

SAMPLE FRAMEWORK FOR THE CONTEXUALIZATION PROCESS OF THE INEE MINIMUM STANDARDS

The following sample framework is part of the Tool to Contextualize the *INEE Minimum Standards for Education: Preparedness, Response, Recovery*. This format should be used in conjunction with the Handbook of INEE Minimum Standards, Steps to Contextualize the Minimum Standards for Education as well as example of the standards contextualized from Afghanistan.

There are five domains of standards.

Domain One: Foundational Standards – Community Participation, Coordination, Analysis	pages 2 - 8
Domain Two: Access and Learning Environment	pages 9 - 11
Domain Three: Teaching and Learning	pages 12 - 15
Domain Four: Teachers and Other Education Personnel	pages 16 - 18
Domain Five: Educational Policy	pages 19 - 20

This tool has 3 documents

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

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

DOMAIN ONE: Foundational Standards: Community Participation / Coordination / Analysis

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Community Participation</p> <p>standard 1: participation</p> <p>Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.</p>	<p><i>Community members:</i></p> <p><i>Participate actively:</i></p> <p><i>(Participate) transparently:</i></p> <p><i>(Participate) without discrimination:</i></p> <p><i>Analysis (of education responses):</i></p> <p><i>Planning (of education responses):</i></p> <p><i>Design (of education responses):</i></p> <p><i>Implementation (of education responses):</i></p> <p><i>Monitoring (of education responses):</i></p> <p><i>Evaluation (of education responses):</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Community Participation</p> <p>standard 2: resources</p> <p>Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.</p>	<p><i>Community resource identified:</i></p> <p><i>(Community resources) mobilized:</i></p> <p><i>(Community resources) used:</i></p> <p><i>Implement age-appropriate learning opportunities:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Coordination</p> <p>standard 1: coordination</p> <p>Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.</p>	<p><i>Coordination mechanisms</i></p> <p><i>(Coordination mechanisms are) in place:</i></p> <p><i>(Coordination mechanisms) support stakeholders:</i></p> <p><i>(Coordination mechanisms) work to ensure access to (quality education):</i></p> <p><i>(Coordination mechanisms) work to ensure continuity of (quality education):</i></p> <p><i>Quality education:</i></p> <p>(see Access & Learning standard 1 & Education Policy standard 1 for consistent definitions)</p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Analysis</p> <p>standard 1: assessment</p> <p>Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.</p>	<p><i>Timely education assessments:</i></p> <p><i>Emergency situation:</i></p> <p><i>(Conducted in) a holistic manner:</i></p> <p><i>(Conducted in) a transparent manner:</i></p> <p><i>(Conducted) in a participatory manner:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Analysis</p> <p>standard 2: response strategies</p> <p>Inclusive education response strategies include a clear description of the context, barriers to the rights to education and strategies to overcome those barriers</p>	<p><i>Inclusive education response strategies:</i> (see Teaching and Learning standard 3 for consistent definitions)</p> <p><i>Clear description of context:</i></p> <p><i>(Clear description of) barriers to the rights to education:</i></p> <p><i>(Clear description of) strategies of overcome those barriers:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Analysis</p> <p>standard 3: monitoring</p> <p>Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.</p>	<p><i>Regular monitoring:</i></p> <p><i>Education response activities:</i> (see Analysis standard 4 and Education Policy standard 2 for consistent definitions)</p> <p><i>Evolving learning needs:</i></p> <p><i>Affected population;</i></p> <p><i>Carried out:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Analysis</p> <p>standard 4: evaluation</p> <p>Systematic and impartial evaluations improve education response activities and enhance accountability.</p>	<p><i>Systematic evaluations:</i></p> <p><i>Impartial evaluations:</i></p> <p><i>Education response activities:</i> (see Analysis standard 3 and Education Policy standard 2 for consistent definitions)</p> <p><i>Enhance accountability:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

DOMAIN TWO: Access and Learning Environment.

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Access and Learning Environment</p> <p>standard 1: equal access</p> <p>All individuals have access to quality and relevant education opportunities.</p>	<p><i>All individuals:</i></p> <p><i>Access:</i></p> <p><i>Quality education opportunities:</i> (see Coordination standard 1 & Education Policy standard 1 for consistent definitions)</p> <p><i>Relevant education opportunities:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Access and Learning Environment</p> <p>standard 2: protection and well-being</p> <p>Learning environments are secure and safe, and promote the protection and psychosocial well-being of learners, teachers and other education personnel.</p>	<p><i>Learning environments:</i></p> <p><i>Secure and safe:</i></p> <p><i>Promote protection:</i></p> <p><i>(Promote) psychosocial well-being of learners:</i></p> <p><i>(Promote) psychosocial well-being of teachers:</i></p> <p><i>(Promote) psychosocial well-being of other education personnel:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Access and Learning Environment</p> <p>standard 3: facilities and services</p> <p>Education facilities promote the safety and wellbeing of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services</p>	<p><i>Education facilities:</i></p> <p><i>Promote the safety and wellbeing of learners, teachers and other education personnnel:</i></p> <p><i>Health, nutrition services:</i></p> <p><i>psychosocial and protection services:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)
DOMAIN THREE: Teaching and Learning.

