Guidance Notes on Teaching and Learning
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Acknowledgments

Our purpose as 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.

The INEE Guidance Notes for Teaching and Learning was developed on behalf of the network by Lead Consultant Rachel Mckirnney with inputs from the INEE Teaching and Learning Advisory Group and Technical Experts. For more information on INEE and the Teaching and Learning initiative visit www.ineesite.org/teachinglearning

INEE would like to acknowledge the following Advisory Group members who provided substantive inputs, guidance, and support to the writing of this guide: Inga-Maj Carlson (Save the Children), Dalarna Georgiou (UNESCO IBE), Patricia Hartasanchez (World Vision), Anna Maria Hoffmann (UNICEF), Jonathan Miller (CAFE), Julia Paulson (CERG), Margaret Sinclair (Education Consultant) and Allison Anderson, Marian Hodgkin and Elizabeth Swart (INEE Secretariat focal points).

This publication was developed through a consultative process that involved more than 300 individuals who participated in the development of the Guidance Notes and Resource Pack through virtual consultations and 12 workshops around the world. INEE would like to express its gratitude for the contributions of these workshop participants and technical experts. For a list of contributors please visit www.ineesite.org/teachinglearning

INEE would like to thank Unbound Philanthropies and the I2G2 Education Cluster for their financial contributions to the development of this document. Moreover, INEE is grateful to more than 25 agencies, foundations and institutions for supporting the network since its inception. For a complete list of supporters please visit the INEE website: www.ineesite.org/acknowledgements

Published by: Inter-Agency Network for Education in Emergencies

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Cover photograph: Save the Children UK, Students attend a civics and ethics class held by teacher Mahaza Brukie, 21, Ethiopia.

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Introduction

Since the Dakar World Education Forum in 2000, there has been increased attention to the education needs of populations affected by conflict and disaster. However, while progress has been made in recent years to ensure that all children and youth affected by crisis have access to educational opportunities, the content of what is taught, the teacher training and teaching methodologies, and the evaluation of learning outcomes are too often inadequately addressed. Enrolment in a programme of little use, and may have serious longer-term ramifications, if the programme lacks substance, relevance, and quality teaching. Attention to curricula is critical to avoid reproducing content that may have contributed to past divisions and conflict. What benefit is it for governments and international agencies to spend money and resources to build new schools if curricula only foster historical hatreds or create new tensions, relocating schools to critical battlegrounds in a civil struggle?  

Quality education contributes directly to an individual’s ability to engage in society as well as contribute directly to the social, economic and political stability of the society in which the individual lives. Education consensus holds that quality education is education that is relevant, effective, efficient, comprehensive in scope and participatory in delivery. If it may play a role in reducing the risk of violent conflict by enabling social cohesion through promoting shared values and traditions, supporting conflict resolution and peace-building skills, and challenging inequalities. A human rights-based approach (HRBA) to education planning helps to achieve quality education by promoting understanding and bringing to life the principles of participation, accountability, non-discrimination, empowerment and legal protection.

Crises may provide an opportunity for governments, communities, and partners such as NGOs and UN agencies, to rebuild the foundations of human security, including through teaching all members of a community new skills and values, such as the importance of inclusive education and participation in the social and political processes. It is imperative that education in emergencies through to recovery is appropriate and relevant. Beyond reading, writing, and arithmetic, schools in these fractured societies lay the groundwork for peace, tolerance, conflict resolution, human rights, environmental conservation, and disaster prevention, thereby helping prevent, mitigate, and respond to future crises. Access to quality education ensures communities and individuals have the support required to sustain their psychological well-being and to rebuild their communities. Simply put, quality education works. Studies show that increased levels of high-quality primary and secondary education reduce war,

This raises several significant questions for practitioners and policy-makers regarding the nature of quality teaching and learning and how to ensure it in emergencies, chronic crises and early recovery:

1. How can education provide protection, disaster preparedness and quality learning in an emergency while helping communities ‘build back’ more equitable societies with a greater chance for sustainable social cohesion and peace?
2. How can practitioners and policy-makers ensure that children, young people, teachers and their communities are able to participate in the most relevant, quality education programmes during times of crisis and recovery?
3. How do practitioners and policy-makers make difficult decisions to prioritise activities or interventions or make compromises in difficult circumstances?

The good practices contained within these Guidance Notes are designed to help governments, NGOs and other education stakeholders plan and implement high quality education programmes. Too often in the wake of mass violence, inter-group conflicts, or natural disasters, education, and in particular quality relevant education, is neglected and not integrated into a holistic humanitarian response. Recognizing that quality education can contribute positively to human security and development across all stages of risk management—from crisis response to recovery, from development to prevention and preparedness—is essential.

Acronyms

ALP Accelerated Learning Programme
CRC Convention on the Rights of the Child
DRR Disaster Risk Reduction
ECD Early Childhood Development
ECE Early Childhood Education
EFA Education for All
EGRA Early Grade Reading Assessment
HRB Human Rights Based education
HRBA Human Rights Based-Approach
ICT Information Communication Technology
IDP Internally Displaced Person
INEE Inter-Agency Network for Education in Emergencies
INEE MS INEE Minimum Standards for Education – Preparedness, Response, and Recovery
ISCED International Standard Classification of Education
LSE Life Skills Education
MOE Ministry of Education
NFE Non-Formal Education
PTA Parent Teacher Association
PISA Programme for International Student Assessment
SMC School Management Committee
SMART Specific, Measurable, Attainable, Realistic/Relevant, Timely/Time-bound
SWOT Strengths, Weaknesses, Opportunities and Threats
TVET Technical and Vocational Education and Training
TIMMS Trends in International Mathematics and Science Study
UXO Unexploded Ordnance

1 The terminology for Appendix 1 provides a comprehensive definition of quality education
2 See the Children (2006) Education for Peace Building and Transforming armed conflict through education options, p 15
4 The term ‘teachers’ is used throughout the Guidance Notes to indicate formally trained, qualified teachers as well as those who are untrained or volunteers.
What Are the INEE Guidance Notes on Teaching and Learning?

The origins of this tool can be found in the INEE Minimum Standards for Education – Preparedness, Response, Recovery. The INEE Minimum Standards is a crucial global tool providing good practice and concrete guidance to governments and humanitarian workers for coordinated action to enhance the quality of education preparedness and response.

The consultative process to develop the INEE Guidance Notes on Teaching and Learning began when INEE members who had used the INEE Minimum Standards voiced the need for more practical, in-depth guidance on the teaching and learning domain. The teaching and learning domain is only one of the components of the comprehensive INEE Minimum Standards conceptual framework; linkages and inter-dependence on the remaining domains elaborated in the INEE Minimum Standards are an integral part of any intervention. Foundational standards of Analysis, Community Participation, and Coordination should be applied to ensure a holistic and effective approach, as well as building and strengthening links with Access and Learning Environment, Teachers and Other Education Personnel, and Education Policy.

Diagam 1: The INEE Minimum Standards Domains (left) and the Teaching and Learning Process magnified (right)

As Illustrated in Diagram 1, above, the teaching and learning process is cyclical, each standard impacts and enables the success of the others. One standard cannot be considered without taking into account the strengths, weaknesses, opportunities and threats within the others. Curriculum articulates the relevant knowledge, attitudes, skills and learning outcomes that learners are expected to acquire. Training, Professional Development, and Support for teachers and educators is based on expected curricular learning outcomes and their assessment, as well as the particular needs of learners. Instruction and Learning Processes involves the interaction between learners and teachers and is planned according to the Curriculum and made possible through Training. The Assessment of Learning Outcomes is directly defined by and planned together with Curriculum to ensure learning outcomes are relevant, measurable and identify changing needs. All of these standards converge within the Instruction and Learning Processes standard, which is central to the entire teaching and learning process. This is where learning objectives are achieved.

Building upon the good practices within the INEE Minimum Standards, the INEE Guidance Notes on Teaching and Learning outline Key Points to Consider in identifying and addressing critical issues and needs of affected communities within each of these teaching and learning standards. The Guidance Notes reinforce the importance of focusing on learners, learning outcomes, and access issues and provide guidance to help achieve the quality goals of EFA by promoting quality education that includes measurable learning achievements for learners of all ages, but specifically children and adolescents.

How to use the Guidance Notes

The Guidance Notes are divided into four sections by the four teaching and learning standards:

1. Curricula
2. Training, Professional Development, and Support
3. Instruction and the Learning Process
4. Assessment of Learning Outcomes

Each section contains the following:

- The Minimum Standard and corresponding Key Actions from the INEE Minimum Standards (updated as of 2010)
- Overview: An overview of the standard, outlining its relevance to the teaching and learning process
- Sub-sections: Subsections articulate the process needed to achieve the Standard and Key Actions, including analyzing and understanding needs, developing plans to address those needs, and implementing the plans.
- Key Points to Consider tables: These tables pose priority questions to consider during both the Emergency (column 1) and the Early Recovery and Preparedness (column 2) phases. These tables can be used as a checklist to help guide approaches, context-specific education response plans and policies in crisis settings. The Emergency columns indicate immediate points to consider, while the Early Recovery and Preparedness columns indicate points to consider for medium and long-term programming. Since the continuum between acute-emergency, chronic crises and early recovery is often ambiguous and fluid, it is recommended to read all questions in both columns and decide which are most relevant to consider for a specific context or issue, particularly in situations of chronic and protected crises.
- Bulleted Notes: These follow the key points in Key Points to Consider tables, providing in-depth guidance and discussion on questions raised in the tables. Where relevant, the Notes are interspersed with case studies and examples of good practice and lessons learnt.
- Monitoring and Evaluation: Each section concludes with guidance on monitoring and evaluation, including suggested processes and content indicators to monitor the core areas set out within the section.
- Resources and the INEE Teaching and Learning Resource Pack: At the end of each section, reference is made to relevant materials in the INEE Teaching and Learning Resource Pack. This companion tool provides a compilation of vetted resources, including sample tools, teaching materials and case studies, which can be used to adapt the good practices within the Guidance Notes to specific contexts. To access the Resource Pack visit ineesite.org/resourcepack or contact the INEE Secretariat at teachinglearning@unesco.org to request an INEE Toolkit CD-ROM, available beginning fall 2016.

Key Thematic Issues

When reading the Guidance Notes, the following key thematic issues are essential to consider throughout all four standards to better increase resilience and decrease vulnerability of learners and their communities:

- Conflict mitigation
- Early childhood development (ECD)
- Gender
- HIV/AIDS
- Human rights
- Inclusive education
- Inter-sectoral linkages (links with health; water, sanitation and hygiene promotion; shelter; and food and nutrition)
- Protection
- Psychosocial support
- Youth

These key thematic issues are important to keep in mind when assessing needs, implementing programmes, evaluating the impact of programmes, advocating for rights, and informing policy. Each of the key thematic issues has been taken into account throughout the Guidance Notes and many are defined in the terminology section in Appendix 2. Additional information on these key thematic issues, as they relate to the teaching and learning process, can be found in the accompanying Resource Pack.

Footnotes:
1. Over 300 individuals participated in virtual reviews as well as in-person consultations to develop the Guidance Notes, in Dar es Salaam, Tanzania; Kampala, Uganda; and Zarar, Iraq. Pilot workshops were then carried out in partnership with the Education Cluster and other INEE partners in the occupied Palestinian territories and Zimbabwe.
2. Additional information on these key thematic issues, as they relate to the teaching and learning process, can be found in the accompanying Resource Pack. These key thematic issues are important to keep in mind when assessing needs, implementing programmes, evaluating the impact of programmes, advocating for rights, and informing policy. Each of the key thematic issues has been taken into account throughout the Guidance Notes and many are defined in the terminology section in Appendix 2. Additional information on these key thematic issues, as they relate to the teaching and learning process, can be found in the accompanying Resource Pack.
3. The INEE Minimum Standards Domains (left) and the Teaching and Learning Process magnified (right)
4. INEE Teaching and Learning Resource Pack
5. Key Points to Consider tables: These tables pose priority questions to consider during both the Emergency (column 1) and the Early Recovery and Preparedness (column 2) phases. These tables can be used as a checklist to help guide approaches, context-specific education response plans and policies in crisis settings. The Emergency columns indicate immediate points to consider, while the Early Recovery and Preparedness columns indicate points to consider for medium and long-term programming. Since the continuum between acute-emergency, chronic crises and early recovery is often ambiguous and fluid, it is recommended to read all questions in both columns and decide which are most relevant to consider for a specific context or issue, particularly in situations of chronic and protected crises.
6. Bulleted Notes: These follow the key points in Key Points to Consider tables, providing in-depth guidance and discussion on questions raised in the tables. Where relevant, the Notes are interspersed with case studies and examples of good practice and lessons learnt.
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8. Key actions are suggested ways to achieve the standard. These actions may not be applicable in all contexts; they should be adapted to the specific context. It is agreed that the process ofasterisked actions (e.g. 1.11) is indicative of the standard being developed. In INEE terminology, “Key Actions” are actions that should be taken immediately or during the Emergency phase.
9. Key thematic issues are important to keep in mind when assessing needs, implementing programmes, evaluating the impact of programmes, advocating for rights, and informing policy. Each of the key thematic issues has been taken into account throughout the Guidance Notes and many are defined in the terminology section in Appendix 2. Additional information on these key thematic issues, as they relate to the teaching and learning process, can be found in the accompanying Resource Pack.

10. When reading the Guidance Notes, the following key thematic issues are essential to consider throughout all four standards to better increase resilience and decrease vulnerability of learners and their communities: Conflict mitigation, Early childhood development (ECD), Gender, HIV/AIDS, Human rights, Inclusive education, Inter-sectoral linkages (links with health; water, sanitation and hygiene promotion; shelter; and food and nutrition), Protection, Psychosocial support, Youth.
Who should use the Guidance Notes?

Primary users of the Guidance Notes will likely be national government ministries (Education, Youth, and Social Welfare Ministries), policy-makers, and the staff of implementing organisations including UN Agencies and international, national, and local NGOs. The notes also provide a resource for donors, curriculum developers, research training institutions, teachers’ unions and associations, and communities.

The Guidance Notes are not directed at teachers themselves but rather at the personnel supporting teachers and teaching and learning initiatives. However, recognizing the importance of providing teachers with clear guidance and reference materials for continued professional development, especially during times of crisis and early recovery, a companion Teachers’ User Guide has been developed. The Teachers’ User Guide provides practical guidance on issues many teachers are confronted with during emergencies; the guide can be found in Appendix 11.

It is important to note that these Guidance Notes are not designed as a prescriptive solution or a blueprint response to the challenges of teaching and learning. Instead, this tool provides a framework for stakeholders to plan appropriate approaches, pedagogy, and strategies aimed at effectively resuming education in emergency and recovery contexts, establishing good practice and reducing unintended impact.

Teaching and learning in emergencies never takes place in a vacuum. Depending on the specific situations (i.e. conflict, post-conflict/disaster or both), decisions may be taken to:

- Adapt a curriculum of a host country (for refugee schools)
- Perform a short-term review of an existing curriculum to remove divisive content
- Follow a previous curriculum in use before the onset of conflict or disaster
- Work with the government to carry out a comprehensive curriculum review, using the crisis situation as an opportunity to enhance education quality, access and equity (e.g. increasing services to previous excluded groups, or adapting curriculum and teaching and learning materials to reflect and promote a more peaceful and just social order)

### 1. Curricula

<table>
<thead>
<tr>
<th>Minimum Standard and Key Actions for Curricula</th>
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<td>1.3 Implementation</td>
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<td>1.4 Monitoring and Evaluation</td>
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<td>1.5 Resources</td>
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</table>

#### INEE Minimum Standard for 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. |
|---|---|

#### INEE Minimum Standards Key Actions:

- Education authorities lead the review, development or adaptation of the formal curriculum, involving all relevant stakeholders
- Curricula, textbooks and supplementary materials are appropriate to the age, developmental level, language, culture, capacities and needs of learners
- Formal curricula and examinations used in the education of refugees and internally displaced people are recognised by home and host governments
- Formal and non-formal curricula teach disaster risk reduction, environmental education and conflict prevention
- Curricula, textbooks and supplementary materials cover the core competencies of basic education including literacy, numeracy, early learning, life skills, health and hygiene practices
- Curricula address the psychosocial well-being and protection needs of learners
- Learning content, materials and instruction are provided in the language(s) of the learners
- Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners
- Sufficient, locally procured teaching and learning materials are provided in a timely manner

As outlined in the INEE Minimum Standards Handbook.

Curriculum is a broad term used within this tool to refer to both the formal curricula outlining learning objectives and content, and the materials developed to ensure content is conveyed to the learner through the instruction and learning processes. The review and development of the formal education curricula are the responsibility of the national government. MOEs will have established education goals together with other ministries and relevant stakeholders; the curricula and accompanying learning materials are created to achieve those goals. Although crises may severely diminish the MOE’s capacity, national curriculum experts’ capacities may be strengthened through the process of curriculum analysis and review. Consideration should be placed on curricula, textbooks and other education materials, as well as activities organised as part of extracurricular activities (e.g. school councils and clubs, structured and unstructured play for young children, sports, or cultural activities).

Teaching and learning in emergencies never takes place in a vacuum. Depending on the specific situations (i.e. conflict, post-conflict/disaster or both), decisions may be taken to:

- Adapt a curriculum of a host country (for refugee schools)
- Perform a short-term review of an existing curriculum to remove divisive content
- Follow a previous curriculum in use before the onset of conflict or disaster
- Work with the government to carry out a comprehensive curriculum review, using the crisis situation as an opportunity to enhance education quality, access and equity (e.g. increasing services to previous excluded groups, or adapting curriculum and teaching and learning materials to reflect and promote a more peaceful and just social order)
Curriculum review is carried out in order to assess whether the learning content, teaching methods, and structure or progression are meeting the learners’ needs and ensuring their overall development and psychosocial protection. In addition to traditional content, including literacy, numeracy, and standard content for the country, the review of curriculum and its subsequent adaptation and/or development should address the needs and rights of all learners and their changing environments. Examples of immediate needs include eliminating biases, conflict-inciting materials, and ideologically-loaded content or integrating key thematic issues, such as life skills (e.g. health promotion, psycho-social support, conflict resolution, environmental awareness, and DRR).

The review process should respond to learners’ immediate needs as well as be seen as an opportunity for long-term curriculum revision in the service of the overall reconstruction and development, and the improvement of lives now and in the future. The review, adaptation and/or development of materials should not be reduced to superficial changes. Instead, authentic shortcomings and their root causes should be identified so that they can be addressed when time and resources allow. It is important to note that although there may be a desire to ensure all children and youth have access to formal education, extra-curricular activities and non-formal education (NFE) play very important roles before, during and after a crisis and should not be under-valued or ignored during the curriculum review process.

Diagram 1: The Curriculum review, adaptation and development, and implementation process

Although emergency curricular needs will require immediate adaptation or development of specific content, the complete review and analysis of existing curriculum, and the development of new or revised curriculum, will depend on larger national dialogues and goals. Significant support to teacher training and the strengthening of systems will be required during the implementation of adapted or new curriculum before seeing serious improvements in learning outcomes. Continuous monitoring and evaluation is an integral component of the cycle and should inform every part of the process.

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10 In the Guidance Notes, NFE refers to education that takes place outside the formal system. Note that TVET, ALP, Catch-Up and Consolidated syllabus may be required interventions in both formal and NFE.
1.1 CURRICULUM REVIEW AND ANALYSIS: 

Appropriate responses to curricular needs is possible by conducting a thorough assessment of learners’ needs and an analysis of the existing curriculum.

