

EDUCATION IN EMERGENCIES BEST PRACTICE GUIDE

Part 1: **WHAT EiE is, WHY we do it** **and what GUIDES us**

What Do You Need to Know?

<u>What this Toolkit is for and How to Use it</u>	<u>What EiE is and why it matters</u>
<u>When to do EiE</u>	<u>What PIN's EiE Framework is</u>
<u>How to Make Education Conflict Sensitive</u>	<u>How to Make Education Inclusive</u>
<u>How to be Gender and Age Sensitive</u>	<u>How to Improve Children's Participation</u>
<u>How to work with other sectors and Mainstream Protection</u>	<u>Quality Checklist: Cross-cutting Themes</u>
<u>An EiE Library: Key Definitions and Resources</u>	

This Guide provides key information on the theory of Education in Emergencies (EiE) – what it is, why we do it and when we do it. It also introduces the EiE Framework that guides all of PIN's work in the sector and provides practical guidance on how to improve the quality of our work through key cross-cutting themes. This Guide also includes a “library” of key EiE definitions and links to extra resources if you feel you need more detailed information in a specific topic.

Introduction

What is this Toolkit for?

This Toolkit aims to provide an **introduction to PIN's Education in Emergencies (EiE) programming** in order to give top line information on **PIN's overall approach to EiE** as well as **step-by-step guidance**, and **quality checklists**, on how to plan, implement, monitor and evaluate EiE activities.

Who is this Toolkit for?

This Toolkit can be used by **all PIN Education and support staff** as well as **external actors**; it provides accessible information on the core components of EiE responses for all levels. In particular, this Toolkit can be used in the induction of new staff, or to improve knowledge of existing staff, on specific topics, approaches or tools for EiE.

What is included in this Toolkit?

This Toolkit includes background information about what EiE is and why we do it, as well as key guidance on PIN's approach to EiE, including:

- **PIN's EiE Framework**;
- **Step-by-step guidance** on EiE project planning, implementation, monitoring and evaluation;
- **Quality Checklists** for key activities;
- Links to recommended further **resources**

How do you use this Toolkit?

This Toolkit consists of **two parts**. This Guide “What EiE is, why we do it and what Guides us” is **Part 1**, and provides the **theory of EiE** and PIN's framework for working in the sector. **Part 2** “Planning and Implementing an EiE Response” builds on this theory and gives **practical step-by-step guidance** on how to **plan, implement, monitor and evaluate** EiE projects as well as providing clear **quality standards** to follow in each of these phases.

The Toolkit is designed to be adaptable to the user's needs. You can read through both Parts cover to cover for a full overview of EiE theory, PIN's approaches to EiE and step-by-step guidance, or, if you have a specific area you need guidance on, you can visit the relevant sections through the [contents page](#) at the beginning of each Part.

The Toolkit is intended as basic guidance and is not exhaustive. If you find any information missing, you can look at the [additional resources](#) or let us know any gaps at net, or clare.sadd@peopleinneed.net so that we can try to address them.



What is Education in Emergencies and Why Does it Matter?

What is an Emergency?

An emergency is “a crisis situation that overwhelms the capacity of a society to cope by using its resources alone”¹. It can be acute (short-term) or chronic (long-term). It can be the result of natural causes (such as earthquakes, monsoons or drought) or man-made disasters (such as armed conflict or political instability). See Table 1 for more information on types of emergencies.

How do Emergencies Affect Education?

In emergencies, all children are affected in some way. Emergencies can create **new barriers** to access and quality of education and **increase existing barriers** or **turn existing issues into barriers** (for example, poverty may increase during a disaster and create a financial barrier to education).

Emergencies impact children at different levels.

Diagram 1: Levels of influence on a child



¹ Save the Children, ‘When Should Save the Children Respond to an Emergency?’, Emergency Section Policy Paper, March 2001.

Different types of emergencies can have a different impact on each level
(see Table 1 below).

Types of Emergencies		Impact on Children's Education		
		Student Level	School/Community Level	System Level
<u>Violent Conflict</u>		Death, injury, GBV, displacement, psychological stress	Damage or destruction of learning environment and route to learning environment	Displacement, loss of teachers or inability to equip them to deal with new challenges e.g. psychosocial needs, large classes
<ul style="list-style-type: none"> Terrorist attacks Violent civil demonstration Armed conflict Inter-identity group violence Sexual violence as a weapon of war Attacks against learning environments Recruitment into armed forces Attacks, abduction, and harassment of education personnel and students Gender based violence (GBV) 		Students missing exams, credits, certificates, lose access to school	Displacement and dispersion of school community (parents, teachers, administrators)	Disruption of teacher recruitment, training, payroll, oversight, support, increased grievances, lowered quality of teaching
		Loss of instructional time and materials and learning	Greater stress on teachers to support children, teach multi-grade, multi-lingual large class size, few resources	Loss of administrative databases, data, exams, and records and the ability of government to effectively analyse/use them
<u>Health Hazards</u>		Loss or disruption of family/support networks, sense of belonging, attachment, hope, social and emotional wellbeing	Disruption of teachers pay and recruitment of teachers away from schools to NGOs	Increased costs for reconstruction, retrofitting schools, provision of temporary learning environments
<ul style="list-style-type: none"> Viruses e.g. Ebola, SARS, COVID-19 Non-communicable diseases e.g. malaria, dengue Hunger and malnutrition Waterborne diseases, diarrhea, cholera Dehydration 		Loss of daily routine, structure, stability, sense of safety and security, safe space, ability to focus on learning	Disruption of family livelihoods leading to drop out, loss of learning	Politicization/inequity of curriculum, teachers, systems, resource allocation, aid money
		Chronic absenteeism or drop out caused by disability, malnutrition or illness	Learning environment closure (full/part) for temporary housing, use by military, or as clinics	Influx of refugee/displaced students, stress on existing systems to accommodate, double-shifting
<u>Natural Disasters</u>		Increased risk of abuse, forced recruitment to armed groups, early marriage	Loss of access to information, life-saving messages, referral mechanisms to support services, co-opting of information sources to spread fear, conflict, or misinformation	Reallocation of education funding to other sectors e.g. security
<ul style="list-style-type: none"> Severe weather Hurricane Earthquake and aftershock Typhoon Flooding Fire 	<ul style="list-style-type: none"> Droughts Windstorms Volcano Landslides Storms Cyclones 	Increased vulnerability to other hazards	Influx armed groups, IDPs/refugees, overcrowding, competition for resources, intergroup tensions	New demands such as coordination, new policies, managing grants, rebuilding systems and infrastructure

Table 1: Types of Emergencies and their Impact on Education. Adapted from Save the Children and University of Geneva

What is Education in Emergencies?

