

# Annexes

## Annex 1: Terminology

- **Access:** **Access** is the unrestricted opportunity to enrol in, attend and complete a formal or non-formal education programme. 'Unrestricted opportunity' means there are no practical, financial, physical, security-related, structural, institutional or socio-cultural obstacles impeding children, youth and adults from participating in and/or completing an education programme.
- **Basic education:** A basic education is the foundation for life-long learning and human development, and encompasses both formal and non-formal education programmes. Every person – child, youth and adult – should be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both the essential learning tools (such as literacy, oral expression, numeracy and problem-solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, develop their full capacities to live, make informed decisions and continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably changes with the passage of time.<sup>1</sup>
- **Children associated with fighting forces (CAFF):** During emergencies and crises, children are often associated with fighting forces – both state and non-state – either through abduction, recruitment, forced conscription or 'voluntary' action. These children do not always take up arms, but may also be porters, spies, cooks or gravely abused sexual victims. All of these children share the experience of being in a fighting force and being deprived of the opportunity for education. During demobilisation and reintegration processes, special attention must be given to the specific educational needs of such children, including formal and non-formal education, accelerated learning, life skills and vocational learning. Particular attention needs to be given to girls, who are consistently overlooked and omitted from rehabilitation programmes.

<sup>1</sup> World Education Forum, (26-28 April 2000). The Dakar Framework for Action: Education for All (by 2015).

- **Community education committee:** A committee established to identify and address the educational needs of a community, with representatives from parents and/or parent-teacher associations, local agencies, civil society associations, community organisations and youth and women's groups, among others, as well as teachers and learners (where appropriate). It may have sub-committees whose members are represented in its composition. In some cases, community education committees will be responsible for a single education programme, in others for several education programmes in a particular location.
- **Community participation:** 'Community participation' refers to both the processes and activities that allow members of an affected population to be heard, empowering them to be part of decision-making processes and enabling them to take direct action on education issues. Active involvement of the community facilitates the identification of community-specific education issues and strategies that are effective in addressing them. Additionally, community participation serves as a strategy to identify and mobilise local resources within a community, as well as build consensus and support for education programmes. Community participation must include real and sustained empowerment and capacity building, and must build upon efforts already under way on the ground.
- **Complex emergency:** A situation where the lives, well-being and dignity of the populations concerned are endangered by various crisis factors, such as natural and man-made disasters, civil unrest and armed conflict.
- **Curriculum:** A plan of action to help learners broaden their knowledge and skill base. For the purposes of the minimum standards, 'curriculum' is used as an umbrella term that applies to formal and non-formal education programmes. It includes learning objectives, learning content, teaching methodologies and techniques, instructional materials and methods of assessment. Both formal and non-formal education programmes are guided by a curriculum that builds on learners' knowledge and experience and is relevant to the immediate environment. For the minimum standards, the following definitions are used:
  - **learning objectives** identify the knowledge, skills, values and attitudes that will be developed through education activities;
  - **learning content** is the material (knowledge, skills, values and attitudes) to be studied or learned;
  - **teaching methodology** refers to the approach chosen for and used in presenting learning content;
  - **teaching technique or approach** is a component of methodology and constitutes the process used to carry out the overall methodology; and
  - **instructional material** refers to books, posters and other teaching and learning materials.
- **Disaster:** A disaster is a calamitous event resulting in loss of life, great human suffering and distress, and large-scale material damage.<sup>2</sup>
- **Educational activities:** Educational activities are formal and non-formal learning programmes that aim to deliver tangible learning results, with the aim of maintaining continuity in the education of children and youth or providing appropriate learning opportunities for adults.

<sup>2</sup> Definition taken from The Sphere Project: *Humanitarian Charter and Minimum Standards in Disaster Response* (2004).

- **Formal education programme:** A formal education programme is a set plan of action to develop a certain level of educational attainment that leads to a recognised certificate. It generally refers to state or national education programmes developed by ministries of education, run through a structured system of state or registered private schools, using a national curriculum or other approved curricula, taught by teachers trained in national teacher training institutions (or private institutions approved by the state), and benefiting from consultation with ministry advisors and inspectors. However, in many emergency situations, formal education, such as for refugee or internally displaced populations, may be set up in a refugee camp and run by implementing partners in conjunction with camp committees, or it may occur in community or religious schools, with the humanitarian community supporting with educational materials and supplies, teacher training and school construction or rehabilitation.
- **Inclusion:** 'Inclusion' refers to the acceptance of all learners in an education programme and the recognition of their equal rights to education.
- **Non-formal education programme:** Non-formal programmes are typically run outside the formal, structured school system and do not necessarily lead to certification or accreditation. However, they may in some cases be attached to schools or included under ministry of education supervision, and learners may use non-formal education programmes as a springboard for late entry into formal education programmes. Such programmes have a plan of action that outlines learning objectives, learning content and instructional materials and are characterised by their variety, flexibility, relevance to specific groups of learners and ability to respond quickly to new educational needs of children or adults. Their curricula range from derivatives of ministry curricula, sometimes delivered in accelerated courses, to entirely new curricula and new approaches to learning.
- **Non-governmental organisations (NGOs):** 'NGOs' refers to organisations, both national and international, which are constituted separately from the government of the country in which they are founded.<sup>3</sup>
- **Other education personnel:** This refers to individuals, other than teachers, who are involved in or assist with an education programme. Such persons may include school supervisors, teacher trainers, education officers, curriculum developers, school clerks and bursars, guards, cooks, and cleaning and maintenance staff, among others.
- **Quality education:** Quality education includes a multitude of elements. They include, but are not limited to: 1) a safe learning environment, 2) competent and well-trained teachers who are knowledgeable in the subject matter, 3) adequate materials for teaching and learning, 4) participatory methods of instruction and 5) reasonable class sizes. Quality education in complex emergencies addresses strategies needed to provide a healing educational environment. There is an emphasis on recreation, play and sport, and the development of related creative activities, as well as the provision of education activities based on reading, writing, numeracy and life skills, so that 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.

<sup>3</sup> Ibid.

- **Relevant education:** 'Relevant education' refers to what is learned, how it is learned, and the degree of effective or quality learning. In order to make education relevant, local traditions and institutions, positive cultural practices, belief systems and the needs of the community are integrated into the education programme, including the long-term needs children will have in society in the future, possibly beyond the immediate community.
- **Special education needs:** This term refers to learners with social and cultural disadvantages (including social, religious and economic discrimination) as well as those with specific disabilities (including cognitive, physical or emotional deficits).<sup>4</sup>
- **Stakeholders:** Stakeholders are persons or groups with a common interest in a particular action and its consequences, and who are affected by it.<sup>5</sup>
- **Teacher:** A teacher can be either a formal education programme instructor-educator or a non-formal education programme facilitator or animator, with or without formal training.

