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Draft - for discussion:

Working Group on Minimum Standards for Education in Emergencies

Standards, Indicators and Guidance Notes
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I. ANALYSIS

Analysis standard 1: Assessment
A rapid initial assessment is conducted in a holistic and participatory manner following the emergency so that an appropriate education response is determined.

Key Indicators

- An assessment is conducted within shortest possible time following the onset of the emergency.
- The education team is part of the first intersectoral assessment exercise (see guidance note 1).
- The assessment collects information on infrastructure, security, environment, socio-economic, political situation.
- Demographic information collected includes gender, age, groups with special needs, vulnerable groups, education background, types of population groups, adolescent groups, teachers and other education personnel
- The process and format of information collection on education are done in standardized manner (see guidance note 2).
- All stakeholders are involved in the assessment process including the affected communities such teachers, children, parents, head teachers and PTAs.
- The available educational human, physical and financial resources are identified and documented such as teachers, textbooks, NGOs, school infrastructure.

Guidance Notes

1. *To Build Upon*: Need to define the members of the education team
2. Cross reference with Access

Analysis standard 2: Education Data Collection
A sustainable system of data collection and analysis is in place to promote the education rights of all affected individuals through the improved management of learning programs.

Key Indicators

- An appropriate data collection tool consistent with international standards, Education For All indicators and rights-based guidelines is jointly developed with beneficiaries.
- Education data is systematically and regularly collected to build up baseline information and track subsequent changes and trends (see guidance note 1).
- Collection and analysis of data is carried out with full participation of local educationists and existing structures as part of capacity building (see guidance note 2).
- Personnel are trained on data collection methodologies and analysis to ensure credibility (see guidance note 3).

Guidance Notes

1. Data is collected on vulnerable groups, including out of school children, child soldiers, young mothers and disabled youth and children.
2. Educationalists include teachers, ministry of education staff and UN/NGO education personnel
3. Need to guide on who does the training,

Analysis standard 3: Monitoring
An on-going participatory monitoring system is in place to track progress of planned education activities and identify possible challenges in order to make adjustments if and when necessary.

Key Indicators

- All stakeholders are involved in the monitoring process including affected populations.
- Data collected includes number of field visits, level community participation, girls participation, enrollment rates, learning environment and quality of education.
- Collection of education information is carried out at predetermined regular intervals and shared with stakeholders.
- Monitoring information results are continuously fed back to the education program managers.

Analysis standard 4: Evaluation
A transparent and impartial appraisal of relevance, effectiveness and impact of education programs is an integral part of the education response for improved program delivery and accountability.

Key Indicators

- The education program is evaluated against set objectives and minimum standards (see guidance note 1).
- Information is collected in a transparent and impartial manner from all stakeholders, beneficiaries and other sectoral partners.
- Lessons learnt from the evaluation exercise are used to improve future education programming to contribute to overall global education goals.

Guidance Notes

1. There was disagreement about whether the minimum standards should be listed in this indicator re: the debate: can the standards refer to themselves/ are they circular?
2. *Standard:* The word 'accountability' in the standard is meant to apply in all directions.

II. ACCESS

Access standard 1: Distance and Security
The learning site is established in or as near to the community as possible, and the route to the

Key Indicators

- The crisis-affected community is consulted and involved by other stakeholders in decisions regarding the location of the learning site (see guidance note 1).
- Measures are put in place by the community education committee, in collaboration with other stakeholders, to safeguard against violence along the route to the learning site, especially to prevent sexual harassment and gender-based violence (see guidance note 2)
- In the determination of the location of learning sites, consideration is given to the age group of students (see guidance note 3).