Key Points to Consider:

- What are the existing curriculum? (see Note E, page 9)
- What are the current intersections with various providers of or stakeholders in NFE?
- Have the NFE interventions met the needs of learners where appropriate?
- Do supplementary materials developed by NGOs or the UN meet the current needs of learners?
- Have separate or newly developed, materials content and mutually reinforcing between levels and subjects?
- Where are these still gaps?
- Have all relevant key thematic issues, ages and developmental stages been considered and included? If not, why?
- Have learning materials developed as rapid response been made available to learners at scale and at appropriate language?
- Have emergency messages and materials been mainstreamed into the formal curriculum in order to promote preparedness?
- Have materials been adapted according to different learning objects?
- Is there consensus from a broad range of stakeholders in the validity and relevancy of the materials developed under the emergency phase?
- Do corresponding assessment processes exist to measure impact of curriculum on learning outcomes and the provision of quality education?

<table>
<thead>
<tr>
<th>EMERGENCY</th>
<th>EARLY RECOVERY AND PREPAREDNESS</th>
<th>CHRONIC CRISIS</th>
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<tr>
<td>Stakeholders</td>
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<td>Who needs to be involved in the analysis and review of the curriculum? (see Notes A and B, pages 6-7)</td>
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<tr>
<td>- Who has the resources to coordinate the analysis and review?</td>
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<td>- Who has the authority to approve an assessment of the formal and NFE curriculum?</td>
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<td>- Who authorises modifications or development of curricula?</td>
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<tr>
<td>- Which additional authorities or stakeholders are available and should participate?</td>
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<tr>
<td>- Which other stakeholders should be involved for NFE curriculum analysis and review?</td>
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<tr>
<td>- How can communities be engaged in dialogue regarding the curriculum review?</td>
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<tr>
<td>How should the review and analysis of curriculum be conducted? (see Note B, page 7)</td>
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- Is a more in-depth and participatory analysis of curriculum needs possible or desirable? (see Notes A and B, pages 6-7) |
- What are the capacities of national curriculum experts, both internal (MOE or community) and external (UN, NGOs, technical institutes)? |
- Will additional support and capacity building be required? |
- Have protocols for policy change or curriculum reform within MOE been established and followed? |
- Does the country participate in an international assessment system (e.g., TIMMS or PISA)? Does this influence or inform decisions about curriculum review and reform? |
- Has participation increased over time? |
- Are any stakeholders missing from the process? |
- Does the context allow for involvement of a broader range of stakeholders, including learners and their families? |

| Curricular Needs |
| What should be the focus of the curriculum analysis? (see Note C, page 8) |
| How should learners’ needs be determined? (see Note D, page 8) |
| - What are the most appropriate and effective methods of gathering and understanding information on learners’ needs? |
| - What are the learners’ needs in relation to literacy, numeracy, life skills, gender equity, conflict and disaster prevention, psychosocial well-being, health promotion, CARE, and disaster awareness, language and communication skills, human rights education, education in humanitarian law, citizenship, and religious education? |
| - Are mechanisms in place to measure learning with regard to emergency needs (e.g., assessments for physical, emotional, and social well-being)? |
| - What are the categories of different types of learners? |
| - Are there barriers primarily due to cognitive development or does it include other skills and competences? |
| - Have curricula for both formal and NFE been considered? |

- What links exist between NFE programmes and the job market, including occupational skills? (see Notes D and E, pages 8-9) |
- What are the current intersections with various providers of or stakeholders in NFE? |
- Are existing, or newly developed, materials content and mutually reinforcing between levels and subjects?
- Where are these still gaps?
- Have all relevant key thematic issues, ages and developmental stages been considered and included? If not, why?
- Have learning materials developed as rapid response been made available to learners at scale and at appropriate language?
- Have emergency messages and materials been mainstreamed into the formal curriculum in order to promote preparedness?
- Have materials been adapted according to different learning objects?
- Is there consensus from a broad range of stakeholders in the validity and relevancy of the materials developed under the emergency phase?
- Do corresponding assessment processes exist to measure impact of curriculum on learning outcomes and the provision of quality education? |
Note A: Who coordinates and conducts curriculum review and analysis?

- Ensure coordinated and legitimate process under the authority of relevant education bodies. Those carrying out curriculum review should have appropriate legitimacy, authority, and resources, and have the benefit of public support, as sustainable change is best achieved by working with the appropriate authorities. The MOE is responsible for the national curriculum and should either assume the role as coordinator or, alternatively, assign the role to another body. In situations where there is no functional government, an education coordination body, such as the ARIC Education Cluster or UN, may take the role temporarily until government structures are in place. Leadership during this process is important and should be considered for all levels; this may include leadership of technical groups, consultative and advisory groups, and approval bodies. These leaders will help organise the different agencies involved and divide tasks in a manner ensuring the process is coherent, efficient, and promotes accountability amongst key actors. This process requires extensive national dialogue and should be nurtured by external actors.

- Support the national systems required to ensure quality and sustainability. Where education institutional structures are non-existent or weak, efforts should be made to ensure sustainability and accountability in the curriculum review and development process. The education coordination body may work with donors, technical institutions and the broader coordinating system to ensure a basic structure is established. (Refer to the NIES Minimum Standards Coordination and Policy domain for more information.)

- Ensure relevant stakeholders are involved in the curriculum review and development process. Changes to curriculum policies and classroom practice require the commitment and collaboration of various stakeholders, including teacher training centres, academic institutions, and neighbouring countries’ education authorities. This is of particular importance when learners and teachers are crossing formal international borders, especially where accreditation of teachers and learners is concerned. Such regional efforts may have greater impact than national level change. (Refer to the Assessment of Learning Outcomes section below for learner accreditation and to the INEE Minimum Standards Teacher and Other Education Personnel domain for teacher accreditation.)

- Consult a broad range of stakeholders to identify curriculum needs. Consulting a broad range of stakeholders can serve to diminish tensions with regard to sensitive or controversial issues and decrease the potential for bias, provocation and offensive interventions and materials. Decisions on content can be made by engaging relevant community representatives and leaders in understanding sources of concern, and offering concrete recommendations to promote sustainable inclusion of marginalized and vulnerable groups. For example, in countries where religious study is a common component of national education, the religious community should be engaged in the process. The curriculum includes relevant content and supports personal and community development.

- Build capacity of technical staff. Capacity development of relevant education personnel for the express purpose of strengthening curriculum may be required. Specific areas may include pedagogy, educational modalities, and context. Immediate skills development may be supported through workshops, online or alternative forums, or study visits. Capacity development for longer-term recovery or education reform is the responsibility of the government and should be related to higher education and standard professional development opportunities.

- Link curriculum developers and technical writers with the broader community. While technical groups are needed to deal with curriculum writing and textbook revision, these groups should work closely with a wider group of stakeholders, such as advisory bodies, curriculum and student councils, teacher unions, professional associations, representatives of political parties, businesses, and community representatives, leaders, parents and the media.

Note B: How should the review and analysis of curriculum be conducted?

- Use varied methods to conduct comprehensive assessment in an emergency context, rapid assessments may be conducted with individuals or communities using varied methods. The availability of time and resources will determine the approach and scope of the analysis such as:

  - Documentation review of curricular documents
  - Analysis of learning outcomes, learner competencies, and assessment standards
  - Multi-sector analysis
  - Conducting interviews with learners and teachers
  - Conducting baseline surveys of a representative cross-section of target groups and an analysis of the technical capacity of curriculum experts

- Identify both internal and external factors impacting the curriculum. Conducting a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is a useful method for establishing a rapid overview of the curriculum and the broader context. A SWOT analysis may lead to a better understanding of the constraints and opportunities when moving forward with education plans and implementation. It can be used as a tool in focus group discussions or as a planning tool across sectors or within organisations or departments in the MOE. It is also a useful tool for Training, Professional Development, and Support, Instruction and the Learning Process, and Assessment of Learning Outcomes. See Table 1 below for an example of a SWOT Analysis worksheet, a blank SWOT analysis template is included in Appendix 5.

Table 1: Example of a SWOT analysis of the curriculum in conflict-affected societies

<table>
<thead>
<tr>
<th>Strengths (Internal to organisation or sector)</th>
<th>Weaknesses (Internal to organisation or sector)</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Public support for schooling and education</td>
<td>· Lack of capacity for curriculum development and textbook developers</td>
</tr>
<tr>
<td>· Strong curriculum and textbook tradition in the state and territories</td>
<td>· Lack of a curriculum framework and syllabus (subject curriculum)</td>
</tr>
<tr>
<td>· NGO-supported education programmes in different provinces</td>
<td>· Fragmented, outdated and overloaded curriculum</td>
</tr>
<tr>
<td>· Some curriculum areas that benefit from better developed visions and materials (e.g., mathematics)</td>
<td>· Weak capacity of teachers to apply revised content and student-centered methodologies</td>
</tr>
<tr>
<td>· Newly established curriculum department within MOE</td>
<td>· Widespread dominance of rote learning</td>
</tr>
<tr>
<td></td>
<td>· Negative stereotypes of women and some ethnic groups are present</td>
</tr>
</tbody>
</table>

Opportunities (external to organisation or sector)

<table>
<thead>
<tr>
<th>Opportunities for capacity development (individual and organisation)</th>
<th>Threats (external to organisation or sector)</th>
</tr>
</thead>
<tbody>
<tr>
<td>· National and international support for curriculum revision</td>
<td>· Lack of political stability and predictability</td>
</tr>
<tr>
<td>· New opportunities to develop curriculum (individual and organisation)</td>
<td>· Tensions between “universal” and “traditional/local” values, principles and practices</td>
</tr>
<tr>
<td>· New education rationale and legislation</td>
<td>· Lack of appropriate education facilities and learning materials</td>
</tr>
</tbody>
</table>

Core competencies are the education building blocks and essential sets of knowledge and skills expected of learners. The identification and articulation of core competencies are important in developing minimum standards upon which to develop more complex education programmes. Similar terms include "competences", "knowledge competencies", and "core knowledge and skills".

Diagram 2: Example of how curriculum content may change over the response to recovery continuum

**Note C:** What should be the focus of the curriculum analysis?
- Ensure clear criteria for analysis. Curriculum analysis should include:
  - Reflection of national education goals and objectives in the curriculum and in the teaching and learning materials
  - Appropriate development of core competencies for all learners, including new competencies required in the changing context
  - Integration of key issues and promotion of universal values such as children’s rights, human rights, social justice, inclusion, and, in times of conflict, respect for international humanitarian law
  - Use of language(s) of instruction most familiar to learners, their families, and communities, especially in early grades
  - Availability of accessible, relevant, and adequate learning resources

- Eliminate biased messages and practices. Hidden curriculum needs to be addressed in the curriculum analysis in order to assess the implicit messages, attitudes, and behaviors being promoted which may either reinforce or contradict the prescribed curriculum. The hidden curriculum can be expressed through the school and classroom environment, classroom furniture arrangement, pedagogical methods, teacher-student and student-student interactions, and in many other “invisible” dynamics. Examples may include teachers calling on boys to answer questions more than girls, or teachers using only one language in mixed-language communities.

**Note D:** What do learners need?
- Prioritize learners’ needs based on context. Curriculum in emergencies should focus on ensuring the content is relevant and appropriate to meet the immediate needs of learners. Stakeholders should be involved in determining their own needs and prioritizing content. For instance, in some situations there is a need to prioritize life skills and psychosocial support, while in other situations attention should be given to intercultural understanding or peace education.

- Ensure content evolves with the changing needs of learners. Needs of learners will be driven by the context and evolve over time. Needs should be determined based on learners’ previous education access and experience, their changing environment, and long-term educational and economic goals of their community. Core competencies in literacy and numeracy may be supported through the teaching of life skills, social and physical sciences, the arts, and additional competencies in key thematic issues (Refer to Appendix 6 on the practical guidance for International Standard Classification of Education’s (ISCED) corresponding stages and selected expected learning outcomes.

- Curriculum should reflect differences within communities. Curriculum should consider geographic differences, language differences, and differences in access.

- Consider the need and potential to reach out-of-school learners. In many countries, there are large numbers of children, youth, and adults whose education has been interrupted either due to the emergency or other factors. It is important to engage these learners and their community in identifying appropriate NFE programmes.

- Provide stable opportunities for youth. Education related to livelihoods and employment, such as small business development, financial literacy, and technical and vocational education and training, should be provided to both male and female youth. This may be of particular importance to those who cannot or will not enter formal school, especially those from vulnerable groups. Curriculum for these programmes must be accompanied with substantive support, while in other situations attention should be given to intercultural understanding or peace education.

- Consider whether these materials meet the identified curricular needs. It is necessary to ensure that the materials address the specific needs of learners identified through the stakeholder analysis (refer to Note A on page 8). Materials may need to address learners with special needs, girls’ access and participation, learners returning to school after extended breaks or at beginning of a new year.

- Determine whether materials are appropriate. It is important to consider whether the available materials are appropriate for learners and schools. Materials should encourage the use of local language, be suitable for particular grade levels and subjects, and discourage divisive information (refer to Note C on page 8).

**Diagram 2:** Example of how curriculum content may change over the response to recovery continuum

*Emergency* Content
- Literacy, numeracy, disease prevention, psychosocial support, HIV and AIDS, conflict mitigation, DRR, protection issues.

*Early Recovery and Preparedness* Content
- Increasingly formalized and holistic approach, continued literacy, numeracy, increasing focus on core competencies, health promotion, peace education, life skills, environmental education, social cohesion.

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12. Core competencies are the education building blocks and essential sets of knowledge and skills expected of learners. The identification and articulation of core competencies are important in developing minimum standards upon which to develop more complex education programmes. Similar terms include "competences", "knowledge competencies", and "core knowledge and skills".

1.2. CURRICULA ADAPTATION AND DEVELOPMENT:
The development of clear curricula frameworks and teaching and learning materials should be based on the curricula analysis and review to ensure learners’ needs are met.

Key Points to Consider:

EMERGENCY

- Who is involved in the adaptation and development of the curriculum? Are the appropriate stakeholders involved in the decision-making process? (see Note F, page 10)
- What are the learning objectives for learners, teachers and communities? (see Note F, page 10)

CHRONIC CRISIS

- How are immediate education goals reflected in the curriculum? How can these be adapted at different stages to transition into longer-term education goals? (see Note F, page 10)
- How are curricular needs developed or adapted? (see Notes F and G, page 10)

Content

- What policies or interim agreements are needed? (see Note F, page 10)
- What is the role of stakeholders in curriculum adaptation and development? (see Note F, page 10)

Case Study: Drafting a Common Curriculum Framework, Bosnia and Herzegovina

EEU (2009–2015): Bosnia and Herzegovina

- The context, rationale, and principles for curriculum change (e.g., rights-based approaches, gender equality)
- Concepts of quality learning, curriculum, and pedagogy
- The participation of key stakeholders in curriculum adaptation (see Note F, page 10)

- How the principles (listed above) and concepts (point two above) are reflected in the curriculum through such means as competency-based approaches, the integration of key thematic issues, or new teaching and learning strategies
- How stakeholder priorities drive the process
- How does the process link with the accreditation of learners?
- What policies or interim agreements are needed?
Curricula

Case Study: Provision of Education to Pastoralist Students

Context: Providing education to pastoral communities within disaster zones through various efforts, including collective curricula development, and working with local and national stakeholders, including traditional educational authorities and pastoralist leaders.

Issues: Address potential resistance to curriculum change, support collaboration between education initiatives, and work to ensure equity and access to education for pastoralist students.

Strategies: Provide training in curriculum development and delivery, support collaboration between education initiatives, and work to ensure equity and access to education for pastoralist students.

Case Study: Consolidated Education Programme, Sri Lanka

Context: During the last years of the decades-long conflict between the Sri Lankan government and Tamil separatists (TTE), hundreds of thousands of people were displaced. Continued armed conflict in many areas, coupled with large-scale displacement, prevented many learners from regularly attending school. The Sri Lankan government, recognizing the importance of education, attempted to accommodate displaced learners in crisis, resulting in overcrowded schools and mixed gender programmes. In some conflict-affected areas, an estimated 10 percent of the relevant age group did not attend school in Grade 1.

Issues: Addressing potential resistance to curriculum change, supporting collaboration between education initiatives, and ensuring equity and access to education for displaced students.

Strategies: Provide training in curriculum development and delivery, support collaboration between education initiatives, and ensure equity and access to education for displaced students.

Note 1: How is the curriculum process coordinated with other initiatives and sectors?

Support collaboration between education initiatives. It is important to identify relevant stakeholders in education initiatives at every step of the analysis, adaptation, and implementation process. In particular, identify points of intersection, and consider ways to combine efforts to avoid duplication (e.g., the analysis of the curriculum process with both the instruction and Learning Processes and the Assessment of Learning Outcomes analyses – could approaches, methods of gathering information, and sharing information be combined?).

Support collaboration between curriculum initiatives and teacher training programmes, to ensure that curriculum development and continued support during the process of curriculum adoption or revision. This is particularly important when conveying potentially lifesaving messages and addressing controversial issues. National and local strategies for the removal of biased content will need to consider strategies for teaching with a curriculum that may lack a historical context.

Consider existing or planned responses of other sectors. Often, other sectors (e.g., health, nutrition, water, sanitation, and child protection) are involved in the work of the needs analysis. These may include social and emotional learning, and psychosocial support; risk reduction and health promotion; human rights and citizenship; and social cohesion. Educate teachers and learners about how to participate as active local and global citizens.

Address potential resistance to curriculum change. Resistance to curriculum revisions may come from certain groups or influential individuals within the education sector or from other sectors of the government and society. Although it may be impossible to eliminate resistance, strategies to decrease resistance may increase understanding and ownership of the process. These may include community meetings or public Question & Answer sessions, the preparation and dissemination of briefing packets to key government and community leaders, or targeted workshops to show suggested changes.
**1.3 IMPLEMENTATION:**

The dissemination and use of adapted or revised curriculum materials should ensure learners have access to age and development-appropriate learning materials.

### Key Points to Consider:

<table>
<thead>
<tr>
<th>EMERGENCY</th>
<th>EARLY RECOVERY AND PREPAREDNESS</th>
<th>CHRONIC CRISIS</th>
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</thead>
<tbody>
<tr>
<td>Stakeholders</td>
<td>Who should be involved in implementing or supporting curriculum dissemination and continuous assessment of the relevance of the content? (see Note J, page 15)</td>
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<td></td>
<td>• Who has the skills and resources for immediate mobilization and production of local materials?</td>
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<td>• How they will be trained or oriented?</td>
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<td></td>
<td>• Are curriculum changes reflected in all teacher training colleges and universities?</td>
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<td></td>
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<td></td>
<td>• What types of learning materials are most appropriate for the context? (see Note K, page 15)</td>
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<td></td>
<td>• How have materials been disseminated?</td>
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<td></td>
<td>• How have materials been supported by training or orientations to ensure understanding and capacity to use? (see Note K, page 15)</td>
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<td></td>
<td>• What types of learning materials are most appropriate for the context?</td>
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<td>• Does the curriculum include values education?</td>
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<td></td>
<td>• Has a schedule for evaluation and review of the curriculum been established? (see Note L, page 15)</td>
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<td>• What has been the real impact of ALPs or Consolidated Syllabus pilot programmes?</td>
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<td>• Has the context changed significantly and requires additional materials?</td>
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<td>• Have the materials been piloted tested? (see Note L, page 15)</td>
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<td></td>
<td>• Who should be involved in both formal and temporary modification or creation of learning materials?</td>
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<td></td>
<td>• What kinds of learning materials are most appropriate for the context? (see Note L, page 15)</td>
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<tr>
<td></td>
<td>• What kinds of learning materials are most appropriate for the context?</td>
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<td></td>
<td>• Do materials meet the needs of learners?</td>
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<td></td>
<td>• Have learning objectives changed?</td>
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<td></td>
<td>• Is there a system in place to continuously analyse whether the curriculum meets the needs of the learners?</td>
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<td>• Is there an assessment or accreditation system in place to ensure clear progress and the opportunity to return to formal education classes if the need arises?</td>
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<td></td>
<td>• Does the curriculum include values education?</td>
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<td></td>
<td>• Have the materials been tested? (see Note L, page 15)</td>
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<td></td>
<td>• Collect feedback from teachers and learners using materials. The process of pilot testing materials should include a formal evaluation of the relevance and appropriateness of all materials being introduced. Consider using a variety of methods to allow the stakeholders, specifically learners and teachers, to articulate their opinions regarding the overall quality, usefulness, and impact of the revised curriculum and textbooks.</td>
<td></td>
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<td></td>
<td>• Share the evaluation results. Evaluation results should be shared with those responsible for revising, drafting, and implementing curriculum changes to ensure any adaptations respond to actual needs.</td>
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<td></td>
<td>• Continuously monitor use and evaluate relevance of materials. If pilot testing is not possible, monitoring and evaluation should be carried out with an emphasis on obtaining accurate and timely information on the usage and impact of the new curriculum and learning materials. Based on such data, decisions can be made to improve curriculum and materials by addressing shortcomings identified in the process.</td>
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### Case Study: Life Skills Development, Afghanistan

**Assessment:** The Afghan MOE, with the support of international agencies, initiated a process of revising the primary and secondary curriculum to provide learner-centredness, quality learning outcomes, and introduce new learning areas to be gaps in the previous curriculum. In 2009, a Curriculum Framework for primary education was approved by the Afghan government, and included the new learning area of Life Skills. The new learning and teaching objectives for Life Skills were collaboratively developed by the Afghan MOE, local education NGOs, and experts in various life skills, education for sustainable development, and gender. The new curriculum is based on familiarising children with their rights and responsibilities, and preparing them for active participation in their families and communities. Following country-wide teacher training and pilot testing of the materials, the primary Life Skills textbook was finalised and launched and represented a cornerstone in the process after more than four decades.