<sup>3</sup> Ibid.

<sup>4</sup> Institute for Education Policy Studies: Graduate School of Education and Human Development, *Enhancing Participation, Expanding Access: The Double Axis of Sustainable Educational Development*.  
[http://www.edpolicy.gwu.edu/resources/enhancing/part\\_b.html](http://www.edpolicy.gwu.edu/resources/enhancing/part_b.html)

<sup>5</sup> Welsh, T. and McGinn, N.F. (1998), 'Toward a Methodology of Stakeholder Analysis', in Costin, H. (Ed.) *Readings in*

## Annex 2: The Humanitarian Charter

Humanitarian agencies committed to this Charter and to the Minimum Standards will aim to achieve defined levels of service for people affected by calamity or armed conflict, and to promote the observance of fundamental humanitarian principles.

The Humanitarian Charter expresses agencies' commitment to these principles and to achieving the Minimum Standards. This commitment is based on agencies' appreciation of their own ethical obligations, and reflects the rights and duties enshrined in international law in respect of which states and other parties have established obligations.

The Charter is concerned with the most basic requirements for sustaining the lives and dignity of those affected by calamity or conflict. The Minimum Standards which follow aim to quantify these requirements with regard to people's need for water, sanitation, nutrition, food, shelter and health care. Taken together, the Humanitarian Charter and the Minimum Standards contribute to an operational framework for accountability in humanitarian assistance efforts.

### 1 Principles

We reaffirm our belief in the humanitarian imperative and its primacy. By this we mean the belief that all possible steps should be taken to prevent or alleviate human suffering arising out of conflict or calamity, and that civilians so affected have a right to protection and assistance.

It is on the basis of this belief, reflected in international humanitarian law and based on the principle of humanity, that we offer our services as humanitarian agencies. We will act in accordance with the principles of humanity and impartiality, and with the other principles set out in the *Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations (NGOs) in Disaster Relief* (1994). **This Code of Conduct appears in full on page 315.**

**The Humanitarian Charter affirms the fundamental importance of the following principles:**

#### 1.1 The right to life with dignity

This right is reflected in the legal measures concerning the right to life, to an adequate standard of living and to freedom from cruel, inhuman or degrading treatment or punishment. We understand an individual's right to life to entail the right to have steps taken to preserve life where it is threatened, and a corresponding duty on others to take such steps. Implicit in this is the duty not to withhold or frustrate the provision of life-saving assistance. In addition, international humanitarian law makes specific provision for assistance to civilian populations during conflict, obliging states and other parties to agree to the provision of humanitarian and impartial assistance when the civilian population lacks essential supplies.<sup>1</sup>

#### 1.2 The distinction between combatants and non-combatants

This is the distinction which underpins the 1949 Geneva Conventions and their Additional Protocols of 1977. This fundamental principle has been increasingly eroded, as reflected in the enormously increased proportion of civilian casualties during the second half of the twentieth

century. That internal conflict is often referred to as 'civil war' must not blind us to the need to distinguish between those actively engaged in hostilities, and civilians and others (including the sick, wounded and prisoners) who play no direct part. Non-combatants are protected under international humanitarian law and are entitled to immunity from attack.<sup>2</sup>

### **1.3 The principle of non-refoulement**

This is the principle that no refugee shall be sent (back) to a country in which his or her life or freedom would be threatened on account of race, religion, nationality, membership of a particular social group or political opinion; or where there are substantial grounds for believing that s/he would be in danger of being subjected to torture.<sup>3</sup>

## **2 Roles and Responsibilities**

**2.1** We recognise that it is firstly through their own efforts that the basic needs of people affected by calamity or armed conflict are met, and we acknowledge the primary role and responsibility of the state to provide assistance when people's capacity to cope has been exceeded.

**2.2** International law recognises that those affected are entitled to protection and assistance. It defines legal obligations on states or warring parties to provide such assistance or to allow it to be provided, as well as to prevent and refrain from behaviour that violates fundamental human rights. These rights and obligations are contained in the body of international human rights law, international humanitarian law and refugee law (see sources listed below).

**2.3** As humanitarian agencies, we define our role in relation to these primary roles and responsibilities. Our role in providing humanitarian assistance reflects the reality that those with primary responsibility are not always able or willing to perform this role themselves. This is sometimes a matter of capacity. Sometimes it constitutes a wilful disregard of fundamental legal and ethical obligations, the result of which is much avoidable human suffering.

**2.4** The frequent failure of warring parties to respect the humanitarian purpose of interventions has shown that the attempt to provide assistance in situations of conflict may potentially render civilians more vulnerable to attack, or may on occasion bring unintended advantage to one or more of the warring parties. We are committed to minimising any such adverse effects of our interventions in so far as this is consistent with the obligations outlined above. It is the obligation of warring parties to respect the humanitarian nature of such interventions.

<sup>1</sup> Articles 3 and 5 of the Universal Declaration of Human Rights 1948; Articles 6 and 7 of the International Covenant on Civil and Political Rights 1966; common Article 3 of the four Geneva Conventions of 1949; Articles 23, 55 and 59 of the Fourth Geneva Convention; Articles 69 to 71 of Additional Protocol I of 1977; Article 18 of Additional Protocol II of 1977 as well as other relevant rules of international humanitarian law; Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment 1984; Articles 10, 11 and 12 of the International Covenant on Economic, Social, and Cultural Rights 1966; Articles 6, 37 and 24 of the Convention on the Rights of the Child 1989; and elsewhere in international law.

<sup>2</sup> The distinction between combatants and non-combatants is the basic principle underlying international humanitarian law. See in particular common Article 3 of the four Geneva Conventions of 1949 and Article 48 of Additional Protocol I of 1977. See also Article 38 of the Convention on the Rights of the Child 1989.

<sup>3</sup> Article 33 of the Convention on the Status of Refugees 1951; Article 3 of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment 1984; Article 22 of the Convention on the Rights of the Child 1989.

**2.5** In relation to the principles set out above and more generally, we recognise and support the protection and assistance mandates of the International Committee of the Red Cross and of the United Nations High Commissioner for Refugees under international law.