Education in emergencies (EiE) is a **set of linked project activities** that **enable structured learning to continue** in times of crisis or long-term instability². EiE can include all age groups in different phases of their education³:

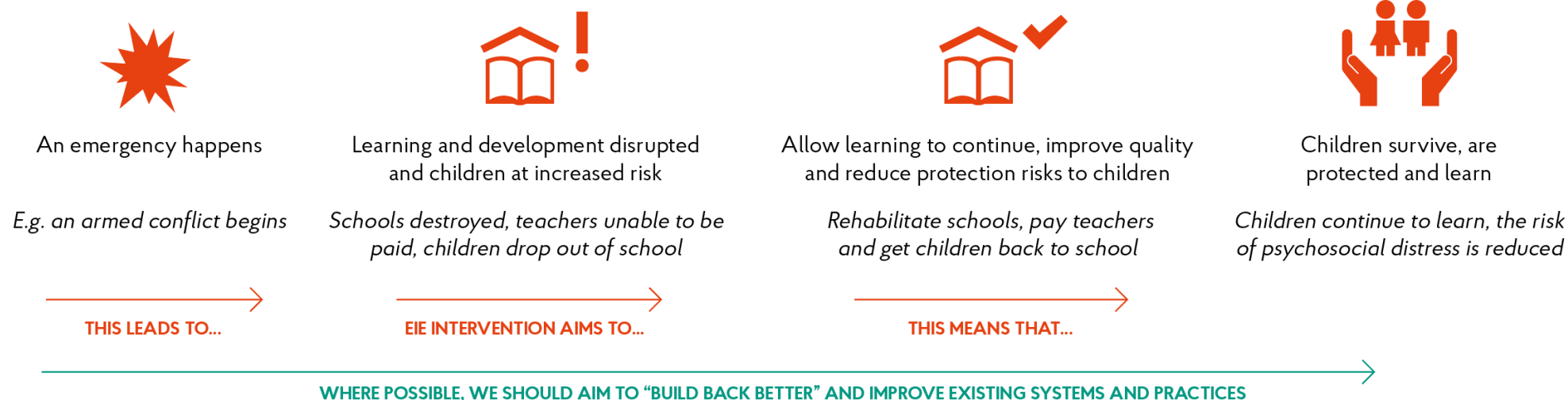
- [Early childhood development](#) (ages 1-4)
- Primary education (ages 5-11)
- Secondary education (ages 12-18)
- [Non-formal education](#) (NFE) (all ages)
- Technical, vocational, higher and adult education (age 18+)

What does EiE aim to do?

The general aim of EiE is to:

- prevent** or **reduce** the impact of **new** barriers on children's access to quality education; and
- prevent pre-existing issues** (such as poverty) becoming a barrier to education

This can be seen in *Diagram 2: The aim of EiE*



² Save the Children, Education in Emergencies: A tool kit for starting and managing education in emergencies, London, 2003

EIE FACTS

EXCLUSION:

Girls are **1.5 times** more likely than boys to be excluded from primary school. [UIS/GEM Report Policy Paper 27](#)

In some countries, **between 40-55%** of children with disabilities are out of school. [UNICEF, 2016](#)

CONFLICT:

Conflict-affected countries have **50%** of all out-of-school children. [Fixing the broken promise of education for all, 2015](#)

Each year of education reduces risk of conflict **by 20%**. [World Bank, 1999](#)

QUALITY OF EDUCATION:

91% of children in low-income countries will not achieve minimum proficiency in reading. [UIS Fact Sheet 46](#)

EDUCATION & THE ECONOMY

One year of school increases an individual's earnings by **up to 10%**. [GEM Report, 2011](#)

³ It should be noted that age groups in each educational phase may vary according to the specific context. It should also be noted that whilst PIN support ECCD and TVET, this Toolkit focuses specifically on support to primary and secondary school-aged children.

Why focus on EiE?⁴

PIN is engaged in EiE, because:

1.

Education
is a right

All children have the right to education. This right is recognized in [The Universal Declaration of Human Rights](#), [The Convention on the Rights of the Child](#), [The Geneva Conventions](#), [The Sustainable Development Goals](#) and many more.

2.

Education offers
protection

Children and youth are vulnerable during crisis. Education can protect by providing:

- **Life-saving information**, such as hygiene and landmine safety
- A **safe**, supervised space for learning and play
- Structured activities that create a sense of **normality** and allow children to **express feelings and emotions**
- An opportunity for **engagement with peers**, which is crucial to the healing process
- **Care** for vulnerable groups (e.g. children with disabilities, orphans or targeted ethnic minorities)
- **Protection from exploitation** (e.g. child labour, recruitment into armed groups and/or the sex trade)
- **Referrals to specialised mental health services** for cases of trauma

3.

Education is prioritised by
communities and benefits all

Education is prioritized by communities and benefits all. Education can:

- Provide **stability and routine**, increasing people's abilities to cope with crisis
- Create a **sense of meaning** and belief in the future
- **Enable parents to earn money** or do domestic chores
- Support the **physical and psychosocial wellbeing** of children and teachers
- **Foster links** between people and maintain **support networks**

4.

Education can support
recovery and development

Education can improve resilience⁵ and contribute to recovery and development: Maintaining education during crisis can:

- Provide children with the necessary **knowledge and skills** to contribute to the **reconstruction** of their own lives, communities and society. This reduces the longer-term need for external support.
- Contribute to **new attitudes** that support people's ability to deal with crisis and build a more constructive future.
- Support systems to **'build back better'** through the introduction of new approaches, such as improved teaching methodologies or increased inclusivity.
- Increase **preparedness** for future crises and **promote peace**.