Reference: UNESCO IBE

**Note J:** Who should be involved in both formal and temporary modification or creation of learning materials?

- Engage the broader community. Various stakeholders, including teachers, caregivers, youth, entrepreneurs, MOE staff, community leaders, religious institutions, and NGOs, may all have a role in modifying or creating learning materials. If possible, customised materials should be shared with the wider community through learning resource centres, documentation centres, and training centres to ensure greater access to quality materials as well as consistency of approach and content.

**Note K:** What kinds of learning materials are most appropriate for this context?

- Determine availability of materials. Where existing materials can be still used, or used with only some particular adjustments, it is important to find solutions that allow all learners to have equitable access to such materials. For example, reprinting slightly revised learning materials in sufficient copies may be necessary.
- Support the local adaptation of existing materials. Where existing learning resources are clearly outdated or inappropriate (i.e., bias- and ideology-laden, not relevant for learners’ background, or not addressing new emerging needs such as life skills or student-centered learning), it is important that realistic and cost-effective solutions are envisaged. This may include local adaptation of materials from other countries, developing teacher guides, and encouraging and supporting teachers with resources to develop and use self-produced learning resources (e.g., thematic portfolios, glossaries, posters, activity sheets, and assessment sheets).
- Explore availability and appropriateness of non-traditional learning materials. Where more traditional learning resources, such as textbooks, inadequately support new curriculum initiatives related to personal development, the skills, preparation for life and work, citizenship and human rights education, education for sustainable development and health education, alternative and customised learning materials may be more effective in responding to needs. Consider customising available materials such as student notebooks, learning kits, science or experimental kits, allows, toys and play materials; such additional materials are sometimes easier to update and customise to local contexts, needs and resources.
- Ensure materials are developed for all learners. Learning materials used in emergencies should be child-centred, community-oriented, and relevant. Upon modification, they may also be used in literacy programmes and adult education.

**Note L:** What systems are in place for the feedback and evaluation of revised curriculum?

- Pilot materials to different groups of teachers and learners. Materials should be piloted prior to roll-out at regional and national levels if possible. Teachers and other education personnel involved in the piloting of materials should be given adequate orientation or training in the materials prior to dissemination at the classroom level. Pilot testing should be conducted across different contexts, in different types of schools or with different groups of learners to better identify strengths, weaknesses, the impact on teachers and learners, and potential concerns. For example, the revised curriculum may be interesting, up-to-date, and meaningful, but teachers may not be trained or prepared to implement it, or the revised curriculum and learning materials may be hindered by an acute lack of school facilities and overcrowded classes.
- Incorporate feedback from pilot prior to disseminating new curriculum. It is important that relevant teacher and learner feedback from the pilot trial is incorporated as much as possible into the tests prior to large-scale dissemination of curriculum and learning materials.
- Collect feedback from teachers and learners using materials. The process of pilot testing materials should include a formal evaluation of the relevance and appropriateness of all materials being introduced. Consider using a variety of methods to allow the stakeholders, specifically learners and teachers, to articulate their opinions regarding the overall quality, usefulness, and impact of the revised curriculum and textbooks.
- Share the evaluation results. Evaluation results should be shared with those responsible for revising, drafting, and implementing curriculum changes to ensure any adaptations respond to actual need.
1.4 MONITORING AND EVALUATION OF CURRICULA:

Monitoring progress of each step in the analysis, adaptation, revision, and implementation of curricula allows the opportunity to evaluate its relevance and quality. Monitoring and Evaluation together enable the continued adaptation of materials to meet the needs of learners.

To monitor and evaluate Curricula:

1. Revisit each of the Key Points to Consider tables for this section, including 1.1 Analysis and Review; 1.2 Adaptation and Development; and 1.3 Implementation, reflecting on the relevant monitoring and evaluation focused questions in terms of both process and content
2. Reflect on the Minimum Standards Key Actions for Curricula on page 1
3. Make note of what is working well in addition to areas in which goals have not been fully achieved and may require the revisiting of policies and programs

Below are examples of how to approach the monitoring and evaluation of both the process and the content of the training process:

Monitoring and Evaluation – the Process:
The process of developing a curriculum is important and should be monitored and evaluated in addition to the content since the values systems, cultures, and expectations of those involved in curriculum revision and development will be reflected in the curriculum and learning materials. Some examples of monitoring and evaluating process-focused questions from the Key Points to Consider tables include:

- Have the appropriate stakeholders been involved? Who has been involved and have they had both the legitimacy and authority to have optimal impact?
- Have the actual needs of learners been identified, and have the curriculum, and teaching and learning materials been revised, or developed, to meet these needs?
- Is there a process in place to continue assessing needs of learners?
- Has the curriculum revision and development process been appropriately linked to the training, instruction, and assessment processes?
- Have the Minimum Standards Key Actions on page 1 that focus on the process of reviewing, revising, and developing curriculum and learning materials been considered for both immediate and longer-term strengthening of Curricula?

Monitoring and Evaluating – the Content:

Monitoring and evaluation of the use of curriculum and learning materials will provide information needed to determine whether the curriculum structure, content, and the materials developed are appropriate and inclusive. Some examples of monitoring and evaluating content-focused questions from the Key Points to Consider tables include:

- Have the NFE interventions met the needs of learners where there were no formal opportunities (including the opportunity to re- enrol in formal education) or through the provision of life-saving skills?
- Have efforts to link with teacher orientation and training been successful?
- Have the Minimum Standards Key Actions for Curricula on page 1 that focus on the impact of the review, revision, and development of curriculum and learning materials been considered for both immediate and longer-term strengthening of Curricula?

***Guidance on drafting appropriate monitoring indicators and examples of monitoring indicators are included in Appendix 7 on page 63.

1.5 RESOURCES

The following resources provide additional information on Curricula, including steps required to assess and establish appropriate programming, as well as general references and advisory materials. They are all available for download in the INEE Resource Pack on Teaching and Learning, which provides a brief description of each resource in addition to translations where available. The Resource Pack can be accessed either online at www.ineesite.org/resourcepack or on the INEE Toolkit CD-ROM, which will be available beginning fall 2010. To request a copy of the INEE Toolkit CD-ROM please email teachinglearning@ines.org

2. Training, Professional Development and Support

Minimum Standard and Key Actions for Minimum Standard and Key Actions for Training, Professional Development, and Support

2.1 Analysis
2.2 Content and Methodology
2.3 Supervision
2.4 Monitoring and Evaluation
2.5 Resources

NCEE Minimum Standard for Training, Professional Development and Support*: Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

NCEE Minimum Standards Key Actions*:
- Training opportunities are available to male and female teachers and other educational personnel, according to needs.
- Training is appropriate to the context and reflects learning objectives and content.
- Training is recognised and approved by relevant education authorities.
- Qualified trainers conduct training courses that complement in-service training, support, guidance and classroom supervision.
- Through training and ongoing support, teachers become effective facilitators in the learning environment, using participatory methods of teaching and learning.
- Training includes knowledge and skills for formal and non-formal curricula, including hazard awareness, disaster risk reduction and conflict prevention.

*As outlined in the NCEE Minimum Standards Handbook

Teachers and their families are impacted by crisis in the same way as other community members. They will share similar needs for basic services and the same desires and need for stability and support. Because teachers are often seen as natural community leaders, they may be asked to take on additional responsibilities when families and communities are affected by conflict or disaster. It is imperative that governments and practitioners recognise that teachers will have both personal and professional needs during times of crisis and early recovery. These needs should be assessed and addressed holistically to ensure teachers are able to fulfill their roles as community leaders and protectors of their community and the rights of those in their care.

In times of crisis and recovery, designing and implementing teacher professional development programmes must be firmly based on actual and evolving needs of both teachers and learners. There should be a clear link between the curriculum, education personnel receive periodic, relevant and structured training according to needs and circumstances.

In many countries, teachers’ education and professional development programmes are inadequate, and too often, inadequately supported teachers are expected to make lasting changes in classrooms using innovative methods and approaches. Although all education services are at risk in emergencies, schools in rural and peri-urban areas are highly vulnerable to disruption and impact from natural disasters and conflict. While teachers are often “last in line” for resources and support, rural teachers in particular are often last to receive material support and training.

The quality of teachers and teaching is clearly crucial in recovery. Ensuring child-friendly schooling after emergencies may mean deep shifts in teaching approaches, shifts that are difficult to achieve in short-term cascade models of training. Strengthening mentoring and support systems can overcome the challenges at the local level. However, in the long-term, mechanisms need to be in place to ensure that national teacher training (both pre and in-service) programmes continue to be adapted to meet the evolving needs of teachers, schools and students.

Recruitment of additional teaching staff may be necessary during emergencies and recovery, especially if large numbers of trained staff have taken other work, been displaced or even killed. Teacher recruitment should occur
2.1. ANALYSIS:

Conducting comprehensive assessments of the particular needs, skills, experiences, and availability of support for teachers is the first step to creating appropriate training and support programmes.

Key Points to Consider:

- **Reminder:** Questions raised in the tables below reflect relevant issues in the continuum between acute emergency and chronic crisis through early recovery and preparedness. It is recommended that all questions be read before determining which questions are most relevant or pertinent to the reader’s context; many contexts and education initiatives will benefit from addressing questions in both columns. Questions raised in the first column should be reviewed and built upon as programmes and strategies develop.

### CHRONIC CRISIS

**Stakeholders:**
- Who should be involved in assessing the needs and capacity of teachers based on the context and changing educational needs/policies? (see Note A, page 21)
- Who are the teachers? (see Note B, page 21)
- How can the teaching force be formally identified and recognised in professional and financial terms?
- Are there a large number of people with the necessary level of education, competencies and language skills to teach?
- Is there a way of attracting more teachers?
- Who are the teacher trainers?
- Who supervises the teachers and what type of training and support do they receive?

**STEPS:**
- What training structures are available and operational for qualified and unqualified teachers? (see Note C, page 22)
- Do pre-service and in-service training programmes include new content and learner-centred, interactive teaching methods?
- Is psychosocial support for teachers part of the pre- and in-service training programmes?
- Have strategies been identified to minimise disruptions to teaching schedule for in-service training?
- Is there a teacher training plan in place for the emergency phase and beyond?

### EMERGENCY

**Priorities:**
- Here are the available teachers changed? (see Note B, page 21)
- Has the teaching force or the balance of the teaching force changed?
- Does the ethnic and religious breakdown of teachers reflect the demographic of students?
- What are the needs and experiences of new recruits?
- Who has the authority to recruit teachers?
- Is there a clear chain of command in regards to teacher support and supervision?
- How is information shared between teacher and support staff?
- Do teachers have a voice and a way of regularly feeding into the curriculum review process or training plan?

**Case Study: Disconnected Between Language Learning Needs and Training Needs Assessment of Learning Outcomes, Iraq**

**Background:** Following the invasion of Iraq and subsequent overthrow of the Ba’athist government in 2003, a number of stakeholders worked with the interim government to develop new curriculum, policies and complementary interventions to ensure a positive shift in the education system. Although great strides have been made, opportunities exist to further support teachers and improvement must occur in how assessment of learning outcomes, and teacher training.

**Intervention:** The new curriculum is based on “International Baccalaureate standards” and, in addition to other content, focuses on establishing a solid foundation in the English language for all students in both the Arabic and Kurdish-language curricula. Unfortunately, due to earlier gaps in language training and an inability of the government or its partners to implement the language course, the vast majority of teachers are inadequately prepared to lead English language courses, while teacher trainers and supervisors struggle to provide appropriate support, particularly in the more remote areas.

Content covered in the curriculum had to be incorporated into the standardised curriculum system to ensure consistency of student progress. This raised the question not only of the ability of teachers and teachers’ supervisors to support their trainees and their students but also the ability of teachers and their supervisors to ensure children are able to stay in school and progress through the education system in a similarly difficult context. While a national core curriculum provides key education staff at the national level with knowledge to address problems and the potential for increased disparity and drop-outs, the different contexts in and around the country’s conflict and post-conflict situation. 

Source: International Rescue Committee

**Note A:** Who should be involved in assessing the needs and capacities of teachers based on the context and changing educational needs/policies?

- Assess the needs of teachers and those who support them: Assessing the needs of teachers and others who assist in the teaching process is imperative. When possible, the assessment should be led by a coordinating body: the MEC or the education coordination body, such as the IAG Education Cluster. Assessments should be designed by those familiar with the education system, including NIE, and who have an understanding of the issues that created or are a product of the emergency. It is helpful if they are open to creative solutions.

- Ensure relevant stakeholders are involved: Consider involving the MEC, including the inspectorate, national and international academic institutions, teacher training institutions, teacher unions, UN agencies, NGOs, donors, teachers, head teachers, community leaders, school management committees and community representatives including children.

**Note B:** Who are the teachers?

- Plan appropriate assessment systems for the current context: It may be necessary to make broad assumptions regarding teachers and their capacities during the initial emergency phase before more detailed school-based or individual assessments can be conducted and analysed. This may be particularly true when large numbers of teachers are recruited during emergencies. Often, education authorities and implementing partners may conduct targeted assessments during chronic crisis and early recovery. Attempts should be made to establish systems for a comprehensive assessment of teacher training needs during chronic crisis that may serve as the foundation for longer-term planning under early recovery.

- Analyse the capacity of the teaching force: The teacher analysis should include a mapping of existing teachers and their qualifications, training, and experience, students currently in pre-service teacher training programmes, and motivated and appropriate volunteers who could be incorporated as untrained teachers.

- Plan training interventions based on a needs assessment: Rapid assessment (either a separate tool or a combined assessment tool exploring broader educational needs) should be conducted as early as possible followed by increasingly structured and targeted assessments in areas such as content knowledge and methodology. Based on the results of the assessment, changes should be made to both pre- and in-service training plans as well as to training for staff supporting teachers where necessary. Assessments should be linked to existing teacher training institutions and centres to ensure that appropriate questions are being asked and that the current and changing needs of teachers are being taken account in designing or continuing teacher training programmes.

- Ensure assessment data is disaggregated: Where possible, the assessment of teachers, including numbers available, gender and qualifications or experience, should draw from existing teacher data, be gender disaggregated, and be based on the identified needs of learners and the changing requirements of the curriculum or teaching materials. It is important to identify barriers to the participation and recruitment of female or male teachers and to work with stakeholders to promote gender parity.

- Involve all relevant national authorities: In the case of cross-border movement, neighbouring country education and other relevant authorities should be involved as much as possible in the analysis and subsequent programming to ensure all teachers are recognised and supported. Recruitment policies should recognise the qualifications and experiences the returnees teachers have gained elsewhere.

- Ensure recruitment plans and policies are sustainable: Education authorities and implementing agencies need to secure funding for planned emergency recruitment based on the projected number of teachers required to staff schools and learning centres for a minimum of one academic year. Additional funding...
requirements for continued compensation to teachers recruited during the emergency phase should be assessed, and provisions made for new teachers’ personal development.

- Ensure recruitment process is transparent: A clear recruitment protocol should be established as soon as possible by the responsible authorities for the specific recruitment of teachers in emergencies; minimum competencies should be outlined based on a realistic understanding of the potential recruitment pool and assumed future training opportunities. Recruitment of “emergency” teachers must be well thought out and transparent. It must be clear from the very beginning whether teachers will be expected to “train up” for this work. The recruitment protocol and recruiters must be aware of and carefully consider pre-existing tensions in communities that may pose problems during recruitment and placement of teachers, including political affiliation or ethnic tensions. The emergency may be an opportunity to rethink prior recruitment practices and efforts should be made for formal and sustained collaboration with authorities and other stakeholders involved in supporting teachers and other education personnel. (Refer to the INEE Minimum Standards Teachers and Other Education Personnel domain.)

2.2. CONTENT AND METHODOLOGY:

It is imperative that the content and methodology in training programmes reflect needs of learners and prepares teachers to reflect and respond to changing needs of the context.

Key Points to Consider:

<table>
<thead>
<tr>
<th>EMERGENCY</th>
<th>EARLY RECOVERY AND PREPAREDNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and Methodology</td>
<td>CHRONIC CRISIS</td>
</tr>
</tbody>
</table>

How is the content of teacher training programmes determined? See Note C, page 22.

Does current teacher training programmes promote inclusive and supportive learning environment? See Notes C and D, pages 22-23.

Do current teacher training programmes address needs, both the needs outlined in the curriculum and those resulting from the current phase of the emergency? How are different methodologies taught and promoted through teacher training programmes? See Note C, page 23.

Note C: How is the content of teacher training programmes determined?

- Use assessment information to determine needs
- The need for comprehensive training of teacher training should be balanced against the need to train teachers on essential content and teaching methods during a crisis. A team of teacher training experts should identify core competencies to be developed in the ‘emergency training course’ for new recruits or affected teachers based on a thorough assessment of existing gaps and needs created by the emergency (see Note B, page 21).
- Training programmes should provide teachers with the appropriate knowledge and skills needed both immediately as well as in future crises in order to increase preparedness and coping capacity.

- Introduce reflection and self-evaluation in addition to content and methods
- Teacher training programmes should be designed to be logical and cumulative and provide for support and the development and internalisation of relevant knowledge, attitudes, behaviours, and skills in a sequenced way. Pre-service and in-service training curricula should introduce and reinforce similar messages and skills.

Case Study: Teacher Training, Eastern Chad

During the beginning of the crisis in Darfur in 2003, more than 250,000 Sudanese refugees arrived in Eastern Chad. PricewaterhouseCoopers (PwC) donated USD 1.2 million specifically for education for the refugee children in the camps. The project has three components: one of them being to improve quality of education.

- To provide a safe, all teacher-in-service were recorded teaching sessions (two to five minutes each) and 80 percent of children were given a “teach test” to provide a snapshot of their ability in the main subjects. The video assessment revealed issues related to the teachers’ own level of education and the fact that they themselves had received quality education, which became an obstacle to their use of methods that would make the teaching more effective to facilitate a safe and protective learning environment. Training on classroom techniques are central to this.

- Guardians and community members with the skills and knowledge to ensure that children learn’ and child development. During teacher training programmes, it is important that teachers be given adequate time to practice the methods they are expected to employ in the classroom. Reflection on their own and each others’ practice should be promoted, and teachers should discuss the implications and potential constraints of using new approaches and skills. Teachers should be trained to evaluate children’s participation in their lessons, and be provided with strategies to include students who are not participating.