### **3 Minimum Standards**

The Minimum Standards which follow are based on agencies' experience of providing humanitarian assistance. Though the achievement of the standards depends on a range of factors, many of which may be beyond our control, we commit ourselves to attempt consistently to achieve them and we expect to be held to account accordingly. We invite other humanitarian actors, including states themselves, to adopt these standards as accepted norms.

By adhering to the standards set out in chapters 1-5 we commit ourselves to make every effort to ensure that people affected by disasters have access to at least the minimum requirements (water, sanitation, food, nutrition, shelter and health care) to satisfy their basic right to life with dignity. To this end we will continue to advocate that governments and other parties meet their obligations under international human rights law, international humanitarian law and refugee law.

We expect to be held accountable to this commitment and undertake to develop systems for accountability within our respective agencies, consortia and federations. We acknowledge that our fundamental accountability must be to those we seek to assist.

#### **Sources**

The following instruments inform this Charter:

*Universal Declaration of Human Rights* 1948.

*International Covenant on Civil and Political Rights* 1966.

*International Covenant on Economic, Social and Cultural Rights* 1966.

*International Convention on the Elimination of All Forms of Racial Discrimination* 1969.

*The four Geneva Conventions of 1949 and their two Additional Protocols* of 1977.

*Convention relating to the Status of Refugees* 1951 and the *Protocol relating to the Status of Refugees* 1967.

*Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment* 1984.

*Convention on the Prevention and Punishment of the Crime of Genocide* 1948.

*Convention on the Rights of the Child* 1989.

*Convention on the Elimination of All Forms of Discrimination Against Women* 1979.

*Convention relating to the Status of Stateless Persons* 1960.

*Guiding Principles on Internal Displacement* 1998.

## Annex 3: MSEE Linkages to Sphere Minimum Standards

Community Participation	
<p><b>Standard 1: Participation</b> Emergency-affected community members actively participate in assessing, planning, implementing, monitoring and evaluating the education programme.</p>	<p><b>SPHERE Common Standard 1: Participation</b> The disaster-affected population actively participates in the assessment, design, implementation, monitoring and evaluation of the assistance programme.</p>
Analysis	
<p><b>Standard 1: Initial Assessment</b> A timely education assessment of the emergency situation is conducted in a holistic and participatory manner.</p>	<p><b>SPHERE Common Standard 2: Initial Assessment</b> Assessments provide an understanding of the disaster situation and a clear analysis of threats to life, dignity, health and livelihood to determine, in consultation with relevant authorities, whether an external response is required, and if so, the nature of the response.</p>
<p><b>Standard 2: Response Strategy</b> A framework for an education response is developed, including a clear description of the problem and a documented strategy for action.</p>	<p><b>SPHERE Common Standard 3: Response</b> A humanitarian response is required in situations where the relevant authorities are unable or unwilling to respond to the protection and assistance needs of the population on the territory over which they have control, and when assessment and analysis indicate that these needs are unmet.</p>
<p><b>Standard 3: Monitoring</b> All relevant stakeholders regularly monitor the activities of the education response and the evolving education needs of the affected populations.</p>	<p><b>SPHERE Common Standard 5: Monitoring</b> The effectiveness of the programme in responding to problems is identified and changes in the broader context are continually monitored with a view to improving the programme, or to phase it out as required.</p>
<p><b>Standard 4: Evaluation</b> There is a systematic and impartial evaluation of the education response in order to improve practice and enhance accountability.</p>	<p><b>SPHERE Common Standard 6: Evaluation</b> There is a systematic and impartial examination of humanitarian action, intended to draw lessons to improve practice and policy and to enhance accountability.</p>

## Access and Learning Environment

### Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities.

Indicators:

- A range of formal and non-formal education opportunities is progressively provided to the affected populations to fulfil their education need.
- Through training and sensitisation, communities become increasingly involved in ensuring the rights of all members to a quality and relevant education.
- Learners have the opportunity to safely enter or re-enter the formal education system as soon as possible after any disruption caused by the emergency.

**SPHERE Minimum Standards in Health Services may be cross-referenced to promote a range of education opportunities and community participation in those activities.**

### Control of Non-Communicable Diseases

#### Standard 3: Mental and Social Aspects of Health

People have access to social and mental health services to reduce mental health morbidity, disability and social problems.

Indicators:

- As soon as resources permit, children and adolescents have access to formal or informal schooling and to normal recreational activities.
- Adults and adolescents are able to participate in concrete, purposeful, common interest activities, such as emergency relief activities.

**SPHERE Minimum Standards in Food Security, Nutrition and Food Aid may be cross-referenced to promote nutritional and short-term hunger needs of learners.**

#### Food Security Standard 1: General Food Security

People have access to adequate and appropriate food and non-food items in a manner that ensures their survival, prevents erosion of assets and upholds their dignity.

See guidance notes on exit and transition strategies (4); access to knowledge, skills and services (5); coverage, access and acceptability (7); and monitoring (8).

#### General Nutrition Support Standard 1: All Groups

The nutritional needs of the population are met.

See guidance notes on nutritional requirements (1); preventing micronutrient diseases (2); and monitoring access to micronutrients (3).

**Access and Learning Environment** (continued)**Standard 2: Protection and Well-Being**

Learning environments are secure, and promote the protection and mental and emotional well-being of learners.

Indicator:

\_ The nutritional and short-term hunger needs of learners are addressed to allow for effective learning to take place at the learning site.

**General Nutrition Support Standard 2: At-Risk Groups**

The nutritional and support needs of identified at-risk groups are met.

Indicator:

- Specific attention is paid to the protection, promotion and support of the care and nutrition of adolescent girls.

**Correction of Malnutrition Standard 3: Micronutrient** Malnutrition

Micronutrient deficiencies are addressed.

See guidance notes on diagnosis and treatment (1) and preparedness (2).

**Food Aid Planning Standard 1: Ration Planning**

Rations for general food distributions are designed to bridge the gap between the affected population's requirements and their own food resources.

See guidance notes on nutritional requirements (1) and economic context (2).

**Food Aid Planning Standard 3: Food Quality and Safety**

Food distributed is of appropriate quality and is fit for human consumption.

**See guidance notes on food quality (1); genetically modified foods (2); complaints (3); and storage areas (5)**

**Food Management Standard 1: Food Handling**

Food is stored, prepared and consumed in a safe and appropriate manner at both household and community levels.

Indicators:

- There are no adverse health effects resulting from inappropriate food handling or preparation at any distribution site.
- Where food is distributed in cooked form, staff have received training in safe storage, handling of commodities and the preparation of food and understand the potential health hazards caused by improper practices.