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Teaching and Learning</p> <p>standard 1: curricula</p> <p>Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p>	<p><i>Curricula:</i></p> <p><i>Culturally relevant (curricula):</i></p> <p><i>socially relevant (curricula):</i></p> <p><i>linguistically relevant (curricula):</i></p> <p><i>Formal education:</i></p> <p><i>Non-formal education:</i></p> <p><i>Particular context:</i></p> <p><i>Needs of learners:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Teaching and Learning</p> <p>standard 2: training, professional development and support</p> <p>Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p>	<p><i>Teachers:</i> (see Teachers and Other Education Personnel standard 2 for consistent definitions)</p> <p><i>Other education personnel:</i> (see Teachers and Other Education Personnel standard 2 for consistent definitions)</p> <p><i>Periodic training:</i></p> <p><i>Relevant (training):</i></p> <p><i>Structured (training):</i></p> <p><i>(According to) need s and circumstance:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Teaching and Learning</p> <p>standard 3: instruction and learning processes</p> <p>Instruction and learning processes are learner-centered, participatory and inclusive</p>	<p><i>Instruction:</i></p> <p><i>Learning processes:</i></p> <p><i>Learner centered:</i></p> <p><i>Participatory:</i></p> <p><i>Inclusive:</i> (see Analysis standard 2 for consistent definitions)</p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT) ? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Teaching and Learning</p> <p>standard 4: assessment of learning outcomes</p> <p>Appropriate methods are used to evaluate and validate learning outcomes.</p>	<p><i>Assessment:</i></p> <p><i>Learning outcomes:</i></p> <p><i>Appropriate methods (are used to evaluate):</i></p> <p><i>Validate (learning outcomes):</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

DOMAIN FOUR: Teachers and Other Education Personnel.

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Teachers and Other Education Personnel</p> <p>standard 1: recruitment and selection</p> <p>A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p>	<p><i>sufficient number:</i></p> <p><i>appropriately qualified teachers:</i></p> <p><i>appropriately qualified other education personnel:</i></p> <p><i>participatory and transparent process:</i></p> <p><i>selection criteria that reflect diversity and equity:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT) ? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Teachers and Other Education Personnel</p> <p>standard 2: conditions of work</p> <p>Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p>	<p><i>Teachers:</i> (see Teaching and Learning standard 2 for consistent definitions)</p> <p><i>other education personnel:</i> (see Teaching and Learning standard 2 for consistent definitions)</p> <p><i>conditions of work:</i></p> <p><i>appropriately compensated:</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Teachers and Other Education Personnel</p> <p>standard 3: support and supervision.</p> <p>Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p><i>Support mechanisms (for teachers):</i></p> <p><i>Supervisions mechanisms (for teachers):</i></p> <p><i>Support mechanisms (for other education personnel):</i></p> <p><i>Supervision mechanisms (for other education personnel):</i></p> <p><i>Function effectively:</i></p>		

DOMAIN FIVE: Education Policy

Standard	What does this mean for (INSERT SPECIFIC CONTEXT) ? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Education Policy</p> <p>standard 1: law and policy formulation</p> <p>Education authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling.</p>	<p><i>Education authorities:</i></p> <p><i>Continuity and recovery (of quality education):</i></p> <p><i>Quality education:</i> (see Access & Learning standard 1 & Coordination standard 1 for consistent definitions)</p> <p><i>Free (access to schooling):</i></p> <p><i>Inclusive (access to schooling):</i></p>		

Minimum Standards for Education in (INSERT SPECIFIC CONTEXT)

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice?	How do we know? Means of verification
<p>Education Policy</p> <p>standard 2: planning and implementation</p> <p>Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>	<p><i>Education activities:</i> (see Analysis standard 3 & 4 for consistent definitions)</p> <p><i>International education policies, laws, standards and plans:</i></p> <p><i>National education policies, laws, standards and plans:</i></p> <p><i>Learning needs of affected populations:</i></p>		