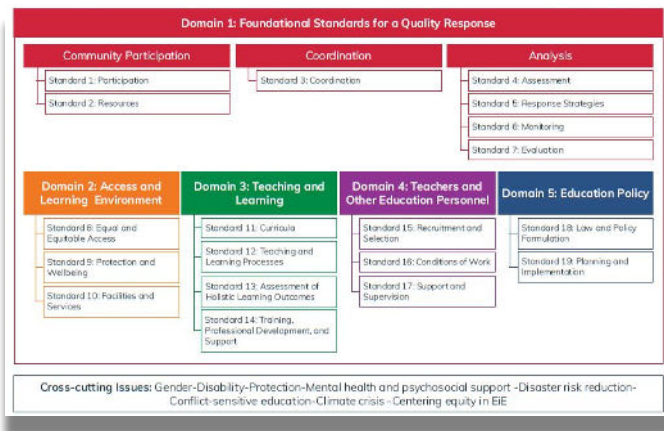


Time to Dive In!

Exploring the INEE MS



Exploring The INEE MS - A Map Quiz



Instructions:

Individual Exploration - 10 min

- Explore the INEE MS map carefully and answer the questions shared in the chat
- Paste your answers in the chat



Next Slide depicts the Map for your convenience



Domain 1: Foundational Standards for a Quality Response

Community Participation

Standard 1: Participation

Standard 2: Resources

Coordination

Standard 3: Coordination

Analysis

Standard 4: Assessment

Standard 5: Response Strategies

Standard 6: Monitoring

Standard 7: Evaluation

Domain 2: Access and Learning Environment

Standard 8: Equal and Equitable Access

Standard 9: Protection and Wellbeing

Standard 10: Facilities and Services

Domain 3: Teaching and Learning

Standard 11: Curricula

Standard 12: Teaching and Learning Processes

Standard 13: Assessment of Holistic Learning Outcomes

Standard 14: Training, Professional Development, and Support

Domain 4: Teachers and Other Education Personnel

Standard 15: Recruitment and Selection

Standard 16: Conditions of Work

Standard 17: Support and Supervision

Domain 5: Education Policy

Standard 18: Law and Policy Formulation

Standard 19: Planning and Implementation

Cross-Cutting Issues:

- Protection
- Gender
- Disability
- Mental Health and Psychosocial Support
- Disaster Risk Reduction and Resilience
- Conflict Sensitive Education
- Climate Crisis
- Centering Equity in EiE

Questions and Feedback

Over to you!



Exploring The INEE MS - A Scenario-Based Activity

A small-group activity using the whiteboard - 10 min

Each group will be assigned a **scenario**

- Review the scenario and, using the extracts handout, **identify which standards are relevant** to the situation.
- Add a sticky note for each of the relevant standards you identify, with a brief explanation of why you chose it.

Plenary Debrief - 5 min

- Share questions and concerns with your peers



The Scenarios

Protection

In a conflict-affected region, a school is reopening after being closed for several months due to security concerns. The local community is hesitant to send their children back to school due to fears of violence and exploitation.

Gender

A rural community is experiencing a significant gender gap in school enrollment, with far fewer girls attending compared to boys.

Disaster Risk Reduction

In a coastal town prone to hurricanes, the local school system is frequently disrupted by storm-related damage and evacuations. The community is seeking effective strategies to minimize educational disruptions and ensure student safety during hurricane season.

Inclusiveness

A school in an urban area has a diverse student population, including children with disabilities, refugees, and marginalized ethnic groups. Despite efforts to promote inclusivity, some students still feel excluded and face barriers to learning.

Mental Health and Psychosocial Support

Following a natural disaster, a school community is struggling to cope with the emotional impact of the event. Both students and teachers are experiencing heightened levels of stress, anxiety, and trauma.



Exploring The INEE MS - Reflections on the Activity

The domain diagrams can be a useful quick-reference tool in real-world emergency education planning and response.