## Access and Learning Environment (continued)

See also guidance notes on food hygiene (1) and special needs (5). Indicators:

- There are no adverse health effects resulting from inappropriate food handling or preparation at any distribution site.
- Where food is distributed in cooked form, staff have received training in safe storage, handling of commodities and the preparation of food and understand the potential health hazards caused by improper practices.

See also guidance notes on food hygiene (1) and special needs (5).

### Standard 3: Facilities

Education facilities are conducive to the physical well-being of learners.

Indicators:

- The physical structure used for the learning site is appropriate for the situation and includes adequate space for classes and administration, recreation and sanitation facilities.
- Communities participate in the construction and maintenance of the learning environment.
- Class space and seating arrangements are in line with an agreed ratio of space per learner and teacher, as well as grade level, in order to promote participatory methodologies and learner-centred approaches.

**SPHERE Minimum Standards in Shelter, Settlement and Non-Food Items seek to embrace all aspects of settlement provision. The guidance on planning and construction is as valid for public and communal buildings, such as schools, as it is for household shelters.**

### Shelter and Settlement Standard 1: Strategic Planning

Existing shelter and settlement solutions are prioritised through the return or hosting of disaster-affected households, and the security, health, safety and well-being of the affected population are ensured.

Indicator:

- Water and sanitation services, and social facilities including health care, schools and places of worship, are available or can be satisfactorily provided.

See guidance notes on collective settlement (3); natural hazards (5); hazardous materials and goods (6); and availability of services and facilities (9).

### Shelter and Settlement Standard 2: Physical Planning

Local physical planning practices are used where possible, enabling safe and secure access to and use of shelters and essential services and facilities, as well as ensuring appropriate privacy and separation between individual household shelters.

**Access and Learning Environment (continued)**

Indicator

- All members of the affected population have safe access to water, sanitary facilities, health care, solid waste disposal, graveyards and social facilities, including schools, places of worship, meeting points and recreational areas.

See guidance note on access to services and facilities (2).

**Shelter and Settlement Standard 4: Design**

The design of the shelter is acceptable to the affected population and provides sufficient thermal comfort, fresh air and protection from the climate to ensure their dignity, health, safety and well-being.

See all indicators and all guidance notes.

**Shelter and Settlement Standard 5: Construction**

The construction approach is in accordance with safe local building practices and maximises local livelihood opportunities.

See all indicators and all guidance notes.

- Adequate sanitation facilities are provided, taking account of age, gender and special education needs and considerations, including access for persons with disabilities.

- Basic health and hygiene are promoted in the learning environment.

- Adequate quantities of safe drinking water and water for personal hygiene are available at the learning site.

**Non-Food Items Standard 2: Personal Hygiene**

Each disaster-affected household has access to sufficient soap and other items to ensure personal hygiene, health, dignity and well-being.

Indicator

- Women and girls have sanitary materials for menstruation.

See guidance note on sanitary protection (4).

**Hygiene Promotion Standard 1: Programme Design and Implementation**

All facilities and resources provided reflect the vulnerabilities, needs and preferences of the affected population. Users are involved in the management and maintenance of hygiene facilities where appropriate.

Indicator

- Users take responsibility for the management and maintenance of facilities as appropriate, and different groups contribute equally.

## Access and Learning Environment (continued)

See guidance notes on managing facilities (5) and overburdening (6).

### **Water Supply Standard 1: Access and Water Quality**

All people have safe and equitable access to a sufficient quantity of water for drinking, cooking and personal and domestic hygiene. Public water points are sufficiently close to households to enable use of the minimum water requirement.

Indicator

- Water sources and systems are maintained such that appropriate quantities of water are available consistently or on a regular basis.

See guidance notes on water source selection (2) and access and equity (8).

### **Excreta Disposal Standard 1: Access to, and Number of, Toilets**

People have adequate numbers of toilets, sufficiently close to their dwellings, to allow them rapid, safe and acceptable access at all times of the day and night.

See all indicators, and guidance notes on safe excreta disposal (1); defecation areas (2); and public toilets (3).

### **Excreta Disposal Standard 2: Design, Construction and Use of Toilets**

Toilets are sited, designed, constructed and maintained in such a way as to be comfortable, hygienic and safe to use.

See all indicators all guidance notes.

### **Planning guidelines for minimum water quantities**

β Schools: 3 litres/pupil/day for drinking and hand washing (use for toilets not included)

β Public toilets: 1-2 litres/user/day for hand washing and 2-8 litres/cubicle/day for toilet cleaning

## 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 emergency situation.

Indicator:

- The curricula and methods of instruction respond to the current needs of learners and promote future learning opportunities.

Guidance note 8:

When determining learning content, consideration should be given to the knowledge, skills and language(s) useful for learners at each stage of an emergency and those skills that would enhance their capacity to lead independent, productive lives, both during and after the emergency, and to be able to continue to access learning opportunities.

Appropriate learning content and key concepts should draw on the following: skills-based health education (appropriate to the age and situation), first aid, reproductive health, sexually transmitted infections, HIV/AIDS.

**SPHERE Minimum Standards in Health Services may be cross-referenced to promote information sharing on HIV/AIDS in the relevant curricula.**

### Control of Communicable Diseases Standard 6: HIV/AIDS

People have access to the minimum package of services to prevent transmission of HIV/AIDS.

Indicator

- People have access to relevant information and education so that individuals can take steps to protect themselves against HIV transmission.

See guidance note on HIV control (1).

## Annex 4: Linkages to UNHCR Revised Education Field Guidelines

### Analysis

#### Standard 1: Initial Assessment

A timely education assessment of the emergency situation is conducted in a holistic and participatory manner.

#### UNHCR Revised Education Field Guidelines:

Needs and resources assessment. Initial needs for education supplies may be estimated from the population figures expected, assuming that about 45 per cent of the total population will be children and adolescents requiring immediate access to basic recreation and education. This estimate should be quickly followed by a structured random survey in representative locations, which will indicate the age and gender of household members, the highest grade (year) of schooling or other studies, and likely interest in education and youth activities. This survey can be used to estimate total needs. Subsequently, each community should review education needs on an ongoing basis. There should be regular 'mapping' exercises to show population groups and existing facilities in order to determine further needs. Resources available within the refugee community will include educated persons, with and without teaching qualifications or experience, family members willing to contribute their time, and often a number of textbooks that can be used as the basis for preparing curricula and teaching materials. (8.2.1).

#### Standard 2: Response Strategy

A framework for an education response is developed, including a clear description of the problem and a documented strategy for action.