Guidance Notes

1. Stakeholders include local government, host community (where applicable), and humanitarian agencies, including NGOs and UN agencies. Care must be taken to ensure that community participation is representative of the community, and stakeholders should in particular consult with the community education committee.
2. Children and adolescents move in an organized group to and from school, and /or with an adult escort, where possible. Also refer to the guidance note in the Sphere Handbook (2004 edition) on gender-based violence (page 289).
3. *To Build Upon:* This indicator and guidance note needs to be expanded upon in order to clearly convey that children do not walk abnormally long distances to access learning. One suggestion is to articulate distance and time parameters for nursery, lower primary, upper primary and secondary school students. For instance, the maximum amount of walking time to get to the learning site during an emergency is 30 minutes. Another suggestion is to include parameters on distance from a border -- look toward the Geneva Convention, which (may?) articulates that a learning site must be located 50 kilometers from border.

Access standard 2: Education for All
ll people have access to relevant learning opportunities without any discrimination. School-age children, including adolescents, have access to quality basic education.

Key Indicators:

- Communities are sensitized on and involved in awareness raising about the importance and benefits of sending children to school or learning activities, especially girls (see guidance note 2).
- School-age children and adolescents have access to primary level education that includes literacy and numeracy and is relevant to needs of learners, their communities and countries (see guidance note 3).
- School fees, levies and uniform requirements do not impede access to learning and schooling (see guidance note 4).
- Learning sites have separate latrines for girls and boys and sanitary materials are available for girls.
- Education stakeholders work to establish policy regarding safety issues in order to ensure access to learning opportunities (see guidance note 5).
- A verifiable monitoring system to track access, attendance and dropouts is established by stakeholders to ensure evaluation and follow-up on education for all (see guidance note 6).

Guidance Notes

1. *Standard:* The second sentence of the standard was originally phrased: "Quality, basic education is compulsory for all school-aged children, including adolescents." However, the word 'compulsory" was contentious among the consultation delegates, who were not able to come to agreement on this. Some felt that "compulsory" is an important component of the standard in order to reflect international standards (i.e. Dakar Framework: *"ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to*

ethnic minorities, have access to and complete free and compulsory primary education of good quality") and that the category introduction and/or guidance note should reference the international standards that articulate the right to and compulsory nature of primary education. However, others felt that this was not a representative regional standard, and that if there are no sanctions, 'compulsory' doesn't mean anything.

'Quality' education includes a myriad of elements, such as adequate materials for learning, competent and well-trained (where possible) teachers who are well acquainted with the subject material, class size / student-teacher ratio, etc. The guidance note will need to reference these issues under the category: *Learning Environment and Resources.*

'Basic' education means primary level education.

2. This includes self-awareness. A tiered system of schooling with a flexible timetable encourages children and adolescents to attend school for part of the day while still having time to work or attend to other responsibilities to ensure family livelihood and survival.
3. *No consensus:* The parameters of 'school-age' are defined by the country as appropriate for the local situation OR 'school-age' includes children and adolescents between the ages of 6-14.
4. Community Education Committees should work with humanitarian agencies and donors who can provide materials for uniforms, and the community can make the uniforms as an income-generating activity. *To build upon:* Look at the UNHCR Education Guidelines for wording on 'appropriate clothing'.
5. Sanitary materials can be produced locally as an income-generation activity. *To build upon:* look at page 71 in the Sphere Handbook (2004 edition) as a reference on access to, and number of, toilets.
6. *No consensus:* Is this indicator needed or is it too duplicative of *Analysis standard 3: Monitoring*? If this indicator is kept in the *Access* category, the guidance note should instruct that the monitoring system record and evaluate data on learners, teachers and other personnel, disaggregated by sex and age, on attendance, attainment, repetition, completion, drop-out rates and learning methodology.
   To build upon: Data should be available to stakeholders for evaluation but there must be ethical/confidentiality rules.

Access standard 3: Range of Opportunities
All people have access to a variety of survival, coping and learning opportunities.

