Present: Jeff Davis (American Institutes of Research), Shakir Ishaq (BEFARe), Fred Ligon (World Education), John Abuya (ActionAid), Martha Muhwezi (FAWE), Simon Purnell (ZOA Refugee Care), Olloriak Sawade (Oxfam Novib), Helen Stannard (IRC), and Zeynep Turkmen (Mavikalem).

Ex officio: Tzvetomira Laub, Lisa DiPangrazio, and Sweta Shah (INEE Secretariat).

Apologies: Pilar Aguilar (UNICEF), Ronja Hoelzer (GTZ), Ellen Lange (NORAD), Audrey Nirrengarten (UNHCR), Helge Brochmann (NRC), Mitch Kirby (USAID), Sandra Renew (War Child Holland), Ken Rhodes (Academy for Educational Development), Eli Waærum Rognerud (UNESCO), Bente Sandal-Aasen (Save the Children Alliance), and Pamela Young (Plan). Regrettably, the eruption of the Eyjafjallajökull volcano in Iceland prevented more than half of the WG members from attending the meeting.

SAVE THE DATE for the next Working Group meeting!
September 20-23, 2010: Working Group meeting, Oslo, Norway
September 21, 2010: INEE Good Practice Tool Launch in Oslo, Norway, co-hosted by NORAD, Save the Children and Norwegian Refugee Council

Welcome and Administrative Procedures

Welcome
Shakir Ishaq opened the Working Group meeting. Shakir thanked the co-hosts of the meeting—UNICEF Uganda and FAWE. UNICEF Uganda representative, Paul Seshadri, welcomed the participants of the WG meeting.

The main objectives for the meeting were:
- To update the Working Group members on recent INEE activities;
- To vet the tools and resources to be included in the INEE Good Practice Toolkit;
- To make final decisions on the content and design of the INEE Minimum Standards;
- To give guidance for the work of the SubGroup for 2nd half of 2010.

INEE Updates since last WG Meeting

1. New INEE Steering Group members
INEE is pleased to welcome the Open Society Institute (OSI) and the Foundation for the Refugee Education Trust (RET), and their respective representatives, Dr. Ian Macpherson and Vanessa Mengel, to the INEE Steering Group. Among many other strengths, these new organizations and their representatives bring a wealth of experience and expertise in partnering with local and national civil society groups on education and on post-primary and adolescent specific education programming and policy work, thus complementing the expertise within the INEE Steering Group. In addition, INEE is pleased to welcome new representatives of the World Bank and UNESCO: Joel Reyes and Mark Richmond respectively.

Ian, Vanessa, Joel and Mark join the following other members of the INEE Steering Group: CARE, Jonathan Miller (CARE's Senior Education Advisor)
ChildFund International, Mary Moran (CCF's Senior Child Development Specialist)
International Rescue Committee, Anita Anastacio (IRC's Senior Technical Advisor, Education)
Save the Children, represented by Kjersti Okkelmo (Education Adviser for Save the Children Norway and INEE Steering Group Chair)
2. INEE 2009 Annual Report and 2009 Minimum Standards Spending

INEE has released its **2009 Annual Report**. INEE is proud to highlight the following selected highlights of the network’s work in 2009 and would like to acknowledge all of your individual contributions, which have made these collective accomplishments possible:

- INEE convened a **Global Consultation** of over 250 INEE members and key stakeholders in order to share and build knowledge, leverage achievements and experience across agencies, and facilitate inter-agency policy dialogue and advocacy. INEE published an **outcome report** and launched an online platform with findings, recommendations and supporting documents from the event.
- INEE launched the **Pocket Guide to Inclusive Education**, which has received praise from users for its ease of use and practical advice. Some 2,500 copies have already been requested and disseminated, and a reprint and translations are underway.
- INEE launched the **Guidance Notes on Safer School Construction** at the United Nations International Strategy for Disaster Reduction’s Global Platform and has created and utilised training materials on disaster risk reduction and education in regional and national trainings around the world.
- INEE launched the revised **Guidance Notes on Teacher Compensation**, including training workshops in Francophone Africa; the initial run of 5,000 copies has been distributed and a reprint is underway.
- INEE played a leadership role in the **UN General Assembly thematic dialogue on access to education** in emergency, post-crisis and transition situations caused by man-made conflicts or natural disasters.

The 2009 Annual Report includes information on the INEE budget spending for 2009. For Minimum Standards activities, INEE spent $190,870. This equals approximately 17% of the total INEE budget for 2009. The breakdown of the spending on the Minimum Standards is as follows:

- $111,278 for the Minimum Standards update process
- $44,487 for Minimum Standards applications, trainings and capacity building
- $35,105.00 for Minimum Standards material production, dissemination and translations


**INEE Guidance Notes on Teaching and Learning** is designed to help practitioners and policymakers achieve the quality components of Education for All. It articulates good practice on critical issues related to curricula adaptation and development, instruction, teacher training and support, and the assessment of learning outcomes. The accompanying Resource Pack contains vetted resources which can be used to adapt the good practices within the Guidance Notes to a specific context. For more information, visit: [www.ineesite.org/teachinglearning](http://www.ineesite.org/teachinglearning) or contact Liz Sweet, [liz@ineesite.org](mailto:liz@ineesite.org).