#### UNHCR Revised Education Field Guidelines:

**Gender: Action Research.** Community groups must be consulted on community perceptions of gender equity and reasons why girls or boys do not enrol in school, enrol at a late age, or drop out prematurely. The focus groups should be asked to identify steps they can take to promote girls' completion of the full cycle of schooling, as well as steps that could be taken by the education programme. (1.3.1)

## Community Participation

### Standard 1: Participation

Emergency-affected community members actively participate in assessing, planning, implementing, monitoring and evaluating the education programme.

### UNHCR Revised Education Field Guidelines:

**Gender: Action Research.** Community groups must be consulted on community perceptions of gender equity and reasons why girls or boys do not enrol in school, enrol at a late age, or drop out prematurely. The focus groups should be asked to identify steps they can take to promote girls' completion of the full cycle of schooling, as well as steps that could be taken by the education programme. (1.3.1)

### **Gender sensitivity training for the community.**

Training and workshops must be conducted in the community to raise awareness of gender issues and to develop possible solutions to problems of inequities. Gender issues should be included in progress reviews and feature on the agenda of parent teacher or camp management meetings. This should be combined with gender sensitivity training associated with sexual gender-based violence (SGBV), human rights, income generation, etc. (1.3.2)

### **Capacity-building for community education committees/Parent-Teacher Associations (PTAs)**

Education programmes should have staff with specific responsibilities for motivating the establishment of training and guiding school or community education management committees. The responsibilities of the latter should include: β mobilising the contribution of voluntary labour for the construction, maintenance and repair of classrooms, latrines and other facilities and for school security;

- mobilising supplementary materials and volunteer resources for school and youth activities;
- organising home visits by teachers and community volunteers to promote enrolment in school and prevent drop-out;
- promoting the education of girls and generally ensuring gender equity and sensitivity, including advocacy within the community, and advising the education programme on measures to prevent drop-out;

## Community Participation (continued)

- supporting community-based pre-schools with volunteer teachers (important for promoting girls' education);
- promoting the enrolment and retention of children in primary school from the initial grades through to the end of the eighth year of schooling;
- ensuring good use of school resources, including teacher attendance;
- reporting any harassment by or of teachers or students, and making arrangements for their safe transit to and from school, in groups if necessary;
- organising voluntary systems of mentoring and after-school child-to-child tutoring for students in danger of dropping out;
- liaising with community groups and with administrators regarding problems such as absenteeism due to timings of food distribution, water supply, etc.;
- working with the head teacher and senior school staff to prepare and update the school development plan. (1.2.3)

***Role of the community.*** Refugee communities often begin to organise education activities as soon as shelter and food problems have been temporarily resolved. UNHCR should support and reinforce these initiatives within the context of EFA. The community should retain ownership and most functions while skills are being developed and refined. (1.2.1)

***Community support for school attendance.*** The community has a major role to play in promoting EFA. Community groups such as school committees, women's groups and community leaders can solve problems such as community awareness of the need for school, conflict of timetabling (food distribution and school hours), lack of clothing for children, sanitation in schools, absenteeism, etc. This must be co-ordinated in conjunction with community services and camp management personnel. (1.2.2)

## Access and Learning Environment

### Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities.

#### UNHCR Revised Education Field Guidelines:

##### **'New arrivals' joining existing programmes.**

Community mechanisms are needed to put new arrivals in touch with the schools and other education programmes. Newly arrived children should be admitted where possible to the ongoing programme. If the numbers arriving are too large for this, then special emergency education programmes should be arranged, pending inclusion of new classes or schools in the ongoing programme from the beginning of the next school year. (8.2.7)

**Out-of-age schooling.** Many adolescents and young adults attend primary and secondary school. Instability associated with conflict can mean the breakdown of schooling, such that children may miss several years of schooling before becoming refugees. Adolescents often resume or begin schooling when the opportunity arises in a refugee camp. In some cases, it may be appropriate to centralise lower primary classes for adolescents, especially for boys, who may be perceived as a threat to younger children (especially girls) or who may not wish to sit with younger children. Care should be taken to ensure that the recreational needs of out-of-age students are met (in school or otherwise) and that they receive messages relevant to their age, including reproductive health messages. In some societies, special arrangements may be needed for adolescent girls. (3.1.5)

**Persons with disabilities.** It is important to discuss with the community the importance of education for children and adolescents with disabilities in line with human rights and Convention on the Rights of the Child (CRC). In many cases, they can attend normal school or youth activities, especially if teachers arrange for student helpers to meet their special needs. Where possible there should be special classes for children and adults with severe disabilities in each major camp or settlement. If these cannot be established there should be at least a 'club' for children with severe disabilities, to provide regular group activities. (1.4.1)

**Special education.** Children with special needs

## Access and Learning Environment (continued)

(hearing and visually impaired, mentally handicapped, specific learning difficulties, etc.) must also be catered for within the context of basic education. Special provision must be made for materials such as hearing aids and spectacles. If necessary, community awareness as well as specialised teacher training should be provided. (1.4.2)

***Separated children.*** These children and adolescents may be fostered in families or may be in child-headed households. Every effort must be made to ensure that all children in these situations attend school, in spite of household duties and poverty. In the community-based approach to education, Parent-Teacher Associations should develop measures to overcome this problem. (1.4.4)

**UNHCR Revised Education Field Guidelines: *Standards for instruction.*** UNHCR standards for school hours are at least 4 hours of schooling per day for grades 1-4 and at least 6 hours per day for grades 5 and above where a single shift system is in operation. Instructional time is often limited by the operation of a two-shift system and by interruptions. It is important to timetable the proper number of hours of study per year (for example, those specified in the country of origin or asylum), even if this means shorter vacations. Another approach is to timetable vacation courses on topics not receiving sufficient time in school (2.1.3)

***Exemption from fees.*** Where fees are charged for schooling or for extra-curricular activities, there should be an exemption for students identified as vulnerable by a parent-teacher committee (3.2.6)

***Meeting psychosocial needs.*** In any refugee or other emergency situation, there should be immediate support for community-based 'structured activities' for children and young people, to help them cope with trauma or stressful and uncertain circumstances. (8.1.2)

## Access and Learning Environment (continued)

### Standard 2: Protection and Well-Being

Learning environments are secure, and promote the protection and mental and emotional well-being of learners.