Other ways to search for relevant information:

- Using the Map (p.34)
- Using the index (p.236)
- the search function of the pdf reader



Questions and Feedback

Over to you!



Domain 1: Foundational Standards for a Quality Response

Domain 1: Foundational Standards for a Quality Response

Community Participation

Standard 1: Participation

Standard 2: Resources

Coordination

Standard 3: Coordination

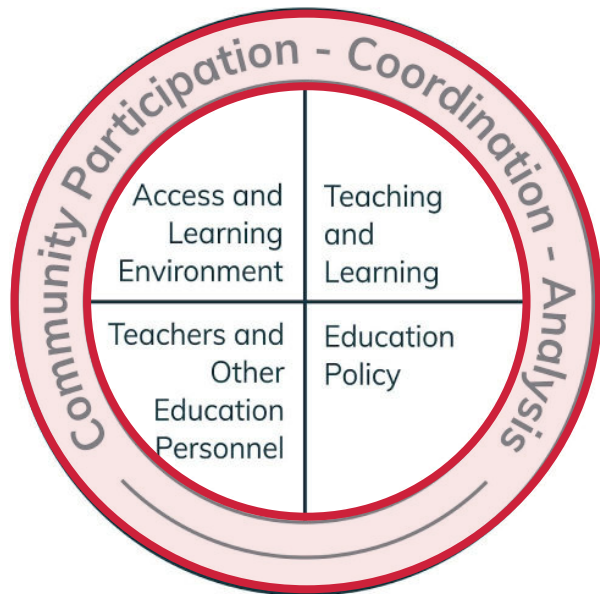
Analysis

Standard 4: Assessment

Standard 5: Response Strategies

Standard 6: Monitoring

Standard 7: Evaluation



- The foundational standards are essential to providing a **quality education response**
- They **are the basis** for implementing the standards in the other four domains
- They **contribute to build a process** to prepare, plan, manage, deliver, and monitor a collective education response.



Exploring The INEE MS - Deep Dive into Standard 1

Small Group Exploration - 10 min

- Read the Standard 1 Key Actions (KA)
- **Identify one specific KA** that your group wish to implement in your assigned scenario
- Read carefully the corresponding Guidance Note (GN) and reflect on how it helps in the implementation of the KA
- **Prepare one-minute debrief to the group**

All-Group discussion - 10 min

- Debrief and sharing reflections about the activity



Questions and Feedback

Over to you!





Key Takeaways



What the MS handbook is and what is not!

✗ IS NOT

- A prescriptive manual
- Solely for Education Professionals
- Limited to 'Acute Crises'
- Limited to Formal Education

✓ IS

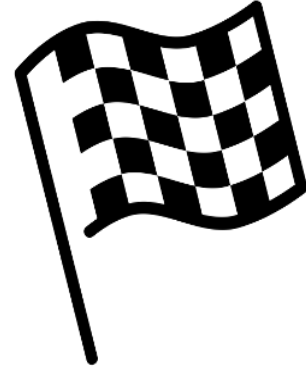
- A Guiding **Framework**
- **Adaptable and Flexible**
- Relevant for actors across the education ecosystem
- A Tool for **Advocacy**



Reflections on Learning

Add your reflections on sticky notes to the Participants' reflection zone on the whiteboard

- Share aspects of your work that are already aligned with INEE MS
- How might the standards be useful/helpful for your work and in your context?



Estimated time 5 - 10 min

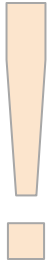


Help us improve this work

Please fill in the feedback form:

<https://forms.gle/9edT3EMChjT8ooaa8> .

Or reach out directly to Oula at
oula.abu-amsha@inee.org.



Upon the completion of the
feedback form, INEE will send a
Certificate of Participation



Thank you!



www.inee.org

For further questions on the INEE MS, email minimum.standards@inee.org
For questions related to learning and development, email learning@inee.org