Key Indicators:

- The community establishes recreational activities to facilitate trauma healing, socialization and reduce ethnic tensions, specifically targeting out-of school youth (see guidance note 1).
- Community-education committees facilitate and work with learners, teachers and education personnel in a participatory way to establish recreational activities within the learning site (see guidance note 1).
- As soon as possible, a range of educational opportunities is provided, including nursery, secondary, post-primary and tertiary education, adult literacy and distance learning (see guidance note 2).
- Learning opportunities are available to strengthen the coping mechanisms of the population, including locally relevant skills training, and where feasible, technical and vocational training (see guidance note 3).

Guidance notes

1. Recreational activities can be established immediately during an emergency. Recreational activities should be determined locally and based on cultural and religious activities (drama, songs, etc.) to improve psychosocial well being (fun, socialization, trauma healing). Key humanitarian stakeholders can help to organize and provide materials for these activities, but the initiative must come from affected-community itself.
2. Secondary education, post-primary, life skills and vocational training are integral to restoring hope and dignity in an emergency. Key stakeholders should work with government and local educational institutions in order to make these learning opportunities getting available as soon as possible. In a crisis situation, the community usually takes the initiative, and 'as' soon as' possible' means that NGOs and UN agencies should give support.

3. Bread baking for food, brick making for infrastructure construction and other locally relevant activities can help to support survival and re-establishment of community life.

Access standard 4: School feeding
The nutritional needs of learners are met in order to promote regular attendance, quality of learning experience and full participation.

Key Indicators

*   Children receive feeding once a day during the learning session, in collaboration with the community.

Guidance notes

1. Low attendance and non-participation in school is often linked to food shortage. Every child has the right to adequate nourishment.

III. EQUITY

Equity standard 1
Education programs do not discriminate against any groups of people.

Key Indicators

*   Learning content and learning environment promote tolerance for all in the affected community.
*   Instruction and teaching/learning materials (life skills) particularly in lower grades and for adult learners are provided in mother tongue or a language that learners understand.

Guidance Notes

1. *No Consensus:* Should all of the other standards under *Equity* be regrouped as indicators under this standard / should this standard include every possible group that faces discrimination? These are the groups that were originally included: ethnicities, languages, cultures and religions. However others wanted to include discrimination based on political beliefs and sexuality, but there was no consensus on this.
2. Some did not believe that the education system could discriminate against ethnicities because ethnicity was not noted in school records. However, others believed that no discrimination by ethnicity should be included in the standard itself, because of the fact that ethnic issues are such a large factor in conflicts.

Equity standard 2: Inclusive Education
Educational programs include learners with special needs.

Key Indicators

*   Learners with special needs are mainstreamed into regular classes, and have access to special education provisions (see guidance note 1).
*   Education stakeholders facilitate acceptance of an inclusive learning setting.

Guidance Notes:

1. 'Special needs' include physical, mental and psychosocial challenges.

Need to elaborate on provisions and sensitization and training of the teacher.

No Consensus: debate about whether to mainstream children or have separate facilities for them. Contention over whether children with special needs can be involved in education programs in an emergency given limited resources to care for them.

Equity standard 3: Age
Educational programs do not discriminate against learners of any age.

Key Indicators

- Learners of all ages have the opportunity to enroll in appropriate education programs, both formal and non-formal, suited to the needs and situation of their age group (see guidance note 2).
- Basic education programs create opportunities for learners to compensate for missed years of learning (see guidance note 3).

Guidance Notes

1. This standard emphasizes providing education for all ages. However, there was a concern that minimum standards will not be able to provide for more than basic education for children.
2. Life Skills, Vocational, Early Childhood education, Primary, Secondary, Post-Secondary, and Adult Literacy
3. Catch-up classes, accelerated learning, alternative and complementary learning opportunities are essential, particularly for children directly involved in conflict.

Equity standard 4: Gender
Educational programs provide equal opportunities for male and female learners and educational personnel.

Key Indicators

- Education programs are pro-active and sensitive to promoting the empowerment of girls and women (see guidance notes 1 and 2).
- Enrolment, attendance, retention and completion rates in education reflect the percentage of males and females in the community.
- Special initiatives are provided for women so that they are given equal opportunities for training and employment as teachers and education personnel (see guidance note 1).