- Model best practices and learner-centred teaching in training programmes

Teacher training programmes may be modelled through training methods rather than taught theoretically. While emergency situations are considered an opportunity to introduce innovative teaching materials and methods, education authorities and implementing agencies need to be realistic in designing teacher training programmes given the unstable, changing environment, and lack of materials and formal training. Overambitious training programmes can undermine teachers’ confidence.

- Build the foundation for strong classroom management

Training programmes for trainee teachers should focus on the importance of being punctual for all classes, preparing lessons, providing clear instructions to learners, enabling learners’ participation, marking classroom and homework, giving feedback, keeping records of learning, and the theory and practice of learner-centred methodologies. Programmes may also promote creativity in the use and development of teaching and learning materials. They may also cover behaviour management and positive discipline in order to facilitate a safe and protective learning environment. Training on classroom management should also address the challenges of large class size or classes with mixed levels and/or languages.

- Reinforce concepts of real learner participation

Training and evaluation of trainee teachers should avoid focusing too exclusively on the more superficial and formal support. Overambitious training programmes can undermine teachers’ confidence.

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Training and evaluation of trainee teachers should avoid focusing too exclusively on the more superficial and formal support. Overambitious training programmes can undermine teachers’ confidence.
Mobile Teachers Unions: Teachers Unions play an important role in raising awareness on teacher recruitment, advocating for teacher terms and conditions, and ensuring training requirements are met (if appropriate) with support from other relevant stakeholders; therefore, their work needs to be strengthened at local, sub-national, and national levels.

2.3 SUPERVISION: Continued support to teachers is an integral part of ensuring greater impact at the classroom level, supervisors are key in ensuring the continued and appropriate use of teachers' skills in the classroom.

Key Points to Consider:

**EMERGENCY**

**EARLY RECOVERY AND PREPAREDNESS**

**CHRONIC CRISIS**

Supervision and Ongoing Support

Who is available within the capacity to provide support at the classroom and school level? (see Note E, page 24)

- What are the different roles and responsibilities of technical supervision staff such as MOE personnel and local community members?
- What support is available for both qualified and unqualified teachers?
- What role can Teachers Unions play?

- What resources are available to provide teachers with the training and resources to build local professional development in education and MOE?

- How do the roles of community members and SMCs be articulated through training?

- What systems and staff are in place to ensure continued support to teachers at classroom and school level? (see Note E, page 24)

- What technical, financial or logistical support is required in order to be functional?

- Is there a Teacher Code of Conduct in place that clearly defines the role and accountabilities of teachers?

- Have supervisors been trained in the revised curriculum and assessment methods?

- How are teachers supervised and is it effective?

- How do the relationship and support structures between teachers, head teachers and sub-national levels of MOE change and how can they be strengthened?

- What are the different challenges and how can they be addressed?

- Are there a number of key challenges facing education in Liberia including undertrained teachers, insecurity of teaching and learning materials, low salaries for teachers, and policy formulations?

- The challenge is often pronounced in rural areas as many teachers migrated to urban areas leaving many rural schools without trained teachers.

- Interventions: Plan Liberia collaborated with the Liberian MOE to conduct a teacher training programme targeting teachers with no formal training, specifically in the local area. The training curriculum was based on the MOE's professional standards framework outlining the knowledge, skills and attitudes (KSA) that should guide the training of teachers, while training content focused on lesson planning, classroom management, and conflict resolution. However, the project was not evaluated properly or at all.

- Teacher support during emergencies and recovery should be an integral part of planning to reinforce good practices and model ideal teaching methods.

- Provide constructive feedback as positive reinforcement

- Recognise the unique position and responsibility of the Head Teacher

- Provide additional support to untrained or inexperienced teachers

- Identify traditional and alternative support resources for teachers

- Strengthen peer support for teachers Training programmes should promote professional peer support structures among teachers to increase their coping skills and reduce psychosocial stress. This may involve providing opportunities for teachers to gather and share good practice outside of school, or encouraging mentorship when "master" teacher's support new teachers. Teachers spending time with and learning from their peers may have a significant impact on the quality of teaching and the behavior and well-being of others.

- Recognise the unique position and responsibility of the Head Teacher

- Provide support to teachers

- Include community members and groups in providing support to teachers

- Improve the quality of pre and in-service training, increase textbook writing capacity and ensuring training requirements are met (if appropriate) with support from other relevant stakeholders; therefore, their work needs to be strengthened at local, sub-national, and national levels.

- Provide additional support and supervision for teachers if appropriate, orientation to key members of the SMC or PTA on to best support the teachers and their students.

- Include community members and groups in providing support School Management Committees (SMCs) or Parent Teacher Associations (PTAs) may provide additional support and supervision for teachers.

- Update the role of the Head Teacher or Head Master should not be underestimated. They are responsible for overseeing the management of the school and ensuring the school's objectives are met.

- Provide additional support to untrained or inexperienced teachers

- Assess the role and responsibilities of the Head Teacher

- Include community members and groups in providing support

- Provide additional support and supervision for teachers

- Update the role of the Head Teacher or Head Master should not be underestimated. They are responsible for overseeing the management of the school and ensuring the school's objectives are met.

- Provide ongoing support to teachers

- Ensure leadership capacity is strengthened

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2.4 MONITORING AND EVALUATION OF TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT: Monitoring changes in teachers’ needs, including the need for new knowledge and skills as well as continued support to sustain and improve teaching, strengthens the link between curricula and the learner, evaluation of progress enables adaptation as needed.

To monitor and evaluate Instruction and Learning Processes:
1. Revisit each of the Key Points to Consider tables for this section, including 2.1 Analysis; 2.2 Content and Methodology, and 2.3 Supervision, reflecting on the relevant monitoring and evaluation focused questions in terms of both process and content.
3. Make note of what is working well in addition to areas in which goals have not been fully achieved and may require the revisiting of policies and programmes.

Below are examples of how to approach the monitoring and evaluation of both the process and the content of the training process:

Monitoring and Evaluating - the Process:
The process of developing a strong and appropriate training and support system for teachers is important, and should be monitored and evaluated in addition to the monitoring and evaluation of the training content. Some examples of monitoring and evaluating process-focused questions from the Key Points to Consider tables include:

- Have the appropriate stakeholders been involved? Who has been involved and have they had both the legitimacy and authority to have optimal impact?
- Is there a process in place to counter potential needs of both in-service and pre-service teachers?
- Is there a process to support necessary capacity development of trainers?
- Have the Minimum Standards for Actions for Training on page 19 that focus on the process of strengthening existing training programmes and developing new materials, approaches and continued support for teachers under the Training of Teachers standard been considered for both immediate and longer-term capacity needs?

Monitoring and Evaluating – the Content:
Monitoring and evaluation of the use of training materials and the application of new knowledge and skills in the classroom will provide information needed to determine whether the materials developed and training methodology used are appropriate, effective and inclusive. Some examples of monitoring and evaluating content-focused questions from the Key Points to Consider tables include:

- Are the training materials advocating culturally acceptable pedagogical approaches (link with Instruction and Learning Processes) and meeting the needs of teachers? Do the materials and approaches enable them to effectively teach learners in the established curriculum and create an inclusive learning environment?
- Have the Minimum Standards Key Actions for Training on page 19 that focus on the desired impact of the training of teachers and provision of continued support been considered for both immediate and longer-term strengthening of Teacher Training, Professional Development, and Support?

2.5 RESOURCES

The following resources provide additional information on Training, Professional Development and Support, including steps required to assess and establish appropriate programming, as well as general references and advocacy materials.

- INEE. INEE Good Practice Guide: Training & Capacity Building - In-Service, Pre-Service and in the School, New York, NY: INEE.
The interaction between the learner and teacher is the most vital part of the education process. During emergencies, the needs of learners, teachers, other education personnel, and the wider community may change dramatically. It is imperative that comprehensive assessments include a focus on the interaction between teacher and learner as well as the specific needs of learners in emergencies through to recovery and preparedness.

Creating safe, protective spaces and engaging learners in relevant education opportunities during emergencies is a necessary step towards recovery for both the individual and the broader community. The learning environment may be very basic (under the shade of a tree, in a tent, in someone’s home) or well established. Regardless of the context, learner-friendly or child-friendly spaces can help reduce a range of distressing effects of a crisis on learners and their families, providing a protective environment in which they continue their overall development and are able to take advantage of opportunities to learn and express themselves. Inter-sectoral collaboration plays an important role in ensuring such safe and healthy environments.

In many contexts, it may be necessary to initiate NFE opportunities in the interim until formal education can resume and can take place in a safe setting. In other contexts, NFE programmes may be established where there is limited access to formal schools and may continue indefinitely to provide continued support to children affected by the crisis. In other contexts, NFE programmes may be established where there is limited access to formal schools and may continue indefinitely to provide continued support to children affected by the crisis.

### 3.1 ANALYSIS:

Conducting a comprehensive analysis of the particular needs of learners, teachers, and their communities is essential to developing appropriate and effective instruction and learning processes.

#### Key Points to Consider:

- **Who is directly involved in the teaching and learning process?**
  - Who is teaching? (see Note A, page 30)
  - Who are the teachers? (see Note A, page 30)
  - Have the capacities of teachers changed? (see Note B, page 31)
  - Have there been significant changes to the composition of classes or learner community? (see Note B, page 31)
  - Has the capacity of teachers changed? (see Note B, page 31)

- **What community resources are available to support the instruction process?**
  - What community resources are available to support the learning process? (see Note B, page 30-31)
  - What is the role of the community in the education process? (see Note B, page 31)
  - Are there obvious changes in the willingness and ability of the community to engage in instruction? (see Note B, page 31)

- **Who is involved in identifying learners and out-of-school children?**
  - Who supports teachers and learners? (see Note A, page 30)
  - Who supports teachers and learners? (see Note A, page 30)
  - Who is directly involved in the teaching and learning process? (see Note A, page 30)
  - Who is involved in identifying learners and out-of-school children? (see Note A, page 30)

- **Who is not completing school and why?**
  - Who is not completing school and why? (see Note A, page 30)
  - Are there obvious changes to the teacher populations? (see Note B, page 31)
  - Are there obvious changes to the teacher populations? (see Note B, page 31)

- **Who is not attending school and why?**
  - Who is not attending school and why? (see Note A, page 30)
  - Are there obvious changes in the willingness and ability of the community to engage in instruction? (see Note B, page 31)
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- **What training do teachers receive?**
  - What training do teachers receive? (see Note A, page 30)
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- **What is the MOE's capacity to support instruction at national and sub-national levels?**
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- **What are the capacities of schools/community changed?**
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### 3.2 PROCESS AND METHOD OF TEACHING AND LEARNING

#### Establishing Supportive, Conducive and Inclusive Learning Environments

- **Instruction and learning processes address the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning.**
- **Parents and community leaders understand and accept the learning content and teaching methods used.**
- **Learning environments are learner-centered, participatory and inclusive.**
- **Instruction and learning processes are learner-centered, participatory and inclusive.**

#### Inter-sectoral Collaboration

- **Inter-sectoral collaboration plays an important role in ensuring safe and healthy environments.**
- **Inter-sectoral collaboration plays an important role in ensuring safe and healthy environments.**

#### INEE Minimum Standards for Instruction and Learning Processes

- **INEE Minimum Standards for Instruction and Learning Processes: In many contexts, it may be necessary to initiate NFE opportunities in the interim until formal education can resume and can take place in a safe setting. In other contexts, NFE programmes may be established where there is limited access to formal schools and may continue indefinitely to provide continued support to children affected by the emergency.**

#### INEE Minimum Standards Key Actions

- **Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners.**
- **Teachers demonstrate an understanding of lesson content and teaching skills in their interaction with learners.**
- **Instruction and learning processes address the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning.**
- **Parents and community leaders understand and accept the learning content and teaching methods used.**

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- **Parents and community leaders understand and accept the learning content and teaching methods used.**
- **Learning environments are learner-centered, participatory and inclusive.**
- **Instruction and learning processes are learner-centered, participatory and inclusive.**

### 3.4 Monitoring and Evaluation

- **Conducting a comprehensive analysis of the particular needs of learners, teachers, and their communities is essential to developing appropriate and effective instruction and learning processes.**
- **Key Points to Consider:**
- **Who is directly involved in the teaching and learning process?**
  - Who is directly involved in the teaching and learning process? (see Note A, page 30)
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INSTRUCTION AND LEARNING PROCESSES

Case Study: Early Childhood Education, Georgia

Introduction to Georgia. Traditional methods used by schools and early childhood development programmes were largely passive and teacher-focused. Teachers followed a prescribed schedule using pedagogical practices from the Soviet era.

Interventions: UNICEF assisted a cross-analytic approach to pre-primary education. It resulted in a shift from a more passive, collective teaching approach to a more active, child-centered approach with a focus on the individual needs and desires of younger children. In collaboration with national policy-makers and local government administrators, UNICEF assisted the shift towards a more active, learner-centered teaching approach.

Case Study: Psychosocial Life Skills Intervention, Northern Uganda

Introduction: The protracted conflict in Northern Uganda has impacted every aspect of the education system. Learners and teachers have been particularly impacted and have suffered from heightened stress and low morale.

Intervention: IDEAS is a life skills intervention aimed at strengthening the psychosocial well-being of primary and secondary level learners in psychosocial conflict areas. Through the use of creative activities, such as drawing, games, and group discussions, the programme is designed for learners to share their experiences and support each other.

Note A: Who are the learners and teachers and what are their needs?

- Recognise that learners exist at every age and developmental level. Although focus is often placed on primary level education, stakeholders should seek to address the needs of all ages as learning occurs as a continuum. From ECD to Higher Education and Adult Education. Both learners’ ages and developmental levels should be considered when planning temporary and longer-term educational opportunities, remembering that due to interruptions to the educational process or economic crisis, some students will be above or below the normal age for their level of study or education.

- Understand that learners may have very different experiences and needs in emergency situations. There may be a need to incorporate learners of varying ages, levels, and backgrounds into one classroom, or integrate learners with differing life experiences, such as former child combatants or learners who have had little or no exposure to supplementary learning materials or recreational activities. It is therefore imperative to understand the learners’ capabilities, specific needs, and how they respond to their peers and the various activities and materials within the classroom.

- Recognise learners’ strengths and abilities. Individual learners as well as groups of learners bring strengths and interests to education and may be constructively involved in informal structures such as school councils, school boards, and SMCs or through more alternative means such as peer education and messaging or participatory and inclusive focus group discussions. In emergency situations, build on children’s resilience and willingness to participate, learners should be actively engaged in their learning and involved in key decisions affecting them.

- Acknowledge the impact of emergencies and chronic crisis on learners and teachers. Particularly, significantly diminished learning time. Recognising the impact of emergencies and chronic crisis on learners will ensure greater understanding of both immediate and longer-term learning. Learning time may be greatly reduced, due to school closures for political reasons, teachers missing lessons, in order to attend to other business, or lessons being cancelled in order to involve the students in other activities. Communities and schools need to be empowered to protect learning time.

- Take into account teacher qualifications and backgrounds. Teachers may have varied educational and cultural backgrounds and teaching experience. The profiles, experiences, and certification of teaching staff will determine the ability of individual teachers and groups of teachers to respond to the particular needs of learners at the classroom level. Refer to the Training, Professional Development, and Support section above for the INEE Minimum Standards Teachers and Other Education Personnel domain for additional guidance and discussion on the roles and responsibilities of teachers.

- Leverage community members. Appropriate community members may be mobilised to support the instruction process or reinforce educational goals. Early learning or ECD programmes may gain support from parents or caregivers, lower primary programmes may gain support from families or caregivers, lower primary programmes may benefit from the support of youth or community members, and key community members can give support to upper primary, white parents and relevant professionals can provide support to learners in secondary educational opportunities.

Note B: What community capacity exists to support the instruction and learning processes?

- Draw on the human resources available at the community level to ensure appropriate and inclusive education. When considering existing and potential community support to the instruction and learning process, consider who is available, the skills they have, and additional learning or orientation they need. Consider also how children can be involved, and how parents and caregivers can be encouraged to take an active role in monitoring their children’s learning. (Refer to the INEE Guidance Notes on Teacher Compensation and the INEE Minimum Standards Teachers and Other Education Personnel domain.)

- Mobilise traditional school support systems to support instruction and learning processes. In many countries, School Management Committees (SMC) or Parent Teacher Associations (PTA) play an integral role in connecting the school and community. It may be appropriate and necessary to mobilise the SMC or PTA to provide greater and more direct support to the classroom-based instructional process. Likewise, the line with key community members, especially parents, may be used to convey information to the broader community which is helpful when changes made at classroom level require community support. The role of different groups in fostering positive relationships between school and community should be explored and promoted (i.e. parents, youth or local professional may have the skills to be co or assistant instructors and mentors).

- Use school or NFE data for a local response. Regular collection of data on attendance and participation of learners should be used as a tool to determine the collective needs of learners as well as identify specific needs of individual learners. While education systems often have centralised data management systems, the vast majority of data may be collected at the school level. Consider the type of information readily available through the process of teaching and learning and how it could be used by local stakeholders to strengthen the instruction and learning processes.
### 3.2 CONTENT AND METHOD OF INSTRUCTION:

**Quality instruction and learning processes are based on the interaction between the curriculum, teacher, and learners.**

#### Key Points to Consider:

<table>
<thead>
<tr>
<th>EMERGENCY</th>
<th>EARLY RECOVERY AND PREPAREDNESS</th>
<th>CHRONIC CRISIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Instruction</strong></td>
<td>What are the opportunities to increase the level and quality of instruction? <em>(see Notes C and D, page 32)</em></td>
<td></td>
</tr>
<tr>
<td>- Are materials readily available to support the instruction process?</td>
<td></td>
<td></td>
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<tr>
<td>- Do materials reflect the curriculum and emergency needs of learners?</td>
<td></td>
<td></td>
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<tr>
<td>- Do materials include methods and standards for measuring learning outcomes?</td>
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<tr>
<td>- Do the materials reflect community values and support the curriculum? <em>(see Note K in the Curriculum chapter, page 15)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Method of Instruction</strong></td>
<td>What support is required to ensure effective use of curriculum and teaching materials? <em>(see Notes D, page 32)</em></td>
<td></td>
</tr>
<tr>
<td>- Do teachers have the skills and flexibility to adapt curriculum and pedagogical style to the changing needs of learners?</td>
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<tr>
<td>- Do teachers use methods that help learners deal with the effects of witnessing or experiencing conflict or natural disasters?</td>
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<tr>
<td>- Are teachers instructing based on the curriculum, including any crisis-related adaptation and enrichment?</td>
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<tr>
<td>- Are teachers covering the entire curriculum in a comprehensive and effective manner?</td>
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<tr>
<td>- What are the links with Assessment of Learning Outcomes? <em>(see Notes D, page 32)</em></td>
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</tr>
<tr>
<td><strong>Instruction and Learning Processes</strong></td>
<td>What are the links with Assessment of Learning Outcomes? <em>(see Notes D, page 32)</em></td>
<td></td>
</tr>
<tr>
<td>- Are teachers able to measure learning outcomes beyond knowledge <em>(e.g., behaviour and attitudes)</em>?</td>
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</table>

**Case Study: Alternative Reforms for Iraqi Refugees, Jordan**

**Issue:** In August 2007, Jordan changed its policy to allow non-resident Iraqi refugee children to attend public schools. However, many Iraqis living in Jordan for years had missed several years of schooling and found it difficult integrating into Jordanian schools and catching up on missed education.

**Interventions:** A number of different strategies were designed to help Iraqi students re-enter school. One strategy was to enhance existing programmes allowing students to catch up on missed education by studying at home or at non-formal education centers, eventually to integrating into formal schooling.

**Results:** However, due to procedural issues, the programme was not as widely used as expected. It was found that the most effective educational intervention emerged from this initiative: first, it is important that communication about new education initiatives is clear and accessible to all stakeholders, including donors, implementing agencies, education authorities, teachers, parents, and students. This may mean that more than one communication strategy needs to be developed. Second, since it can be difficult for displaced individuals and families to make long-term plans and commitments, education authorities taking the lead in guiding these families through the education opportunities available over the years is necessary.