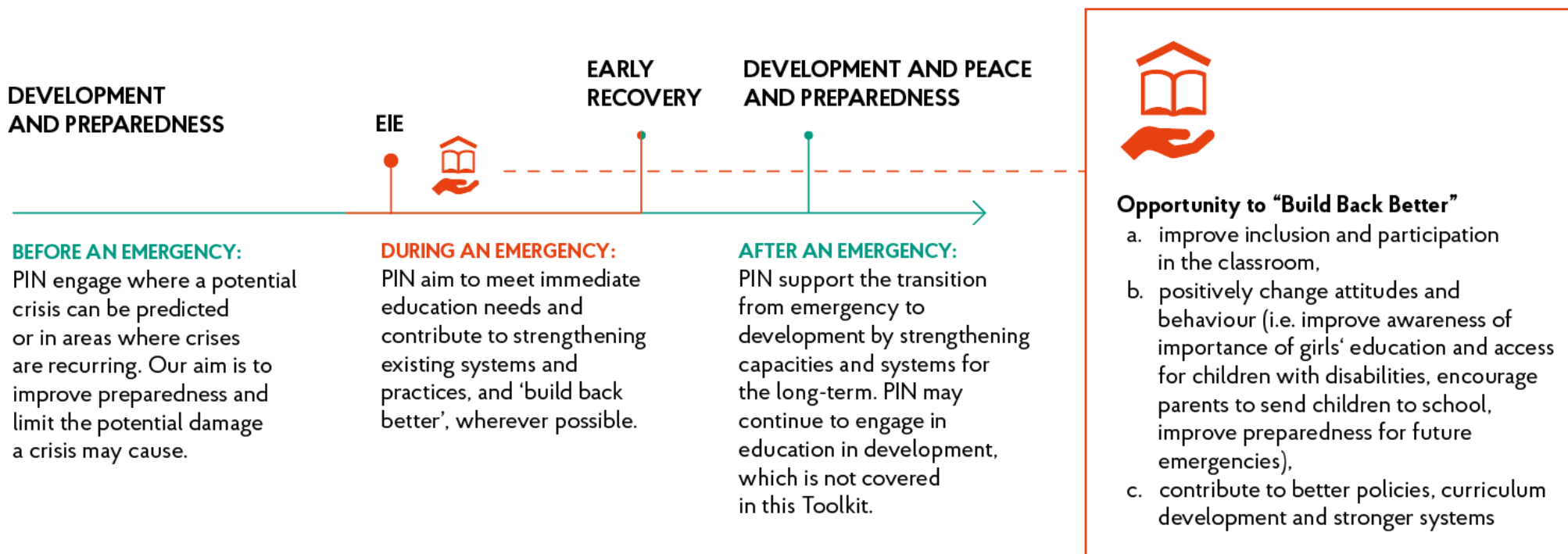
⁴ Adapted from Save the Children, Education in Emergencies: A tool kit for starting and managing education in emergencies, London, 2003

⁵ We define resilience as: "the capacity of **individuals** and **systems** to **protect** children from harm, and **continue** to access and provide learning opportunities in the event of a crisis/different hazards, threats and risks"

When do you do EiE?

EiE responses can be delivered both during and after emergencies. It can also include preparedness before a crisis. The different phases of an emergency, and PIN's justifications for working within each phase, can be seen below.

Diagram 3: The Development-Humanitarian-Development Nexus:



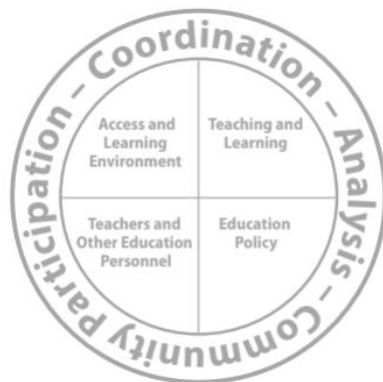
Stable, high resource context = 6 months;

Unstable, low resource context or protracted crisis = 2 years +

For more information on when to implement different EiE activities, see Guide 2 on Planning an EiE Response.

THE INEE MINIMUM STANDARDS

- The [Inter-agency Network for Education in Emergencies \(INEE\)](#) is a network of more than 15,000 members (mostly NGOs, UN, governments, students, educational personnel and researchers) in 190 countries.
- [INEE's Minimum Standards Handbook](#) provides standards and guidance for EiE actors to improve the quality of EiE interventions and accountability to stakeholders.
- The Standards include 5 key domains:
 - 1) Foundational Standards
 - 2) Access and Learning Environment
 - 3) Teaching and Learning
 - 4) Teachers and Other Educational Personnel
 - 5) Education Policy
- The Minimum Standards have been [contextualized to many different contexts](#).



BEST PRACTICE

- Refer to the [INEE Minimum Standards](#) throughout the project cycle to align with established standards and ensure quality of programming
- Align with your country humanitarian response plans (HRP) and support existing **national development plans** and peace efforts.
- **Align with existing systems** (and don't duplicate or undermine them)
- **Work with** national peace and development actors from the beginning
- Focus on:
 - **Quality** of education, not just access
 - **Engaging** communities and authorities in our work
 - Strengthening **coping skills**
 - Strengthening **systems**
 - "Building Back Better"
- Have an **exit strategy** in place from the outset.

STORY FROM THE FIELD

To properly support the transition from emergency to recovery and development, we need to **understand how things were done before the crisis** and work with these systems (trying to improve them where needed) rather than against them or in parallel to them. This increases the likelihood that our activities will be **accepted and owned by local stakeholders** and continue after our project is over.

For example, the initial years of conflict in Syria saw a parallel education system start to emerge – with NGOs supporting village level authorities rather than the regional level (traditionally responsible for education). This started to undermine the legitimacy and ownership of regional authorities. PIN therefore worked with, and encouraged other NGOs to work with, the regional level education authorities to better support the pre-existing system. This helped to strengthen capacities and ownership at the regional level, contributing to improving sustainability of education services for the future.





PIN's EiE Framework

Our Goal and Objectives:

Whilst PIN's education projects⁶ may vary in different contexts, they should in general align with the following goal and objectives.

Goal:

Contribute to **preventing a lost generation** of children and youth through the provision of inclusive, quality education and support to systems that strengthen access to, and quality of, education in crisis affected contexts.

Objectives:



Strengthen inclusive access to education



Increase the quality of education⁷



Increase the provision of meaningful psychosocial support (PSS) and referral services to better ensure the well-being of students and teachers



Build capacities of education authorities and local actors to (i) manage, monitor and coordinate education activities and (ii) develop mechanisms that support access to, and quality of, education for the future

⁶ It should be noted here that, whilst PIN does engage in early childhood development, vocational training, skills development and youth empowerment in emergency settings, this Toolkit focuses specifically on primary and secondary education.