4. Reference Guide on External Education Financing

The INEE Reference Guide on External Education Financing is a resource that explains donor education funding strategies and mechanisms. It focuses on external education financing in low-income countries, including those in **fragile situations**. Governments in these situations (crisis, post-crisis or the risk of crisis associated with conflict, natural disaster or challenges to government legitimacy) typically face challenges in delivering core public services, including education.
The Reference Guide is a product of the INEE Working Group on Education and Fragility, an inter-agency working group of 20 organizations which seeks to strengthen consensus on how education helps mitigate fragility while ensuring equitable access for all; support the development of effective quality education programmes in fragile contexts; and promote the development of alternative mechanisms to support education in fragile contexts during the transition from humanitarian to development assistance.

The Reference Guide was developed by the INEE Working Group on Education and Fragility in response to requests from education specialists for an easily accessible description of the different types of external assistance for education. In particular, it responds to recommendations made by participants at the 2008 INEE Policy Roundtable on Education Finance in States Affected by Fragility. The Reference Guide was developed with contributions from members of the Working Group on Education and Fragility and consultation with more than 25 technical experts.

The target audiences for dissemination, use of the Reference Guide include:
- helping national education policy makers in low-income countries, including those in fragile situations, to better understand donor funding mechanisms and navigate country-donor relationships more effectively
- helping NGOs, CSOs and in-country education stakeholders (i.e., local education groups, donors, educational institutions) in low-income countries and fragile situations to better comprehend donor goals, strategies and funding mechanisms, and thus hold governments and donors more accountable

For more information, contact Kerstin Tebbe, Kerstin@ineesite.org.

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**Vetting of the Minimum Standards Implementation Tools for the INEE Toolkit**

**Objectives of the Vetting Session:**
1. Vet all Minimum Standards Implementation Tools that have been proposed and gathered since 2007
   a. Decide what to include and what not to include;
   b. Identify any gaps and resources to fill those gaps;
   c. Ensure the continued relevance and quality of the Toolkit, by taking into consideration the improvements and additional resources that have been created/made available since 2007.
2. Discuss the switchover from the 2007 to 2010 Toolkit
   a. How can we maintain the quality and relevance of the Toolkit?

**Summary of Session:**
The main objective of the session was met successfully. More than 100 proposed Minimum Standards Implementation Tools were vetted and participants identified gaps and proposed additional tools to fill those gaps.

The WG members were divided in 3 groups and each group was presented with 2 different worksheets. The first was a list of all documents residing in the original Toolkit. This list was broken down by Minimum Standards Categories and included the tool annotations for easy reference by the WG members. The second worksheet was a list of all tools to be vetted, also broken down by Minimum Standards Categories/Domains and accompanied by annotations and (for some) recommendations for sections/chars/chapters that were useful to specific standards.

The groups were instructed to first read through the list of existing tools and then to read through the list of tools to vet, and vet the documents by scanning them to identify relevant sections and/or sections of interest, and hone in on the content of such sections. They were told to ask themselves:
- Does this assist the user in implementing and contextualizing the respective standard?
- Is this user and field friendly? If not, is there something else that is?

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1 The tools being vetted during this session were already screened by the Toolkit Update Consultant to ensure that they were relevant to the INEE Minimum Standards, were not already included in the 2007 Toolkit etc.
• Is this relevant to the area proposed (and for older tools, is this still contextually relevant or is it outdated)? If not, is there something new that is?
• Is this necessary or is it redundant?
• Are there any gaps or resources that are missing? If yes, what are they and what resources do we know of that can fill these gaps?

It was emphasized that the Toolkit update did not seek to serve as a comprehensive overhaul, but rather a revision and update. They were not encouraged to add many tools or remove many, but rather to consider all tools to today’s existing pool of resources and ask themselves which were of the utmost quality, relevance and user-friendliness. They were reminded that the Toolkit does not seek to be a comprehensive database of tools but a reference for Minimum Standards users to find the best guidance for contextualizing and implementing the INEE Minimum Standards in their relative contexts.

The final list of vetted resources that will be incorporated in the INEE Toolkit is available upon request. Projected completion of the Toolkit software development and launch is Fall 2010. WG members will be contacted this summer for permissions to use tools produced by their organizations.