Guidance Notes:

1. *No consensus:* Contention over whether special initiatives should favor girls and women (affirmative action for girls and women to address gender inequities vs. discrimination against men). Interpretation of "gender" as "men/women or girls/boys," rather than a focus on sexual inequities and how to address them.
2. Examples should be given to illustrate the need for special education initiatives for girls and women or boys or men and in what circumstances. The roles of sanitary protection, food and other incentives should be illustrated as factors for girls' attendance at school. The role of security and teacher/student code of conduct are also an important issue for girls' attendance at school, since many parents do not send girls to school because they are in danger of being raped.

Equity standard 5: Experience in crisis
Education programs respond to the needs of those learners and education personnel who are discriminated against and stigmatized because of their experiences in crisis.

Key Indicators

- So that they are fully integrated in the educational program, special initiatives, facilities and psychosocial support are provided for those learners and educational personnel particularly stigmatized by their experience in conflict.

Guidance Notes:

1. *Standard:* This standard is seen as necessary because of the situation of child soldiers and children enslaved by fighting factions in Africa.

IV. LEARNING CONTENT & METHODOLOGY

Learning Content & Methodology standard 1: Curriculum
A quality curriculum is adapted, adopted or developed, which is relevant to all learners.

Key Indicators

- The curriculum includes literacy, numeracy and other relevant core subjects, integrating elements of life skills (see guidance note 2).
- The curriculum promotes dignity in learners and is culturally and gender sensitive.
- The curriculum is adapted to make use of local resources (see guidance note 3)
- The curriculum is taught in a language, which both learners and teachers understand and allows access to other significant languages important to the learners.
- The curriculum is based on recognized curricula, where possible, and adapted and adopted in consultation with the community and key stakeholders, including children's participation (see guidance note 4).
- The curriculum provides continuity and opportunities for linkages to a recognized curriculum, which is relevant to the future of the learner.

Guidance Notes

1. *Standard:* The definition of 'curriculum' should be clarified/defined -- in an emergency, are we talking about curriculum (official/government) or learning program content?
   No Consensus: Is this a minimum standard? To reconcile this, the words 'adapted and adopted' were added to 'develop' to encourage a phased approach from emergency to early reconstruction.
2. *No consensus:* should this information fall within an indicator or guidance note?
3. Cross reference with *Learning Environment and Resources*
4. Where possible, a recognized curriculum (by a government or educational authority) should be adopted. But in many cases this is not possible. An emergency curriculum then should be adopted. This can be an existing curriculum developed by emergency organizations with local adaptations. If time and resources are available, a local curriculum based on local needs can be developed together with local community and authorities. Sometimes accelerated learning programs are adopted with the aim of, in limited amount of time, bringing learners up to a level where they can join the formal (official) school system (e.g. 6 years of primary school completed in 3 years).

Learning Content & Methodology standard 2: Supplementary curriculum
A supplementary curriculum, which addresses the particular needs of learners in crisis, is developed to provide recreational activities, psychosocial support and life skills.

Key Indicators

- Curriculum provides for addressing psychosocial and recreational needs of learners including guidance, counseling and supplementary curricular activities such as music, dance, drama, art, games and sports.
- Relevant life skills in the areas of education for peace and conflict management, environmental education, safety and security, survival skills, reproductive health (including

HIV/AIDS and STD prevention) and education for human rights are included in the curriculum (see guidance note 2).

Guidance Notes

1. The difference between "curriculum" and "supplementary curriculum", (Learning Content & Methodology standard 1 and 2) is that supplementary curriculum includes the elements, subjects or topics that are added or focused on as especially relevant in situations of emergency.
2. Need to define life skills.
3. Need to add a guidance note on "out of classroom activities" to emphasize the importance of being flexible and allowing for activities outside the usual classroom area, whenever this is safe and appropriate.