**Note:** Method of instruction appropriate for the changing context?

- Recognise the role examinations play in the instruction and learning processes. Instruction should provide immediate support for learners who will be required to take examinations to proceed to the next level or stage of their education.
- Ensure education is relevant to all learners. During emergencies, instruction must speak to the varying needs of all learners participating in class, including learners who may be inexperienced in their learning. Learners, including youth, must be actively engaged in the learning process, understand the relevance, and be protected in their learning environment.
- Identify and plan for realistic goals. It is important to focus on realistic goals, prioritising those addressing the needs of the most vulnerable learners. The phased approach from emergency through to early recovery should allow for a gradual increase in opportunities for learners. Establishing a routine and safe environment is possible even before teachers have been trained or materials received.

**Note D:** Are the methods of instruction appropriate and effective, as well as inclusive and relevant to all?

- Prioritize learning activities based on context. Learning activities for the emergency and early recovery phases should be defined based on available or familiar curriculum and textbooks. At the very least, teachers should provide structured recreation and play and literacy and numeracy activities until they are oriented to the new curriculum, textbooks, and the expected learning outcomes.
- Build on foundational basics of instruction. It is imperative that teachers feel confident and competent in their role and with the content of the curriculum. Ensure teachers are competent in basic content (literacy, numeracy, core subjects and critical life skills) before adding expectations of learner-centred teaching or introducing additional content. Stakeholders should acknowledge that building foundations may take significant time. On what teachers know and are familiar with, considering this is a foundation upon which to add further skills and resources. Role learning is appropriate in the beginning if it is the only methodology a teacher knows, however, teachers must be aware of why and when they should use different methodologies. *(Refer to the Training, Professional Development, and Support section)*

- Use languages learners understand. The teacher should be able to communicate effectively with both learners and parents. If the language of instruction is different from local languages, consider bringing in parents or youth to help translate lessons and key concepts into local languages, especially for the younger grades. Ensuring a learner’s mastery of mother-tongue is important for general mastery of language skills and further cognitive development.

- Explore methods and approaches to ensure full participation of all learners. Alternative programmes may be necessary to ensure participation of learners and allow them to progress through the developmental and educational stages. This may include interventions such as accelerated learning programmes for those children who missed significant periods of education, while school homes, mobiles or distance education through radio may be viable alternatives for children who are prevented from attending school regularly due to continued conflict.

Promote an active and critical learning environment. There is widespread consensus that learner-centred and discovery-based methodologies promote critical thinking in children, helping to foster a questioning but respectful attitude. Where possible, children should be protected from simplistic, didactic thinking (i.e., yes opinion is right, that opinion is wrong). Teaching and learning materials should provide opportunities for interaction, debate, and dialogue while methods promoting the active involvement of all learners, tailored to children’s different learning styles, should be a core component of teacher training programmes and curriculum.

- Support effective and learner-centred management of classes. Classroom management is an integral part of effective teaching: it helps to maximise student’s movement and cooperation in learning and prevent behaviour problems through improved planning, organizing, and managing of classroom activities, better presentation of instructional material, and better teacher-student interaction. *(Refer to UNESCO’s Embracing Diversity Toolkit in the Resource Pack and the Teacher’s User Guide, Appendix 8)*

- Adapt the learning environment to accommodate changing size of classes. During emergencies, class size and composition often change and teachers must adapt by making changes to both the physical environment and the teaching style or approach. *(Refer to the Teacher’s User Guide, Appendix 8)*

- Establish expectations and a sense of accountability in the class. Develop a code of conduct and class rules with learners and display it in class if possible. This can be an effective way to ensure learners understand and own the expectations. Distance education and e-learning programs can facilitate learners’ independence and learning activities. *(Refer to 3.1. Analysis section of Instruction and Learning Processes on page 32)*

- Teachers will be able to determine whether learners are progressing based on age or developmental levels. This information will be helpful when grouping learners either by grade or skill-levels.
3.3 ESTABLISHING SUPPORTIVE AND INCLUSIVE LEARNING ENVIRONMENTS\(^{14}\)

Learners and teachers need to feel safe, secure and respected as members of the learning community.

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### Key Points to Consider:

**EMERGENCY**

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>What are their responsibilities? (see Notes E-G, pages 35-36)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry</td>
<td>What is the Ministry of Education’s role and responsibility?</td>
</tr>
<tr>
<td>MOE</td>
<td>Who are the MOE’s responsibilities to protect learners and</td>
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<tr>
<td></td>
<td>teachers from abuse and violence?</td>
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<tr>
<td>Community</td>
<td>What are the communities’ responsibilities to protect</td>
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<td>learners and teachers from abuse and violence?</td>
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**CRISIS**

<table>
<thead>
<tr>
<th>Learning Environment</th>
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**URGENT**

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**DEEP RECOVERY**

<table>
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<tr>
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<td></td>
<td>inclusive learning environment?</td>
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### Space and Environment

- **What are the requirements for protective-learning spaces?**
- **What are the available learning spaces?**
- **How does the physical space impact the ability of teachers and learners to engage in the instruction process?**
- **Does the space enable all learners to participate in meaningful ways?**
- **Where are the spaces located?**
- **Are the spaces safe and secure?**
- **What are the available resources?**
- **How are the spaces regulated by the MOE?**
- **Are there any negative or abusive discipline practices in use?**
- **Are there any guidelines on classroom and behaviour management?**
- **How does the physical space impact the ability of teachers and learners to engage in the instruction process?**

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### Protection and Discipline

- **Are learners and teachers provided protection from abuse and violence?**
- **What are the measures in place to protect learners from abuse and violence?**
- **What are the mechanisms in place to promote access to quality education for all learners without discrimination?**

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### Note F: Are the learning environments protective?

- **Ensure gender equity in all aspects of the learning environment**: A protective learning environment is one in which female and male teachers and other educational personnel are available in order to promote gender equity and contribute to the creation of a protective and conducive environment that facilitates active participation by all learners.
- **Program and support a safety-conscious learning environment**: If established schools are not readily available or sufficiently large enough, establish temporary safe, learner-friendly spaces with the assistance of the community. It is necessary to assess the security of the site and routes to the site, supporting this assessment with practical actions to help prevent and respond to emergencies (e.g., drills, evacuation routes, or working with community and local authorities to mitigate risk of child-parent separation). The SMC and community members may be mobilised to monitor and promote the security and safety of the learning environment. Consideration should be given to prevention measures regarding natural disasters, child recruitment, and attacks on education, where applicable.
- **Support psychosocial well-being of both learner and teacher**: The classroom environment and instruction should provide psychosocial support and increase awareness of the impacts of stress in situations of emergency or chronic crisis. Both teacher and learner well-being must be considered in all education programmes.
- **Collaborate with other sectors to ensure comprehensive support**: Other sectors may be approached for support in both the design and creation of protective spaces and the provision of integrated child-centred services. Intersectoral linkages with water and sanitation, health, child protection, and nutrition colleagues are key to ensuring learners and teachers have access to the most appropriate facilities and services possible.
- **Advocate for the best possible space available**: Learning spaces are often less than ideal - some may be open spaces, whilst others may be on the periphery of large refugee or IDP camps, or located near military barracks or posts. While communities may feel they have little voice in selecting appropriate spaces, it

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### Note E: What are the characteristics of a safe and protective learning space?

- **Ensure learners of all ages benefit from protective and inclusive spaces**
- **Safe and inclusive spaces may increase understanding of and support for healthy child development, stimulate cooperation and tolerance, increase recognition of feelings of loss and hopelessness, and provide a safe social atmosphere to reclaim “normalcy” and a healthy and positive outlook for the future.**
- **Therefore, it is crucial to create an environment in which learners of all ages are both safe and enabled to learn. Learning environments can provide psychosocial support and protection in emergencies by:**
  - Establishing daily routines and a more stable sense of the future
  - Reducing vulnerability to sexual violence, trafficking, exploitation, and child labour
  - Engaging children and adolescents in positive alternatives to military recruitment, gangs, and drugs
  - Providing a means to identify children’s additional needs, such as HIV and AIDS
  - Facilitating social integration of vulnerable children and youth
- **Ensure the physical space is inviting and comfortable for the learning process**: Management of classes is essential to the learning process. Changing environments may cause considerable disruption to a learner’s relationships and ability to progress towards the learning objectives. For example, changes in the number of children impact on class size, which may result in a need for greater division of children into age, grade or skill level or multi-grade teaching. Furthermore, changes in the physical classroom environment impact on class management, the space available for small group work or outdoor play and the space and ability to hang work on the walls or display informational posters and teaching aids. Refer to UNICEF’s classroom management documents in the Resource Pack.

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### Case Study: Psychosocial Interventions in Tsunami Learning Spaces, Aceh, Indonesia

**Tsunami in 2004, a massive earthquake in Indonesia led to a large-scale destruction of the physical infrastructure of Aceh Province and created a tsunami that resulted in 200,000 people to their deaths. Massive aftershocks and the physical damage left behind by the tsunami were daily reminders of deeper wounds as the physical destruction of the homes continued to affect the population.**

**The programme not only increased the psychosocial welfare of learners and teachers**

**Materials were adapted to address the knowledge and skills needed**

**UNICEF drew on technical experts from the education and psychology fields to ensure teachers were resilient enough to support students and communities.**

**Safe and inclusive spaces may increase understanding of and support for healthy child development, stimulate cooperation and tolerance, increase recognition of feelings of loss and hopelessness, and provide a safe social atmosphere to reclaim “normalcy” and a healthy and positive outlook for the future.**

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### Instruction and Learning Processes

**2014- INEE Minimum Standards Access and Learning Environment domain, INEE Safer School Construction guidance notes, and IASC Protection materials.**
is important to engage them in advocacy for the provision of alternative sites and resources necessary to ensure a minimum level of protection (Refer to INEE Minimum Standards Access and Learning Environments domain for additional guidance).

**Note G:** Are the learning environments inclusive? (Refer to inclusive education and gender equity documents in the Resource Pack)

- **Ensure the learning environment is inclusive:** If individuals or groups of learners are excluded or have been marginalised in the past, it is important to consider how they can be fully engaged and included in the learning process. It is necessary to ensure that interventions, advocacy, or material provisions equally engage learners of different groups in the learning process both in an emergency context and during the transition from emergency to early recovery.
- **Identify and address specific needs of learners:** An inclusive learning environment provides learners with support as needed. This may include programming to address the needs of children and young people separated from family (e.g., orphans, displaced persons or refugees), former child combatants, children of ethnic groups or vulnerable or disadvantaged socio-economic groups, girls, those who have missed significant amounts of education or are starting school at a later age, children and young people with physical or mental disabilities, and those who have been severely emotionally affected by the emergency and continued crisis.
- **Actively monitor access and participation of marginalised and vulnerable learners:** A system should be established to continually monitor the marginalisation of individuals or groups of learners. Information should be gathered from both formal school systems and the community to ensure the causes of marginalisation are fully understood. Education interventions to decrease marginalisation and increase active participation of learners in classrooms should be based on information gathered rather than assumptions made.

**Note H:** How can the community be involved in creating supportive and protective learning environments?

- **Ensure sustainability with community involvement:** The role of the community cannot be underestimated in influencing children’s broader learning environment. Real sustained change only possibly with the active engagement of the community.
- **Support open dialogue between all stakeholders:** It is critical to encourage dialogue amongst the community including children, teachers, parents and MOE in order to put an appropriate model in place to meet learning needs and outcomes. Dialogue must take into account the context and culture when explaining the benefits of learner-centred, participatory and inclusive learning.
- **Develop school level action plans indicating roles and responsibilities of the community:** School level action plans may identify ways in which the community can be involved in the provision of education. They may also identify the needs of individual children or youth who may have limited, or no, access to education. Plans should be drafted in collaboration with community leaders, parents, children, young people, teachers and school staff, and include clear steps to ensure learners attend classes and have the support to be active and successful participants in their own learning process. Where possible, there should be collaboration with actors involved in similar activities in neighbouring areas to ensure a consistent approach.

### Case Study: Teaching Tolerance, Poland and Turkey

In surveying teachers, students, administrators and parents on their views on multicultural education in Poland and Turkey, it was repeatedly identified that intercultural education in the regions was insufficient. Much of this concern came from educators who acknowledged at a minimum level of segregation existed between students of varying cultural backgrounds. Teachers reported that they were more interested in acknowledging or encouraging each type of learning, the nature of feedback from parents indicated that they themselves may be the first barrier in addressing cross-cultural understanding.

**Interventions:** This programme, focused on identifying the presence of intercultural education in Poland and Turkey, resulted in a number of lesson learnt. First, it is clear that a great deal of the progress was occurring in formal settings or in need of some reform, parents are in critical consideration but participation and support is not guaranteed. It cannot be assumed that merely teaching students in schools about other groups will foster inter-tolerance, appreciation, and immersion without having the behaviour reflected in the home. Since addressing identity and values at these levels can be highly contentious, programmes aimed at returning cultural views should not be brought directly into schools without that addressing potential resistances.

**Observations:**

- Students and teachers in Poland were initially reluctant to acknowledge any level of segregation or conflict within the classroom, while teachers from Turkey identified that intercultural education existed between students of varying cultural backgrounds.
- In Turkey, the regions was insufficient for multicultural education, with parents and teachers expressing concerns about the lack of education on intercultural understanding.

**Reference:** B. Louis, University of Georgia, IPIW.

### 3.4 Monitoring and Evaluation of Instruction and Learning Processes:

**Monitoring changes in the teaching and learning environment, the changing abilities of teachers to convey information effectively, and the level and quality of learners’ participation and interaction with materials, peers and teachers, ensures that programme design is influenced by key learning.**

To monitor and evaluate instruction and learning processes:

1. **Review each of the Key Points to Consider tables for this section, including 3.1 Analysis and Review;**
2. **Content and Methods of Instruction; and 3.3 Establishing a Supportive and Inclusive Learning Environment,**

reflecting on the relevant monitoring and evaluation focused questions in terms of both process and content.

**2. Reflect on the Minimum Standards Key Actions for Instruction and Learning Processes on page 28**

3. **Make notes of what is working well in addition to areas in which goals have not been fully achieved and may require the revisiting of policies and programs.**

Below are examples of how to approach the monitoring and evaluation of both the process and the content of instruction and the learning process:

**Monitoring and Evaluating – the Process:**

- The process of developing a supportive and robust teaching and learning process in instruction is important and should be monitored and evaluated in addition to the monitoring and evaluation of the content taught. Some samples of monitoring and evaluating process-focused questions from the Key Points to Consider include:
  - Have the appropriate stakeholders been involved? Who has been involved and have they had both the legitimacy and authority to have optimal impact?
  - Is there a process in place to continue assessing needs of learners and directing information through appropriate channels in the education system?
  - Is there a process to support necessary capacity development of personnel?
  - Are the process of strengthening or developing supportive activities in the classroom been appropriately linked with the curricula, training and assessment process?
  - Have the Minimum Standards Key Actions for Instruction on page 28 that focus on the process of strengthening the instruction process, been considered for both immediate and longer-term capacity needs?

**Monitoring and Evaluating – the Content:**

- Monitoring and evaluation of the change in the learning environment will provide information needed to determine whether the materials developed and training methodology used are appropriate and inclusive. Some examples of monitoring and evaluating content-focused questions from the Key Points to Consider tables include:
  - Are the methods of instruction meeting the needs of the learners? Are they inclusive and appropriate to the context and changing need of learners? Have adequate resources been mobilised to ensure a quality teaching and learning process?
  - Are all learners able to engage in a meaningful learning process? Are the materials meeting the needs of teachers?
  - Are learning environments safe, protective and do they allow for meaningful participation of all learners?
  - Have the Minimum Standards Key Actions for Instruction on page 28 that focus on the desired impact of instruction been considered for both immediate and longer-term strengthening of the teaching and learning process?
**3.5 Resources**

The following resources provide additional information on Instruction and Learning Processes, including steps required to assess and establish appropriate programming, as well as general reference and advocacy materials. They are all available for download in the INEE Resource Pack on Teaching and Learning, which provides a brief description of each resource in addition to translations where available. The Resource Pack can be accessed either online at www.ineesite.org/resourcepack or on the INEE Toolkit CD-ROM, which will be available beginning fall 2010. To request a copy of the INEE Toolkit CD-ROM please email teachinglearning@ineesite.org.

4. Assessment of Learning Outcomes

Assessment of learning outcomes involves measuring learner progress against identified learning objectives. It promotes accountability amongst teachers, communities, education authorities, and stakeholders, and helps to ensure that educational priorities remain consistent with the needs of learners.

Assessment information gathered during the instruction and assessment process will indicate the viability and possibility of assessing progress made towards learning objectives.

4.1 ANALYSIS:

A comprehensive analysis of existing assessment systems, tools, and practices within the learning environment will indicate the viability and possibility of assessing progress made towards learning objectives.

Key Points to Consider:

- What assessment systems are in place? How can these systems be continually strengthened? (see Note B, page 42)
- Have assessment methods and tools been revised in light of changes to curricula?
- Who has the capacity and authority to train teachers in the use of assessment tools?
- Who has the capacity and mandate to train teachers in the use of assessment tools?
- Have assessment methods and tools been revised in light of changes to curricula?
- Are assessment systems and assessment information gathered during the instruction and assessment process been identified? If so, how will they make use of the assessment information gathered during the instruction and assessment process?

Systems and Tools:

- What are learning benchmarks SMART1?
- What is the link formal summative assessment or national examination undergone by learners prior to the emergency?
- What was the last formal summative assessment or national examination undergone by learners prior to the emergency?
- Who has the authority to decide what changes must be made in the education system based on assessment results?
- What are the strengths and weaknesses of these formal assessment tools in relation to their organisation and roll-out, academic rigour, relevance, language, and potential for evaluation?
- What are the strengths and weaknesses of these formal assessment tools in relation to their organisation and roll-out, academic rigour, relevance, language, and potential for evaluation?
- Are both continuous and summative assessment methods being employed to ensure a more inclusive approach to learners differing styles?
- Is there an opportunity to involve teachers, learners, and parents in adapting the system and revising the tools to ensure their relevance and appropriateness of benchmarks and standards established?
- Have there been changes to curricula?
- Are there systems in place to determine the level of a learner's appropriate placement?
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- Are there systems in place to determine the level of a learner's appropriate placement?

Who are the key stakeholders in the evaluation process? (see Note A, page 42)

- Is there an opportunity to involve teachers and community members as stakeholders?
- Have additional stakeholders outside of the established education system been identified? If so, how will they make use of the assessment information gathered during the instruction and learning process?

Stakeholders:

- Who are the key stakeholders in the evaluation process? (see Note A, page 42)
- Are the tools aligned with the national curriculum and their appropriate placement?
- Are the tools and methods of assessment available for multi-age, multi-grade and overcrowded classrooms if needed?
- Are tools and methods of assessment available for knowledge, attributes, skills and behavioural intent?
- Are tools and methods of assessment available to assess child participation?
- Are tools and methods of assessment available in relation to the principle stakeholders in the educational process, namely, the teachers, learners, and parents or guardians. The gathering, analysing, and use of assessment data that determine individual and collective progress will indicate how well an education system is meeting the needs of the learners.

4.5 Resources

INNE Minimum Standard and Key Actions for Assessment of Learning Outcomes:

A comprehensive analysis of existing assessment systems, tools, and practices within the learning environment will indicate the viability and possibility of assessing progress made towards learning objectives.