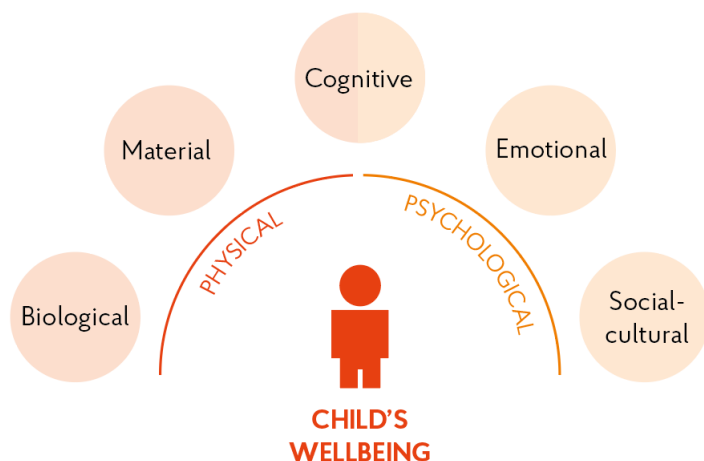
⁷ This includes measuring learning outcomes

A Child-Centred Approach

In order to work in a responsible manner and provide quality services, PIN works within a clear Framework aligned with the [INEE Minimum Standards](#) for EiE.

PIN recognises that learning requires the overall wellbeing of children and that, to be well, children have different needs that must be supported.

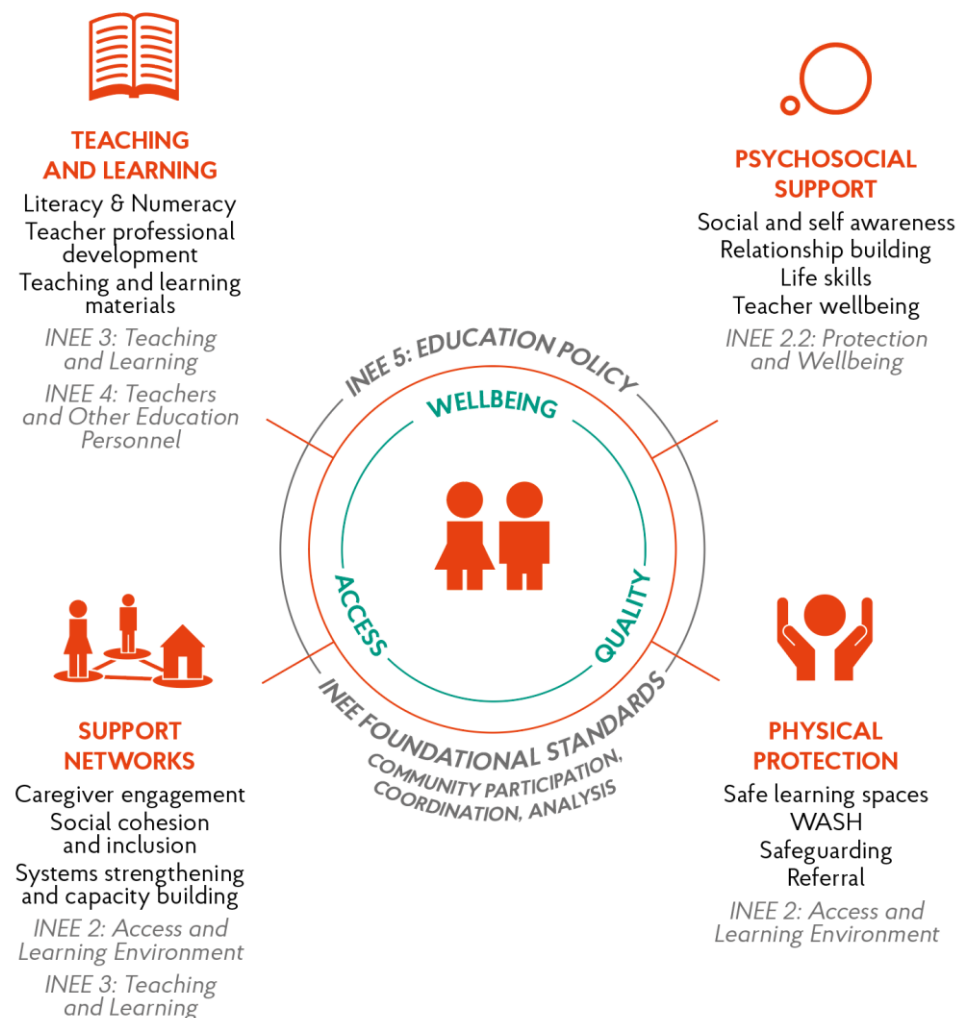
Diagram 4: Children's diverse needs:



PIN **puts the child at the centre of its work** and supports each child's overall development and wellbeing. This means not only supporting children's learning, but also protecting them, developing their social and emotional skills and strengthening support networks available to them (see Diagram 5).

PIN also takes a **'whole school'** approach, engaging parents, communities, teachers, school leadership, education authorities and other stakeholders, to provide activities that aim to meet children's diverse needs and ensure their wider development and wellbeing (see Guide 2 for activity guidance).

Diagram 5: PIN's Child Centred Approach



Cross-cutting Themes

Conflict Sensitive Education (CSE)⁸

To be more conflict sensitive, we need to:

- 1) **Understand** the context.
Conduct a **conflict analysis** (see Guide 2). This will help you understand the relationships between stakeholders and factors that may (i) create or worsen the conflict, or (ii) bring people together.
- 2) **Analyse** the dynamics and relationships between education and the context.
Identify **what type of impact** (positive and/or negative) an intervention may have (on people, relationships or the conflict itself). You can use [INEE's CSE Reflection Tool](#) to support this process.
- 3) **Act** to minimise negative effects and maximise positive effects of education programming.
Design and adapt your activities to ensure that no harm is done and that, where possible, you can contribute to promoting peace

REFLECT TO BE MORE CONFLICT SENSITIVE

- Who are our staff? Do they represent the community?
- How do we select beneficiaries/ locations? Is this process transparent and fair?
- What resources do we use and where do they come from? Could this be considered unfair in any way?
- Are we involving everyone and listening to their opinions and needs? Is there anyone we are not including?
- What do we hope to change? Does this change benefit all or just some people?
- Is there any possibility that we are promoting discrimination or tension between people (for example, in the curriculum we use, the way information is shared or the approach we take)?