Learning Content & Methodology standard 3: Learner-centered education
The education program is based upon methods that are participatory, learner-centered, sensitive and responsive to the issues of gender and learners in crisis.

Key Indicators

- Teaching methods involve active participation, respond to the needs of learners and promote their dignity.
- Learning materials, illustrations and language used are sensitive to gender and learners in crisis.
- Activities and methods used by teachers are flexible and inclusive to cater for learners with special needs (see guidance note 1).

Guidance Notes

1. Need to add guidance on children with special needs.

Learning Content & Methodology standard 4: Assessment, Examination and Certification
Appropriate assessment methods are used to evaluate and certify knowledge and skills.

(*Key Indicators and Guidance Notes need to be developed*)

V. LEARNING ENVIRONMENT AND RESOURCES

Learning Environment and Resources standard 1: Safety, security and protection
The learning environment is safe, accessible, and secure and promotes protection.

Key Indicators

- The school environment is clear of landmines/UXOs weapons and armed personnel
- The community maintains the learning environment in a user-friendly state
- Parents and teachers serve as protectors of the learning community and resources.
- The learning environment is designated by visible boundaries.
- The learning community undertakes sustained sensitization and training programs on life skills to ensure protection and safety (see guidance notes 2, 3 and 4).

Guidance Notes

1. This standard should be viewed in conjunction with the standards on *Access, Learning Methodology and Community Participation.*

2. The 'learning community' includes everyone involved in the learning environment. This is not just the children or students but all learners (formal and non-formal education), teachers and other personnel who may work in or utilize the site (e.g. security). It is an inclusive term that does not discriminate among the various categories.
3. 'Safety' and 'protection' encompass physical safety, including
   o no arms or armed personnel in school vicinity,
   o secure from insurgents and kidnappers (inside the community, not isolated)
   o grounds cleared of potential dangers; rocks, tree stumps etc.,
   o safe from harassment (both social and sexual)
   o and psychological safety where the learner feels comfortable and secure in the learning environment so that full participatory learning can take place.

4. 'Life skills' refers to programs on peace education (including conflict resolution and Human Rights education), sexual and gender based violence, landmine awareness, HIV/AIDS and environmental education.

Learning Environment and Resources standard 2: Infrastructure
The infrastructure promotes the physical and psychosocial well-being of the learning community.

Key Indicators

- The physical structure is appropriate to the situation (e.g. mobile, temporary, semi-permanent, permanent or extension) and includes classroom, administration and sanitation facilities (see guidance notes 2 and 3).
- Classroom space and seating arrangements are in line with an agreed ratio of space per learner and teacher in order to promote participatory methodology and a learner-centered approach (see guidance note 4).
- The learning environment includes space for playing, extra and/or co-curricula activities, social interaction and recreational activities (see guidance note 5).

Guidance Notes

1. The psychosocial environment needs to be cross-referenced to the *Learning Methodology* standards.
2. The appropriateness of the physical structure should take into account the long-term use of the structure (post emergency) as well as the available budget and the amount of community involvement. e.g. mobile, temporary, semi-permanent, permanent or extension.
3. The physical environment includes the physical construction of the school/learning centre. This should be a sustainable construction that can be maintained by local authorities and/or the local community at very low cost. Materials should be locally available and local labor should be involved. This also creates a psychological ownership of the construction.
4. The classroom size must be cross-referenced to the site planning standards and the standards for pupil: teacher ratio (or class size). 'Seating' refers to furniture and the arrangement of it.
5. The term playground should encompass but not be limited to playing fields for organized sports. Young children should have separate, secure, supervised play areas or at least separate playing times.

Learning Environment and Resources standard 3: Health/Sanitation
The learning environment promotes hygiene and sanitation.

Key Indicators

- Separate toilets are provided for male and female staff and students, preferably in different areas of the school grounds (see guidance note 1).
- Learners have access to free, safe water while in school.
- Basic health programs and hygiene is promoted in all learning environments (see guidance note 2).

