

INEE

An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
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الشبكة العالمية لوكالات التعليم في حالات الطوارئ

Minimum Standards for Education in Emergencies in Bangladesh



**Contextualized from the
*INEE Minimum Standards for Education:
Preparedness, Response, Recovery***

**Global
Education Cluster**
Education Cluster Bangladesh

BANGLADESH STANDARD FOR EDUCATION IN EMERGENCIES

Contextualised from the
INEE Minimum Standards for Education:
Preparedness, Response, Recovery



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The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

For more information on INEE, visit www.ineesite.org.

For more information on the INEE Minimum Standards, visit www.ineesite.org/minimum-standards.

For resources on education in emergencies, visit the INEE Toolkit at www.ineesite.org/Toolkit.

This document has been developed by and for the local authorities and education actors of Bangladesh in a process facilitated by Save the Children, supported by INEE.

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Table of Contents

Acknowledgements	3
Introduction	6
The Context of Bangladesh	6
Contextualization of the Minimum Standards for Education in Emergencies	7
How to Read This Document	8
Further Resources	8
Domain 1: Foundational Standards	10
Community Participation	10
Standard 1: Participation	10
Standard 2: Resources	14
Coordination	16
Standard 1: Coordination	16
Analysis	18
Standard 1: Assessment	18
Standard 2: Response Strategies	20
Standard 3: Monitoring	23
Standard 4: Evaluation	25
Domain 2: Access and Learning Environment	28
Standard 1: Equal Access	28
Standard 2: Protection and Well-Being	31
Standard 3: Facilities and Services	33
Domain 3: Teaching and Learning	37
Standard 1: Curricula	37
Standard 2: Training, Professional Development and Support	40
Standard 3: Instruction and Learning Processes	42
Standard 4: Assessment of Learning Outcomes	43
Domain 4: Teachers and Other Education Personnel	45
Standard 1: Recruitment and Selection	45
Standard 2: Conditions of Work	47
Standard 3: Support and Supervision	48
Domain 5: Education Policy	50
Standard 1: Law and Policy Formulation	50
Standard 2: Planning and Implementation	52
Acronyms	54

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Introduction

INEE Minimum Standards for Education

The Inter-Agency Network for Education in Emergencies (INEE) developed the Minimum Standards for Education: Preparedness, Response, Recovery—the only global tool that articulates the minimum level of educational quality and access in emergencies through to recovery. The aims of the INEE Minimum Standards are to:

- enhance the quality of educational preparedness, response, and recovery;
- increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and
- ensure accountability and strong coordination in the provision of education in emergencies through to recovery.

The INEE Minimum Standards Handbook was developed in 2004 and updated in 2010 through a consultative process that engaged over 3,500 individuals from over 52 countries including national authorities, practitioners, academics and other educationalists. The Handbook is designed for use in all phases of emergency response in a range of situations, including disasters caused by natural hazards and conflicts, slow- and rapid- onset situations, and emergencies in rural and urban environments.

The Context of Bangladesh

Due to its geographic location, Bangladesh is highly susceptible to natural disasters; from 1980 to 2010, the country experienced 234 natural disasters that cumulatively affected over 300 million people. Cyclones pose a great threat to the country, while coastal areas are also at particular risk with the added danger of tsunamis. Due to the country's low elevation and location in the Ganges Delta, flooding is also a major concern; in August 2014 over half a million people were left homeless after floods devastated northern Bangladesh. It is predicted that the frequency and impact of these natural hazard-induced disasters will only be compounded in future due to the effects of climate change.

Such disasters have a very negative impact on the education system in Bangladesh. Valuable instructional time is lost, which often translates to lower academic achievement and higher dropout rates. In a study conducted by an EiE consortium and led by Save the Children, 84% of schools in flood and cyclone-prone areas experienced extended closures lasting an average of 26 days. Schools also observed a 3% increase in dropout rates as well as lowered competencies in math and English as a result of the extended closures (Alam K., 2010).

Disasters also damage educational infrastructure. In addition to direct damage caused by cyclones and flooding, the study also found that 70% of sample schools were used as temporary shelters. Not only does this further delay the reopening of schools following a disaster, but the majority of these schools reported severe losses and damages as a result of this usage, particularly to school water/sanitation facilities and furniture. This poses the challenge year after year of finding adequate funds in the national budget to recover from disasters in a resource-constrained country such as Bangladesh.

The Bangladesh education system is yet to be prepared to meet the challenges presented by the country's persistent natural hazards. In a country where 71% of the population lives in rural areas, school communities often have limited awareness of disaster and climate change risks and frequently lack the capacity to prepare and respond to disasters. In particularly vulnerable areas, communities truly struggle to continue education after disasters as the resource poor environments compound the problems of dealing with the devastating loss of infrastructure and school materials. With a primary net enrolment rate of 91.5% in 2010 (UNESCO 2010), the impact of natural disasters on education creates a large barrier preventing Bangladesh from meeting the Millennium Development Goal of universal primary education.

Contextualization of the Minimum Standards for Education in Emergencies

Because each country context is unique, the INEE Minimum Standards should be contextualized, or customized, to be relevant to a country's local reality.

The contextualization process in Bangladesh was led by Save the Children and UNICEF in collaboration with the Education Cluster members and INEE. Participation in the contextualization process was open to all education partners, including the Ministries of Education, non-governmental organizations (NGOs), United Nations (UN) agencies, local Administration, local Disaster Management Committees, teachers, students, and civil society organizations.

This document is the product of 40 consultation workshops held at the national, district, sub-district or community levels. A National Technical Review Group (including MoE, DDM, DPE, DSHE, NAEM, NCTB) reviewed the Standards which were then presented to the Ministries of Education for sharing with Education Local Consultative Group partners and other key stakeholders for feedback.

For a complete list of people who contributed to the contextualized standards process, please see the 'Acknowledgements' Section.

For more information on contextualization of the INEE Minimum Standards for Education in Emergencies visit: <http://www.ineesite.org/minimum-standards/contextualization>.

How to Read This Document

This document follows the organization of the INEE Minimum Standards: the five domains and their correlating standards (see the map on next page). The section for each standard includes the text of the original INEE Minimum Standards, and then contextualized guidance on how to interpret the global standard in the Bangladesh context.

Users are encouraged to refer to the original 2010 English edition of the INEE Minimum Standards for further details and guidance.

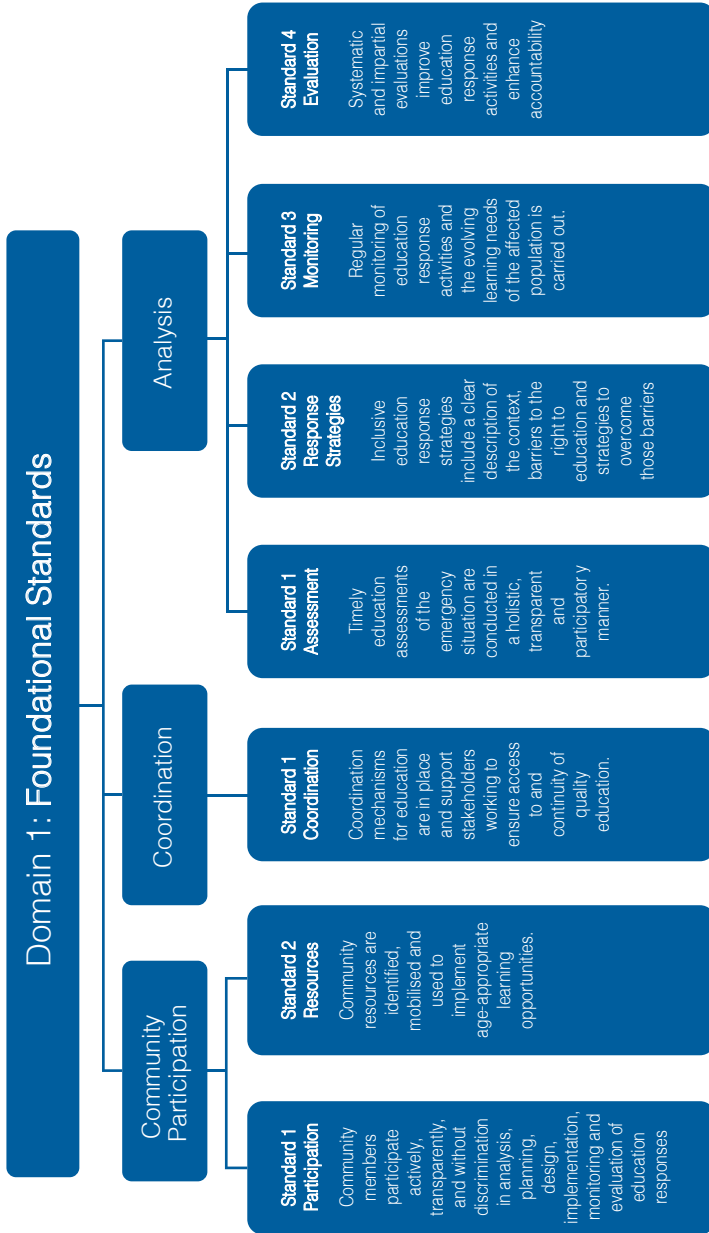
This document is not meant to be a comprehensive education in emergencies (EiE) manual, but rather a reference guide to minimum standards of quality and access, specific to the context of Bangladesh. Comprehensive resources on training and implementation related to EiE (including information on teacher compensation, safer school construction, inclusive education, etc.) can be found on the INEE website: www.ineesite.org.