#### UNHCR Revised Education Field Guidelines:

***Clothing.*** Low-cost clothing should be made available at least to the poorest children, so that they can attend school. If school uniforms are considered by the community to be imperative then these should be provided through refugee income generation programmes (where possible). Coats and footwear are needed in cold climates. (3.2.1)

***Protection needs.*** The fundamental objective of education for refugee children is to enhance their protection. Provision of structured play and learning activities early in an emergency helps to protect children from exploitation, including forced labor, recruitment into military formations, prostitution and criminal activities (8.1.1)

***Hygiene materials.*** Lack of hygiene materials such as soap and sanitary materials contribute to drop-out (especially for older girls). These should have priority in non-food item distribution and school-going children should have first access (3.2.2)

***Food.*** Non-participation in schooling is often linked to food shortage and insecurity. Provision of a nutritious snack, or dry food rations or provision of school feeding can help overcome this problem. (3.2.3)

### Standard 3: Facilities

Education facilities are conducive to the physical well-being of learners.

#### UNHCR Revised Education Field Guidelines: *Site*

***planning and security.*** Primary schools are needed within walking distance for young children. Where necessary, satellite schools for lower primary classes can be established in every neighbourhood, and schools with upper primary classes and lower primary classes for out-of-age students can be located more centrally. Security of children and of older girls walking to and from school must be considered. The holistic approach requires that pre-school, school, recreational space and multipurpose centres should be clustered to ensure a 'safe haven'. (3.1.3)

## Access and Learning Environment (continued)

**Sanitation.** Schools should have priority coverage under water and sanitation schemes. Good-quality latrines with walls are needed, with separate latrines for girls and women. If water pumps are provided, then at least one should be situated in each school compound. (2.3.5)

**Infrastructure.** Infrastructure should be based on the principles of rapid response, followed by cost-effectiveness. Thus, plastic sheeting is often the first form of classroom shelter. Canvas tents of appropriate size are another possibility but are not necessarily more durable. Later, it may be more cost-effective and healthy to have a permanent roof and cement floor, even where walls are made of local materials. Care should be taken to ensure site drainage, to protect mud or woven walls from rain by having a good roof overhang, to ensure adequate natural lighting and ventilation, and to design facilities to provide protection from heat and cold, as appropriate. (2.3.3)

## 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 emergency situation.

### UNHCR Revised Education Field Guidelines:

**Supplies.** Where possible, it is preferable to procure education supplies in the country or immediate region concerned. In many cases this is feasible, especially where procurement is through NGOs. Supplies obtained in this way may be cheaper (especially if transport costs are taken into account), logistics may be easier, and there will be a benefit to the local economy. If this is not feasible, both UNICEF and UNESCO have emergency kits that can be accessed. (8.2.2)

**Standards for supplies.** These should take note of previous educational practices, for example whether slates were used in primary school classes (this should be encouraged for early primary). It is important to supply adequate numbers of exercise books for students in upper primary and secondary

## Teaching and Learning (continued)

classes (two exercise books per subject per year as a minimum), since note-taking is the primary source of study materials in cases where children are not provided with their own textbooks. (2.3.9)

**Rapid response:** structured activities developing into primary education. The aim is to create structured activities for children and adolescents in most locations within a month of displacement, and in all locations within 3 months. The initial activities should include games, story-telling, songs, dance and improvised sports, as well as simple number and language lessons, with minimal equipment and supplies. Within 6 months after the first major displacement, there should be a formal programme with an accepted curriculum that enables children to undertake normal schooling. (8.2.3)

**Emergency curriculum.** The curriculum in an emergency period should begin with structured activities (predominately recreational in the first instance). Any formal curriculum should be based on what the students used before displacement, based on the memory of their teachers and any educational materials they brought with them, if displaced. Controversial elements should be omitted. There should be speedy and ongoing monitoring by staff with knowledge of the language of instruction, to identify and eliminate any messages of hate and revenge (2.1.1)

**Curriculum choice.** As soon as possible, the curriculum should be formally defined, through a consultation process that includes refugee educators. The language of instruction should be that of the country of origin as should the curriculum, but with additional 'subject –time' given to language. If the initial discussions conclude that the curriculum of the host country is chosen, then again additional subject time must be given to language instruction of the host country as well as the thematic messages. (2.1.2)

## Teaching and Learning (continued)

**Curriculum enrichment.** Given the special needs of displaced populations, it is important to meet psychosocial needs by enriching the school programme with recreational activities. Curricula should also be enriched through inclusion of learning activities in the fields of health (including HIV/AIDS prevention), safety, peace/human rights/citizenship, and environmental conservation. (2.1.4)

**Rapid response:** secondary and non-formal education. Initial activities should be planned to ensure outreach to all interested children and adolescents. These should include study skills maintenance classes for secondary students, literacy/numeracy courses for interested older students and recreational activities. These should be planned on a participatory basis, using experienced youth leaders where available. (8.2.4)

Structured activities of various kinds provide opportunities to relieve psychosocial tensions and assist child development. This is especially important where parents may be too distressed to provide normal parenting, and the extended family is disrupted. (3.3.1)

**Programme development.** Activities to be considered include:

- literacy/numeracy classes;
- language classes (international languages used in the home country, or language of the asylum country);
- creative writing workshops;
- librarianship linked to a resource centre;
- sports and recreational activities and related skills training, and
- cultural activities, including arts, crafts and participatory drama groups.

Courses on topics of special relevance, such as reproductive health, child-care, peace building and environmental conservation, can be developed on a stand-alone basis and/or linked to the above activities. A literacy/numeracy option should be included in recreational and cultural programmes, where a sufficient number of participants are interested. (5.1.5)

## Teaching and Learning (continued)

Recreational activities. Games, singing, dancing, sport, art, drama and similar activities should be included in the school programme, during lessons and as extra-curricular and vacation activities to counter trauma (3.1.4)

Recreation, sports and cultural activities. Certain items such as softballs, footballs and skipping ropes are considered to be of universal appeal and should be included in initial equipment. (2.3.12)

Structured activities for adolescents and young adults. The most effective outreach to these young people is non-formal education activities and recreation, as the majority of refugee adolescents and young adults are normally not enrolled in fulltime education, and may have no opportunity for constructive activities due to lack of employment activities or restrictions on employment. These non-formal activities should be used as a vehicle for conveying important health, environmental, peace and other messages. (5.1.1)

Life skills: objectives and rationale. It is important to create education programmes that help refugees, internally displaced persons or returnee communities cope with current problems and acquire skills and understandings that can help build a better future. In the short term, health, safety, peace-oriented and environmental messages help newly displaced populations to cope with problems such as:

- using unfamiliar foods;
- avoiding epidemics in crowded settlements;
- treating local ecosystems with sensitivity;
- thinking constructively about relationships with new neighbours as well as old ones (who may have been members of a different social or political group).