- The community is sensitized to ensure that hygiene is promoted consistently between school and home.
- First aid kits are available and education personnel are trained in the use of them.

Guidance Notes

1. *To build upon:* this indicator should be followed in conjunction with the standards of water and sanitation, which determines the ratio of people to latrine/ distance from school/ toilets per students - refer to latrine standards in the Sphere Handbook (2004 edition), page 71.
2. *No consensus:* Should this indicator be a guidance note rather than an indicator?
3. Cross-reference with standards on *Access* and *Equity*

Learning Environment and Resources standard 4: Teaching/learning materials
Relevant teaching and learning materials are available for the learning community.

Key Indicators

- Teachers identify and effectively use local materials that benefit the learning community (see guidance note 1).
- Resource materials are accessed, where possible and appropriate, from official sources (see guidance note 2).
- Teaching and learning materials are initially supplied and monitored by support mechanisms, such as NGOs and ministries of education (see guidance note 3).
- Adequate quantities of scholastic materials are provided (e.g. slates, exercise books, pens).

Guidance Notes

1. Teachers are trained to utilize the locally available materials for teaching aids and learning resources.
2. Resource materials (such as textbooks and teacher guides) can be sourced from government ministries and/or commercial sources. In situations where the government is not willing to provide these in quantity, books will need to be reproduced from samples. The support mechanisms should try to ensure that while the materials are initially supplied, this does not create a dependency and measures need to be taken to ensure that these materials are taken care of and supplied by the community in the longer term.
3. The ratio of learning materials to learners is noted in many guidelines including government ones. For guidance, cross-reference to the appropriate guidelines (e.g. UNHCR Education Field Guidelines and the Emergency Handbook Standards for refugee populations, the national government guidelines or policies for development and reconstruction contexts). Ideally the ratio should be 1:1 for each subject and this should be the aspirational standard.

VI. TEACHERS AND OTHER EDUCATION PERSONNEL.

Teacher and Other Educational Personnel standard 1: Recruitment
A participatory and transparent process of recruiting a sufficient number of qualified or local teachers and education personnel is in place and reflects diversity and equity.

Key Indicators

- Qualified teachers and other education personnel from affected communities preferably, or host communities, are identified (see guidance note 1).
- A pupil - teacher ratio is established.
- There is gender balance.
- There is a clear job description.
- Recruitment guidelines are publicized and verified by the community.

Guidance Notes:

1. Need to define what is a 'qualified' teacher. Qualified is the aim, but in an emergency, non-qualified local teachers can be considered. In situations where qualified teachers are not sufficient, recruitment should be done locally. There should be a minimum age of teachers (18 years) and there should be a contract.
2. Many qualified teachers may have lost their certificates; there is need to ensure that this is taken into consideration during recruitment.
3. Moving from the emergency phase into early reconstruction, the community education committee should recruit by administering face-to-face interviews. Community education committees include community members, school authorities and education personnel.

Teacher and Other Educational Personnel Standard 2: Training
Teachers and other education personnel are provided with training relevant to their background and the circumstances in which they work.

Key Indicators

- Training include:
    - Subject knowledge
    - Pedagogy
    - Psychosocial
    - School-community relations
    - Conflict prevention/resolution and peace education
    - Code of conduct
    - Protection
    - Life skills for teachers
    - Utilizing resources in the community
    - Preparedness
- In-service training is provided.
- A certificate is provided after trainings.
- A regular feedback mechanism between teachers and supervisors is established to monitor knowledge, skills and attitude.
- The use of teaching aids and participatory methods of teaching are emphasized.

Guidance Notes:

1. Life skills training should be according to needs linked to the circumstances (add a list).

Teacher and Other Educational Personnel standard 3: Code of Conduct
Teachers and other education personnel follow an agreed code of conduct.