This document will be periodically reviewed and updated to ensure it remains relevant to the Bangladesh context. Please send any comments, feedback or suggestions for improvement to: minimumstandards@ineesite.org.

Further Resources

For additional global tools and resources, visit: www.ineesite.org/toolkit

To join INEE, visit: www.ineesite.org/join



Domain 1: Foundational Standards

COMMUNITY PARTICIPATION

Standard 1: Participation

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

Community members

In Bangladesh, community members include:

- Teachers
- Parents and guardians
- Children and youth
- Madrasah or School Management Committees
- School Level Improvement Plan Committee
- Upazila Primary Education Plan Committee
- Parent Teachers Associations
- Education and Assistant Education Officers
- Education promoters
- Ward members/locally-elected persons
- Religious leaders
- Members of Upazila/ Union/ Ward Disaster Management Committees (U/WDMC)
- NGO representatives
- Community representatives from minority ethnic, religious, linguistic or cultural groups
- Persons with disabilities

- Internally displaced persons (IDPs)
- Sheltered persons.
- Persons of all socioeconomic levels
- Identified most affected groups are included In order to ensure participation without discrimination.
- Volunteers
- Representatives of the Freedom Fighter's organization
- Professional groups

Active and transparent participation, without discrimination

In Bangladesh, School Management Committee and School Authority will form a Representatives Group considering the above-mentioned community members. This group should be consulted regularly to ensure that the community is adequately represented in all phases of the development and implementation of education in emergencies activities.

All groups listed above may be represented regardless of age, gender, socioeconomic status, political affiliation, religious designation, citizenship, language, or disability status.

Participation in assessments and context analysis

The local community will be included in all phases of the assessment and context analysis. Specifically, the local community is involved in the Joint Need Assessment (JNA) in both phases one and two and a sector-specific assessment in phase three. (For information on the JNA and phases, see Analysis Standard 1: Assessment)

The School Management Committee and the School Authority will work with the Representatives Group to analyze the context and identify priorities and child protection threats while implementing education in emergency activities and develop effective responses.

Participation in design and planning

The School Authority and School Management Committee consults the Representatives Group to best incorporate their ideas and use their skills and capacities to design an education program specific to the particular context, while also identifying available local resources to support the planning and implementation of the program. The Risk Reduction Action Plan developed through the Community Risk Assessment, Urban Risk Assessment and School Risk Assessment findings would be considered in identifying the resources. (See Teaching and Learning Standard 1: Curricula)

The School Level Improvement Planning process for each primary school will cover both pre-disaster and post-disaster mitigation measures to ensure continuation of education in emergencies.

Disaster Risk Reduction

As the Union Disaster Management Committees, Upazila Disaster Management Committees, Pourashova Disaster Management Committees, and City Corporation Disaster Management Committees are responsible for overall DRR, preparedness, and response planning; implementation; and monitoring, the Upazila Primary Education Plan at sub-district level focuses on such efforts in the pre-primary and primary education sector. School authorities, Upazila Primary Education Offices, and Upazila Secondary Education Offices advocate to ensure that needs related to the school or education program are also prioritized in the Local Disaster Risk Reduction Action Planning process.

The entire emergency program is organized in a way to create a sense of safety and security for children, teachers, and other educational personnel. The School Management Committee and School Authority will consult the Representatives Group in the development of a program in line with Disaster Management Act of Bangladesh and Bangladesh Climate Change Strategy and Action Plan which will incorporate climate change and disaster risk reduction messages into education in emergencies programs while delivering messaging to students to help them cope with the existing emergency situation. One example is utilizing standardized messages from Department of Disaster Management under the Communicate with Communities in Emergencies program supported by BBC Media Action. The Representatives Group supports the development of these messages to be approved by the Upazila Education Authority.

Participation in implementation, monitoring and evaluation

The School Management Committee (as formalized in the primary School Management Committee Guidelines) with the support of local Education Cluster partners and the Representatives Group, leads EiE implementation,

monitoring and evaluation at the school level. This includes an evaluation of both psychosocial and education programs and feedback on their effectiveness.

The Education Cluster advocates for communities to share lessons learnt when continuing education in emergencies programming and policy implementation.

Education Cluster partners at the local level will support School Management Committees to collect, document, and reflect on local practices and messages as a component to its planning activities and to incorporate Climate Change and Environment/Awareness, Disaster Risk Reduction, and coping strategies. (See Analysis Standards 3 and 4)

The School Management Committee with the support from the Representatives Group ensures that during instances when schools are used for shelter or as relief distribution center, all school materials, equipment, and furniture are safely stored. Furthermore, the School Management Committee will be actively involved in deciding when educational facilities being used as shelters or distribution centers should revert to their intended use as schools. (See Access and Learning Environment Standard 3: Facilities and Services)

Standard 2: Resources

Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.

Community resources identified

In Bangladesh, community resources include:

Human Resources

- Local technical NGOs, advisors, doctors, paramedics, Department of Fire service, Ansar & Village Defense Party, Local cleaner, Sub assistant Community Medical officer (Psychosocial counselor), and available skilled volunteer laborers
- Local people could be recruited that are capable of providing psychosocial support, filling unavailability of teachers, and other educational personnel during an emergency
- Ideas, skills, knowledge, and experience of community members (See Community Participation Standard 1: Participation) can be utilized in emergency education activities to incorporate climate change education and adaptation, disaster risk reduction and to support emergency coping actions of children and adults

Material resources

- Existing facilities for temporary learning spaces (TLSSs), e.g. Upazila Administration, Upazila Education Office, Upazila Resource Center, clubs, Union Information Center, temples/mosques, union Parishad, and other NGO or community buildings
- Materials to establish TLSSs, reconstruct schools, or renovate partially damaged education institutes, e.g. woods, bamboo, straw, and boats

Monetary resources

- Funds to run education include the School Level Improvement Plan fund, Upazila Primary Education Plan fund, NGO funds, corporate funds, funds from the education authorities, funds from upazila and union risk reduction action plans, and funds from local elites.

Mobilization of community resources

The School Management Committee and the School Authority, with the support from the Representatives Group, mobilizes resources based on the needs assessment. Local resources are prioritized as relevant. The School

Management Committee and School Authority organize in-depth consultations with the Representatives Group on what is to be mobilized and how. Mobilization of local resources involves the Union Parishad. The School Management Committee and School Authority coordinate with the other ongoing response activities including WASH, food distribution, health intervention, and cash for work programs when mobilizing resources.

Making use of community resources to implement educational activities

The School Authority, the School Management Committee, and Upazila Primary Education Offices advocate for inclusive education during all phases of disaster response including preparedness, during the emergency, and postdisaster

The compendium of documented case studies on resilient temporary learning spaces by DPE and UNICEF is very useful for EiE: http://www.unicef.org/education/files/draft_21_11_11.pdf

to ensure that education continuity is integrated into the School Level Improvement Plan and Upazila Primary Education Plan.

The secondary, higher education, and madrasah education systems of the country adopt assessment-based school disaster risk management plans to deal with emergency education issues. The plan identifies needed local resources against potential scenarios and prioritizes the use of local resources. The Education Cluster's design for transitional schools for primary education can be found here: <http://educationclusterbd.org/download/>.

Implementation of age-appropriate education

Based on students' age, capabilities, and learning needs, the required facilities, learning content, and psychosocial arrangements may be different. Education interventions should consider annual school development plans and should be designed in ways that address learners' differing needs, capabilities, and age groups. These differences must also be taken into account regarding site selection, establishment of WASH facilities, psychosocial programs, and the development of teaching and learning materials. It is also important to address the differing needs of young and adolescent girls and boys. (See Teaching and Learning Standards 1 and 3)

COORDINATION

Standard 1: Coordination

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

Coordination mechanisms for education include the following groups:

- Ministry of Education, Ministry of Primary & Mass Education
- Directorate of Primary Education
- Directorate of Madrasa Education
- Directorate of Secondary and Higher Education
- Directorate of Technical Education
- Bureau of Non-Formal Education
- District Primary Education Officer
- District level primary and secondary education officials
- District Disaster Management Committees
- Upazila Education Coordination Committees
- Upazila primary and secondary education offices
- District Education Coordination Committees
- Upazila Disaster Management Committees
- Hill tracts Development Board
- School Management Committees
- School Level Improvement Plan Committee
- Upazila Primary Education Planning Committee
- Local Representatives Groups (See Community Participation Standard 1: Participation)
- Local Consultative Group for Education
- Local Consultative Group on Disaster Emergency Response
- Local Consultative Group Working Group on Climate Change and Environment
- Humanitarian Coordination Task Team
- Education Cluster
- Local Member of Parliament
- Representatives of Government Organizations and Non-Government Organizations

Stakeholders work to ensure access to continuity of quality education

- Directorate of Primary Education and Directorate of Secondary and Higher Education will lead education response at national level in coordination with Bureau of Non-Formal Education, Education Cluster and other actors.
- Education response is led by the government. The Education Cluster in Bangladesh, working under the auspices of Humanitarian Coordination Task Team, engages with the following actors, as appropriate, in the coordination of the complementary response led by humanitarian actors: the Ministry of Education, Ministry of Primary & Mass Education or the Directorate of Primary Education, the Bureau of Non-formal

Education, the Directorate of Secondary and Higher Education and Directorate of Technical Education.

