

## Contextualising the INEE Minimum Standards

The INEE *Minimum Standards for Education: Preparedness, Response, Recovery* are most effective when they are contextualised for each local setting. The Minimum Standards define the goals for access to quality education in universal terms, while the Key Actions represent specific steps necessary to achieve each standard. Since every context is different, the Key Actions in the Handbook must be adapted to be applicable, relevant, and accessible in each situation.

Steps to Contextualise the INEE Minimum Standards	
1	Identify other education providers working within your context who are interested in participating in the contextualisation process.
2	Host an orientation to the Minimum Standards. <ul style="list-style-type: none"> <li>• Invite the education providers identified in Step 1, as well as Ministry of Education staff.</li> <li>• Use the Minimum Standards <a href="#">Handbook</a> in the local language, if available. <a href="#">Translations</a> are available online.</li> <li>• Invite orientation participants to join a working group.</li> </ul>
3	Set up a working group. <ul style="list-style-type: none"> <li>• Select a chairperson to oversee the entire contextualisation process.</li> <li>• Organize meetings to discuss each standard separately.</li> </ul>
4	Present the framework for contextualisation to serve as a guide to discuss the characteristics and elements of each standard. <ul style="list-style-type: none"> <li>• Use the <a href="#">Sample Framework for the Contextualisation Process</a> and the <a href="#">INEE Minimum Standards</a></li> <li>• Break up each standard into its different components and discuss each in detail within the given context, ensuring not to lower the standards despite any challenges.</li> <li>• Consult the Key Actions and Guidance Notes under each standard to help guide discussions and definitions.</li> </ul>
5	Hold a series of working meetings with education providers to review all the contextualised standards and gather feedback.
6	Compile the contextualised standards into one final document.
7	Host a forum to present the contextualised standards to practitioners and stakeholders.

## Contextualisation Package

Developed in collaboration with the International Rescue Committee, the following tools available online provide guidance on the contextualisation process:

- [Steps to Contextualise the Minimum Standards](#)
- [Sample Framework for the Contextualisation Process](#)
- [Sample of Minimum Standards Contextualised for Afghanistan](#)

Visit our [Contextualisation web page](#) to access more tools and other helpful information.

## Benefits of Contextualisation

- Through contextualisation, the INEE Minimum Standards are transformed into relevant and applicable guidelines for effective delivery of quality education.
- Stakeholders learn valuable lessons during the contextualisation process.
- Contextualised standards provide a more practical and “digestible” tool for education staff who may not have international experience, but who work directly with, at, or for local institutions and communities.
- Participation in the contextualisation process ensures continuity of educational programming and potentially strengthens emergency preparedness.
- Contextualisation supports the development of a work plan to address gaps where the standards are not yet met.

## Contextualisation of the Minimum Standards: Community-based Education in Afghanistan

Afghanistan faces a host of challenges in delivering quality, safe education. Despite significant gains in primary school enrolment over the last five years, an estimated half of all school-age children in the country remain out of school, with significant gender and provincial disparities.

Established in April 2006, the Partnership for Advancing Community Education in Afghanistan (PACE-A) is a consortium of international organizations — including CARE (prime grantee), the International Rescue Committee (IRC), Catholic Relief Services (CRS), and the Aga Khan Foundation (AKF) — that collectively have been providing educational programmes in Afghanistan for more than 20 years. The objective of the consortium is to extend educational and life opportunities to remote or scattered villages of Afghanistan, where formal Ministry of Education school facilities for children do not exist.

In late 2006, PACE-A established the Community-based Education (CBE) Forum to convene other agencies working in community-based education in Afghanistan. Rather than a coordination mechanism, the CBE Forum is instead intended to provide an opportunity for collegial learning through informal monthly meetings of various partners engaged in provision of CBE programmes.

Recognizing the need to adapt the INEE Minimum Standards to the local context, the CBE Forum established a working group tasked with:

- Making the standards relevant, applicable, and more accessible to the education system in Afghanistan.
- Developing specific contextualised guidelines that all CBE providers could use in their work.
- Ensuring equitable service delivery to communities by all CBE providers.
- Aligning education programmes implemented by CBE providers both with each other and with the Ministry of Education CBE policy.
- Developing tangible indicators that help CBE providers reflect meaningfully on the quality of their activities.

The development of **contextualised standards for CBE in Afghanistan** was key to improving the coordination of the CBE response. In the words of one IRC participant: “It is the action-oriented nature of the CBE Forum (and a truly *working* working group) that made this contextualisation process a successful story for coordination in the education sector.”

The CBE Forum continues to present challenges and formulate solutions in order to meet the minimum standards for quality education.

If you are interested in contextualising the INEE Minimum Standards for your setting, please contact the Coordinator for Minimum Standards for technical assistance and additional resources: [minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org).

Please also share a copy of the final contextualised standards, along with notes on lessons learned in the process, with the Coordinator for Minimum Standards for the benefit of the INEE network. Thank you!

**To learn more about the INEE Minimum Standards, please visit  
[www.ineesite.org/standards](http://www.ineesite.org/standards).**