Key Points to Consider:

- What assessment systems are in place? How can these systems be continually strengthened? (see Note B, page 42)
- Have assessment methods and tools been revised in light of changes to curricula?
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- Are there systems in place to determine the level of a learner's appropriate placement?
- Are there systems in place to determine the level of a learner's appropriate placement?
- Are there systems in place to determine the level of a learner's appropriate placement?
Note A: Who are the stakeholders involved?
- Support collaboration between curriculum and examinations technical staff. It is important to support the collaboration between technical staff involved in preparing assessment tools and the relevant curriculum development staff. In many education systems, this is formally established but may need to be strengthened through targeted discussions, capacity-building, or joint-planning workshops so that assessment and examination processes support rather than hinder effective implementation of curriculum goals.
- It is critical to get the buy-in of national examination personnel at the stage of curriculum and textbook release to ensure that they link to and promote any new approaches and materials.

Note B: What is or was the national assessment system in place and what tools are being used by teachers?
- Assess both existing systems and look to available data collected. Consider mapping the national assessment system in place prior to the crisis and gathering data on the last formal examinations of learners. If new continuous and summative assessment tools and examinations of the MOE (or those used by NGOs) are developed, it may be necessary to support their roll-out to schools through orientation training for teachers and supervisors to address immediate assessment needs, particularly if it is close to the end of the academic year.
- Recognize the importance of traditional examinations. Where it is crucial for learners to pass traditional exams in order to gain certificates, qualifications, or to be promoted to the next level of education, learner-centered approaches should give way to emphasizing subject knowledge through the methodology most familiar to both teachers and learners (often rote learning). Long-term goals of learner-centered approaches should be considered during strategic planning, and steps should be taken to phase in innovative or challenging approaches. This may begin during emergencies and continue through the transition to early recovery and preparedness.
- Ensure transparency in the assessment system. The assessment system should clearly outline learning outcome benchmarks against which students’ progress is monitored and assessed in order to ensure transparency and accountability in the teaching and learning process.
- Consider local adaptation of tools and approaches. Consider whether and how learners and their immediate community may be involved in developing context-specific assessment tools or providing support to the assessment process at classroom level.
- Use a variety of assessment tools and methods regularly. Assessment tools and methods, which reflect the agreed learning outcomes and their indicators, should be used at varied intervals to determine individual progress. A non-exhaustive list of assessment tools for various learning outcomes include:
  - Knowledge: closed-ended questions (e.g., true-false or multiple-choice questionnaires), open-ended questions (e.g., essays, short-answer questions), analysis of a case study or fictional scenario, role-plays and simulations, and scales (e.g., Likert scales, semantic differential scales and social-distance scales)
  - Attitudes: closed-ended questions, open-ended questions, analysis of a case study or fictional scenario, role-plays and simulations, and scales
  - Skills: closed-ended questions, analysis of a case study or fictional scenario, role-plays and simulations, checklists and diaries, journals, and “alert to behavior” statements

Ensure teachers have the capacity to use assessment tools. Teachers should receive training on assessment tools, particularly where there have been changes in light of curriculum revisions. Training should consider constraints teachers face related to large class sizes, multi-age and multi-grade classes, students with behavioural issues, unfamiliarity with students, and a lack of resources for recording information. Since existing tools are not always the most appropriate or accurate means of assessing children’s learning, training should build teachers’ capacity to design appropriate assessment tools themselves and to collate and analyze the results from the assessment. When developing any assessment tools, teachers should consider ways of evaluating student knowledge, attitudes, skills, and behaviour.

Maintain daily records. Teachers should be supported to use student record-keeping books with daily notes, including a matrix with a list of students and their results in continuous and summative assessments.

Adapt tools and approaches to different age groups. Where appropriate, develop early childhood scales of foundational competencies and incorporate play-based assessments for early childhood populations. Sensitization campaigns or activities may be conducted with community members to ensure greater understanding of and response to developmental milestones for early childhood development.

Ensure assessment is inclusive. It is important to consider practical ways of supporting teachers to make the delivery and content of assessments appropriate for children with special needs and disabilities.

4.2 ASSESSMENT SYSTEMS AND TOOLS:
Assessment systems and tools should be a natural extension of the curriculum and process of teaching and learning.

Key Points to Consider:

**Use of Assessment Information**

- How do teachers collect and use assessment data, in all? (see Note C, page 43)
- Is there a functional system to allow information flows regarding assessment data up to central level MOE as well as national and sub-national levels?
- What is the capacity of the MOE to use assessment data to inform policy and practice?
- How do learners, parents/guardians, and community members use the feedback of assessment results?

**Assessment Systems and Tools**

- How can changes be supported?
- How do learners use assessment data to improve their own learning?
- How do teachers use assessment data to improve their own teaching practice?
- How can data from continuous and summative assessments be recorded by teachers to teach learners’ progress? (see Note C, page 43)
- Do teachers use assessment data to reflect upon and improve their own teaching practice?
- Do teachers and MOE staff understand the importance of assessment?
- How do teachers assess learner performance?
- How can feedback be encouraged to monitor learner’s work at home?
- How do teachers use assessment data in their teaching?
publicly available, assessment results should also promote national accountability on the part of the MOE to citizens on the performance of the education system. At the school level, teachers should be trained in the analysis and use of assessment results to modify the content and methodology of their teaching practices. Training should also incorporate appropriate ways of providing feedback to children, parents and community members, the MOE Inspectors, or NGOs supporting the school.

4.3 ACCREDITATION OF LEARNER’S ACHIEVEMENTS:

Learners have a right to have their educational achievements recognised.

Key Points to Consider:

<table>
<thead>
<tr>
<th>EMERGENCY</th>
<th>EARLY RECOVERY AND PREPAREDNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accreditation of Learning Achievements</strong></td>
<td></td>
</tr>
<tr>
<td>(What should be considered in ensuring accreditation for learners? (see Note D, page 44)):</td>
<td></td>
</tr>
<tr>
<td>- Are learners’ certificates recognised by the relevant school and district-level authorities?</td>
<td></td>
</tr>
<tr>
<td>- Is the accreditation system free from corruption and coercion?</td>
<td></td>
</tr>
<tr>
<td>- How can connections be created between institutions/schools and across borders?</td>
<td></td>
</tr>
<tr>
<td>- What are longer-term plans for recognition of NFE programmes and cross-border transference of accreditation?</td>
<td></td>
</tr>
<tr>
<td>- Has the process of strengthening or developing assessment tools and systems been appropriately linked with the curricula, training, and instruction processes?</td>
<td></td>
</tr>
<tr>
<td>- Are systems in place to recognise learners’ achievements?</td>
<td></td>
</tr>
<tr>
<td>- Has the Minimum Standards Key Actions for Assessment of Learning Outcomes on page x that focus on the process of assessing educational needs and achievements under the Assessment of Learning Outcomes standard been considered for both immediate and longer-term capacity needs?</td>
<td></td>
</tr>
</tbody>
</table>

**Note D:** What should be considered in ensuring accreditation for learners?

- Ensure certification and validation of learning achievements. Displacement, crises, and continued disruption to established educational opportunities can create or lead to serious disparities in both access to and recognition of continued education. Certification and validation of learning achievements by the appropriate authorities are critical issues for programme quality, education efficiency, impact, and sustainability. (Refer to accreditation documents in the Resource Pack.)

- Ensure accreditation and certification across borders in refugee situations. Learners who cross international borders and enroll in formal or NFE programmes while waiting to return to their home country face numerous challenges. Systems may not allow for a simple transfer of accreditation should learners return, and enrolment in other schools may prove difficult where no official records exist for learners not officially registered in schools during displacement. Given this, relevant agencies and governments should collaborate and reach consensus regarding recognition or accreditation, especially in the case of long-term conflict, chronic crises, and displacement. Systems must be established that will ensure diplomas or certificates received by refugees are accepted in home countries or host countries.

- Ensure learners and teachers have access to previous assessment information. Assessment collection and management systems should be created and maintained in such a manner that information can be shared between different levels and geographic regions of an education system. This is particularly important in situations of internal displacement.

4.4 MONITORING AND EVALUATION OF ASSESSMENT OF LEARNING OUTCOMES:

Monitoring the effectiveness and continued use of tools and approaches for the assessment of learning outcomes is imperative in ensuring the relevancy and effectiveness of education programmes. Evaluating the use of assessment information can help promote the cyclical sharing of information between learners, teachers and stakeholders in curriculum development and teacher training.

To monitor and evaluate Instruction and Learning Processes:

1. Revise each of the Key Points to Consider tables for this section, including 4.1 Analysis; 4.2 Application of Assessment Tools and Systems; and 4.3 Accreditation of Learner’s Achievements, reflecting on the relevant monitoring and evaluation focused questions in terms of both process and content.

2. Reflect on the Minimum Standards Key Actions for Assessment of Learning Outcomes on page 40.

3. Make note of what is working well in addition to areas in which goals have not been fully achieved and may require the revisiting of policies and programmes.

Below are examples of how to approach the monitoring and evaluation of both the process and the content of assessment of learning outcomes:

**Monitoring and Evaluating – the Process:**

The process of assessing learning needs, and incorporating assessment results in evaluations and decision-making processes in the education system, is an integral part of ensuring quality education.

Some examples of monitoring and evaluating process-focused questions from the Key Points to Consider tables include:

- Have the Minimum Standards Key Actions for Assessment of Learning Outcomes on page x that focus on the process of assessing educational needs and achievements under the Assessment of Learning Outcomes standard been considered for both immediate and longer-term capacity needs?

**Monitoring and Evaluating – the Content:**

Monitoring and evaluation of learners’ achievements will provide information needed to determine whether the teaching and learning process meets the needs of both the individual and groups of learners. Some examples of monitoring and evaluating content-focused questions from the Key Points to Consider tables include:

- Are learners able to progress as expected against established learning objectives articulated in the curriculum? Do learning achievements indicate factors within the teaching and learning process that have direct or indirect impacts on a learners’ ability to progress? Can trends in learning, and an ability of learners to use acquired knowledge and skills, be identified to strengthen decision-making processes regarding curriculum revision and development or teacher training?

- Are learners’ recognised for their learning achievements? Does accreditation allow students to progress through the education system or move into the economic sector as needed?

- Have the Minimum Standards Key Actions for Assessment of Learning Outcomes on page 40 that focus on the impact of the assessment of learning outcomes been considered for both immediate and longer-term strengthening of the teaching and learning process?

**Note:** Guidance on drafting appropriate monitoring indicators and examples of monitoring indicators are included in Appendix 1.
Appendix 1: References


CARE. Working through Communities to Impact the Quality of Basic Education: A Book of Experiences. CARE USA


Appendix 2: Terminology

The following terms are selected to be of help when working with the INEE Minimum Standards, including the standards on Teaching and Learning explained in these Guidance Notes. They are also useful in conjunction with other INEE material. Common understanding and use of terms is ideal; however, governments, organisations, and communities may use terms in different ways. This list is meant for guidance and does not represent an authoritative document on behalf of any group.

Accelerated Learning Programme (ALP): Programme that promotes access to primary and secondary education for learners who have missed extended periods of schooling, disadvantaged groups, and other out-of-school learners. Programmes enable learners to complete core curriculum in a shorter length of time by condensing several levels.

Assessment: An investigation carried out before planning educational activities and intervening in an emergency to determine needs, gaps in the response and available resources.

Assessment of Learning Outcomes: A test of learners’ progress and achievement. An ‘assessment of learning outcomes’ is determined by and based on the curriculum of an education programme. The Guidance Notes focuses on two forms of assessment of learning outcomes in particular: formative and summative. Both are an integral part of strengthening the teaching and learning process. Additionally, an initial assessment may be given to determine placement on educational level of a learner.

Formative Assessment: Continuous evaluation of learners and learning. Information collected is used to improve teaching and learning processes. Teachers and other education personnel use information to modify approaches and materials to improve outcomes. Examples may include homework, oral reports, or essays.

Summative Assessment: Evaluation of previous learning to determine achievement. Examinations and other methods are used to determine learner achievement and preparedness to proceed to the next levels of education. Several assessment tools can be found both in the INEE Minimum Standards Handbook and in the Minimum Standards Toolkit. However, assessment tools should always be adapted to reflect information needed in a specific context and environment.

Capacity: A combination of the strengths, attributes, and resources available within an individual, community, society, or organisation that can be used to achieve agreed goals.

Child-centred (or Learner-centred) learning and teaching: Child-centred learning and teaching includes relevant, specific and measurable learning outcomes based on students’ needs and assets and the use of active and participatory learning and assessment methods that mimic situations students might face in real life. In schools, it is referred to as child-centred learning and refers to instruction and learning processes that are designed around the experiences, skills, knowledge and interests of the children.

Child-friendly (or Learner-friendly) spaces and schools: Safe spaces and schools where communities create nurturing environments for children to access free and structured play, recreation, leisure and learning activities. Child-friendly spaces may provide health, nutrition and psychosocial support and other activities that restore a sense of normalcy and continuity. They are designed and operated in a participatory manner. They may serve a specific age group of children or a variety of age ranges. Child-friendly spaces and schools are important in emergencies through to recovery.

Citizenship Education: Educating young people not only in formal institutions of the state (schools) but in how to participate as an active citizen. This may be expanded to ‘global citizenship’ with additional content to build awareness of the interlinked global community and the effects policies of practices of countries have on citizens of other countries (e.g. climate change and refugee or immigration policies).

Classroom management: Creating a comfortable classroom (or physical and psychosocial) environment that allows for effective teaching. Teaching styles, space and discipline are adapted to meet the needs of the students. It is the support and routines established to ensure easy transitions and organisation that facilitate children’s participation in all classroom activities. In addition, it is the positive behaviour strategies and methods used to ensure the participation of all children in the day to day life of the classroom.
APPENDIX 2

Early childhood development: in the education sector.

Humanitarian emergencies. During humanitarian response, it should ensure predictable leadership and accountability in contexts. The Education Cluster is responsible for strengthening preparedness of technical capacity to respond to situations of internal displacement. UNHCR is the lead agency in refugee emergencies. The provision of education services to meet people's needs and rights to education during an emergency through to recovery.

Gender: Refers to the roles, responsibilities and identities of women and men and how these are valued in society. They are specific to different cultures and change over time. Gender identities define how society expects men and women to think and act. These behaviours are learnt in the family and in schools and through religious teaching and the media. Gender roles, responsibilities and identities can be changed because they are socially learnt.

Gender balance: An approximately equal number of men and women and boys and girls. It can refer to participation and input into activities and decision-making to ensure that both male and female interests are considered and protected. It can refer to the number of men and women employed by education authorities and by international and national agencies. It is particularly important in the employment of teachers. A balance of men and women at all levels creates more possibilities for discussing and addressing the different impacts of policies and programming on men and women and boys and girls.

Gender-based violence: any harmful act based on gender differences. In many contexts, women are more vulnerable to gender-based violence because of their lower status in society. Men and boys may also be victims, especially of sexual violence. The nature and extent of gender-based violence varies across cultures, countries and regions. Examples include:

- Sexual violence such as sexual exploitation and abuse, forced prostitution, and forced and child marriage. Domestic and family violence includes physical, emotional and psychological abuse.
- Harmful cultural or traditional practices such as female genital mutilation, honour killings and widow inheritance, usually by male members of a dead husband's family.

Hidden Curriculum: The way policymakers, school administrators, teachers and learners interact with each other and the community “teaches” them the values and the existence of power structures and relationships. Hidden curriculum is closely linked to social norms and collective behaviour, and must be taken into account in any learning and teaching effort attempting to influence attitudes and behaviours. Hidden curriculum is what is taught outside the prescribed curriculum; it goes beyond the specific content of the subject matter, and can be expressed in the school environment, in the classroom climate and its furniture arrangement, in the pedagogical methods, in teacher-student interactions, in the student-student interactions and in many other “invisible” dynamics. Sometimes the hidden curriculum reinforces the prescribed curriculum, sometimes it contradicts it. For instance, the prescribed curriculum may promote a better understanding and value of democracy, but if the teacher (or the school climate) is highly authoritarian the democratic lesson gets distorted.57

57. toddler & parrillo, bicultural
Human Rights Education Refers to education, training, awareness raising, information, practices and activities which aim to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms. This is done by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour. HRE content can include child and human rights standards as well as human rights principles such as non-discrimination and equality, participation and accountability of duty bearers. HRE is centred on the promotion of human dignity, as well as the promotion of understanding and tolerance amongst all persons. Although human rights are unconditionally owned by every person, HRE can encourage responsibilities in relation to the recognition and promotion of the human rights of others, as well as one’s own. HRE may share content with humanitarian principles, citizenship and intercultural education. It is carried out in formal and non-formal settings, and can be applied to all persons, including not only young learners but their educators. HRE is part of a rights-based approach to schooling, which supports the infusion of human rights values in all aspects of the learning environment.

Inclusive education: Ensures the presence, participation and achievement of all learners in learning opportunities. It involves ensuring that education policies, practices and facilities respond to the diversity of all students in the context. Exclusion from education can result from discrimination, lack of support to remove barriers or use of languages, content or teaching methods that do not benefit all learners. People with physical, sensory or mental and intellectual disabilities are often amongst the most excluded from education. Emergencies have an impact on exclusion. Some learners who were previously able to access education may be excluded because of circumstances, social, cultural, physical or infrastructural factors. Inclusive education means ensuring that these barriers to participation and learning are removed and that teaching methodologies and curricula are accessible and appropriate for students with disabilities. All learners are welcomed and supported to make progress, and their individual requirements are addressed.

Instruction and Learning Processes: Refers to the interactions between learners and teachers. Instruction is planned according to the curricula, based on needs identified through assessment, and made possible through learning objectives. Instruction and Learning Processes may include knowledge, attitude and skills.

Life skills: Skills and abilities for positive behaviour that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. Life skills falling into these inter-related categories: cognitive; personal or emotional; and inter-personal or social. Life skills can be general, for example, analysing and using information, managing oneself, communicating and interacting effectively with others. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence or peace building. The need for life skills often increases in situations of crisis, requiring increased emphasis on building life skills that are relevant and applicable to the emergency and local contexts. Life skills education is a structured programme of needs and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals’ development needs.

Livelihood: The capabilities, assets, opportunities and activities required for a means of living. Assets include financial, natural, physical, social, and human resources. Examples include stores, land, and access to markets or transport systems. A livelihood is sustainable when it can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets and provide sustainable livelihood opportunities for the next generation.

Monitoring and Evaluation: Monitoring and evaluation are key to achieving the goals and objectives of education programmes. Monitoring is an ongoing process that regularly measures progress towards goals and objectives of education programmes. It allows education programme staff to make changes during the programme or project cycle to ensure that they stay on track for achieving their goals and objectives. Programme evaluation is less frequent, usually conducted in the middle of or at the end of a programme or project cycle and carried by external or independent actors. It measures outcomes and evaluates whether expected results have been achieved. Evaluations can also address whether activities were relevant to stated priorities, policies and legal instruments and whether programmes were implemented in an efficient manner. Evaluation of learning outcomes makes value statements or judgments based on specific criteria with regard to student learning, the learning process and the impact of the environment (i.e. learning environment, family environment, social environment, physical environment) on the learning process.

Natural disasters: Include, amongst others, hurricanes/tornadoes, earthquakes, droughts and floods. Some natural disasters, such as earthquakes, can occur without warning, and have a major impact on those living in the vicinity. Others, such as drought, may develop more slowly but have an equally devastating impact. Natural hazards may not always lead to disasters. Effects are linked to the vulnerability and capacity of the communities. Climate change is becoming an increasingly significant problem and may lead to an increase in both natural disaster and conflict over natural resources.

Non-formal education (NFE): Educational activities that do not correspond to the definition of formal education (see separate entry). NFE takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. NFE programmes are characterised by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated “catch-up” learning after-school programmes, literacy and numeracy. NFE may lead to late entry into formal education programmes. This is sometimes called “second-chance education.” NFE curricula can be derived from ministry curricula or can be based on new approaches.