- District and Upazila Education Coordination Committees coordinate needs assessment, planning, information management, resource mobilization, capacity development, program implementation, and advocacy at the local level in collaboration with Education Cluster partners.
- The Education Cluster will adopt a transparent mechanism for sharing information and updates on response activities. Information will be shared freely with all relevant actors including: Directorate of Primary Education, the Directorate of Secondary and Higher Education, the Bureau of Non-formal Education, the Directorate of Technical Education, the Bangladesh Technical Education Board, district and sub-district education coordination committees, district and sub-district primary and secondary education offices, School Management Committees, School Authorities, local Representative Groups, and Disaster Management Committees.
- Education authorities and the Education Cluster will use timely, transparent, accountable and coordinated financing structure to support emergency education activities involving the local consultative group for education, donors, and response partners.
- A range of levels and types of education (pre-primary, primary, secondary, higher secondary, madrasah, non-formal, and vocational and technical education) will be considered in coordination activities.
- The School Authorities and School Management Committees with the support of Representatives Groups and Education Cluster partners will coordinate with Union Disaster Management Committees to channel support to EiE initiatives in the schools. Education Cluster partners at ground level should coordinate with other sector/cluster interventions including WASH, nutrition, health, child protections, and food security to draw support of EiE.

Coordination of funding

For declared or level-3 emergencies, the Education Cluster will go through UN Flash Appeals and Consolidated Appeals processes with the support from the Humanitarian Coordination Task Team (HCTT). Local appeals will be made to country level donors through HCTT and Local Consultative Group (LCG) for Education. The Cluster partners will also be encouraged to mobilize national and international funds for education response. The funds will be used in consultation with the DPE, BNFE, DTE and DSHE through a mechanism which will be developed to avoid duplication and promote a coordinated response and utilization of response funds. The Education Cluster will prepare a 4W database defining who is doing what, where and when based on the response initiatives by different agencies. The database will also include information on the funds being utilized for EiE, including the number of schools and beneficiaries.

ANALYSIS

Standard 1: Assessment

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

Initial education assessments

- In Bangladesh, initial rapid education assessment is undertaken through a JNA (Joint Needs Assessment) system under the Humanitarian Coordination Task Team.
- The assessment will collect data that identifies loss and damage of the school infrastructure, obstacles to run education program, priority needs, and emergency education activities for all types of education, i.e. non-formal, pre-primary, primary, secondary, higher secondary, madrasah, and vocational and technical.

Timely assessment

- Phase 1 of the JNA can be prepared based on SoS Report, Damage Assessment Form (D-Form) and Disaster Management Information Center (DMIC) Report. Reports may be developed and shared within 72 hours of an emergency. Aerial photography after the severe disaster may also be part of the damage assessment.
- Phase 2 of the JNA will involve assessment at the union level to collect information from key informants and focus group discussion. Assessment will be shared by the 16th day of the trigger.
- Phase 3 assessment is the sector specific detailed assessment. Education Cluster will launch phase 3 of the assessment to learn schools specific damage and needs, if necessary, this phase may be without waiting for JNA phase 2.
- If JNA is not triggered and the Education Cluster deems it necessary, the JNA tools may be used conduct a rapid assessment of the situation.

Current emergency assessments in Bangladesh

- 1) SoS Report and D-Form, which captures number of damaged schools and other relevant information is collected from local government officials
- 2) Humanitarian Coordination Task Team JNA (<http://www.lcgbangladesh.org/JNA%20materials%20update.php>) which is launched from a central level decision-making meeting.
- 3) Phase 3 education need assessment tool (<http://educationclusterbd.org/download/>) of Education Cluster is used for phase 3 assessment.

Holistic, transparent and participatory assessments

- The Education Cluster co-leads will participate in the JNA core team and will support the design, implementation, documentation of lessons learned, and will review the JNA tools and system to ensure the issues of education are properly addressed given the scope and opportunity.
- To inform the JNA, the Education Cluster will encourage the Directorate of Primary Education, the Bureau of Non-formal Education, and the Directorate of Secondary and Higher Education to collect impact information from the affected areas in a uniform tool.
- While JNA phase 1 and 2 provides an overall snapshot of the situation, the phase 3 assessment will also identify local capacity, resources and strategies in the specific context for the emergency response. The phase 3 assessment will involve the Representatives Group including vulnerable groups for a holistic analysis of education situation. Data validity for the phase 3 assessment will be done with the Directorate of Secondary and Higher Education, the Bureau of Non-formal Education, and the Directorate of Primary Education at central level and at local level with Upazila Education Coordination Committees. The Directorate of Secondary and Higher Education, the Bureau of Non-formal Education, and the Directorate of Primary Education have respective Education Management Information Systems that give the baseline and pre-disaster condition of the schools.

Standard 2: Response Strategies

Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

Education response strategies

- As part of the Bangladeshi Government's 'Education for All' policy, all children have access to education without any discrimination and education must be available to all free of cost.
- The Directorate of Primary Education; the Directorate of Secondary and Higher Education; the Bangladesh Technical Education Board; the Bureau of Non-formal Education; Training Institutes, i.e. National Academy for Education Management, National Academy for Primary Education, and Primary Teachers Training Institute; National Curriculum and Textbook Board; the Department of Disaster Management; and the Education Cluster will be the part of overall situation analysis and preparation of response strategies and will ensure the strategy is harmonized with national education program and policy on 'Education for All' and supplements the government's target on education.
- The School Management Committee and School Authority with the Representatives Group at the school level, Upazila Education Offices with Upazila Education Coordination Committees at the sub-district level will ensure reflection of the JNA assessment findings in emergency education activities.
- The primary education response strategy should be in line with the Upazila Primary Education Plan.
- Response strategies should not only include education recovery but should also consider integrating Climate Change, Environment/Awareness, and Disaster Risk Reduction in education activities.

Contextual barriers to the right to education

In Bangladesh, barriers to the right to education may include:

- Schools are used as shelters
- No specific agreed upon guidelines to support the use of schools as shelters
- No funding provision to clean and revive the schools for resuming education after being used as shelters

- District and Upazila Administration has no provision to use their contingency fund for Education continuity
- For fully damaged schools, a slow process to allocate funds to reconstruct schools
- Students get involved in income earning to support disaster stricken families
- Education loss is not perceived as loss in the disadvantaged communities; hence is not prioritized by the communities and disaster responders
- Teachers are not trained on EiE in the teacher training system of the country
- Girls feel unsafe travelling to and from schools
- Damaged water, sanitation and hygiene (WASH) facilities is a major barrier, especially in supporting girls in attending school
- Young children are exposed to trafficking, drowning, and snake bites
- Limited safety in the learning sites
- Transportation system breaks down
- Families are displaced and no nearby education facility
- Besides systematic monitoring, data from the JNA will identify the barriers to continue 'education for all' and efficacy of existing response strategy and contribute to updating the response strategy.

Strategies to overcome these barriers

- The Shelter Management Policy of the Bangladesh government should be followed to overcome barriers to education: (1) As per the policy, all shelters are constructed so that they might be used as schools during non-emergency times. (2) During an emergency period, a portion of the shelter is used as temporary school.
- School Management Committees take part in shelter management to guide sheltered people in using schools as emergency shelter.
- Education response strategies and plans will include financial support to SMCs for reviving schools used as shelters.
- Ensure the learning site is safe and easily accessible for students, teachers (male and female), children with disabilities, minority children, young children, and girls and special attention should be given to WASH facilities in Temporary Learning Spaces (TLS).
- Tiffin or mid-day meal should be the part of emergency education programming.

- Identify protection, climate change, and disaster risks and consider these risks in program design with support from the Union Disaster Management Committee, the Representatives Group, and the Upazila education authorities.
- SMC in collaboration with Union Disaster Management Committee under the supervision of Upazila Education Office should recruit volunteer teachers and psychosocial volunteers to fill gaps when there are not enough teachers available. All staff should be appropriately remunerated. Teachers' conveyance and psychosocial support for teachers and inter-sectoral coordination should be taken into consideration.
- As formalized in the primary education system, teachers should conduct motivational visits to students' homes in the catchment area to motivate parents to send and support their children in attending learning spaces in emergency situations.
- Recruitment of volunteer teachers should be transparent and involve support from the Representatives Group and the Upazila education offices.
- Capacity of local education authorities, teachers, School Management Committees, volunteers and data collectors and Education Cluster partners will be built to carry out assessments and implement education response activities.
- SMC collaboration with Union Disaster Management Committee under the supervision of Upazila Education Office will be required to participate in the selection of schools for emergency intervention to avoid any controversy.