Key Indicators

- The code of conduct is set in a participatory manner involving teachers and other education personnel and other learning community members, such as students (see guidance note 1).
- The code of conduct and professional ethics is signed and followed by teachers and other education personnel (see guidance note 2).
- There is a regular review of the code of conduct
- Clear organizational structures are set.
- Sanctions are imposed and documented when the code is breached.
- Teachers comply with the code of conduct.

Guidance Notes

1. These issues should be reflected in the code of conduct:

- Sexual exploitation is against professional ethics
- Teachers and other education personnel should maintain regularity and punctuality
- Teachers and other education personnel should maintain professionalism and efficiency in their work

2. Code of conduct should be required also of non- education personnel who work on the school premises
3. There should be training for teachers and other educational personnel on what the code of conduct means.
4. Where possible, teachers and other education personnel should be drawn from the affected community, as they share the culture and values with the community.
5. Teachers are offered support in form of training, psychosocial support and other incentives to motivate them and they participate in community activities.

Teacher and Other Education Personnel Standard 4: Remuneration (Motivation)
Teachers and other education personnel receive remuneration or incentives.

Key Indicators

- All teachers and other education personnel have a contract and the number of teachers and other education personnel retained in the service is maintained.
- There is improved living condition of teachers and other education personnel.
- The remuneration or incentives received by teachers and other education personnel is recorded.
- The number of teachers and other education personnel who receive in-service training is recorded.
- The contract for teachers and other education personnel specifies that remuneration is linked to professionalism and efficiency of their work as well as learners' success.

Guidance Notes

1. The introduction to this category should explain that the lack of remuneration for teachers is a chronic problem in emergencies. In order to reach a minimum level of quality, teachers must be supported; however, this is too often not the case. Money goes to other areas in an emergency, such as educational infrastructure, but not to teachers. In situations of emergencies and chronic crises teachers and other education personnel can be given incentives in-kind when resources do no allow for remuneration. As soon as possible in an emergency and chronic crisis, and at the start of the early reconstruction phase, education authorities must put in place mechanisms to pay wages. It is the responsibility of governments and education authorities to pay the wages of teachers and other educational personal. Future consultations should take up the issue of how to ensure coordinated remuneration, as currently governments and other education authorities do not take on this responsibility.

Teacher and Other Education Personnel Standard 5: Supervision and Evaluation
The performance of teachers and other education personnel is supervised and evaluated regularly.

Key Indicators

- Teacher and other education personnel supervision units are established.
- The number of qualified school inspectors /supervisors is maintained (see guidance note 2).
- School programs are supervised and the number of school inspected/supervised per teacher per term is observed (see guidance note 3).
- Staff performance appraisal reports are published regularly.
- There is a progressive removal of violence and deviant behaviors in school.
- Improved performance of teachers should be based on pre- and post- evaluations and follow-up actions are agreed and monitored.
- Certificates are given for accreditation, training and performance.

Guidance Notes

1. The introduction to this category should emphasize the necessity and importance of supervision of school management and cross-reference with *Program Management*.
2. *To build on*: A minimum number of qualified school inspectors/supervisors should be articulated
3. *To build on*: A minimum number of schools inspected/supervised per teacher per term should be articulated

VII. COMMUNITY PARTICIPATION

Community Participation Standard 1
The affected community and other relevant stakeholders adapt, adopt and develop a functioning education system.

Key Indicators

- All stakeholders have access to information necessary for their participation in the development and functioning of various components of the education system.
- Structures with defined roles and responsibilities are in place to support a functioning education system.
- The system put in place should build on and strengthen the affected community's capacity to ensure continued provision of essential education services.