Inclusive Education

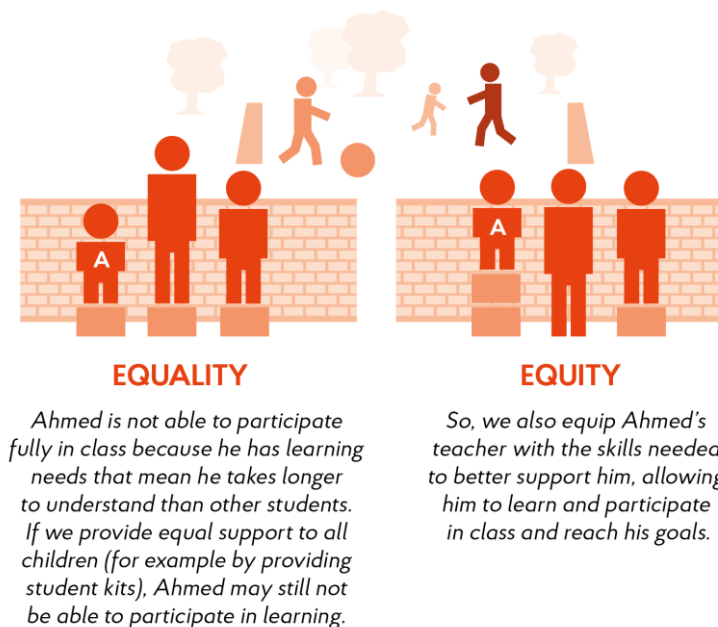
PIN believe that⁹:

- 1) All children can learn
- 2) Differences in children (such as age, gender, ethnicity, language, disability etc) should be acknowledged and respected
- 3) Education systems and approaches should meet the needs of all children
- 4) Education should promote a more inclusive society

To be truly inclusive, we need to make sure that (a) education is **accessible to all** and (b) that all children are able to **participate in and succeed** in education.

To do this, we need to recognise that each child has different needs and do our best to adapt to these differences so that each child gets the support they need.

Diagram 6: The difference between Equality and Equity

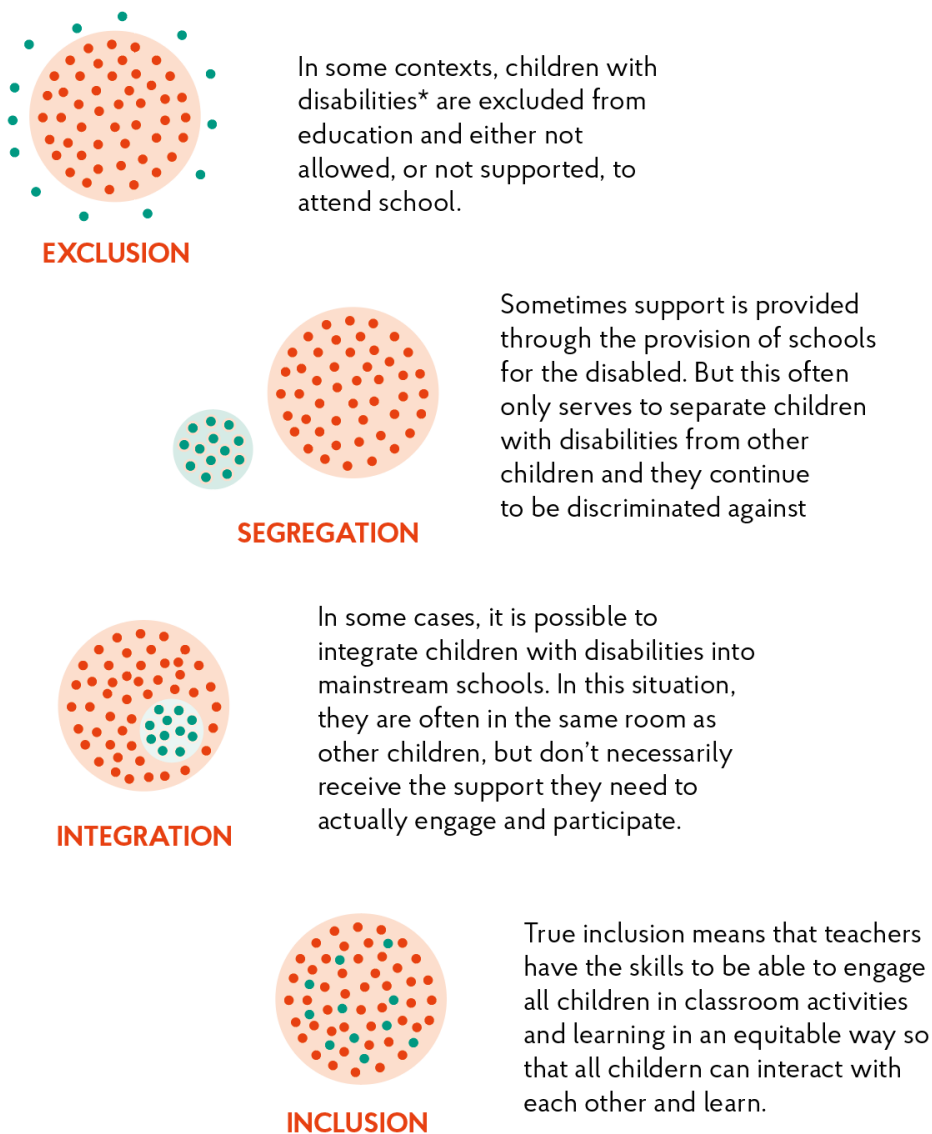


⁸ This section is adapted from the [INEE Conflict Sensitive Education Pack](#). See also [INEE's Guiding Principles for CSE](#), their [Quick Reference Tool](#) and this [introductory animated video](#) for more information

⁹ Adapted from the INEE Pocket Guide to Inclusive Education, 2009

By doing this, we support the movement from exclusion to more meaningful inclusion (see Diagram 7 below).

Diagram 7: The Journey from Exclusion to Inclusion



**This situation can be true for many different children, whether they are excluded because of disability, ethnicity, income, religion, gender, health or other factors.*

STORY FROM THE FIELD

This is Azzam, he is five years old. He was injured in an airstrike and has been in a wheelchair since. He lives in a camp for displaced families in northern Syria. As there were no formal schools in the area, PIN established a self-learning centre. Children attend classes in maths, English and Arabic and are given a set of free materials to continue learning at home. The centre also runs psychosocial and recreational activities.

Teachers have been provided with training on inclusive education and the importance of providing extra support to children with specific needs.

According to his uncle, “Azzam goes to school every day and the teachers are happy that he is learning well.” At the centre, the children have learnt about inclusion and, according to the head teacher “lately [Azzam’s friends] have started competing over helping him to do things like getting to class and going out”.