Standard 3: Monitoring

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Regular monitoring of education response activities

- The Upazila level education offices will set an effective monitoring system in place from the beginning of the response through to recovery and should cover all types of education in the country to ensure safety and security of all learners, teachers, and other educational personnel.
- The monitoring system will be led at local level by Upazila Education Offices for non-formal, primary and secondary level. Local Education Cluster partners will fully support the monitoring system. The system will involve:
 - o Students
 - o Teachers
 - o School Management Committees
 - o Representatives Groups (including vulnerable groups)
 - o District Education offices
 - o Union Disaster Management Committees
- People involved in the monitoring system should be trained on monitoring emergency education programs.
- District level Education Offices will provide supervisory support to Upazila Education Offices for monitoring the education programs.
- The Education Cluster will be responsible for national level monitoring with the support from local level monitoring data. The monitoring systems of the Directorate of Primary Education, the Directorate of Secondary and Higher Education, the Bureau of Non-Formal Education, and the Education Cluster will ensure national level monitoring and share the findings with the Local Consultative Group for Education, the Local Consultative Group on Disaster Emergency Response, the Working Group on Climate Change and Environment, and the Humanitarian Coordination Task Team. The respective Education Management Information Systems of the Directorate of Primary Education, the Directorate of Secondary and Higher Education, the Bureau of Non-Formal Education, and the Bangladesh Technical Education board may help in this regard.

The system will consider the following points:

- Ensuring that the intervention reflects assessment findings
- Monitoring students attendance and dropout rates
- Teacher attendance
- Implementation and effectiveness of psychosocial support and instruction plans
- Mitigation of requirements of vulnerable children (young children, children with disabilities, minority children, children from hill areas, char/haor, children having health and food security issues, and girls)
- Child protection
- Specific needs of male and female teachers and other educational personnel
- Disaster Risk Reduction with Climate Change Education and Adaptation
- Negative impact of the program on teachers, children and community

The monitoring system will involve vulnerable groups:

- Persons with disabilities
- Minority or marginalized ethnic, cultural, linguistic, or religious groups
- Persons of low socioeconomic status
- Internally Displaced Persons and people living in isolated char (river islands), offshore islands, or remote or hard to reach areas

Standard 4: Evaluation

Systematic and impartial evaluations improve education response activities and enhance accountability.

Systematic evaluation

Regular evaluation of education response will include all types of education (non-formal, pre-primary, primary, secondary, higher secondary, madrasah, and vocational and technical) in the country based on the objectives and results set in the national response strategy. The evaluation may include the following components:

- Education needs assessment
- Formulation of response strategy
- Fund mobilization
- Recruitment of teachers
- Volunteer and other educational personnel
- EiE implementation
- Capacity building
- Adherence to the Bangladesh Minimum Standards for Education in Emergencies
- Teacher and student attendance
- Drop-out
- Effectiveness of the response

Impartial evaluations

Education Cluster will ensure that relevant and diverse stakeholders are given the opportunity to contribute to program evaluations through inclusive and participatory processes, including consultations, focus groups, surveys, and other means that allow for experiences, opinions, and observations to be made, in addition to concrete, measurable outcomes.

Evaluations that improve education response activities

The objective of producing and sharing lessons, good practices, and case studies is to improve future responses and enhance accountability. Education Cluster will share the reports and case studies with all cluster members; members of humanitarian coordination task team; local consultative groups for Education and Disaster and Emergency Response; including Ministry of Education, Ministry of Primary and Mass Education, the Directorate of Primary Education, the Directorate of Secondary and Higher Education, the Bangladesh Technical Education Board and the Bureau of Non-formal Education.

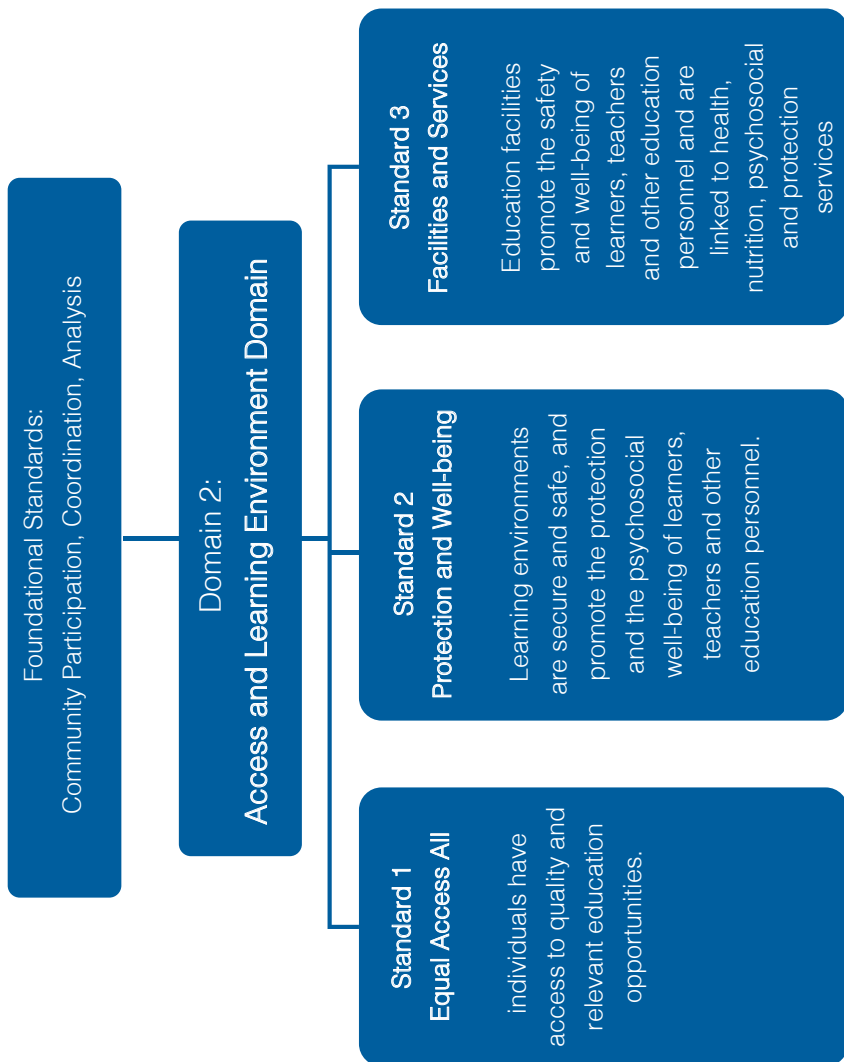
Evaluations that enhance accountability

All stakeholders including learners, teachers, other education personnel,

education authorities, and representatives of affected communities will be involved in the evaluation process. At the local level, the evaluation will involve:

- District level primary and secondary Education Offices, District Education Coordination Committees, and District Disaster Management Committee
- Upazila level primary and secondary Education Offices, Upazila Education Coordination Committees, Upazila Disaster Management Committee, and Union Disaster Management Committee
- Teachers, School Management Committee, children, and youth
- Parent Teacher Association and Representatives Group

Key findings of the evaluation report should be articulated in a way that does not offend any of the actors and should have strong basis of evidence. The findings should be validated with Upazila and district Education Coordination Committees at the local level including with Chairs and Secretaries of Disaster Management Committees and with the Directorate of Primary Education, the Directorate of Secondary and Higher Education, the Bangladesh Technical Education Board, the Bureau of Non-formal Education, and the Education Cluster at the national level before finalization. The report should not name specific individuals who provide sensitive information.



Domain 2:

Access and Learning Environment

2

COMMUNITY PARTICIPATION

Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities

All individuals have access to education

- In Bangladesh, all children have the right to education regardless of their race, caste, religion, ethnicity, and culture. This includes minority, marginalized, internally displaced and geographic location (remote and hard-to-reach areas) and children with disabilities and special needs, girls, young children, children living in poverty, and working children.
- The right to education includes formal education, non-formal education, primary, secondary, higher secondary, madrasah, religious, tertiary, technical and vocational education.
- The School Authority and the School Management Committee should determine any threats that children may face while accessing a temporary learning center and, in consultation with the Representatives Group, take steps to make routes to school safe and secure. Immediate steps should be taken if any young children, boys, girls, female teachers, or students from ethnic minority or with disabilities feel threatened or are teased. One response may include organizing a group to walk to and from the learning center and may be accompanied by teachers, senior students, volunteers or by parents/guardians.

- To ensure accessibility, learning structures constructed after a disaster or temporary learning spaces should be located close to the affected and displaced population. Learning spaces should be accessible to children with disabilities, girls, young children, and students from remote and hard-to-reach areas. (See Access and Learning Environment Standard 3: Facilities and Services)

Awareness-raising activities

- Teachers and School Management Committee members at both primary and secondary levels should continue to visit the homes of students (especially in those cases where children are not attending school for various reasons) to motivate parents to send their children to school/learning centers.
- Additional visits may be needed to motivate the parents of children with disabilities, young children, minority children, girls, displaced children, and students coming from chars (island), offshore islands and remote areas.
- Parents should understand that it is their responsibility to accompany their children to and from schools/learning centers if any risks are noted. School authorities and School Management Committees may receive support from the Representatives Group to conduct awareness-raising activities.
- The Education Cluster's local partners and other EiE actors may undertake other initiatives and coordination measures to disseminate information regarding the need for local people to take part in the education program, e.g. courtyard discussions, mothers' meetings, cash for work/training programs, etc.

