

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

Since the Dakar World Education Forum in 2000, there has been increased attention to the educational needs of populations affected by conflict and disaster. However, while progress has been made in recent years to ensure that all children and youth affected by crisis have access to educational opportunities, the *content* of what is taught, the *teaching methodologies* and the *evaluation* of learning outcomes is too often not adequately addressed. Enrolling learners in a program is of little use, and may have serious longer term ramifications, if the program lacks substance, relevancy, and/or quality teaching. What good is it for governments and international agencies to spend money and resources to build new schools if curriculums only foster historical hatreds and eventually schools are themselves critical battlegrounds in a civil struggle?

Quality and relevant education in times of crisis can be life-saving and life-sustaining, providing protection, psychosocial support, and a basis for social and economic development and peacebuilding. Crises also provide an opportunity for governments, communities and partners like NGOs and UN agencies to rebuild the foundations of human security, including through teaching all members of a community new skills and values, such as the importance of inclusive education and participation in the social and political processes. Attention to curricula is critical to avoid reproducing content that may have contributed to past divisions and conflict. Beyond reading, writing, and arithmetic, schools in these fractured societies lay the groundwork for peace, tolerance, conflict resolution, human rights, environmental conservation, and disaster prevention— helping prevent, mitigate, and respond to future crises. Simply put, *quality* education works. Studies show that increased levels of high-quality primary and secondary education reduce wars. Every additional year of formal schooling for males reduces their risk of becoming involved in conflict by 20 percent.

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

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

Developed in a widely consultative manner by a network made up of more than 4,000 members working in 120 countries to ensure all people the right to quality and safe education in emergencies through to recovery, the INEE Teaching and Learning Guidance Notes provide a framework to identify and address critical teaching and learning issues within crisis affected communities. Building on the INEE Minimum Standards—the only global tool to provide good practices and concrete guidance to governments and humanitarian workers for coordinated action to enhance the quality of education preparedness and response, increase access to safe and relevant learning opportunities, and ensure accountability in providing these services—the Teaching and Learning Guidance Notes articulate evidence-based good practice on critical issues related to curricula adaptation and development, instruction, teacher training and support, and the assessment of learning outcomes. Accompanying the Guidance Notes is a Resource Pack of vetted resources, including sample tools, teaching materials and case studies, which can be used to adapt the good practices within the Guidance Notes to one's specific context.

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

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

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

[The Guidance Notes and Resource Pack on Teaching and Learning will be launched June 2010.](#)

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