BEST PRACTICE

Access

- Conduct a **needs assessment** and **barriers analysis** to understand what inhibits access to education for different groups (girls, boys, persons with disabilities or special education needs, different ethnicities, religious groups or language speakers).
- Design activities to address these barriers and **support vulnerable groups**.
For example, provide **cash for work** or **food support** for parents with out-of-school children (particularly working children) so that they can send their children to school or provide **child care** for parents so that they are able to work.
- Conduct **outreach and awareness** campaigns about non-discrimination and the importance of education for all (targeting specific groups and barriers to education as per previous analysis)
- **Provide transportation** or establish 'walking buses' (i.e. adult chaperones walk groups of children to school), particularly for vulnerable groups
- Introduce anonymous **reporting mechanisms** in schools so that any cases or concerns can be reported safely
- Support education authorities to **develop and implement policies** that support education for all.
For example, this might lead to:
 - Increasing the number of **female teachers** so that girls feel represented and supported
 - Introduction of a standard school policy or **Code of Conduct** for teachers

BEST PRACTICE

The Learning Environment

- **Construct or rehabilitate learning spaces** so that they are physically accessible to all and are safe. Some things to consider:
 - (i) sites are **physically close to communities** and the route is considered safe¹;
 - (ii) there is enough **space** for wheelchair users;
 - (ii) ramps and rails are included **for persons with disabilities**;
 - (iv) WASH facilities are (a) **suitable for children** (i.e. toilets and sinks may be lower for younger ages, adult and child toilets are separate); (b) **sensitive to gender** issues (i.e. located in safe spaces – including the route, male and female toilets are separate) and (c) **accessible for persons with disabilities** (i.e. suitable space available for wheelchair use and accessible by ramp).
- Ensure that teaching and learning materials are:
 - (i) **available** for all and **adapted** to specific needs (for example, classroom posters are in large font so they can be read by students with poor eyesight);
 - (ii) **representative of all** (for example, posters show both boys and girls as well as children with disabilities or of different ethnicities)
- **Provide specific mobility or learning aids** for persons with disabilities or special education needs (for example: glasses, hearing aids or wheelchairs/crutches, teacher assistants/personal carers)
- **Train teachers** on inclusive principles
- **Mainstream topics of inclusion, diversity and tolerance** in the curriculum/schedule so that children are more accepting of differences

BEST PRACTICE

Teaching

- **Train teachers on ways to make classrooms and schools more inclusive.** This might include pedagogy and classroom management skills, use of teaching materials and communication methods (such as braille or sign language, where possible) and adaptation of learning content.
- Conduct **Teacher Learning Circles** to encourage teachers to share ideas on how to be more inclusive.
- Encourage teachers to adopt **regular mini assessments** to understand gaps and adjust teaching approaches to better support children who may be falling behind or are in need of extra support. Assessments must be adapted so that they are accessible for all.

See PIN's [Social Inclusion and Protection Strategy \(2017-21\)](#) for more information about ways in which exclusion can be challenged and empowerment supported for more information on inclusion.

BEST PRACTICE

Participation and Data

- Engage a **wide range of stakeholders** in the design, implementation, monitoring and review of a project. This includes: boys and girls; persons with disabilities; host communities and displaced persons; persons of different age, ethnic or religious groups; and different language speakers. See Guide 2 for more information on how to do this.
- Introduce anonymous **reporting mechanisms** in schools so that any cases or concerns can be reported safely. For example, this can include a hotline, suggestions box or face-to-face access to a reporting focal point or counsellor. Where possible, approaches should be child friendly – for example, gathering sensitive feedback through drawing sessions or with smiley face cards.
- **Divide data** by gender, age and disability to better understand who is being left behind¹.
- Do not only collect data on enrolment, but also on **achievement** (i.e. learning outcomes).
- **Use data to inform changes** in the project so that the needs of all children are addressed.

Gender and Age

Gender and age dynamics can affect learners' **ability to access and participate** in education. Barriers to education are often different for boys and girls and children of different ages, all of whom face different risks and have different needs. Sometimes these dynamics can be subtle or hidden. The needs and opinions of all children, teachers and community members must be considered in our work.

REMEMBER

- Gender inequality often **increases in emergencies**.
- Boys, girls, men and women of different ages have **different needs, respond differently to crisis** and may have different abilities to cope and recover. These differences must be considered throughout the project cycle.
- Crises have a major impact on **community and family structures and roles**
- Emergencies often increase **sexual and gender-based violence**, sexual exploitation and abuse
- **Vulnerability is about power**; those without power are less likely to benefit from response efforts
- Crises can be an **opportunity to challenge discrimination**.

BEST PRACTICES

Based on [Gender Equality in and through Education: INEE Pocket Guide to Gender \(2010\)](#)

- Address **gender-based barriers** so that all girls and boys can learn
- **Respect differences** based on gender and age, and acknowledge that these, as well as ethnicity, language, religion etc are all part of a learner's identity
- **Support education structures**, systems and methodologies to be sensitive to all girls and boys, women and men
- Gender parity in education should be part of a wider strategy to advance gender equality in society
- **Continuously review** project planning and approaches to close gender gaps and eradicate gender-based discrimination.

Further Best Practices to improve gender and age-sensitivity are outlined in the [Inclusive Education](#) and [Child Participation](#) sections of this Guide.

You should also go through a process of assessing how your planned or ongoing project meets specific **gender and age requirements**. To do this you can use the [IASC Gender with Age Marker](#) and the associated [Tip Sheet for Education](#).

For more information and guidance, refer to PIN's [Gender Analysis Guide and Quality Standard Checklist on Gender Analysis](#).

Child Participation

PIN promote children's right to participation. We therefore aim to make our projects **collaborative or child-led**, where possible. This means that we should:

- 1) **Inform and involve** all children in all matters concerning them
- 2) Provide children with **opportunities** to express their views
- 3) **Listen** to children's views and ensure they **contribute to decision-making**
- 4) **Actively engage** children in contributing to or taking a leading role in project activities

There are different ways of engaging children in project activities in a participatory way, depending on age and context. This may include:



Age 5-10

Drawing and describing
my drawing
Drama or role-play
[Child satisfaction survey](#)
[School mapping](#)



Age 11-14

Working in small groups
Presenting ideas
for change
Drama
School mapping



Age 15-18

[Community mapping](#)
Peer data collection
Drama, video
Debating different statements
Establishment of school councils
Representation in community
or government fora

For more information and practical ideas about children's participation, have a look at these Save the Children [Guidelines](#) and UNICEF's [Toolbox](#) and [Facilitator Manual](#).