Quality education

- To ensure that students achieve the required national competencies, the learning environment should be joyful, and should have the required WASH facilities, hygiene promotion activities, context-specific curriculum with a psychosocial component, participatory teaching and learning methods, and recreational opportunities.
- The School Authority should define the education requirements based on the required competencies to be demonstrated during the public examination, the annual examination, as well as the learning requirements of non-formal students and out-of-school children.
- Achievement of the expected competencies as set by the national authority by students in the formal and non-formal structures will reflect the quality of the education provided.

Relevant education

- Education must be relevant and suitable for children with special needs, for example, slow learners, students with disabilities, non-Bengali speakers, ethnic or religious minorities, students with chronic illnesses, etc.
- Based on the specific contextual requirements, the learning space may include formal and non-formal spaces. Non-formal spaces should be used for children who are not enrolled in the formal education program.
- The formal spaces should be established for enrolled children to continue to pursue their education;

these should emphasize flexibility by adapting by class schedules and hours, methods of delivery, e.g. peer education, extra time to catch up, special classes for slow learners or children with disabilities, etc., as well as the provision of psychosocial support. (See Teaching and Learning Standard 1: Curricula)

Funding for quality education

Sufficient financial and capable human resources are the two major capacity gaps that prevent the delivery of quality education in emergency contexts. The Directorate of Primary Education, the Directorate of Secondary and Higher Education, the Bureau of Non-formal Education, the Bangladesh Technical Education Board, and the Education Cluster will coordinate to minimize financial, material, and human resource gaps. The international community, UN agencies, INGOs, NGOs, corporate society, and local communities are potential sources from whom resources may be mobilized.

Standard 2: Protection and Well-Being

Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

Safe and secure learning environments

- The learning environment will be free from hazards that may cause harm to learners, teachers, and other educators. In this context, harm includes physical, emotional, and social threats, abuse, exploitation, neglect, and violence.
- If the original learning center or school building is not safe to continue classes, an alternative safe space should be identified. The School Authority and the School Management Committee must involve the Representatives Group to identify a suitable place that is close to the affected or displaced population. The School Authority and the School Management Committee, with support from the Representatives Group, may need to take action to influence the owner or holder of the site for permission to establish a temporary learning space.
- The learning center, regardless of whether it is temporary or permanent, must be safe from disaster. Teachers should educate students about how they can reduce their risks of disaster at school and at home. Interpretation of early warning messages and dos and don'ts before, during, and after a disaster should be taught through classroom-based sessions in the learning center.
- Homeschooling may be an opportunity to prevent children from being exposed to safety and security issues.

Learning environment that provides protection

- If required, police, village police, or volunteers (Cyclone Preparedness Program (CPP), Urban Volunteers) should be involved to ensure the security of the learning center.
- Teachers, senior students, volunteers, parents/guardians, and other educators should prioritize safety and security issues by accompanying young students, girls, female teachers and students of ethnic minorities and students with disabilities on the way to and from the learning centers.

- SMC in collaboration with Union Disaster Management Committee must support the School Authority and the School Management Committee members to identify a safe learning site for any temporary learning spaces, as this is key to ensuring a safe learning environment.
- The Representatives Group will play an active role in recruiting volunteers, assessing threats on the access routes to the temporary learning spaces, and finding solutions to remove violence both in and out of the classroom such as bullying, sexual harassment, sexual abuse, corporal punishment, exploitation, and the engagement of children in political activities and violence.

Learning environments that promote psychosocial well-being

The classroom arrangement, teaching and learning materials, and psychosocial support materials should be culturally sensitive. Sufficient training and materials will create a supportive and psychosocially healthy learning environment. Upazila education authorities should organize training on EiE and psychosocial support through the Upazila Resource Centers.

Education Cluster partners may consider supporting the Primary Education Development Program to develop and roll out a psychosocial needs training package for teachers and SMCs under its EiE subcomponent.

The Education Cluster may also consider supporting the Directorate of Secondary and Higher Education and the Bureau of Non-formal Education on capacity building initiatives on EiE and psychosocial support for secondary and higher secondary level teachers and SMCs.

Key issues related to EiE, child protection, and psychosocial support should be included in the National Academy for Education Management and National Academy for Primary Education training curriculums. During emergencies, refresher trainings can be organized for teachers and School Management Committee members involved in EiE programs.

A psychosocially healthy learning environment depends on training and an adequate supply of materials. Education Cluster partners may request EiE materials as per the standardized EiE kits and education authorities may stock books at the local level. The joint response strategy and plan of the education authority and Education Cluster should prioritize education, WASH, and recreational materials based on the assessed needs at the local level.

Standard 3: Facilities and Services

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

Learning facilities that promote the safety and well-being of learners, teachers, and other education personnel

The School Authority and the School Management Committee should oversee the management of the following facilities objectives with the support of Education Cluster partners and the Upazila education authorities:

- Build, reconstruct, or relocate education facilities in sites that promote equity and physical safety for all and are close to learners' homes or displaced positions.
- Ensure that the learning space is accessible to girls, students with disabilities (e.g. wheelchair ramps) and young children.
- Provide safe drinking water and hygienic sanitation facilities appropriate for use by older persons, persons of both genders, and persons with disabilities.
- Enable the use of facilities that support participatory methods for instruction, the continuation of administrative activities, and the delivery of psychosocial support activities. (See Access and Learning Environment Standard 2: Protection and Well-being)

Construction and maintenance of temporary learning environment

The Representatives Group will play a very important role in identifying a safe space for relocating or reconstructing the learning center, establishing the temporary learning space, convincing the space owner or authority to allow use of the space, constructing the temporary learning center, and maintaining the learning space. If necessary, School Authorities and School Management Committees may seek support from Union Disaster Management Committees.

Safe restoration and construction of educational facilities

Despite the Government of Bangladesh prioritizing disaster affected schools for reconstruction and renovation, there are still challenges in integrating a systematic approach to assess the physical damage of schools in emergencies and arranging early recovery of education facilities. Education authorities may consider declared, low profile or pocket/localized emergencies for restoration of education facilities. The Local Government Engineering Department is responsible for the construction of primary schools in Bangladesh and considers environmental aspects in their construction. Climate change effects should also be considered in school construction. The Local Government Engineering Department has several designs for primary school construction. Still, more context-specific designs are required, for instance portable construction for char (river island) areas. However, it is important that education authorities ensure context-specific designs of education institutes for primary, secondary, non-formal and technical level. To ensure that every new school construction is resilient to climate change and is disaster risk free the design should include:

- Analysis of the context
- Impact of the environment on the school and the school on the environment
- Consideration of specificity in different contexts (such as Hill Tracts, char/haor, offshore island, excessive salinity in soil, and environment, etc.)
- Types of hazards and disasters
- Climate change effects

Links to health, nutrition, psychosocial and protection services

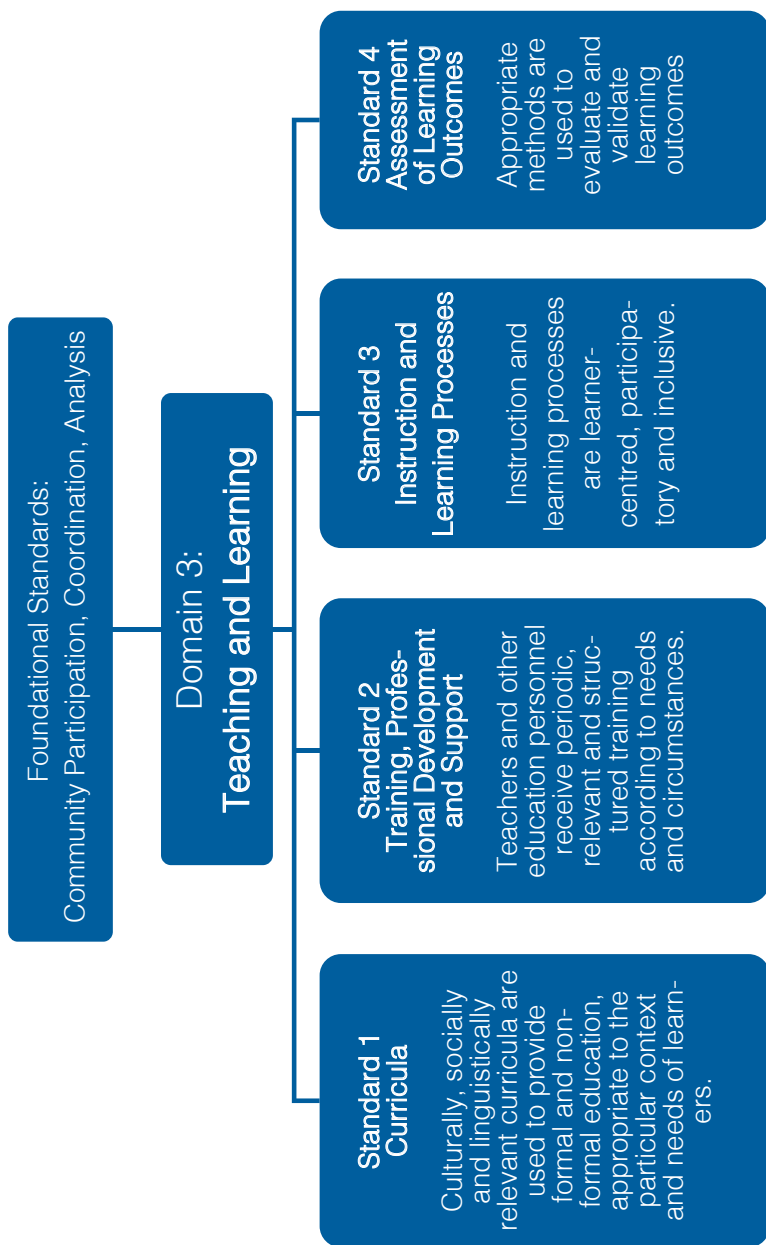
Learning spaces will be linked with ongoing emergency food security, health, nutrition, psychosocial support, and other social services. These linkages are very important and the Education Cluster is responsible for supporting inter-sectoral coordination at the national level through the Humanitarian Coordination Task Team. School Authorities and School Management Committees, with the support of Education Cluster partners, should make linkages with emergency food security, health, and nutrition in emergency interventions to draw the services into the schools. The School Authority and School Management Committee should consider and manage the following facilities with the support of Education Cluster partners and the Upazila education authorities with the following objectives:

