

STEPS TO CONTEXTUALIZE THE INEE MINIMUM STANDARDS

The INEE Minimum Standards are generic in order to have broad application in a range of settings.

It is useful to contextualize the standards so that they can apply to a particular setting or context. This tool will help to guide the process of contextualizing the INEE Minimum Standards so that they can be used in real and meaningful ways.

For example the standard says...

Access and Learning Environment

Standard 3: Facilities and Services

Education facilities promote the safety and wellbeing of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

You may ask....

Which '*education facilities*'?

- the primary classroom? The literacy center? The high school science lab?
- What should the structure include – a roof? A boundary wall? Walls and windows? Adequate light and ventilation? Should it be accessible to all students including those with a physical disability?

What would '*promote the safety and well-being of learners*' entail?

- in this context, what is reasonable for space per learner or for each classroom? Can we consider access to toilets and drinking water? Does it mean that the education facilities are clean and tidy? Does it mean that teachers and students can safely store materials? Does it mean that the teacher does not use corporal punishment? Does it mean that there is explicit instruction on dangers and general hygiene? How do we distinguish between safety and wellbeing? What constitutes wellbeing?

These questions need to be answered in coordination and collaboration with other service providers in your setting. If agencies and service providers can agree on answers to these kinds of questions, you will find the INEE Minimum Standards to be a valuable document to guide your work and monitor your quality of delivery.

STEP 1: Co-ordinate: Map out other education providers. Find out the other agencies that are working in education in your context. You may be working in a refugee camp, an IDP community, with the government schools or with local communities. Within this context, locate the other education providers.

STEP 2: Host an Orientation to INEE Minimum Standards workshop and invite members from agencies who are working in education in your context to participate in the workshop, including education authorities such as Ministry of Education staff. This way agencies can understand the standards and how they can be used in education responses. Encourage wide participation. You may need to consider using a translated version of the INEE Minimum Standards Handbook into

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local language so that you can have wide participation in the workshop - but more importantly with the actual application of the standards in your context.

It is from this group of workshop participants that working groups for the contextualization process can be sought.

STEP 3: Set up a working group with representatives from the agencies working in your setting and preferably those

that have attended the Orientation to INEE Minimum Standards workshop. Again, you may need to use a translated version of the INEE Minimum Standards to ensure participation of the working group. Select a **chairperson** to oversee the entire process of contextualizing *all* the standards. Encourage the working group members to commit to contextualizing *one domain of standards* (one domain can have 2 – 4 standards). Consistency of participation will help to generate consistent language in the process. One meeting can deal with one standard at a time. Schedule 1.5 – 2 hours of discussion per standard. For example...

Please advise the INEE Coordinator for Minimum Standards that you are holding an Orientation Workshop to INEE Minimum Standards and are planning to contextualize the standards.
(minimumstandards@inee.org)

The same Chairperson facilitates each of the Working Group meetings and documents agreement from each meeting			
DOMAIN	STANDARD	MEETING	PARTICIPANTS
Access and Learning Environment	standard 1: equal access	1.5 – 2 hours	Same working group members for each standard of this domain
	standard 2: protection and well-being	1.5 – 2 hours	
	standard 3: facilities and services	1.5 – 2 hours	
Teachers and Other Education Personnel	standard 1: recruitment and selection	1.5 – 2 hours	Same working group members for each standard of this domain
	standard 2: conditions of work	1.5 – 2 hours	
	Standard 3; support and supervision	1.5 – 2 hours	
Etc.			

STEP 4: Present a framework to the meeting as a guide to discussing the characteristics and elements of each standard. (see sample framework attached). Break the standard up into its components so that each component is defined according to the context. The discussion of the standard against the reality of the context will generate some challenging issues. It is important to remember that the INEE Minimum Standards are based on the *rights of the child* and *education for all*. If the reality presents many obstacles and challenges to meet the standards, then you have identified programmatic areas that need attention. Be careful not to lower the standard because the context is particularly challenging. For example – a recommended maximum class size for primary grades is 40 children per teacher. If your context has 80 - 100 children per class, then you know that you need to find ways to reduce class sizes. This may be split shifts (one teacher teaches twice in a day) or employing and training more teachers. Be careful not to say that 80 children per class is recommended class size just because it is occurring in your context.

Make sure that you consult the **Action Points and Guidance Notes** of each standard in the INEE Minimum Standards Handbook to better understand each of the standards and to help guide your

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discussions and definitions. Refer to the example of the INEE Minimum Standards contextualized for community-based education in Afghanistan for some sample explanations. (attached)

STEP 5: Contextualizing the standards requires a **skilled facilitator** or chairperson who can reach compromise within the working group. Skills to wordsmith and edit are important. To make the contextualized standards useful, keep the document simple, ie one page per standard that defines and describes the key elements for the context. Make sure that the working group read and approve the final text for each of the standards as they are developed over time. You can begin with contextualizing the standard that is most crucial to your setting.

STEP 6: Once the standards have been contextualized, compile them altogether and **create a document**. (see example from Afghanistan attached)

STEP 7: Host a forum where they are presented to stakeholders and practitioners in your setting. Distribute the document and discuss how the contextualization occurred and how they may be used to monitor quality of education services. If there are regular coordination forums in your context, you could suggest that the INEE Minimum Standards become a permanent agenda item where agencies can reflect on their application and usage in service delivery.

Once you and the working groups have contextualized the standards, please share a copy of the contextualized standards and lessons learned in the process with the Coordinator for Minimum Standards. Thank you.

minimumstandardss@ineesite.org

This tool has 3 documents

1. Steps to contextualize the INEE Minimum Standards
2. Sample framework for the contextualization process
3. Example document of INEE Minimum Standards contextualized for community-based education in Afghanistan.