Minimum Standards Training and Capacity Building

Participants: Fred Ligon (World Education), Helen Stanndard (IRC), Zeynap Turkman, Sweta Shah (INEE Consultant), and Paul Seshadri (UNICEF Uganda)

1. Training/Capacity Development Strategy for 2010
• Finalize Updated Training materials (by August 2010)
• Updated INEE MS training webpage (completed)
• Education e-learning module (by August 2010)
• Mentoring and training support to INEE members - virtually (should continue in 2010). At the next WG meeting, this will be re-assessed to see if there is still a need.
• Co-facilitate/Facilitate trainings as needed
  - Facilitated 1-day Trainings at Harvard and Columbia Universities (Feb. and March 2010)
  - Facilitate 2-day training for Oxfam-Novib (May 2010)
  - Amman MOE training (May 2010)
  - South and Southeast Asia TOT (December 2010-January 2011)
• Participation in the Education Cluster’s Capacity Development Task Team (should continue in 2010)
  - Supported the cluster in hiring a consultant to harmonize the various Education Cluster training packages. There are currently 3 packages: Ed. cluster coordinators (national level cluster coordinators), First Line Responders (for implementors), Ministries of Education training. INEE will continue to provide support in the harmonization of the training materials and ensuring strong integration of the INEE Minimum Standards into the various training packages.
  - Participation in the Education Cluster’s Capacity Development Task Team’s meetings and training workshop in Nairobi - April 27 - 30, 2010
• INEE MS Trainers’ Database (Summer 2010)
• While INEE is developing a training package for Ministries of Education, the group felt that there needed to be more discussion on INEE’s strategy for MOEs. INEE will not be able to make a one size fits all. The strategy should include not only training and capacity development of MOEs, but also how to guide them in using the Minimum Standards. Should there be support in institutionalizing the standards, contextualizing, a process of comparing the Minimum Standards with standards they may already have? As part of the development of this strategy, INEE should try to get case studies of ministries that have already integrated or used the Minimum Standards. The MOE in Uganda has done this. INEE has requested a case study from Ugandan colleagues (MOE, UNICEF, Save the Children).
  - The Secretariat will identify some working group members who are already working with MOEs to think about this and make some suggestions on what the strategy could be for the next WG meeting in Fall 2010.
• As part of institutionalization of the Minimum Standards, it would be better if field staff first contacted their colleague who is representing their agency on the INEE Minimum Standards Steering Group or WG for training support. This is to ensure that the organization’s representative is linked into any
training/capacity development support INEE provides to field programs and this support can perhaps help more than just one country.

2. **Training/Capacity Development Strategy for 2011**

- **TOT in MENA region in 2011 (currently no funds for this)**
- **Focus on universities/academia re: Minimum Standards**
  - Develop an intensive course on EiE and in particular the Minimum Standards. This would be based on the training modules developed. It would provide a certificate at the end. It should first be piloted in universities where INEE already has a relationship - i.e. Columbia University, Harvard University. This could be similar to the IRC project with University of Nairobi. After piloting the materials, the course should be conducted in various countries around the world. It could start in Africa with University of Nairobi leading etc... This requires further thought and reflection, but the group felt that INEE should be thinking about targeting universities.
  - After discussion with the Secretariat, the Secretariat will plan to conduct 5, 1-day trainings for university students in North America, Europe, Africa, Asia and perhaps Middle East or Latin America. The INEE Secretariat suggests that this initiative be linked with the INEE Strategic Research Agenda and that the group reflect on how to follow-up on these trainings.

3. **Update of Training Materials**

- As the INEE Minimum Standards Handbook is being updated and there have been many new developments in the field of education in emergencies, INEE is in the process of revising all training materials. These training materials will be ready for inclusion into the updated INEE Minimum Standards toolkit.
- The application group decided that rather than have a full training package, training sessions should be made into separate modules with a core set of modules which are non-negotiable. All trainings must have gone through at least the Core modules. A set of questions should be developed that would guide the person interested in conducting the training. Their answers would lead them to a particular set of modules.
- The groups that should be targeted for INEE Minimum Standards trainings are:
  - Implementors where there is no Education Cluster (1, 2, 3 day training)
  - Education Clusters (1, 2, 3 days)
  - Ministries of Education (1, 2, 3 days)
  - donors (1 hour, 2 hour, 1/2 day)
  - universities (1 day training)
  - Sphere users
- A slightly different set of modules would create training for the target groups. INEE will develop a 1 hour presentation, 2 hour workshop, 1/2, 1, 2, 3 workshop.
- As part of the Core modules, there currently exists a case study on the Tsunami. There is also a case study on the Pakistan earthquake. The group felt that we needed more case studies to fit the various emergency contexts.
- A facilitators’ note currently exists which needs updating.

4. **INEE Secretariat supported trainings**

- The INEE Secretariat has received many requests to conduct INEE MS trainings (providing financial and human resources) and many requests for the funding of trainings. In the first half of 2010, most of these requests came from South Asia, Southeast Asia and the Middle East.
- In light of these requests and the update of the INEE Minimum Standards handbook, INEE currently has funds and staff time to conduct 1 TOT training in 2010. This training will most likely be in December 2010. It was decided that a joint South and Southeast Asia training should be prioritized in 2010. The training will be conducted in either Bangladesh or Indonesia. Bangkok as a potential location was discussed as it is easily accessible to most in Asia, but due to the difficulty of obtaining visas, it was decided the training should not be in Bangkok. INEE recently conducted training in the Philippines so it was decided the training would not occur in the Philippines.
- It is recommended that an INEE Minimum Standards training is conducted in the Middle East in 2011.
- UNESCO, UNICEF and Save the Children in the MENA region provided a proposal of $5,000 to support a regional training of Ministries of Education. Funding this training was approved and Tzvetomira will co-facilitate together with UNESCO, UNICEF, and Save the Children.
5. INEE MS Application visit
• The group agreed that an application visit to Haiti would be conducted summer 2010.
• INEE will fundraise for and hire a consultant to do this work.
• Tzvetomira will develop a TOR and application sub-group members will provide feedback.
• There should be collaboration with the Education Cluster in doing this application visit.