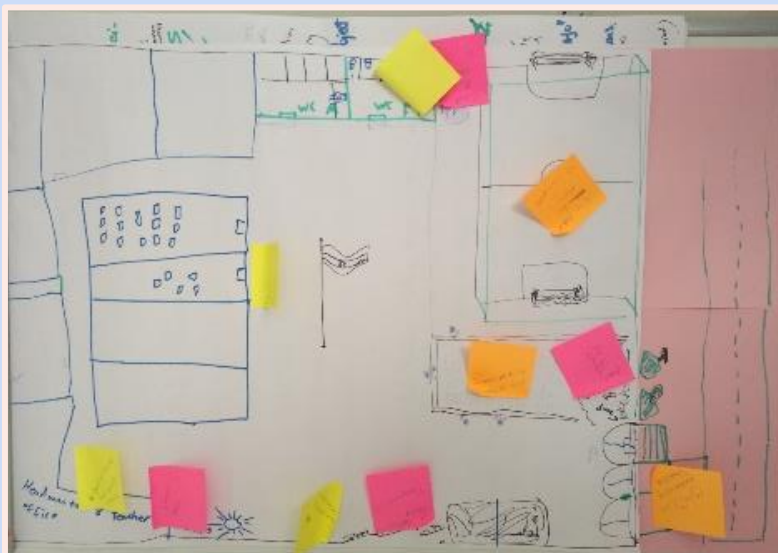
STORY FROM THE FIELD

Community and school mapping can be used with project stakeholders to understand different aspects about a community or school, for example:

In communities	In schools
<ul style="list-style-type: none"> # and location of out-of-school children Different vulnerabilities Barriers to education Current services provided 	<ul style="list-style-type: none"> Current activities, infrastructure and materials available within a school Suggestions for school improvements

Children in PIN-supported schools in Iraq led an activity to map their schools. They walked around the school compound noting areas where they felt (a) safe and (b) at risk, as well as identifying things that could be improved. They then drew a map of their school, showing each of these aspects. PIN used these maps to make schools safer, fix things that were broken and to improve the school environment, wherever possible.

Photo of a mapped school:

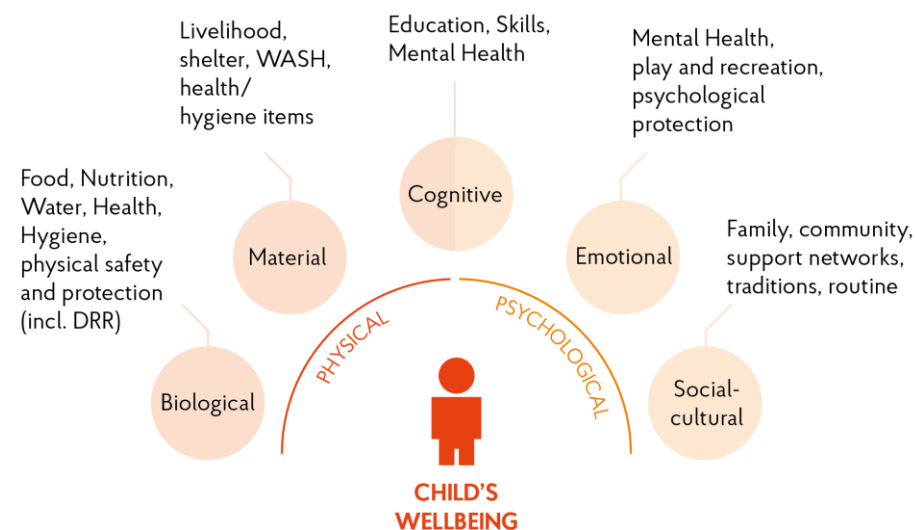


Coordination

PIN is a member of the [Global Education Cluster](#) and coordinate through national level Education Cluster or Working Group platforms in all emergency contexts. PIN is also an active member of the [Inter-Agency Network for Education in Emergencies \(INEE\)](#), and participate in its Standards and Practices Working Group.

PIN aims to address the multiple needs of children. **These needs are not sector specific.** Therefore, we need to work together with other sectors such as child protection, health, food security and livelihoods and nutrition. Some examples of how the sectors are linked can be seen in the diagram below.

Diagram 8: Cross-sectoral links to Education



BEST PRACTICE

- **Be a platform** for other services (for example, coordinate vaccinations or food to be provided in schools)
- **Link or refer** beneficiaries to other services (for example, health or mental health, cash for work, food or livelihood support to parents with low-income)
- **Jointly design and implement** interventions (for example, child protection training to teachers, case worker visits to schools, WASH in schools)

Protection Mainstreaming¹⁰

Child Protection is particularly vital to children's wellbeing and education – in order for them to learn and develop, they first need to be safe and well. This is why it is important for us to “**mainstream**” **protection** throughout our education activities. This means that we need to incorporate **protection principles** and promote meaningful **access, safety** and **dignity** in all of our work¹¹.

Protection mainstreaming includes a variety of actions and approaches, some of which are covered in this Guide. However, this guidance is not exhaustive; many other actions can be taken to improve mainstreaming efforts. For more information, please refer to the [Global Protection Cluster \(GPC\) Protection Mainstreaming webpage](#) and their [Tips for Protection Mainstreaming in Education](#), as well as [PIN's Strategy for Social Protection and Inclusion](#) and [PIN's Strategy for Protection Mainstreaming for Syria](#).

Note on the following Best Practices¹²:

- 1) If you are reading this Guide, you are most likely an education actor, not a protection actor. Whilst it is your responsibility to ensure that protection is mainstreamed throughout your education programme (through some actions mentioned below), remember that some actions are sensitive by their nature and should be conducted by, or at the very least in collaboration with, a **Protection specialist**.
- 2) This list is not exhaustive. Please **refer to other sections of this Guide or Guide 2** (such as, [cross-cutting themes](#), learning spaces and PSS) for more information on how to mainstream protection in different activities.

BEST PRACTICE

- **Consult** education authorities, local government, teachers, men, women, boys and girls from all groups/ages to understand contextual, cultural, physical, administrative and financial **barriers to education** and take into account their opinions about education needs in the community.
- Ensure that the **project design aims to address barriers**, including through **collaboration** with other sectors where needed.
- Talk to boys and girls separately about the **threats they face**.
- Ensure education facilities and routes to them are **not exposed to actual or potential threats** and are **accessible to all**.
- **Adapt education facilities** (including segregating WASH facilities) to improve access for all and ensure **safety** and cultural sensitivity.
- Make sure beneficiaries and stakeholders **know their rights**. Provide relevant information about how to enroll in education.
- Closely **monitor access issues and discrimination** and use findings to improve the situation.
- Follow standard procedures in your context to **report protection concerns to the Protection Cluster** (or SGBV and Child Protection sub-clusters). **Refer** specific cases to other actors able to provide assistance.
- Establish **reporting mechanisms** (using existing systems – such as the MRM) to report **security incidents**.
- **Identify actors specialised in working with persons with disabilities** or special education needs and collaborate with them, wherever possible.