Participatory learning: An approach to teaching and learning that focuses on the learner. It encourages learning by doing things, using small groups, concrete materials, open questioning and peer teaching. For example, learners use practical activities to understand mathematical concepts or work together to solve problems and ask and answer questions. Participatory learning is contrasted with teacher-focused methodologies, which are characterised by learners passively sitting at desks, answering closed questions and copying from a blackboard. Participatory learning may also be used with learners and education authorities to support them to analyse their needs, identify solutions and develop and implement a plan of action. In these contexts, it may include community participation, coordination and analysis.

Participation: Being involved in and influencing processes, decisions and activities. Participation is a right for all and is the basis for working with communities and developing programmes. Participation varies according to evolving capacities. All groups including adults, children, youth, persons with disabilities, and members of vulnerable groups can participate in different ways from the earliest age. No group of people should be denied opportunities for participation because they are hard to reach or difficult to work with. Participation is voluntary. People are invited and encouraged to participate, not coerced or manipulated. Participation may include a range of activities and approaches. Passive roles include using services, contributing material resources, accepting decisions made by others and being consulted in a minimal way. Examples of active participation include contributing time, being involved directly in decision-making and planning and implementing education activities.
Psychosocial well-being: An education system needs to develop the skills of learners to handle the pressures of globalisation and to help them make informed decisions. Education should prepare students to participate in society, to be active citizens, and to contribute to the economic development of their countries. Education should also help learners to develop a sense of self-worth and dignity and to respect the rights of others. It should also help learners to develop the skills to resolve conflicts and to work constructively with others.

Psychosocial support: Support processes and actions that promote the holistic well-being of people in their social world. It includes support provided by family, friends and teachers. Examples of family and community support include efforts towards positive discipline. (Refer to UNESCO's Positive Discipline in the Inclusive, Learner-Friendly Classroom in the Resource Pack)

Pedagogy: Strategies or styles of instruction and learning processes, the study of being a teacher. Pedagogy is the observable act of teaching and modelling values and attitudes that embodies educational theories, values, evidence and justifications. A child-friendly pedagogy using a rights-based curriculum aims at fostering not only core competencies but citizenship, non-discrimination, peace and a participatory and enabling environment for learners to voice their own ideas and learn to listen to and respect different views.

Positive Discipline: A long-term perspective on developing positive attitudes and behaviour shared by both children and adults, notably teachers. It includes the development of self-discipline and mutual respect. Often initiated or introduced through teacher training in response to punitive discipline that instils fear and relies on physical or humiliating punishment. Strong school-community partnerships are needed to enable a real and sustained shift towards positive discipline. (Refer to UNESCO's Positive Discipline in the Inclusive, Learner-Friendly Classroom in the Resource Pack)

Psychosocial support: Process and actions that promote the holistic well-being of people in their social world. It includes support provided by family, friends and teachers. Examples of family and community support include efforts towards positive discipline that instills fear and relies on physical or humiliating punishment. Strong school-community partnerships are needed to enable a real and sustained shift towards positive discipline. (Refer to UNESCO's Positive Discipline in the Inclusive, Learner-Friendly Classroom in the Resource Pack)

Psychosocial well-being: The term ‘psychosocial’ underscores the close connection between psychological aspects of our experience (e.g., our thoughts, emotions, and behaviour) and our wider social experience (e.g., our relationships, traditions, and culture). Well-being is a condition of holistic health in all its dimensions: physical, emotional, social, and spiritual. It is also a process, well-being consists of the full range of what is good for a person, including all aspects of life. Well-being is characterised by good values – as locally defined, having positive social relations and a supportive environment, coping with challenges through the use of positive life skills and having security, protection, and access to quality services. Education can protect children by helping them recover from the psychological and social effects of distress and by supporting their natural resilience to do so. Teachers may also need help in recovery as well as guidance in how education can be adapted to support the healing process.

Quality education: Quality education is accessible, gender-sensitive and responds to diversity. It includes 1) a safe and inclusive learner-friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate content-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; 4) adequate and relevant materials for teaching and learning; 5) participatory methods of instruction that respect the dignity of the learner; 6) appropriate class sizes and teacher-student ratios; and 7) an emphasis on recreation, play, sport and creative activities, in addition to areas such as literacy, numeracy and life skills so learners are able to improve not only their cognitive skills, but also prevent a cycle of anger and human destructiveness at a social and generational level.

Relevant education: Learning opportunities that are appropriate for learners. Relevant education takes into account local traditions and institutions, positive cultural practices, belief systems and the needs of the community. It prepares children for a positive future in society in the national and international context. Relevant education is an element of educational quality and refers to what is learnt, how it is learnt, and effectiveness of the learning.
Appendix 3: Brief on the INEE Minimum Standards for Education – Preparedness, Response, Recovery

### Foundational Standards: Community Participation, Coordination, Analysis

#### Teaching and Learning

**Standard 1: Curricula**
- Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

**Standard 2: Training, Professional Development and Support**
- Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

**Standard 3: Instruction and Learning Processes**
- Instruction and learning processes are learner-centered, participatory and inclusive.

**Standard 4: Assessment of Learning Outcomes**
- Appropriate methods are used to evaluate and validate learning outcomes.

**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

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### Appendix 4: Brief on INEE Teaching and Learning Initiative

This brief is designed to be used for advocacy and dissemination purposes when introducing new audiences to the INEE Guidance Notes and Resource Pack on Teaching and Learning.

#### Stable Schools, Stable Societies: INEE Teaching and Learning Guidance Notes

Since the Dakar World Education Forum in 2000, there has been increased attention to the education needs of populations affected by conflict and disaster. However, while progress has been made in recent years to ensure that all children and youth affected by crisis have access to educational opportunities, the content of what is taught, the teacher training and teaching methodologies, and the evaluation of learning outcomes are too often inadequately addressed. It is imperative that education in emergencies through to recovery is appropriate and relevant. Enrolling learners in a programme is of little use, and may have serious longer-term ramifications, if the programme lacks substance, relevancy and/or quality teaching. Attention to curricula is critical to avoid reproducing content that may have contributed to past divisions and conflict. What benefit is it to spend money and resources to build new schools if curricula only foster historical hatreds or create new tensions, relocating schools to critical battlegrounds in a civil struggle?

Crisis may provide an opportunity for governments, communities, and partners such as NGOs and UN agencies, to rebuild the foundations of human security, including through teaching all members of a community new skills and values, such as the importance of inclusive education and participation in the social and political processes. Beyond reading, writing, and arithmetic, schools in these fractured societies lay the groundwork for peace, tolerance, conflict resolution, human rights, environmental conservation, and disaster prevention, thereby helping prevent, mitigate, and respond to future crises. Access to quality education ensures communities and individuals have the support required to sustain their psychological well-being and to rebuild their communities. Simply put, quality education works. Studies show that increased levels of high-quality primary and secondary education reduce violence18, while every additional year of formal schooling for males reduces their risk of becoming involved in conflict by 20 percent19.

Recognizing that quality education can contribute positively to human security across all stages of risk management—from crisis response to recovery, from development to prevention and preparedness—is essential. Therefore, governments and the international community must ensure that educational responses are based on good practices, such as those that are contained within the INEE Guidance Notes and Resource Pack on Teaching and Learning.

#### What are the INEE Guidance Notes on Teaching and Learning?

Developed in a widely consultative manner by a network made up of more than 4,000 members working in 138 countries (as of January 2010) to ensure all people the right to quality and safe education in emergencies through to recovery, the INEE Teaching and Learning Guidance Notes provide a framework to identify and address critical teaching and learning issues within crisis-affected communities. Building on the INEE Minimum Standards, the Teaching and Learning Guidance Notes articulate evidence-based good practice on critical issues related to curricula adaptation and development, teacher training, professional development and support, instruction and learning processes, and the assessment of learning outcomes. Accompanying the Guidance Notes is a Resource Pack of vetted resources, including sample tools, teaching materials and case studies, which can be used to adapt the good practices within the Guidance Notes to one’s specific context.

#### Why and Who should use the Guidance Notes on Teaching and Learning?

Whether in an acute emergency, early recovery, or preparedness phase of a conflict or natural disaster, education stakeholders can use the good practices illustrated in the INEE Guidance Notes on Teaching and Learning to help make important decisions about the nature of education services offered, both formal and non-formal, the curricula to be followed including priorities for learning, whether focused on literacy, numeracy, life skills, survival, vocational skills or academic study; and methodologies for learning and teaching including psychosocial support for learners and staff.

Primary users are government ministries (Education, Youth, and Social Welfare Ministries) and the staff of implementing organisations, including international and national NGOs. This tool is also useful for donors, institutions training education staff or conducting research, the teaching community, teachers’ unions, and affected communities.

For more information, please contact: teachinglearning@ineesite.org or go to ineesite.org/teachinglearning

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18 Save the Children Norway (2008) Education for Peace: Building peace and transforming armed conflict through education systems

19 Where Peace Begins, Save the Children

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Photo courtesy and copyright of UNICEF
**Appendix 5: Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis Template**

Please refer to Table 1 in the Curricula section on page 4 for an example of a completed SWOT analysis template on curriculum.

Situation being analysed: _______________________________________________________________________________________

Partners involved in analysis: ___________________________________________________________________________________

This SWOT template is for an education analysis. Many criteria can apply to more than one quadrant. Identify criteria appropriate to your own SWOT situation.

One of the key objectives of the SWOT is to articulate information about a situation so that practitioners and decision-makers are able to build on Strengths, minimise Weaknesses, seize Opportunities, and counteract Threats. They help organisations or the education sector better understand the current situation and what interventions or support are required to achieve education goals. When developing a SWOT, a safe and open environment should be created to allow for candid analysis. Time must be taken to reflect on and decide what to do with the results of the SWOT, taking into consideration the roles and responsibilities of the various stakeholders. What are the steps required to minimise weaknesses and counteract threats? What strengths and opportunities enable a response? How can the results of the SWOT be used to develop sector or organisational plans?

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### Situation being analysed

- Partners involved in analysis:

### This SWOT template is for an education analysis. Many criteria can apply to more than one quadrant. Identify criteria appropriate to your own SWOT situation.

### Key Components

- **Strengths**
  - Basic competencies developed (reading, writing, numeracy, communication)
  - Learners increasingly exposed to new subject areas, especially in sciences, social studies, the arts, life skills, religious studies
  - Most often only one teacher instructs on all or most of the subjects
  - Learner-centred approaches are promoted
  - Integrated learning and curricula are promoted (e.g., the relationship between humans and their environment, the relationship between individuals, their culture and societies, the relationship within an individual's behaviors and beliefs, etc.)
  - Classroom teachers have an important role in providing continuous, formative, and summative assessment
  - In upper primary a first foreign language may be introduced
  - In some countries, increased emphasis is also put on ICT

- **Weaknesses**
  - Most often compulsory
  - Basic competencies developed (reading, writing, numeracy, communication)
  - Learners increasingly exposed to new subject areas, especially in sciences, social studies, the arts, life skills, religious studies
  - Most often only one teacher instructs on all or most of the subjects
  - Learner-centred approaches are promoted
  - Integrated learning and curricula are promoted (e.g., the relationship between humans and their environment, the relationship between individuals, their culture and societies, the relationship within an individual's behaviors and beliefs, etc.)
  - Classroom teachers have an important role in providing continuous, formative, and summative assessment
  - In upper primary a first foreign language may be introduced
  - In some countries, increased emphasis is also put on ICT

- **Opportunities**
  - Development of basic competencies, such as communication, reading, writing, and numeracy by using the mother tongue, as well as the language of instruction if different from mother tongue
  - Awareness of connections in and between the self and the natural and developed environment
  - Capacity to use different codes for self-expression and problem solving (e.g., linguistic, artistic, symbolic, bodily/non-verbal)
  - Capacity to link decisions to actions and consequences
  - Capacity to reason correctly and increasingly deal with abstractions
  - Capacity to develop a basic understanding of rights and responsibilities

- **Threats**
  - Development of some basic health and hygiene awareness and skills
  - Development of some basic health and hygiene awareness and skills

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**Appendix 6: Learning Outcomes**

### A. Education levels (ISCED)**

<table>
<thead>
<tr>
<th>EDUCATION STAGE: EARLY CHILDHOOD EDUCATION (ECE)</th>
<th>ISCED LEVEL: 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Learning Outcomes</strong> (Selected Examples)</td>
<td></td>
</tr>
<tr>
<td>• Basic competencies developed (reading, writing, numeracy, communication)</td>
<td></td>
</tr>
<tr>
<td>• Learners increasingly exposed to new subject areas, especially in sciences, social studies, the arts, life skills, religious studies</td>
<td></td>
</tr>
<tr>
<td>• Most often only one teacher instructs on all or most of the subjects</td>
<td></td>
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<tr>
<td>• Learner-centred approaches are promoted</td>
<td></td>
</tr>
<tr>
<td>• Integrated learning and curricula are promoted (e.g., the relationship between humans and their environment, the relationship between individuals, their culture and societies, the relationship within an individual's behaviors and beliefs, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Classroom teachers have an important role in providing continuous, formative, and summative assessment</td>
<td></td>
</tr>
<tr>
<td>• In upper primary a first foreign language may be introduced</td>
<td></td>
</tr>
<tr>
<td>• In some countries, increased emphasis is also put on developing ICT-related competencies</td>
<td></td>
</tr>
</tbody>
</table>

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**Appendix 6: Learning Outcomes**

### A. Education levels (ISCED)**

<table>
<thead>
<tr>
<th>EDUCATION STAGE: PRIMARY EDUCATION</th>
<th>ISCED LEVEL: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Learning Outcomes</strong> (Selected Examples)</td>
<td></td>
</tr>
<tr>
<td>• Development of basic competencies, such as communication, reading, writing, and numeracy by using the mother tongue, as well as the language of instruction if different from mother tongue</td>
<td></td>
</tr>
<tr>
<td>• Awareness of connections in and between the self and the natural and developed environment</td>
<td></td>
</tr>
<tr>
<td>• Capacity to use different codes for self-expression and problem solving (e.g., linguistic, artistic, symbolic, bodily/non-verbal)</td>
<td></td>
</tr>
<tr>
<td>• Capacity to link decisions to actions and consequences</td>
<td></td>
</tr>
<tr>
<td>• Capacity to reason correctly and increasingly deal with abstractions</td>
<td></td>
</tr>
<tr>
<td>• Capacity to develop a basic understanding of rights and responsibilities</td>
<td></td>
</tr>
<tr>
<td>• Basic interest in, and mastery of, inquiry-based learning</td>
<td></td>
</tr>
<tr>
<td>• Their relationship to children's rights</td>
<td></td>
</tr>
<tr>
<td>• Capacity to demonstrate the understanding of rules and norms and their relationship to children's rights</td>
<td></td>
</tr>
<tr>
<td>• Basic internet literacy, and mastery of inquiry-based learning and problem-solving using exploratory methods of learning, respecting established scientific norms, and a critical thought process</td>
<td></td>
</tr>
<tr>
<td>• Development of motor and spatial abilities, such as coordination of movements, usage of simple tools and procedures</td>
<td></td>
</tr>
<tr>
<td>• Development of life skills, such as awareness of dangers and appropriate behaviors to avoid them, good health practices, civil dialogue, environmental awareness, communication skills</td>
<td></td>
</tr>
<tr>
<td>• Basic mastery of ICT</td>
<td></td>
</tr>
</tbody>
</table>

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*ISCED: International Standard Classification of Educational levels*
Entrepreneurial education and mathematics education, citizenship education, work and personal development and career orientation continue in several (usually) discrete subjects, teaching and learning is differentiation and specialisation. The curriculum may provide increased opportunities for learners begin to integrate the world of work with education and training. Certifications conducted at the end of the education level, to tertiary education based on specific examinations and some forms of general and TVET streams provide access to further education. Students who will not continue in upper secondary education may transition into employment or apprenticeship. Alternative approaches, such as distance education, may be used in specific circumstances. Learner-centred approaches are usually still widely used. Differentiation may also provide increased possibilities for learners in many countries, a second foreign language is introduced, as well as personal and career orientation. TVET elements are introduced, as well as personal and career orientation.

### Education Stage: Lower Secondary Education (Including TVET)

<table>
<thead>
<tr>
<th>Key Components (Selected Examples)</th>
</tr>
</thead>
</table>
| • Students engage with more diverse subjects, though sciences and social studies may be taught in an integrated way. 
• Discrete subjects are often taught by different teachers, though team-teaching may be used when appropriate. 
• In many countries, a second foreign language is introduced. 
• The curriculum may also provide increased possibilities for differentiation. 
• Learner-centred approaches are usually still widely used. 
• Some forms of assessment, such as tests and examination, are introduced to determine completion of education levels. 
• Alternative approaches, such as distance education, may be used in specific circumstances. 
<table>
<thead>
<tr>
<th>Expected Learning Outcomes (Selected Examples)</th>
</tr>
</thead>
</table>
| • Higher-order intellectual skills, such as capacity to analyse, synthesise, solve problems independently and creatively, assess evidence/data, processing and interpreting data, drawing conclusions, sharing findings, formulating hypotheses, searching for evidence/data, processing and interpreting data, drawing conclusions, sharing findings, formulating hypotheses, searching for evidence/data, processing and interpreting data, drawing conclusions, sharing findings. 
• Capacity to apply inquiry-based learning and research approaches (such as formulating hypotheses, searching for evidence/data, processing and interpreting data, drawing conclusions, sharing findings, formulating hypotheses, searching for evidence/data, processing and interpreting data, drawing conclusions, sharing findings, formulating hypotheses, searching for evidence/data, processing and interpreting data, drawing conclusions, sharing findings). 
<table>
<thead>
<tr>
<th>Disaster Risk Reduction Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
</tbody>
</table>
| • Learners can explain how land-use practices increase the destructive potential of seasonal floods. 
• Learners know what to do when they hear various warning signals. 
| **Attitudes** |
| • Learners value and wish to protect natural environments. 
• Learners believe they have a responsibility to help mitigate the effects of natural disasters. 
| **Skills** |
| • Learners demonstrate their ability to take action to preserve and protect the natural environment. 
• Learners can map and communicate existence of emergency service providers in their local community. 
| **Behavioural intent** |
| • Learners express a desire to make plans with parents and other family about where to meet in the case of an emergency. 
• Learners express an intention to use proper sterilisation techniques for unsafe drinking water. 

### Education Stage: Upper Secondary Education (Including TVET)

<table>
<thead>
<tr>
<th>Key Components (Selected Examples)</th>
</tr>
</thead>
</table>
| • Some forms of general and TVET streams provide access to tertiary education based on specific examinations and some forms of general and TVET streams provide access to further education. 
• Students begin to integrate the world of work with education and training. 
• The curriculum may also provide increased possibilities for differentiation and specialisation. 
• In several (usually) discrete subjects, teaching and learning is now increasingly focused on academic aspects. 
• Personal development and career orientation continue. 
<table>
<thead>
<tr>
<th>Expected Learning Outcomes (Selected Examples)</th>
</tr>
</thead>
</table>
| • Enhanced capacity to communicate and express oneself by using different codes in a personal and articulate way (e.g., linguistic, artistic, symbolic, bodily, non-verbal codes). 
• Enhanced capacity to use methods, procedures and tools specific to scientific research. 
| Disaster Risk Reduction Education |
| **Knowledge** |
| • Learners can explain how land-use practices increase the destructive potential of seasonal floods. 
• Learners know what to do when they hear various warning signals. 
| **Attitudes** |
| • Learners value and wish to protect natural environments. 
• Learners believe they have a responsibility to help mitigate the effects of natural disasters. 
| **Skills** |
| • Learners can map and communicate existence of emergency service providers in their local community. 
• Learners can map and communicate existence of emergency service providers in their local community. 
| **Behavioural intent** |
| • Learners express a desire to make plans with parents and other family about where to meet in the case of an emergency. 
• Learners express an intention to use proper sterilisation techniques for unsafe drinking water. 