- Ensure the availability of well-stocked first aid boxes in educational facilities

- Provide periodic health monitoring for teachers, students, and volunteers
- Provide lunch or nutritious supplements, e.g. high energy biscuits
- Provide culturally sensitive participatory teaching, learning, and psychosocial materials

Funding safe water and sanitation facilities

The Representatives Group may advise the School Authority and School Management Committee in arranging water and sanitation facilities. During any emergency, there are always financial constraints and the Upazila education authority must give special attention to allocate funding for water and sanitation. At the primary level, the Planning Committee may prioritize the provision of water and sanitation in their EiE or Upazila Primary Education Plans. The School Authority may ask for Upazila Primary Education Plan funding or mobilize funds from within their community with support from the Representatives Group. Cash for work in emergencies and Union Disaster Management Committee funds could also be used to support the provision of water and sanitation for temporary learning centers. The School Management Committee and School Authority should coordinate with WASH interventions in the community during emergencies. The Education Cluster at the national level will coordinate with the WASH Cluster to support local and national level coordination.



Domain 3:

Teaching and Learning

3

Standard 1: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Curricula

The curricula package in Bangladesh includes teaching aids, textbooks, teaching and learning materials and evaluation indicators. The recognized curricula for formal primary, secondary, madrasah and non-formal education may require customization and adoption based on the emergency context. Curriculum will follow Key Performance Indicators and Terminal Competencies. These two recognized instruments should be the basis of designing or customizing the curricula for education in emergencies and should be applicable for formal or non-formal education, madrasah education, and technical and vocational education. It will also be applicable for Bangla and English medium education systems.

The Upazila education authorities will analyze the context, support customization, and approve the curricula, teaching learning materials, and psychosocial program materials. The revised education plan and customized curricula should be shared with the Parent Teacher Associations for their knowledge and feedback. Periodic monitoring must inform the revision of the curricula to match the evolving needs and to achieve the learning targets of the affected students.

Additional guidance

For guidance on curricula development, see INEE's Guidance Notes on Teaching and Learning at http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1004/Guidance_Notes_on_Teaching_and_Learning_EN.pdf

Socially and culturally relevant curricula

In Bangladesh, a curricula that is culturally and socially relevant means that it represents and responds to the cultural and social differences of ethnic groups (including all those in the Chittagong Hill Tracts regions and Santal, Garo, Hajong, Oraon, Monipuri, etc. in other parts of the country), religions (Islam, Buddhism, Hindu, etc.), rural/urban, and socio-economic status. School Authorities may recruit competent volunteers from the ethnic groups to support ethnic minority students to help them participate academically and psychosocially under emergency education interventions.

Challenges

The existing curricula for formal primary, secondary, madrasah and non-formal education are culturally, socially and linguistically appropriate for the Bangla speaking students of the country. But the young students in Chittagong Hill Tracts and several other ethnic groups in the country need a start in their mother language and a gradual process to adapt to the Bangla language. The culture reflected in the textbooks does not necessarily reflect minority culture or experience.

Linguistically relevant curricula

Teaching and learning materials and instructions will be in a language that is well understood and is comfortable for the learner. More than 95% of students in Bangladesh understand and speak Bangla. Bangladesh Education Policy requires students from minority ethnic groups to have the option to receive education in their mother tongue at the pre-primary level. School Authorities and School Management

Committees should consult Representatives Groups in identifying and recruiting the appropriate volunteers from the communities to minimize the unavailability of teachers and to facilitate education and psychosocial activities in the appropriate language.

Appropriate to the particular context and needs of learners

- As education in emergencies must address the psychosocial and protection needs of children and youth, the education in emergencies curricula must include activities to address these priorities at all stages of the emergency. This requires an assessment of psychosocial needs and protection threats. The School Authorities and School Management Committees, with support from the Representatives Group, will assess the psychosocial and protection needs and identify the appropriate measures.
- Students should get support in how to cope with the particular situation, what the protection threats are and how to deal with such emergencies in the future with risk reduction and preparedness measures. The emergency education curricula must include these subject areas within the learning content.

- Curriculum, textbooks, and teaching learning materials will be gender sensitive, recognize diversity and be appropriate for children with special needs.
- The curriculum, textbooks, and teaching and learning materials will recognize both male female specific issues and needs in the social and cultural context of Bangladesh and recognize diversity in general.
- While assessing the needs and designing psychosocial support interventions and emergency education curricula School Authorities must prioritize to make it suitable for all learners.

Sufficient amount of teaching learning materials

The education systems for primary and secondary levels in Bangladesh need to increase capacity of supplying necessary teaching learning materials after a disaster. Government allocation of funds for this can be delayed and NGO priorities are more focused on life saving responses. The Upazila Primary Education Plan and School Level Improvement Plan should have provisions for local level disbursement of funds to ensure required teaching learning materials in schools and local level store of textbooks can support the process. The secondary, non-formal, and technical education systems should create provision of local level allocation of emergency fund and materials to resume or continue education immediate after a disaster.

Standard 2: Training, Professional Development and Support

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

Periodic, relevant, and structured training

- Upazila level education offices should create a system to train teachers on continuation of education in emergency contexts. Upazila education officials will support teachers to receive pre-service and in-service training to build their capacity.
- Training will be appropriate to the emergency context and learning objectives. Based on the context and type of emergency, the training package should be customized and delivered to make the package most suitable to the particular situation.
- Upazila Resource Center instructors and Primary Teacher's Training Institute instructors should be the resource persons for delivering training on climate change adaptation, disaster risk reduction in education, and EiE to the primary, pre-primary, and secondary-level teachers. This training should be linked with the National Disaster Management Plan.
- Upazila primary education officials may provide this training through a sub-cluster training program in Upazila Resource Centers.
- The Primary Teacher's Training Institute should consider including the following areas in their training curriculum: climate change adaptation, disaster risk reduction in education, EiE, and psychosocial support.
- The National Academy for Education Management and the National Academy for Primary Education are the authorities to approve climate change adaptation, disaster risk reduction in education, and EiE training packages for secondary and primary level teachers organized on the basis of geographical context of Bangladesh. The Bureau of Non-Formal Education is the authority for approving training for non-formal teachers. The Bangladesh Technical Education Board is the approval authority for training technical education teachers.

Training relevant to needs and circumstances

Both formal and volunteer instructors and facilitators (male and female) from formal and non-formal education programs should receive training on disaster risk reduction in education and EiE. The training package should consider the following contents according to the need expressed by teachers:

- School risk assessment, risk reduction, and response planning
- Continuation of education in emergencies, including education and psychosocial needs assessment
- Psychosocial support to students
- Managing temporary learning spaces
- Gender-based violence and child protection in emergencies
- Inclusion of education in emergencies curriculum

Training for non-formal education

Training will include knowledge and skills for formal and non-formal curricula, climate change adaptation, disaster risk reduction, and psychosocial support to students. Based on the emergency context formal education may not be always possible. In that case non-formal education arrangement may be the best way to keep education during emergencies. Furthermore, Bangladesh has a significant number of non-formal education programs. This is why education in emergencies training should include both a formal and non-formal curricula.

Standard 3: Instruction and Learning Processes

Instruction and learning processes are learner-centered, participatory and inclusive.

Learner-centered, participatory and inclusive instruction and learning processes

- Teaching methods will be appropriate to the age, language, culture, capacities, and needs of learners. Methods may include group work, peer education, storytelling, describing events, play, games, etc. to make learning interactive and participatory.
- The government of Bangladesh places an emphasis on the participatory and joyful process of teaching and learning which is appropriate in emergency contexts. To do so, teachers' attitude and behavior with the students in emergencies should be loving and caring and their teaching methods more interactive and participatory.
- Bangladesh has adopted 'universal' teaching and learning process. It means 'all' children should have access to education free of cost and the teaching method should be inclusive in all respects. This is applicable in both normal and emergency contexts.
- Depending on learners' age and capacity, teaching approaches may be different. Teachers should identify the most suitable method for involving all types of students, including ethnic or linguistic minorities, slow learners, and those with disabilities.