6. Education E-learning module
• As part of the INEE-Sphere companionship, INEE was asked to contribute an education module for the Sphere E-learning toolkit. INEE will work with Oxford University to complete the education e-learning module by September 2010. This module uses the case study of the Darfur refugee crisis in Chad to learn about the application of the INEE Minimum Standards.

Minimum Standards Update Process

The decision to update the Minimum Standards was made at the INEE Global Consultation in Istanbul, Turkey, in March 2009 and was based on feedback that INEE has received since 2004 from users of the Handbook. The INEE Working Group on Minimum Standards decided that the Minimum Standards Handbook should be updated to:
• reflect recent developments in the field of Education in Emergencies such as, for example, the establishment of the Education Cluster approach
• incorporate the experience and good practices of the users of the Handbook

Key steps in the update process included an analysis of feedback on the handbook, an online consultation, strengthening of cross-cutting issues through expert group consultations, consolidation of each domain of standards, a peer review and an online review by INEE members through the INEE listserv. The INEE Secretariat is thankful to the whole WG and particularly to the Update SubGroup members for contributing their time, energy and expertise at various stages of the update process.

More than 1,300 colleagues from around the world participated throughout all stages of the update process. Contributors to the update process included representatives of NGOs, UN agencies, governments, community based organizations as well as students, teachers, and university professors. Consultations in Asia and Africa attracted the highest number of participants. The breakdown of the number of participants is shown below:

<table>
<thead>
<tr>
<th>Regions</th>
<th>Consultations</th>
<th>Participants</th>
<th>Facilitators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>10</td>
<td>135</td>
<td>22</td>
<td>157</td>
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<tr>
<td>Asia</td>
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<td>362</td>
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<td>Europe</td>
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<tr>
<td>Middle East</td>
<td>4</td>
<td>30</td>
<td>6</td>
<td>36</td>
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<tr>
<td>North America</td>
<td>8</td>
<td>101</td>
<td>18</td>
<td>119</td>
</tr>
<tr>
<td>Total</td>
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<td>797</td>
<td>99</td>
<td>895</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Key steps in the update process 2009-2010</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online consultations (68 countries)</td>
<td>169</td>
</tr>
<tr>
<td>Thematic Focal Points and reference group</td>
<td>162</td>
</tr>
<tr>
<td>Consultations (27 countries)</td>
<td>895</td>
</tr>
<tr>
<td>Category Focal Points and review group</td>
<td>48</td>
</tr>
</tbody>
</table>
WG members debated outstanding issues on the content and design of the INEE Minimum Standards Handbook.

1. Glossary
   The WG members debated and refined the proposed list of key terms that should appear in the handbook. The finalized list can be found as an Annex.

2. Formatting and Graphic Design
   If funding is available, the WG members agreed to have spiral binding or wire-o binding; index; tabs for each category/domain; improved linkages and references between standards; inclusion of a link to the Toolkit for each chapter. The WG members also weighed in on the choice of photos and the graphic design options for the cover.

3. Content/Language
   Included “key actions”, not “key indicators”: this change reflects feedback from users of the handbook that the indicators in the 2004 edition were not measurable. We use “key actions” to denote the steps one needs to take in order to meet the standard. Sphere is adopting the same approach in the revision of the Sphere handbook.
   Renamed “Standards Common to All Categories” to “Foundational Standards”: this change was made because of feedback that the INEE Secretariat had received over the years about the long and not-so-precise name of the domain. Sphere in their revision process are considering using “Foundational Standards” as a term as well.
   Moved “Coordination” to Foundational Standards: this reflects the need for strong sectoral and inter-sectoral coordination during all phases of preparedness, response and recovery; as a Foundation standard, Coordination needs to be in place while working to meet the other Minimum Standards.
   New title for Access and Learning Environment standard 3: “Services and Facilities”: this reflects the incorporation of guidance on services and referrals that can be provided at education facilities—health care, psychosocial support, nutrition etc.

   The WG members debated and agreed on a new title of the handbook: “Minimum Standards for Education: Preparedness, Response, Recovery”
   Some justifications include:
   - “preparedness, response, recovery” gives very broadly the numerous situations in which the handbook can be used.
   - removed “emergencies” from the title because the handbook can be used in many more situations than just emergencies and also because “emergencies” seemed to be a barrier for MOE colleagues who had previously reasoned that there was no emergency in their country and hence the Minimum Standards were not applicable.

5. Minimum Standards Launch Strategy
   The Minimum Standards will be launches together with the three other INEE tools in 1-day or half-day regional launches. It is also the hope that INEE members and partners will organize small orientations or presentations on the Minimum Standards whenever opportunities arise.