In the longer term, the aim is to convey knowledge, skills and values that will help build a healthy, peaceful and sustainable long-term future. (7.1.1)

## Teaching and Learning (continued)

**Life skills community approach.** Messages are more successfully absorbed if they are transmitted by multiple channels and reach all the different groups in a community. Hence it is desirable to use channels such as:

- schools (enrichment of the curriculum, vacation courses);
- non-formal education programmes (enrichment of literacy courses, skill training courses, etc.);
- recreational and cultural activities (outreach through sports groups and events, etc.);
- inclusion on the agenda of community group meetings (e.g. community leaders, youth/women's groups);
- public awareness campaigns (posters, participatory theatre, etc.). (7.1.2)

**Peace education: early emergency situations.**

UNHCR/INEE Peace Education Programme (PEP) represents an opportunity to learn how conflict arises in human behaviour and the skills for dealing with it non-violently. Key skills in the UNHCR/INEE PEP are learned through generic activities such as self-generated role-plays and guided discussion, leading to the development of values favouring peace and justice. (7.4.2) The full-scale UNHCR/INEE PEP cannot be introduced at once, but the various games, which form part of the programme, can be introduced as structured activities to meet children's psychosocial needs, and to give practical experience of co-operation. Discussion of the lessons learned through these activities can await the training of the Peace Education teachers. (7.4.4). The full PEP programme should be implemented as soon as formal and non-formal education is established in the refugee community. (7.4.5)

**Environmental education: early emergency situations.** Some environmental messages should be disseminated early in an emergency, to ensure a sanitary environment and avoid contamination of water sources, to protect particular species of trees, and so on. (7.5.1)

## Teaching and Learning (continued)

**Health education (including HIV/AIDS awareness): interactive approaches.** For effective approaches to health education for children, youth and adults, it is necessary to talk informally with the concerned groups, in order to discover their current health-related beliefs and practices, and jointly develop relevant course content, methodology and materials. These discussions may identify important local concerns not normally covered in core health curricula, such as abuse of drugs and alcohol. (7.2.1)

**Health education (including HIV/AIDS awareness): non-formal education.** Adolescents and youth need special, clearly labelled, structured courses, incorporated into extra-curricular and non-formal programmes, teaching them about reproductive health and the dangers of unwanted pregnancies and STDs. These courses should combine factual information and discussion. Students should learn, and learn to value, the 'life skills' or 'relationship skills' needed to refuse unwanted sex or unprotected sex, through role plays, stories and presentations by persons suffering from HIV/AIDS (where applicable). (7.2.4)

**Landmine education: landmine and UXO awareness and safety.** Displaced populations should be informed about landmines and unexploded ordnance (UXO) associated with the places in which they have taken refuge or to which they have just returned after a period of absence. When developing school and community programmes for landmine awareness, utilise the existing materials and work closely with mine clearance agencies for information and diagrams of the types of mines or ordnance in the area. (7.3.1)

**Meeting psychosocial needs.** In any refugee or other emergency situation, there should be immediate support to community-based 'structured activities' for children and young people, to help them cope with trauma or stressful and uncertain circumstances. (8.1.2)

## Teaching and Learning (continued)

### Standard 2: Training

Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances.

### UNHCR Revised Education Field Guidelines:

***Selection, training and supervision.*** Refugee teachers should be selected on the basis of transparent tests and interviews. Efforts should be made to appoint at least 50% females, and to have a female head teacher or deputy. Where these standards cannot be met, training programmes should be initiated to move towards them. Field advisers and supervisors should be appointed and trained, to provide continuing on-the-job and course-based in-service training to teachers, and to undertake monitoring and supervision. Experienced teachers should be trained to act as in-school mentors to new teachers. (2.2.1)

## Teachers and Other Education Personnel

### Standard 1: Recruitment and Selection

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

### UNHCR Revised Education Field Guidelines:

***Selection, training and supervision.*** Refugee teachers should be selected on the basis of transparent tests and interviews. Efforts should be made to appoint at least 50 per cent females, and to have a female head teacher or deputy. Where these standards cannot be met, training programmes should be initiated to move towards them. Field advisers and supervisors should be appointed and trained, to provide continuing on-the-job and course-based in-service training to teachers, and to undertake monitoring and supervision. Experienced teachers should be trained to act as in-school mentors to new teachers. (2.2.1)

***Use of refugee teachers and youth leaders.*** It is important to involve educated refugees as teachers. This has the advantages of economic independence (or less dependency), restoration of self-esteem for the individual and the group, familiarity for the students and the teacher, and a sense of community. (1.2.4)

## Teachers and Other Education Personnel

### Standard 2: Conditions of Work

Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

### UNHCR Revised Education Field Guidelines:

**Code of conduct.** All teachers and education personnel should understand and sign a 'code of conduct' to ensure that schools are 'safe havens', that teachers will be 'in loco parentis', that children are safe from sexual harassment and sexual exploitation, and that the teachers behave in a professional manner at all times. (2.2.3)

**Preventing harassment and unwanted pregnancies:** The community should be sensitised to identify ways of preventing the harassment of girls and women teachers, in transit to and from school, or in school itself. There should be vigilance regarding possible pressures from teachers for sexual favours in return for good marks in school. (1.3.4)

**Employing female staff.** The employment of female teachers and/or teaching assistants is important as it provides role models for girls. The presence of female teachers enhances protection of girls from sexual harassment by male pupils and teachers. UNHCR endorses affirmative action for recruitment of female teachers, including intensive courses to ensure parity of qualifications. Schools should have a female head teacher or deputy head whenever possible. A female teacher should be designated to provide counselling to older girls. (1.3.5)

### Standard 3: Support and Supervision

Supervision and support mechanisms are established for teachers and other education personnel, and are used on a regular basis.

### UNHCR Revised Education Field Guidelines:

**Selection, training and supervision.** Refugee teachers should be selected on the basis of transparent tests and interviews. Efforts should be made to appoint at least 50 per cent females, and to have a female head teacher or deputy. Where these standards cannot be met, training programmes should be initiated to move towards them. Field advisers and supervisors should be appointed and trained, to provide continuing on-the-job and course-based in-service training to teachers, and to undertake monitoring and supervision. Experienced teachers should be trained to act as in-school mentors to new teachers. (2.2.1)

## Education Policy and Coordination

### Standard 1: Policy Formulation and Enactment

Education authorities prioritise free access to schooling for all, and enact flexible policies to promote inclusion and education quality, given the education context.