Balance between education and psychosocial activities

Since psychosocial programming is an integral part of education in emergencies programs it requires a balance between education inputs and psychosocial inputs. Based on a needs assessment, School Authorities should design education programs in a way that meets students' need for education and psychosocial support. Day wise planning of school hours is important for this. Psychosocial activities could be more important than the academic activities during the initial days of a disaster. As students get used to the situation or feel normalcy as the psychological impact of the disaster fades, more academic activities could be added.

Standard 4: Assessment of Learning Outcomes

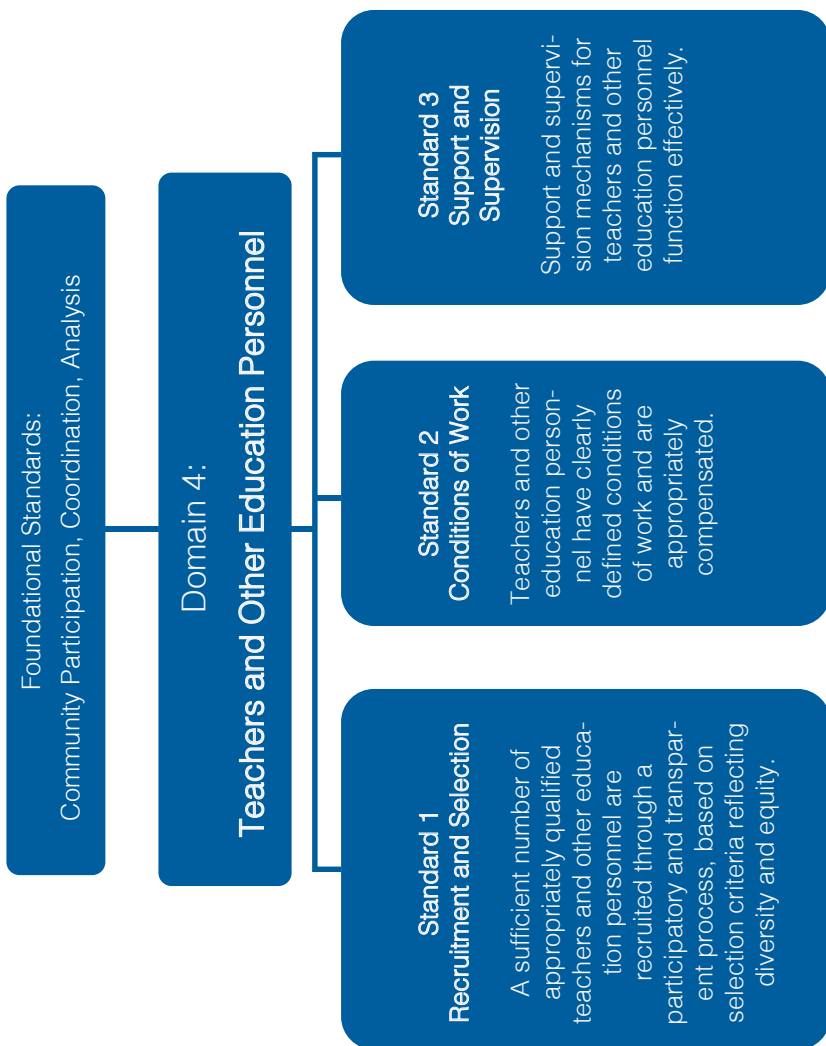
Appropriate methods are used to evaluate and validate learning outcomes

Appropriate methods of assessment

- School Authorities should design and set evaluation systems and tools based on the learning objectives of students.
- Tools and methods of assessment should be very easy and should not be time consuming.
- While the emergency learning objectives are very much based on the nationally set key competencies for children and youth, regular class tests and examinations could be introduced to assess the expected competencies set for the emergency education, if relevant.
- The evaluation method must be inclusive and assess performances of children with disabilities, ethnic minorities, slow learners, severely affected students and young students. The evaluation results will inform the teaching method and overall education programming to accommodate the evolving needs of the children and revise the method to make it more effective for the students.

Evaluate and validate learning outcomes

- Assessment method will be relevant to learners' future educational needs.
- Assessment contents must have a direct link with the materials taught in emergencies. The materials taught in emergencies should be identified looking into future education needs of learners, for example building competencies of the students to be promoted to the next grade.
- As students may go on to face annual or public examinations, the assessment method should have a focus on this to ensure that they are able to pass these examinations and avoid losing an academic year.



Domain 4:

Teachers and Other Education Personnel

4

Standard 1: Recruitment and Selection

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.

Ensuring a sufficient number of qualified teachers and other education personnel

- To encourage quality education, the learning opportunities should be operated by trained teachers; and have a teacher-student ratio within 1:40.
- Recruiting local volunteer teachers could be a rapid solution for immediate needs of teachers in emergency situations.

Teacher Student Ratio

At present the teacher-student ratio in Bangladesh is 1:40. The government of Bangladesh aims to lower the ratio to 1:30.

Participatory and transparent recruitment process

- Impartial recruitment process is developed and carried out. It should follow a predefined job description and selection criteria and be acceptable to the community.
- Job descriptions should include roles, responsibilities, and code of conduct for volunteer teachers, psychosocial facilitators, and other educators.

- A representative selection committee will recruit teachers and other educational personnel. The committee should consider the inclusion of Upazila level education officials, the head teacher, the School Management Committee President, the ward commissioner, representatives from the Representatives Group and possibly the Union Parishad chairman. It is the responsibility of the selection committee to ensure that the recruitment is transparent and without local or political influence.
- The Upazila level education officials should sign off on the final recruitment of each teacher.
- The Representatives Group may certify the candidate as acceptable to the community, as appropriate.
- SMC will recruit volunteer teachers in collaboration with Union Disaster Management Committee under the supervision of Upazila Education Office.

Recruitment based on selection criteria that reflect diversity and equity

- Selection criteria will be non-discriminatory. This includes not discriminating on the basis of gender, ethnicity, religion, disability, or any other areas of diversity.
- Selection of candidate may focus on the academic qualifications, relevant experiences, facilitation skills, and language abilities.
- Preference should be given to qualified candidates from the school community.
- Gender balance should be taken into consideration.
- To accommodate the needs of young children, female teachers and psychosocial facilitators may be sought.

Standard 2: Conditions of Work

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

Clearly defined conditions for work

The existing job description of regular teachers has no emergency specific elements. The government of Bangladesh may consider including teachers' specific roles and responsibilities in emergencies to job descriptions to support continued education during emergency situations. The contracts for regular teachers and locally recruited volunteer teachers should specify:

- Job tasks and responsibilities in emergencies
- Hardship allowance, if relevant (for regular teachers only)
- Remuneration of volunteer teachers
- Attendance requirements
- Working days and hours
- Length of contract (for volunteer teachers)
- Code of Conduct
- Support, supervision, reporting, and dispute resolution mechanism

Teachers, volunteers and other educational personnel will adhere a clear code of conduct to implement education activities. The code of conduct should be included in the service contract of both regular and volunteer teachers. It will include the following requirements:

- No corporal punishment
- No discriminatory practices
- No gender-based violence inside and outside the school
- No abuse (physical, sexual, or psychological), exploitation, or neglect
- No instigation for conflict
- Monitoring physical and mental health of the students
- Maintenance of high standards of conduct and ethical behavior
- Protection of all children especially girls, students with disabilities, minority students and young students

Appropriate compensation

- There is an effective and transparent payment mechanism in place for teachers and other education personnel to avoid misuse, theft, payment delays and lack of accountability.
- The Education Cluster may advocate to ensure appropriate wage for education staff during emergency situations including the possibility of hardship allowance for both teachers and other educators as appropriate.

Standard 3: Support and Supervision

Support and supervision mechanisms for teachers and other education personnel function effectively.

Support mechanisms for teachers and other education personnel

- Teaching and learning materials are often destroyed during a disaster. Upazila Education Office will provide a supply of teaching and learning materials as well as psychosocial kits as soon as possible after an emergency to ensure education continuity.
- Based on identified needs, it is essential to train both the regular and volunteer teachers on how to educate students during an emergency. Teachers should have the technical knowledge to teach disaster-affected children with limited facilities, customized curriculum, reduced contact hours, and alternative teaching learning methods. Teachers should be skilled in providing psychosocial support to those in need.
- Upazila level education officials and the Union Disaster Management Committee can potentially play an important role in providing psychological support. Being their higher authority, Upazila level education officials should continue to motivate teachers and appreciate their commitment to education and children's well-being.

Supervision mechanisms for teachers and other education personnel

- Upazila level primary and secondary education offices with SMCs will develop local level supervisory and monitoring mechanisms for teacher and other education personnel. This is needed to ensure that teachers are motivated, are providing quality education and have a support network available to them.
- Upazila education officers for primary and secondary level and non-formal and technical education can involve implementing NGO field officials in supervising and monitoring teachers although this is not mandatory.