Guidance Notes

1. *Standard:* The ability of the community and other stakeholders to adapt vs. develop an education system will depend on the phase of the emergency (emergency, chronic crisis or early reconstruction). The affected community includes teachers and other education personnel, parents, local and community leaders, children and vulnerable groups, including women. Other relevant stakeholders include donors, UN agencies, international and local NGOs and education authorities.
2. *Standard:* The word 'functioning' means: competent, meet regularly, active participation and involvement and includes feedback opportunities. Information can be shared in announcements, public meetings etc. Education system is inclusive of Community Education Committees, Schools, Learning spaces, Taskforces, Administration

Community Participation Standard 2
Community members participate in bodies, organizations and structures for education provision, reflecting their needs, concerns and values.

Key Indicators

- Committees and sub committees develop, establish and effectively administer on-going action plans that are responsive to community's situation.
- Representative community members regularly participate in the implementation and management of the education system (see guidance note 1).

Guidance Notes

1. 'Regularly participates': regular meetings, minutes, attendance also includes contributions and in—kind services. Membership is determined by democratic and inclusive processes.
2. *To Build Upon:* Need to elaborate within indicators on implementation and management issues.

VIII. PROGRAM MANAGEMENT, HUMAN RESOURCES AND CAPACITY

Program Management, Human Resources and Capacity Standard 1

There is a planned program addressing the recruitment, payment, training and administration of teachers and education personnel.

Key Indicators

- The rate of teacher recruitment is in accordance to need.
- Rate of completion in the teacher-training program
- Number of trained teachers compared with the number of recruited teachers
- Number of trained teachers carrying out life-skills education activities
- Passing rate of learners
- Frequency of visits from education authorities
- Regularity of payment of incentives and/or salaries to teachers and other personnel

Guidance Notes

These indicators were written in French and we are working on re-wording in English to fit definition of indicators

Program Management, Human Resources and Capacity Standard 2
Credible statistics give a qualitative and quantitative picture of the situation on educational services available

Key Indicators

- Statistics on the following are available:
    a. Enrollment
    b. Infrastructures (Quantitative and qualitative)
    c. Teachers
    d. Teaching material and school equipment
    e. Education indicators
    f. Inspection visits
    g. Course and exam results

Program Management, Human Resources and Capacity Standard 3
Administrative tools and manuals for school management in situations of crisis are developed and available.

Key Indicators

- Availability and popularization of school management manuals. The manuals should deal with all aspects of management (see guidance note 1).
- There are clear regulations on the type of necessary school management, recruitment, working conditions and payment, and pedagogical methods (see guidance note 2).

Guidance Notes

1. One way to popularize school management materials is through announcements over the radio
2. 'Type' refers to methods, roles and structure.

Program Management, Human Resources and Capacity standard 4
Educational projects are developed and managed jointly by school education officials, teachers,

students and the community

Key Indicators

- Stakeholders participate in mapping of partners and their activities
- Each partner provides activity reports
- Meetings are attended regularly and with diligence
- Parent-associations are functioning and participating in educational activities

IX. EDUCATION POLICY AND COORDINATION

Education Policy and Coordination standard 1
An inter-agency coordinating structure manages refugee education activities and programs in partnership with the host country.

Key Indicators

- Consultative meetings take place regularly between the decision-makers and the partners
- There is a functioning and decentralized coordinating structure

Guidance Notes

1. This standard applies to a refugee situation

Education Policy and Coordination Standard 2
Educational activities in emergencies are implemented in accordance with the minimum standards and national education goals and/or the strategy of the country(ies) affected

Key Indicators

- Education goals are popularized and followed by all

Education Policy and Coordination standard 3
Objectives, strategies, and plans for educational activities are developed with stakeholders.

Key Indicators

1. An action plan exists and contains:
    o quantitative and qualitative targets
    o program strategies
    o actions
    o timeline
    o partners (actors)

Guidance Notes

1. *To Build Upon:* The issues of preparedness plans; the responsibility of the host country in terms of protection; and internally displaced persons should be elaborated upon at future consultations.
2. *To Build Upon:* There is a Guinean statute that provides excellent guidelines for standards on Education Policy and Coordination- the relevant information will be added to the guidance notes as soon as it is received.