Plenary launch of INEE tools (45 minutes minimum, 1.5 hours maximum)
Introduction to INEE and the INEE Toolkit, focusing in on:
- INEE Minimum Standards Handbook (including an overview of how they are already being used globally, and where possible, a how they are already being used locally)
- INEE Guidance Notes on Teaching and Learning + Resource Pack
- INEE Reference Guide on External Education Financing
- INEE Gender Pocket Guide

INEE will provide talking points for each of the tools, and a master PowerPoint Presentation, which can be adapted so that launch organisers can focus on the tools that are particularly relevant to the region. INEE will also provide hardcopies of each tool for the launch.
Outline / discussion of regional next steps (15 minutes minimum, 45 minutes maximum)
The format of this segment will depend on the audience and time limitations. At a minimum, the INEE Secretariat recommends outlining next steps, including utilisation ideas (how to use these tools within local and/or regional contexts) in plenary discussion, with time for a few respondents. However, detailed discussion of this kind is best facilitated in a smaller group and could instead by part of workshops following the launch.

90-Min Workshops
INEE encourages co-hosts and partners to hold workshops to capitalise on the participation of key stakeholders and move forward local/regional priorities on education. The INEE Secretariat will develop several facilitator’s guides for 90 minute workshops which co-hosts and partners can adapt and use. Workshops, which could be scheduled to run either simultaneously or one after the other, are being developed on the following topics:

- Workshop on the application of the INEE Minimum Standards, with a focus on introducing the vetted implementation tools in the INEE Toolkit; sharing case studies and lessons learnt in implementing the standards; strategising on how to utilise the standards and related tools in work moving forward
- Workshop on the INEE Guidance Notes and Resource Pack on Teaching and Learning, exploring how the Guidance Notes and companion Resource Pack can be used to improve and effectively implement Education Response Plans around issues of Curricula, Teacher Training, Instruction and Assessment
- Workshop on the INEE Reference Guide on External Education Financing
- Workshop on the INEE Pocket Guide to Gender, including how to mainstream gender into programs and policies.

Outreach
INEE will produce a press release and disseminate the e-file of the Minimum Standards to online databases and listservs. INEE will keep track of launch participants and follow up for greater engagement. WG and SG members are encouraged to blog on the INEE blog as well as to circulate the INEE listserv announcement on the Minimum Standards launch to their internal listservs.

<table>
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<th>Action Points</th>
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**Applications SubGroup**

1. Finalize e-learning module (Sweta, Tzvetomira, Subgroup members to send comments/edits)
2. Support the Education Cluster with harmonized training development (Sweta, Tzvetomira); review modules of the harmonized training package (Applications SubGroup)
3. Support to INEE members and partners with Minimum Standards trainings (agenda, PPT etc) (Sweta, ongoing)
4. Minimum Standards Trainers’ Database (Tzvetomira)
5. Institutionalistion Checklists (Tzvetomira to reach out to WG members who could not participate in the Kampala meeting for their feedback and finalize checklists)
6. Contextualization tool development (Helen)
7. TOT preparation (Tzvetomira in consultation with Applications SubGroup)
8. Minimum Standards trainings for University students (Tzvetomira)
9. Fundraise and preparation for application visit to Haiti (Tzvetomira to draft docs; SubGroup member review)
10. Minimum Standards institutionalization plans (WG members who have not submitted such plans for the Kampala meeting)

**Update SubGroup**

11. Finalize Minimum Standards Handbook: incorporate changes from Kampala, final editing, graphic design (Tzvetomira; final sign-off by the WG)
12. Printing and delivery (Tzvetomira)
13. French translation, design, printing and delivery (Tzvetomira)
14. Dissemination strategy development (Update SubGroup)
15. Incorporate vetted tools in the INEE Toolkit; finalize and produce Toolkit (Lisa, Tzvetomira);
16. Outreach to field and HQ colleagues for numbers of desired Minimum Standards Handbooks.
Finalized Glossary

Access: an opportunity to enrol in, attend and complete a formal or non-formal education programme. When access is unrestricted, it means that there are no practical, financial, physical, security-related, structural, institutional or socio-cultural obstacles to prevent learners from participating in and completing an education programme.

Accountability: an explanation of the meaning and reasons for actions and decisions that consider the needs, concerns and capacities and circumstances of affected parties. Accountability is about the transparency of management processes including the use of financial resources. It is about the right to be heard and the duty to respond. In education, accountability means holding education providers responsible for the quality of their service delivery in terms of student knowledge, skills and attitudes; teacher behaviour; and school or system performance.

Assessment: 1) an investigation carried out before planning educational activities and intervening in an emergency to determine needs, gaps in the response and available resources; 2) a test of learners’ progress and achievement. An ‘assessment of learning outcomes’ is a form of assessment determined by an education programme. A number of assessment tools can be found in the INEE Toolkit: www.ineesite.org/toolkit. Assessment tools should always be adapted to reflect information needed in a specific context or environment.

Capacity: a combination of the strengths, attributes and resources of individuals or available within a community, society or organisation that can be used to achieve agreed goals.

Capacity building: the strengthening of knowledge, ability, skills and behaviour to help people and organisations achieve their goals.