### UNHCR Revised Education Field Guidelines:

**Education Policy Commitment 1)** Safeguard the right of refugees to education and implement the six goals of Education For All (EFA), which include free access to primary education, equitable access to appropriate learning for youth and adults, adult literacy, gender equity and quality education.

### Standard 2: Planning and Implementation

Emergency education activities take into account national and international educational policies and standards and the learning needs of affected populations.

### UNHCR Revised Education Field Guidelines:

**Standby arrangements.** UNHCR has agreements in place for education sector standby arrangements. These secondments can be deployed within the first emergency response team or within the first week. The co-ordinator will be responsible for identifying implementing partners, sources of basic supplies for education and recreation activities, and for liaison with local education authorities as necessary. The co-ordinator should be responsible for organising education, recreational and special activities for children and adolescents, to help them overcome the effects of trauma. (8.2.6)

### Standard 3: Coordination

There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

### UNHCR Revised Education Field Guidelines:

**Inter-agency co-operation.** Inter-agency co-ordination of education programmes is needed at settlement, district, national and regional levels. UNHCR should take the lead in co-ordination of refugee education programmes, except where it has agreed to share this task with another qualified agency. There should be coordination within regions, i.e. between agencies in the country of origin and the countries of asylum. Government education staff should be invited to participate in all relevant co-ordination mechanisms. (9.1.1)

## Annex 5: References and Resource Guide

If any of these links do not work, please go to INEE's core reference and advocacy materials page, where links are updated: <http://ineesite.org/core/default.asp>

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- *Improving quality and attainment in refugee schools: the case of the Bhutanese refugees in Nepal* – Timothy Brown
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- Assessing resource needs and capacities in an initial emergency: <http://www.ineesite.org/assess/needs.asp>
- Assessment of school-age children: <http://www.ineesite.org/assess/schoolage.asp>
- Assessment of out-of-school youth and youth leaders: [http://www.ineesite.org/assess/ex\\_school.asp](http://www.ineesite.org/assess/ex_school.asp)
- Assessing and analysing community non-formal educational needs: [http://www.ineesite.org/assess/com\\_needs.asp](http://www.ineesite.org/assess/com_needs.asp)
- Partner assessment and selection: <http://www.ineesite.org/assess/partner.asp>
- Monitoring systems for emergency education: <http://www.ineesite.org/assess/monitor.asp>
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INEE Good Practice Guides – Inclusive Education

- Toward full participation: <http://www.ineesite.org/inclusion/participation.asp>
- Gender equality/girls' and women's education: <http://www.ineesite.org/inclusion/gender.asp>
- Adult ex-combatants and child soldiers: <http://www.ineesite.org/inclusion/soldiers.asp>
- Children in especially difficult circumstances: <http://www.ineesite.org/inclusion/difficult.asp>
- Persons with disabilities: <http://www.ineesite.org/inclusion/disabled.asp>

INEE Good Practice Guides – School Environment and Supplies

- Student learning materials: <http://www.ineesite.org/school/materials.asp>
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- School and educational equipment: <http://www.ineesite.org/school/equip.asp>
- Shelter and school construction: <http://www.ineesite.org/school/shelter.asp>
- Child-friendly spaces: <http://www.ineesite.org/school/friendly.asp>
- Safety and security measures: <http://www.ineesite.org/school/safety.asp>
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INEE Good Practice Guides – Educational Content and Methodology

- Training teachers to meet psychosocial needs: [http://www.ineesite.org/edcon/psy\\_soc.asp](http://www.ineesite.org/edcon/psy_soc.asp)
- Curriculum and testing: <http://www.ineesite.org/edcon/curriculum.asp>
- Revising and negotiating the curriculum: [http://www.ineesite.org/edcon/revise\\_curr.asp](http://www.ineesite.org/edcon/revise_curr.asp)
- Life skills and complementary education programmes (health education, landmine awareness, peace education): [http://www.ineesite.org/edcon/life\\_skills.asp](http://www.ineesite.org/edcon/life_skills.asp)
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- Secondary school education: <http://www.ineesite.org/edcon/second.asp>
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- Community information campaigns: [http://www.ineesite.org/edcon/com\\_info.asp](http://www.ineesite.org/edcon/com_info.asp)
- Adult education: <http://www.ineesite.org/edcon/adult.asp>
- Out-of-school programmes: [http://www.ineesite.org/edcon/out\\_school.asp](http://www.ineesite.org/edcon/out_school.asp)

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## Teachers and Other Education Personnel

INEE Good Practice Guides – Assessment, Monitoring and Evaluation

- Assessment of teacher/facilitator availability and capacity, including selection: <http://www.ineesite.org/assess/teacher.asp>

INEE Good Practice Guides – Education Structures and Management

- School administration: <http://www.ineesite.org/edstruc/admin.asp>
- Compensation and payment of education staff: <http://www.ineesite.org/edstruc/payment.asp>

INEE Good Practice Guides – Training and Capacity Building

- Certification and accreditation: <http://www.ineesite.org/training/certificate.asp>

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## Policy and Coordination

INEE Good Practice Guides – Education Structures and Management

- School fees: <http://www.ineesite.org/edstruc/fees.asp>
- Repatriation and reintegration: <http://www.ineesite.org/edstruc/repatriate.asp>

INEE Good Practice Guides – Training and Capacity Building

- Pre-service, in-service, in the school: <http://www.ineesite.org/training/service.asp>
- Teacher observation and lesson planning: <http://www.ineesite.org/training/observation.asp>
- On-site teacher training and support – mobile trainers and mentors: [http://www.ineesite.org/training/on\\_site.asp](http://www.ineesite.org/training/on_site.asp)
- The role of national government: <http://www.ineesite.org/training/government.asp>
- The roles of international NGOs: [http://www.ineesite.org/training/int\\_ngo.asp](http://www.ineesite.org/training/int_ngo.asp)
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# INEE Minimum Standards for Education in Emergencies Feedback form

All comments submitted will be kept on file with the INEE Focal Point on Minimum Standards and will be reviewed for future web-based revisions and in case of a further revised hard copy edition in the future.

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In responding to the following questions, please be specific, and where possible, provide evidence-based background or references to your suggestion.

1) What general comments or feedback do you have on any part of the INEE Handbook on Minimum Standards for Education in Emergencies?

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2) Are there indicators that need adjusting?

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3) Is there new information that should be reflected in the guidance notes?

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4) Are there additional tools that should be listed as appendices or within the References and Resource Guide Annex?

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