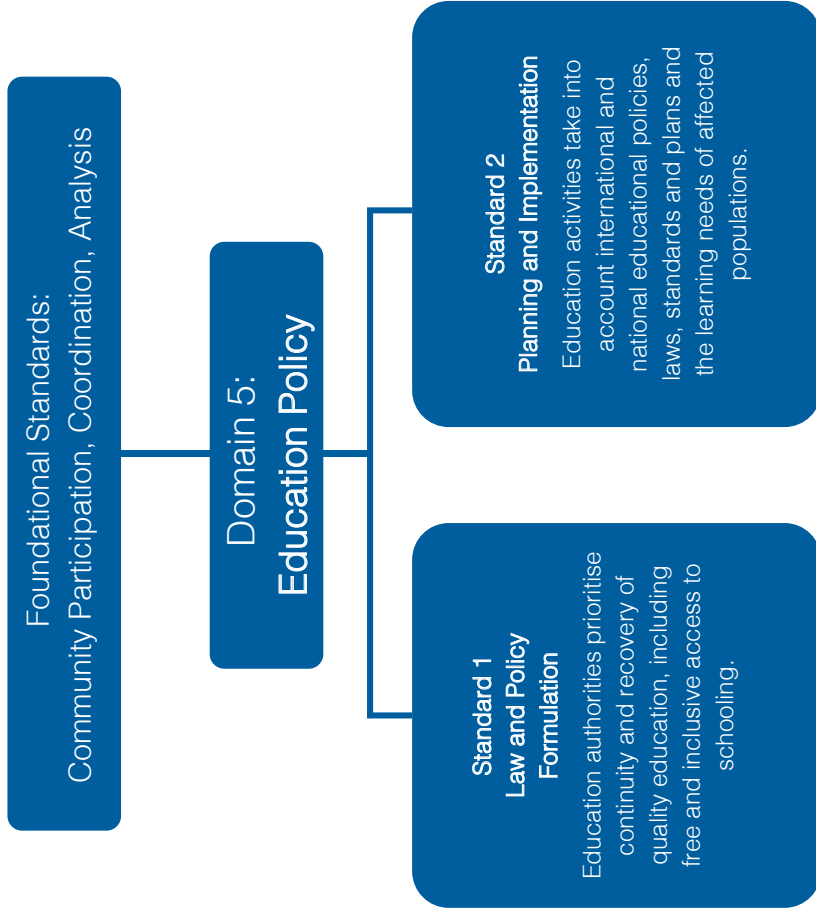
Support and supervision mechanisms that function effectively

The Representatives Group will be involved in the supervisory and monitoring system. Regular teachers' performance appraisal systems should include:

- Feedback from classroom observations
- Feedback on teachers' performances
- Assessments on students' growth and progress

Students will be a part of teachers' performance appraisal and evaluation of the emergency education program. Students' feedback will be received on the performances of teachers, volunteers, and other education personnel. They will provide feedback related to:

- Teaching performances
- Behavior of teachers, volunteers, and other education personnel
- Environment of the learning center, problems in the learning center
- Any protection-related concerns



Domain 5:

Education Policy

5

Standard 1: Law and Policy Formulation

Education authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling.

Education authorities

In Bangladesh, National education authorities include:

- National Education Commission
- The Parliamentary Standing Committee for Education
- Ministry of Education
- Ministry of Primary and Mass Education
- Directorate of Secondary and Higher Education
- Directorate of Primary and Mass Education
- Bureau of Non Formal Education
- Bangladesh Technical Education Board
- Directorate of Technical Education
- Bangladesh Madrasa Education Board
- National Academy for Education Management
- National Academy for Primary Education
- National Curriculum and Textbook Board

Local level education authorities include:

- District Primary Education Office
- District Secondary Education Office
- District Non Formal Education Office

- District Technical/Vocational Education Office
- Primary Teachers-training Institute
- Upazila Primary Education Office
- Upazila Secondary Education Office

Education authorities prioritize continuity and recovery of quality education

Laws, regulations, and policies will be formulated through context analysis in a participatory and inclusive process. Education authorities will involve a diversified group of the country's population including children and other marginalized groups. Education authorities should go through a process to formulate the Education Acts, laws and policy that ensure wide range of participation in quality education services.

Bangladesh is one of the most vulnerable nations to global climate change and disaster-prone countries in the world. As such, the context analysis should also include environmental and political dynamics in the emergency context, protection issues, disaster risk and preparedness, climate change, disaster impacts on achieving education targets, and solutions to address the challenges to continued quality education.

Free and inclusive access to schooling

- It is the responsibility of Education Authorities to ensure children's right to education at all times. The National Plan of Action for Education for All (2003-2015) embraces all the EFA goals of making education compulsory, accessible, and inclusive.
- Bangladesh, being a signatory country of the Convention on the Rights of the Child, may consider a provision for climate change effects/adaptation and disaster risk reduction in education and EiE in the Education Act, laws, regulations, and policy.
- The Standing Order on Disasters and the Disaster Management Act also provide due instructions for education authorities to integrate disaster risk reduction in education and EiE.
- Bangladesh's laws, regulations and policies guiding education system allow donors, NGOs, INGOs and other actors to get involved in early resumption of education in emergencies, continuation of education in emergency situations, and recovery of education facilities.

Standard 2: Planning and Implementation

Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

Education activities

National and local education plans should include emergency actions to continue education in emergencies. The plans should include early warning dissemination, assessment, capacity building, emergency recruitment, psychosocial support, coordination, M&E, and protection plans. These plans should be supported by national level framework for climate change effects/adaptation and disaster risk reduction in education and EiE. The framework should be based on national education policy, the Education Act, and the Standing Order on Disasters.

Emergency formal and non-formal education programs fall under national education policies and frameworks. Since the education policy of the country does not provide guidelines for the continuation of education in disaster situations, Bangladesh may consider developing a framework for climate change effects/adaptation and disaster risk reduction in education and EiE to support education continuity and the formal provision of education in emergencies. The framework should include roles and responsibilities of education authorities from national level to school level including different level authorities' activities and instructions. The Bureau of Non-Formal Education and The Bangladesh Technical Education Board should also adopt a framework for non-formal and technical education in the country.

International education policies, laws, standards, and plans

The Government of Bangladesh considers following international instruments for education:

- Convention on the Rights of the Child
- Education for All
- Covenant on Economic, Social and Cultural Rights (Articles 2, 13, 14)
- Convention on the Elimination of All Forms of Discrimination against Women (Article 10)
- Convention on the Rights of Persons with Disability (Article 24).

National educational and disaster management policies, laws, standards, and plans

At a national level the government has:

- National Education Policy 2010
- Compulsory Primary Education Act 1990
- Constitution of the People's Republic of Bangladesh
- Non Formal Education Policy Framework 2006
- Disaster Management Act 2012
- Standing Orders on Disaster 2010
- National Plan for Disaster Management 2010-15
- Bangladesh Climate Change Strategy and Action Plan 2009

Planning and implementation of education activities

Financial, technical, material, and human resources will be available to include education in emergencies in national and local level education sector planning. A coordinated funding mechanism should be in place involving national education authorities, donors, INGOs, NGOs, and communities. Education authorities and the Education Cluster at the national level should be in the lead of financial coordination keeping the Local Consultative Group for Education included in the process. Resource allocation should focus on both a) physical elements, such as repair or additional classroom, approach road, WASH sector in school, textbooks, teaching and learning materials, etc.; and b) human resources, such as teacher training, psychosocial support, recruitments, etc.

Pre-primary, primary, non-formal, secondary, technical and higher secondary level education response should be linked with other sector responses in the field. EiE programming should have a coordination component with WASH, Health, Food Security, Child Protection and Shelter interventions in emergencies. At the national level, the Education Cluster will support inter-sector coordination through the Humanitarian Coordination Task Team. At the school level, School Authorities and School Management Committees will be responsible for such coordination through the Union Disaster Management Committee. School Level Improvement Planning and the Upazila Primary Education Plan should coordinate with other sectors to receive support from other sectors' interventions. (See Community Participation Standard 1: Participation)

Acronyms

BNFE	Bureau of Non-Formal Education
BTEB	Bangladesh Technical Education Board
CAMPE	Campaign for Popular Education
D-Form	Damage Assessment Form
DDM	Department of Disaster Management
DDMC	District Disaster Management Committee
DME	Directorate of Madrasa Education
DMIC	Disaster Management Information Center
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Education
DTE	Directorate of Technical Education
DDMC	District Disaster Management Committees
GO-NGO	Government Organizations and Non-Government Organizations
HCTT	Humanitarian Coordination Task Team
JNA	Joint Needs Assessment
LCG	Local Consultative Group
LCG-CCE	Working Group on Climate Change and Environment
LCG-Education	Local Consultative Group for Education
LCG-DER	Local Consultative Group on Disaster and Emergency Response
MoE	Ministry of Education
MoPME	Ministry of Primary & Mass Education
NAEM	National Academy for Education Management
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
RG	Representatives Group
SLIP	School Level Improvement Planning
SMC	School Management Committee
TLS	Temporary Learning Space
UDMC	Union Disaster Management Committee
UzDMC	Upazila Disaster Management Committee
UPEP	Upazila Primary Education Plan
WASH	Water, sanitation and hygiene



An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

The Bangladesh Minimum Standards for Education express commitment to the provision of quality, safe and relevant education for all children and youth affected by conflict and crisis in Bangladesh.

Based on the INEE Minimum Standards for Education, this document seeks to define effective, quality and inclusive education practices in Bangladesh. This tool has been developed for the government and non-government actors in education sector of the country and prepared by the Education Cluster in Bangladesh, in a process facilitated by Save the Children, UNICEF, CAMPE and INEE.