Child-friendly spaces and schools: safe spaces and schools where communities create nurturing environments for children to access free and structured play, recreation, leisure and learning activities. Child-friendly spaces may provide health, nutrition and psychosocial support and other activities that restore a sense of normality and continuity. They are designed and operated in a participatory manner. They may serve a specific age group of children or a variety of age ranges. Child-friendly spaces and schools are important in emergencies through to recovery.

Child protection: freedom from all forms of abuse, exploitation, neglect and violence, including bullying; sexual exploitation; violence from peers, teachers or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

Children: all people between 0 and 18 years of age. This category includes most adolescents (10–19 years). It overlaps with the category of youth (15–24 years) (see also definition for ‘youth’ below).

Children associated with armed forces and armed groups: children may be abducted or recruited by force, or may join the fighting forces ‘voluntarily’. They do not always take up arms. They may be porters, spies, cooks or victims of grave sexual violence. These children are deprived of the opportunity for education. During demobilisation and reintegration processes, special attention must be given to their specific educational needs, including formal and non-formal education, accelerated learning, life skills and vocational learning. Particular attention needs to be given to girls, who are often overlooked and omitted from rehabilitation programmes.

Cognitive: mental processes such as thought, imagination, perception, memory, decision-making, reasoning and problem-solving.

Community education committee: an existing or new committee, which identifies and addresses the educational needs of a community. Members include representatives of parents and care-givers, teachers,
learners, community organisations and leaders, marginalised groups, civil society associations, youth groups and health workers.

**Conflict mitigation**: actions and processes that 1) are sensitive to conflict and do not increase tensions or sources of violence; and 2) aim to address causes of conflict and change the way that those involved act and perceive the issues. Humanitarian, recovery and development activities are reviewed for their effect on the conflict context in which they take place and their contribution to longer-term peace and stability. Conflict mitigation approaches can be used for conflict prevention and interventions in conflict and post-conflict situations.

**Disability**: physical, mental, intellectual or sensory impairments and barriers of attitude and of the environment that prevent full and effective participation of individuals in society on an equal basis with others.

**Disaggregated data**: statistical information that is separated into its component parts. For example, assessment data from a population or a sample can be analysed by sex, age group and geographic area.

**Disaster**: a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

**Disaster risk reduction**: the concept and practice of reducing risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, reduced vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

**Discrimination**: treating people differently leading to denial of access to facilities, services, opportunities, rights or participation on the basis of gender, religion, sexual orientation, age, ethnicity, HIV status or other factors.

**Distress**: the state of being upset, anxious and destabilised. It can occur in response to difficult living conditions such as poverty and overcrowding or exposure to threats to one’s security or well-being.

‘**Do No Harm**’: an approach which helps to identify unintended negative or positive impacts of humanitarian and development interventions in settings where there is conflict or risk of conflict. It can be applied during planning, monitoring and evaluation to ensure that the intervention does not worsen the conflict but rather contributes to improving it. ‘Do No Harm’ is considered an essential basis for the work of organisations operating in situations of conflict.

**Early childhood development**: the processes through which young children, aged 0–8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. These processes are supported by social and financial policies and comprehensive programming that integrate health, nutrition, water, sanitation, hygiene, education and child protection services. All children and families benefit from high-quality programmes, but disadvantaged groups benefit the most.

**Education authorities**: governments with their associated ministries, departments, institutions and agencies who are responsible for ensuring the right to education. They exercise authority over education provision at national, district and local levels. In contexts where government authority is compromised, non-state actors, such as NGOs and UN agencies, can sometimes assume this responsibility.

**Education Cluster**: an inter-agency coordination mechanism for agencies and organisations with expertise and a mandate for humanitarian response within the education sector in situations of internal displacement. Established in 2007 through the IASC (see separate entry), the Education Cluster is led by UNICEF and Save the Children at the global level. At a country level, other agencies may lead and the national ministry of education is actively involved. UNHCR is the lead agency in refugee contexts. The Education Cluster is responsible for strengthening preparedness of technical capacity to respond to humanitarian emergencies. During humanitarian response, it should ensure predictable leadership and accountability in the education sector.
Education in emergencies: quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.

Education response: the provision of education services to meet people’s needs and rights to education during an emergency through to recovery.

Emergency: a situation where a community has been disrupted and has yet to return to stability.

Formal education: learning opportunities provided in a system of schools, colleges, universities and other educational institutions. It usually involves full-time education for children and young people, beginning at between five and seven years and continuing to 20 or 25 years old. It is normally developed by national ministries of education, but in emergency situations may be supported by other education stakeholders.

Gender: the roles, responsibilities and identities of women and men and how these are valued in society. They are specific to different cultures and change over time. Gender identities define how society expects women and men to think and act. These behaviours are learned in the family and in schools and through religious teaching and the media. Gender roles, responsibilities and identities can be changed because they are socially learned.

Gender balance: an approximately equal number of men and women and boys and girls. It can refer to participation and input into activities and decision-making to ensure that both male and female interests are considered and protected. It can refer to the number of men and women employed by education authorities and by international and national agencies. It is particularly important in the employment of teachers. A balance of men and women at all levels creates more possibilities for discussing and addressing the different impacts of policies and programming on men and women and boys and girls.