### Measurable Learning Outcomes

B. Measurable Learning Outcomes

Each contact is different and will require stakeholders to tailor learning objectives for different education programmes and developmental stages. The following provides examples of measurable learning outcomes:

<table>
<thead>
<tr>
<th>Measurable Learning Outcomes</th>
<th>Disaster Risk Reduction Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Learners can explain how land-use practices increase the destructive potential of seasonal floods. 
• Learners know what to do when they hear various warning signals. 
| **Attitudes** |
| • Learners value and wish to protect natural environments. 
• Learners believe they have a responsibility to help mitigate the effects of natural disasters. 
| **Skills** |
| • Learners demonstrate their ability to take action to preserve and protect the natural environment. 
• Learners can map and communicate existence of emergency service providers in their local community. 
| **Behavioural intent** |
| • Learners express a desire to make plans with parents and other family about where to meet in the case of an emergency. 
• Learners express an intention to use proper sterilisation techniques for unsafe drinking water. 

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APPENDIX 6
Appendix 7: Developing Indicators for Monitoring and Evaluation

Indicators are useful tools in measuring the impact of a programme or activity. Many education programmes focus on collecting evidence of change using quantitative indicators (measuring numbers). Qualitative indicators attempt to go beyond numbers and measure the more nuanced evidence of more subjective elements of individual and social development.

Each of the four main sections in the Guidance Notes – Curricula; Training, Professional Development, and Support; Instruction and Learning Outcomes; and Assessment of Learning Outcomes – raised questions in their respective tables about the involvement of stakeholders, the appropriateness and relevancy of existing materials or training programmes, and the impact seen in the teaching and learning process when particular training, materials or teaching methods are used. Indicators may be created for each of the questions raised in the tables. To do this, it is necessary to decide what activity, input, or interaction will create change and craft it into an observable act. More comprehensive guidance is available in the INEE Teaching and Learning Resource Pack.

Examples of indicators taken from each section:

**Curricula**
- Number and background of stakeholders involved in the curriculum analysis and review
- Existence of tailored curriculum that includes content appropriate to the phase of the emergency
- Existence of curriculum for all ages and development levels
- Number of teachers and education personnel trained in revised curriculum
- Key thematic issues are included in curriculum
- Number of children or youth better able to protect themselves and their communities (e.g. targeting specific skills, knowledge and behaviour in HIV prevention, UNGuidelines awareness)

**Training, Professional Development, and Support**
- Number, background and diversity of stakeholders involved in supporting teaching and learning processes
- Appropriate stakeholders have been involved and understand assessment methods and objectives
- MOE or implementing organisations have developed comprehensive training programmes based on assessment results
- Expected results have been achieved through the training activities
- Capacity needs have been mapped and progress made towards addressing gaps or weaknesses
- On-going assessment of teaching to ensure sustained and increased quality, and monitoring of pedagogical processes

**Instruction and Learning Outcomes**
- Number and background of stakeholders supporting the instruction and learning process at school level
- Number of teachers practising child-centred methodologies
- Number of teachers teaching content that is relevant and appropriate to learners’ needs
- Number of classrooms with child-friendly environments, layout and materials that promote active interaction between and amongst learners and teachers
- Number of learners actively participating in the learning process in child friendly spaces

**Assessment of Learning Outcomes**
- Baseline learning assessment conducted to identify appropriate placement of learners
- Include non-programme/control schools (if they exist) in assessment to measure impact of overall programme
- Aggregate assessment measures (individual scores and other measures of programme impact) are analysed to determine the extent to which the programme is helping to minimise risk and maximise protection in learners’ lives

Appendix 8: Teachers’ User Guide to the INEE Guidance Notes on Teaching and Learning

Teachers play a crucial role during and after disasters and conflict. Education programmes provide students and their families with life-sustaining and life-saving information and support. They also provide the opportunity for continuity in school, which can lead to a greater sense of hope and emotional stability during an otherwise tumultuous time.

Unfortunately, teaching resources and education structures are often impacted by disasters and conflicts, making it even more difficult for teachers to provide quality education in emergency settings. Education systems may be unable to provide appropriate training, technical and administrative support; it may be necessary for teachers to find other options to build their skills and create their own support system such as through organizing teacher support groups where they can meet and problem solve together. However, teachers can still provide their students with a positive and relevant learning experience if they are prepared, flexible, resourceful and understand their own limitations in times of crisis.

This Teacher’s User Guide is designed to be used by teachers and teacher trainers. It offers practical tips for teachers to keep in mind when planning and supporting classes during times of crises or early recovery. It pulls from the INEE Guidance Notes on Teaching and Learning to provide key issues for teachers to consider related to:
- **Curricula**
- **Training, Professional Development and Support**
- **Instruction and Learning Processes**
- **Assessment of Learning Outcomes**

Users may want to refer to the longer document for a comprehensive overview of the teaching and learning process, references to documents and training manuals, and a list of key terminology.

**Contextualisation**

Different countries and communities will need different approaches to education during emergencies and early recovery. There will also be differences between natural disasters and armed conflict. Teachers are encouraged to discuss specific needs of students with other teachers, their supervisors, parents and community members. Remember you are not alone. Some key differences between natural disaster and armed conflict are summarised below in Table 1.

<table>
<thead>
<tr>
<th>Table 1: Key differences between natural disaster and armed conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Natural Disaster</strong></td>
</tr>
<tr>
<td><strong>Possible Impacts</strong></td>
</tr>
<tr>
<td>- Students fear the event will be repeated</td>
</tr>
<tr>
<td>- Large-scale damage to housing and schools</td>
</tr>
<tr>
<td>- Lack of clean water and sanitation facilities</td>
</tr>
<tr>
<td>- Increase in diseases like cholera and malaria</td>
</tr>
</tbody>
</table>

**Possible Responses in Classroom and Instruction**

- Providing lessons to explain how the natural disaster occurred and how students can protect themselves in the future
- Cleaning debris from classrooms and school
- Creating temporary safe water tanks and toilets
- Teaching students how to protect themselves by cleaning hands, collecting and using only safe water, and using mosquito nets

- Create activities that allow students to feel safe and valued
- Peace education activities and messages incorporated into daily lesson plans
- Create teacher support circles in a school and share tips together
Key Thematic Issues

In any context there will be important issues that teachers will want to keep in mind when developing and planning both immediate and long-term activities related to Curricula, Teacher Training, Instruction and Learning Processes, and Assessment of Learning Outcomes. These issues have been taken into account in developing the Key Points for Teachers to Consider (below). For a list of the key thematic issues, please refer to Note H on page 12 in the Guidance Notes.

1. Curricula

Curricula involves a set of agreed-upon learning objectives and a structured plan of activities or experiences designed to achieve these objectives and support the learning process. It includes the framework and written documents used in classroom instruction, such as textbooks, teaching and learning aids, and the syllabi that help teachers plan classroom activities. In formal education systems, the curriculum is usually developed at the national level while non-formal education curriculum may be developed by other groups.

Regardless of the amount of materials available, teachers are expected to follow a set framework and ensure students achieve certain learning objectives. While they may have little control over the curricula, it may be possible for teachers to incorporate important life skills and peace education messages and content during times of emergencies and early recovery. These new messages and content may help save a student’s life or provide protection, expand learner knowledge and understanding of the world and how they can lead productive and peaceful lives, and help them develop skills needed to find employment. Teachers, together with their supervisors and the community, may be able to promote important messages using innovative teaching methods such as student-centred approaches.

Key Points for Teachers to Consider regarding Curricula:

- Does the curriculum include biased materials?
  - Teachers can work with their supervisors and the community to identify biased materials in the curricula that include negative stereotypes or portrayals of groups of people (by gender, race, ethnicity, religion, political beliefs, geographic location, or ability).
  - Whether or not this material is immediately removed, teachers may be able to add additional content or classroom activities to discuss biases to help ensure a more inclusive classroom environment. Gender and inclusive education are two important key thematic issues for teachers to consider.

- Does the situation require a change in the curriculum?
  - What is the nature of the emergency and what impact has it had on students?
  - Do the students have the knowledge and skills to adapt to their changed environment and protect themselves in future?
  - What additional information do students need to have?
  - If, for example, a flood has contaminated drinking water, what do the students need to know to protect themselves and their families from waterborne disease? Is there a combined armed conflict in the area and how have been placed in the fields and forests, what do the students need to know to protect themselves and their families from harm?
  - Child protection, psychosocial support, and links with other sectors (such as health, water and sanitation, and nutrition) are possible key thematic issues for teachers to consider. This may particularly useful when exposing the life-skills messages that may provide physical, mental, and emotional protection.

- How can positive messages on human rights, peace education, and conflict mitigation be incorporated into the curricula?
  - If these are not already incorporated into the curricula, are there natural entry points in the curricula to introduce key concepts?
  - Is it possible, for example, to introduce human rights or the rights of the child in history or science class? To include peace education activities in a language class?
  - Is the class ready for peace education or is a combined approach with conflict mitigation (e.g. helping students develop skills to decrease the negative impact of conflict and violence) more appropriate?

- What opportunities exist for in-service, on-going training?
  - Are there the Ministry of Education or teacher training institutes providing “standard” training or more targeted training with new content or methods for the emergency? If yes, are you able to participate?
  - Are organizations (including the UN NGOs or NGO providing training programs for teachers)? If yes, are you able to participate?
  - Take turns observing other teachers’ classes and providing peer feedback.
  - If you have an opportunity to participate in a training course, it is preferable that at least two teachers from the same school attend together to support each other. Teachers return from school to the training, make time to share or conduct some in-school training with other teachers, and discuss the training needs. Other teachers may be important to discuss the benefits of the training, changed expectations in the classroom, and the support needed to make lasting and positive change.

- What opportunities exist for creating support systems at the school or community level?
  - Although teachers benefit and get recognition for official training courses offered by the Ministry of Education, UN agencies or NGOs, there may be other opportunities to learn. Be creative in your training opportunities and consider alternative sources of training and support. These may include:
    - Establishing time and space each week or months with teachers from your school or area schools to share experiences and knowledge
    - Pairing younger, less experienced teachers with more experienced teachers who can serve as mentors.
    - Conduct informal research on specific topics that are of interest to your community, either individually or in a group
    - Attend training sessions and workshops that are available for teachers in your area

- What additional information do students need to know?
  - What additional information do students need to know when a natural disaster or armed conflict occurs? Is it possible to develop new curricula for these events?

- What opportunities exist for creating support systems at the school or community level?
  - Although teachers benefit and get recognition for official training courses offered by the Ministry of Education, UN agencies or NGOs, there may be other opportunities to learn. Be creative in your training opportunities and consider alternative sources of training and support. These may include:
    - Establishing time and space each week or months with teachers from your school or area schools to share experiences and knowledge
    - Pairing younger, less experienced teachers with more experienced teachers who can serve as mentors.
    - Conduct informal research on specific topics that are of interest to your community, either individually or in a group
    - Attend training sessions and workshops that are available for teachers in your area

Suggested Readings for Teachers on Curricula:

3. Instruction and Learning Processes

The process of instruction is defined here as the interaction between students, teachers, and the curriculum. It is the centre of the learning process and follows the established curriculum. During emergencies, the needs of learners and their communities (including teachers and other education personnel) may change dramatically. Creating safe, protective spaces during emergencies is a necessary step towards recovery for both the individual student and their community because it re-establishes routines and a sense of normalcy as well as providing protection, skills and hope for a better future. The process of instruction should ensure the inclusion of all students in both accessing education as well as actively participating in classroom activities. Several key thematic issues are of particular relevance and importance in the instruction process, including child protection, psychosocial support, inclusive education, gender, and the recognition of human rights.

Key Points for Teachers to Consider in Instruction and Learning Processes:

- Involving parents and community members in the instruction and learning processes
- Identify students who may need extra support, help students and their communities (including teachers and other education personnel) to plan, prepare and implement learning activities, and monitor and evaluate the learning process
- How can teachers and teaching assistants help students understand and relate to the curriculum?
- How can teachers manage large classes?
- How can teachers promote positive discipline?
- How can teachers encourage active learning?

How can teachers manage large classes?

- Take time to know your students and understand their educational and personal backgrounds to ensure that you use activities and speak in a way that they will understand. In large classes, this is a difficult task and may take some time.
- Consider creative ways to learn about students through homework assignments or playing games to arrange them in similar interest.
- Maximize classroom space by removing all unnecessary objects or materials or trying different arrangement of desks and chairs, allowing students to move around and participate in group work more freely.
- Ask students to help maintain the class space (the class space can be used more efficiently). If there are smaller or open space available outside the classroom or that will provide protection, consider asking small groups to work outside for specific activities. This may be an opportunity to ask parents, other teachers, or youth to lead, monitor or assist in activity instructions.
- Consider the many different ways students with disabilities can be supported to actively participate. It is possible to promote peer support without discriminating or humiliating students with disabilities. There may be students with special needs, who may require individual attention or support to complete learning tasks or to help with feeding, dressing, or hand-holding, or blind or poor eyesight. Consider when they may best be able to actively participate in classroom activities.
- Facilitate the movement of the class. Large classes may be noisy and chaotic, but with clear rules and directions, large classes may also be more easily managed. Consider having student organize themselves outside the class and ask that they enter in an orderly manner.
- You may decide to divide the class of students into different ages or grade levels by desk, corner or of the room. Placed in smaller groups, large students in some multi-grade classes may be more self-directed and responsible for their work and helpful to their peers.
- Break large classes into small groups for activities or small projects when possible. For example, small groups may make a presentation on the most important messages from the lesson the teacher has given, complete a set of math problems together, or write a story together for a language-class. Change students within the small groups regularly so that they may benefit from interacting and learning from other peers.
- Consider developing a ‘class code of conduct’. This should be done together with students so that they feel ownership and will be encouraged to co-manage the class. The code may include guidelines such as making eye contact while speaking, being respectful and listening to others when they speak, and sharing resources like textbooks and writing materials, amongst others.

How can teachers promote positive discipline?

- Positive discipline does not punish a student but rather develops a student’s good behaviour. It involves praising students for being good and focuses on promoting positive behaviour rather than punishing negative or aggressive behaviour, although it may be difficult when students are responding to unsettling events in emergency settings.
- Make your expectations clear and remind students of their expectations when they act out in class.
- Model good behaviour. Students watch everything and hear everything, and learn how to behave by observing role models.
- Promote a student’s understanding of positive behaviour by teaching students with respect and patience.

The following lesson planning template pulls together important elements to consider in the planning, evaluation of the instruction and learning processes. This may be used to identify general learning objectives, links with curriculum, and clear outcomes expected from each activity. For example, if a history lesson is highlighting interactions between two racial groups in the country’s history, the teacher may detail anticipated changes to students’ cognitive, social, and practical competencies as well as the impact on the students’ personal development or sense of identity.

The teacher may then identify teaching methods to be used in this lesson, the method and or the role to use to assess students’ progress, and materials needed to conduct the lesson. Additionally, the teacher may highlight how this lesson fits with other lessons in history or in other subject areas. Maintaining records similar to this will allow teachers to create plans and follow progress of the class when assessing learning outcomes of students.

APPENDIX 8

Suggested Readings for Teachers on Training, Professional Development and Support: (Also available at educationsources.unicef.org/ or by requesting an INEE Toolkit CD-ROM at teachingsources@unicef.org)


APPENDIX 8
<table>
<thead>
<tr>
<th>Table 2: Sample Lesson Planning Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Lesson:</td>
</tr>
<tr>
<td>Grade level:</td>
</tr>
<tr>
<td>Subject:</td>
</tr>
<tr>
<td>Prepared by:</td>
</tr>
<tr>
<td>Lesson objective(s):</td>
</tr>
<tr>
<td>Additional content or messages to be conveyed in lesson beyond standard curriculum (for example: specific key thematic issues such as human rights, peace education, HIV/AIDS awareness, etc.; learning to collaborate through project work; importance and value of community service; etc.)</td>
</tr>
<tr>
<td>Overview of Content or Lesson:</td>
</tr>
<tr>
<td>Identify expected learning outcomes in the following areas, below, as relevant:</td>
</tr>
<tr>
<td>Cognitive Knowledge, Attitudes or Skills</td>
</tr>
<tr>
<td>Identifying Attitudes or Skills</td>
</tr>
<tr>
<td>Social Knowledge, Attitudes or Skills</td>
</tr>
<tr>
<td>Practical Knowledge, Attitudes or Skills</td>
</tr>
<tr>
<td>What teaching methods are planned (small-group work, question and answer, games, interactive activities, lectures, etc.):</td>
</tr>
<tr>
<td>Assessment of learning outcomes (how changes in students’ knowledge, attitudes, and skills will be measured and recorded):</td>
</tr>
<tr>
<td>Resources needed (reference or material resources):</td>
</tr>
</tbody>
</table>

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4. Assessment of Learning Outcomes

Assessment of learning outcomes involves measuring a student’s progress against established learning objectives that should be outlined in the Curriculum. Understanding a student’s or class’s progress allows teachers to better identify learners’ needs and make necessary adaptations to lesson plans or provide targeted support to students. There are two types of assessment:

- **Continuous Formative Assessment** is the daily or regular assessment of a student’s progress. Information can be used to immediately improve the teaching and learning process by modifying teaching approaches and materials. Examples of this include observation of student’s involvement in class and with peers as well as their performance on homework assignments, oral reports, and written essays, among others.

- **Continuous Summative Assessment** involves evaluating prior learning to determine a student’s achievement, most often expressed in marks or grades. This is often used to determine whether a student is ready to move to the next grade or level. The most notable example of this is the use of examinations at the end of the academic year or at the end of primary, intermediate, or secondary schools.

**Key Points for Teachers to Consider in Assessment of Learning Outcomes:**

- **What are the most effective and appropriate assessment methods?**
  - National examinations are one form of assessing student achievement. It is important to ensure students are able to enter examinations with confidence in their abilities to perform well.
  - Examinations may not be the most effective way of showing progress; furthermore, students may find examinations and other traditional forms of assessment very stressful. Consider whether alternative options are possible at certain points in the academic calendar, assessing student’s performance in small group activities or other active learning exercises.
  - Asking open-ended questions, rather than “Yes/No” or multiple-answer questions, allows students an opportunity to show how well they have understood the lesson or subject.

- **How can assessment be used to improve the teaching and learning process?**
  - Systems may be in place to collect official data for your supervisor (but you may also want to maintain your own system of collecting and recording assessment information, allowing you to track student progress over time. This may include daily records of attendance, discipline issues, completion of homework, scores on assignments, and test or examination scores. You may also want to record the student’s level of participation or engagement in classes, ability to work with others on assignments, development of social and communication skills, or other types of information you think appropriate based on the curriculum, learning objectives, and class activities.

**Suggested Readings for Teachers on Instruction and Learning Processes:**

Appendix 9: Feedback Form

Thank you for sharing your experience using the INEE Guidance Notes and Resource Pack on Teaching and Learning. This feedback will inform an update of and strategy for promotion of these tools.

Please fill in as many questions as possible and return it to the INEE Secretariat at teachinglearning@ineesite.org. You can also provide feedback on-line at ineesite.org/feedback.

Date: 
Name: 
Organisation and job title: 
Address: 
Phone/fax: 
E-mail: 

1. At what point in the educational response (acute emergency, chronic crisis, early recovery) did you use the Guidance Notes on Teaching and Learning? Are you using the document and Resource Pack together? If yes, in what way? 

2. Please list the ways in which you or your organisation have used the Guidance Notes on Teaching and Learning. Be as specific as possible and include the ways (if any) in which you adapted the Guidance Notes to your context and to the work of your project, organisation, coordination, structure, etc.

3. What sections of the Guidance Notes or Resource Pack did you find most useful in your work? Please explain why they were useful.

4. What sections were not useful or immediately relevant to you, your organisation, or the context in which you work? Please explain.

5. Based on your experience, what additional information and/or tools could be added to the Guidance Notes and Resource Pack on Teaching and Learning to facilitate the planning of Teaching and Learning programmes? 

6. Please provide any additional comments or feedback on the Guidance Notes and Resource Pack on Teaching and Learning.
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