Gender-based violence: any harmful act based on gender differences. In many contexts, women are more vulnerable to gender-based violence because of their lower status in society. Men and boys may also be victims, especially of sexual violence. The nature and extent of gender-based violence vary across cultures, countries and regions. Examples include:
- sexual violence such as sexual exploitation and abuse, forced prostitution, and forced and child marriage;
- domestic and family violence including physical, emotional and psychological abuse;
- harmful cultural or traditional practices such as female genital mutilation, honour killings and widow inheritance, usually by male members of a dead husband’s family.

Hazard: a potentially damaging physical event, phenomenon or human activity that may cause loss of life or injury, property damage, social and economic disruption or environmental degradation. Hazards can have natural or human-made origins or a combination of these. The risk posed by a hazard depends on how likely it is, and where, how often and with what intensity it takes place. For example, a small earthquake in a desert region that occurs once in 100 years poses a very low risk for people. An urban flood that occurs to a height of 3 metres within 48 hours once every 5–10 years has a relatively high probability and requires mitigation measures.

HIV prevention, treatment, care and support: a combination of behavioural, legal, structural and biomedical interventions needed to reduce the number of new HIV infections and the impact of HIV and AIDS on those infected and affected. HIV prevention, treatment, care and support need to be based on a thorough understanding of the epidemic, who is most at risk of infection and which behaviours are leading to new infections. Most at-risk behaviours include men having sex with men; injecting drug use; sex for the exchange of money or other materials; concurrent partnerships; and age-disparate relationships. Socio-economic drivers also impact on HIV prevention, treatment, care and support.

Human rights: a means to a life in dignity. Human rights are universal and inalienable: they cannot be given, nor taken away. In an emergency context, key human rights, such as non-discrimination, protection and the right to life, take immediate priority, while the progressive realisation of other rights may rely on
available resources. As education is instrumental to protection, non-discrimination and survival, it must be seen as a key human right. International human rights law is the body of international legal treaties and normative standards that govern states’ obligations to respect, protect and fulfil human rights at all times, including during emergencies. During conflict, international humanitarian and criminal law also apply. These treaties and standards regulate hostilities, protect civilians and place duties on actors who may challenge, supplant or act on behalf of the state. Refugee law sets out government obligations towards persons displaced across international boundaries due to the fear of persecution or armed conflict.

**Inclusive education:** ensures the presence, participation and achievement of all individuals in learning opportunities. It involves ensuring that education policies, practices and facilities respond to the diversity of all individuals in the context. Exclusion from education can result from discrimination, lack of support to remove barriers or use of languages, content or teaching methods that do not benefit all learners. People with physical, sensory, mental and intellectual disabilities are often among the most excluded from education. Emergencies have an impact on exclusion. Some individuals who were previously able to access education may be excluded because of circumstantial, social, cultural, physical or infrastructural factors. Inclusive education means ensuring that these barriers to participation and learning are removed and that teaching methodologies and curricula are accessible and appropriate for students with disabilities. All individuals are welcomed and supported to make progress, and their individual requirements are addressed.

**Information management:** comprises assessment of needs, capacities and coverage and the associated monitoring and evaluation, data storage, data analysis, and systems for sharing information. Information management tools and systems should help stakeholders decide which facts and data to collect, process and share, with whom, when, for what purpose, and how.

**Instruction and learning processes:** interactions between the learners and teachers. Instruction is planned according to the curricula, based on needs identified through assessment, and made possible through training of teachers. Learner-centred, participatory and inclusive instruction and learning processes involve the larger community in providing and supporting education.

**Inter-Agency Standing Committee (IASC):** an inter-agency forum for coordination, policy development and decision-making within humanitarian assistance. The IASC was established in June 1992 in response to a UN General Assembly Resolution on the strengthening of humanitarian assistance. The IASC involves both key UN and non-UN humanitarian partners.

**Internally displaced person (IDP):** a person who has been forced to leave his or her home area to find a safe place inside his or her home country, rather than crossing an international border. IDPs often flee for similar reasons as refugees, such as armed conflict, disasters, generalised violence or human rights violations. However, legally they remain under the protection of their own government, even though that government might be the cause of their flight. As citizens, they retain their rights, including to protection, under both human rights law and international humanitarian law.

**Learners:** people, including children, youth and adults, who participate in education programmes. This includes students in formal schools, trainees in technical and vocational education and training programmes and participants in non-formal education, such as literacy and numeracy classes, life skills courses in the community and peer-to-peer learning.

**Learning outcomes:** the knowledge, attitudes, skills and abilities that students have attained as a result of taking part in a course or education programme. Learning outcomes are usually described as what students ‘should know and be able to do’ as a result of instruction and learning processes.

**Learning sites:** the location of learning spaces.

**Learning spaces:** places where teaching and learning happen. Examples include private homes, child-care centres, pre-schools, temporary structures and schools.

**Life skills:** skills and abilities for positive behaviour that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act and interact as
individuals and as participating members of society. Life skills fall into three inter-related categories: cognitive; personal or emotional; and inter-personal or social. Life skills can be general: for example, analysing and using information, communicating and interacting effectively with others. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence or peace-building. The need for life skills often increases in situations of crisis, requiring increased emphasis on building life skills that are relevant and applicable to the emergency and local contexts.

**Livelhood:** the capabilities, assets, opportunities and activities required for a means of living. Assets include financial, natural, physical, social and human resources. Examples include stores, land and access to markets or transport systems. A livelihood is sustainable when it can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets and provide sustainable livelihood opportunities for the next generation.

**Non-formal education:** educational activities that do not correspond to the definition of formal education (see separate entry above). Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterised by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated ‘catch-up’ learning, after-school programmes, literacy and numeracy. Non-formal education may lead to late entry into formal education programmes. This is sometimes called ‘second-chance education’.

**Participation:** being involved in and influencing processes, decisions and activities. Participation is a right for all and is the basis for working with communities and developing programmes. Participation varies according to evolving capacities. All groups including adults, children, youth, persons with disabilities and members of vulnerable groups can participate in different ways from the earliest age. No group of people should be denied opportunities for participation because they are hard to reach or difficult to work with. Participation is voluntary. People are invited and encouraged to participate, not coerced or manipulated. Participation may include a range of activities and approaches. Passive roles include using services, contributing material resources, accepting decisions made by others and being consulted in a minimal way. Examples of active participation include contributing time, being involved directly in decision-making and planning and implementing education activities.

**Participatory learning:** an approach to teaching and learning which focuses on the learner. It encourages learning by doing things, using small groups, concrete materials, open questioning and peer teaching. For example, learners use practical activities to understand mathematical concepts or work together to solve problems and ask and answer questions. Participatory learning is contrasted with teacher-focused methodologies, which are characterised by learners passively sitting at desks, answering closed questions and copying from a blackboard. Participatory learning may also be used with teachers and education authorities to support them to analyse their needs, identify solutions and develop and implement a plan of action. In these contexts, it may include community participation, coordination and analysis.

**Preparedness:** the knowledge and capacities developed by governments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current hazard events or conditions.

**Prevention:** actions taken to avoid the adverse impacts of hazards and related disasters (see separate entries for these terms).

**Protection:** freedom from all forms of abuse, exploitation, violence and neglect.

**Psychosocial support:** processes and actions that promote the holistic well-being of people in their social world. It includes support provided by family and friends. Examples of family and community support include efforts to reunite separated children and to organise education in an emergency setting.
Quality education: quality education is affordable, accessible, gender-sensitive and responds to diversity. It includes 1) a safe and inclusive learner friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; 4) adequate and relevant materials for teaching and learning; 5) participatory methods of instruction and learning processes that respect the dignity of the learner; 6) appropriate class sizes and teacher-student ratios; and 7) an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills.

Recovery: the restoration and improvement of facilities, livelihoods, living conditions or psychosocial well-being of affected communities, including efforts to reduce disaster risk factors.

Refugee: according to the 1951 Refugee Convention, a refugee is someone who ‘owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality, and is unable to, or owing to such fear, is unwilling to avail him or herself of the protection of that country’.

Relevant education: learning opportunities that are appropriate for learners. Relevant education takes into account local traditions and institutions, positive cultural practices, belief systems and the needs of the community. It prepares children for a positive future in society in the national and international context. Relevant education is an element of educational quality and refers to what is learned, how it is learned and how effective the learning is.

Resilience: the capacity of a system, community or individual potentially exposed to hazards to adapt. This adaptation means resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Resilience depends on coping mechanisms and life skills such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance and resourcefulness. Resilience occurs when protective factors that support well-being are stronger than risk factors that cause harm.

Risk: the product of external threats such as natural hazards, HIV prevalence, gender-based violence, armed attack and abduction, combined with individual vulnerabilities such as poverty, physical or mental disability or membership in a vulnerable group.

Risk assessment: a methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat or harm to people, property, livelihoods and the environment on which they depend.

Safety: freedom from physical or psychosocial harm.

Security: protection from threat, danger, injury or loss.

Stakeholder: a person, group or institution with interests in a project or programme.

Vulnerability: the characteristics and circumstances of individuals or groups that result in them being susceptible to attack, harm or distress. Examples of vulnerable groups may include unaccompanied children, people with disabilities, single-headed households and children formerly associated with armed forces and armed groups.

Well-being: the condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; having security, protection and access to quality services (see also entry for ‘cognitive’).

Youth and adolescents: youth are people between 15 and 24 years and adolescents are people between the ages of 10 and 19. Together they form the largest category of young people, those aged between 10 and 24 years. The end of adolescence and the beginning of adulthood vary. Within a country or culture, there can be different ages at which an individual is considered to be mature enough to be entrusted by
society with certain tasks. In emergency situations, adolescents have needs that are different from those of younger children and adults. Youth refers to a period of progression towards independent responsibility. Definitions vary from one context to another depending on socio-cultural, institutional, economic and political factors.