¹⁰ Information on Child Protection Mainstreaming is predominantly based on guidance from the [Global Protection Cluster](#).

¹¹ Global Protection Cluster: <http://www.globalprotectioncluster.org>

¹² Adapted from the [Global Protection Cluster's Tips for Protection Mainstreaming for Education Programmes](#)

Quality Standards Checklist: Cross-cutting Themes in Education in Emergencies (EiE)

This checklist aims to help integrate cross-cutting themes and support the quality of our EiE programming. Cross-cutting themes include (i) Conflict Sensitive Education, (ii) Child Protection, (iii) Inclusion, Gender and Age, (iv) Child Participation and (v) Coordination and Integration. The checklist is based on [INEE's Minimum Standards](#). It is not exhaustive, but aims to provide some basic minimum standards and highlight gaps in our programming.

Section 1: Conflict Sensitive Education

	Question	Response		Comments
1	Does the project include a conflict analysis? <i>If 'No' why? If 'Yes' how was this done and who was involved?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2	Do all children ¹³ from the affected community have equal access to the project activities? <i>If 'No', who does not have access and why?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3	Has information on the targeting and selection criteria been shared with communities/beneficiaries? <i>If 'No', why not? If 'Yes' in what way was it inclusive and transparent?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
4	Have potential negative impacts of project activities been considered and risks/mitigation measures discussed with stakeholders? <i>For example: potential tensions over staffing, resources, accessibility to services? Is the procurement process fair/transparent? How does business created by the project affect the community? Does the project legitimise/ support a particular ideology or authority? If 'Yes' what are the potential negative impacts and how are they being mitigated?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
5	Does the project identify and aim to support positive connections between communities or individuals? <i>If 'yes', how will this be achieved?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
6	Is the teacher selection, recruitment, remuneration and training process transparent, equal, inclusive, participatory, and unbiased? <i>If 'yes', how? If 'no', what is the potential impact of this and how will it be mitigated?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
7	Has there been a process to ensure that curricula and teaching material are free of biased content, respect differences and are available in relevant languages? <i>If 'yes', how was this done and by whom? If 'no', how will this be addressed?</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Section 2: Child Protection

	Question	Response	Comments
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¹³ See note on Section 3

8	<p>Does the project include a context analysis and assessment of main Child Protection (CP) issues and concerns?</p> <p><i>If 'yes', how was data gathered? Consider: community involvement in identification of CP concerns/risks, and measures to mitigate them; coordination with Protection Cluster.</i></p> <p><i>If yes, how have findings been followed up/addressed (and how are they measured)?</i></p> <p><i>If 'no', why not?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
9	<p>Does the project include specific activities aimed at addressing CP issues identified in the assessment?</p> <p><i>For example, case management, referrals, establishment of child/youth support groups, Mine Risk Education etc. This may also include advocacy on a specific CP concern.</i></p> <p><i>If 'yes', what CP services are being provided and how are they integrated with the project's education activities?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
10	<p>Does the project aim to challenge any harmful cultural practices to children?</p> <p><i>E.g: child marriage, child labour, harassment, child abuse, recruitment into armed groups, discrimination.</i></p> <p><i>If 'yes', have communities/beneficiaries been consulted and how are issues being addressed?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
11	<p>Have teachers and all persons working with children read, understood and signed a Code of Conduct and Child Protection Policy (and completed required background checks)?</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
12	<p>Have teachers and other relevant stakeholders received training in CP, including the referral of specific cases requiring specialised support?</p> <p><i>If yes, what training? If not, is this planned?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
13	<p>Does the project explicitly target the most vulnerable groups of children (i.e. orphans, children with disabilities/SEN, separated/unaccompanied children, children with real or perceived linkage with armed groups, pregnant adolescents etc.)?</p> <p><i>If 'yes', how are they being supported?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
14	<p>Is there a Community Feedback and Response Mechanism (CFRM) in place and have children received clear and child-friendly information about reporting mechanisms?</p> <p><i>If 'Yes' how has this information been shared?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Section 3: Inclusion, Gender and Age¹⁴

	Question	Response		Comments
15	<p>Were a wide range of men, women and children - including vulnerable groups - included in the assessment, planning and implementation of the project?</p> <p><i>See footnote for more information on who should be included.</i></p> <p><i>If 'No' why? If 'Yes' how were they involved in each stage?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
16	<p>Does the project include accountability mechanisms which are appropriate to men, women and all children?</p> <p><i>See footnote.</i></p> <p><i>If 'yes', how are they appropriate to all? If 'no', how will this be addressed?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
17	<p>Does the project aim to address the identified barriers to education for all children?</p> <p><i>E.g. cultural practices, physical and psychological access, safety and wellbeing to and in school.</i></p> <p><i>If 'No' why? If 'Yes' how?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
18	<p>Is data disaggregated by age, sex, residency status and ability?</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
19	<p>Is the composition of project staff (organisational staff and teachers) representative of the community (male, female, persons with disabilities, different language speakers/ethnicities etc)?</p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
20	<p>Does the project include activities that actively promote gender equality and inclusion of all?</p> <p><i>If 'No' why? If 'Yes' what activities?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
21	<p>Are school and WASH facilities gender-, age- and disability-sensitive?</p> <p><i>E.g. access to, and space within, learning site, classrooms and all facilities for persons with disabilities; sufficient desks and chairs at appropriate height for learners; sufficient latrines and handwashing facilities, segregated by gender and at appropriate height for young children; awareness on menstrual hygiene, etc</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

¹⁴ Note that in this section, when referring to 'a wide range of' people or 'all' children, this includes boys, girls, youth and adults of all ages, persons with disabilities/health concerns and special education needs, persons of different economic backgrounds, ethnicities, religions, language speakers etc. The specifications of 'vulnerable groups' should be according to your specific context, but may include any of the above in addition to but not limited to: minorities, indigenous groups, low casts, LGBTI, orphans, female- or child-headed households, low-income households, persons engaged in child labour or child marriage, ex-combatants etc.

Section 4: Child Participation

	Question	Response		Comments
22	<p>Are boys and girls of all ages included in project planning and monitoring in a meaningful way?</p> <p><i>NB: This means they actively participate in child-friendly and child-led activities to gather information and feedback about their needs and opinions in a collaborative way and that their feedback has been documented.</i></p> <p><i>If yes, how are they included and how are these activities child-friendly?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
23	<p>Are there any activities in the project that are specifically led by children?</p> <p><i>If yes, what activity? If not, is there a possibility to do this?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
24	<p>Has children's feedback fed into or influenced project design and implementation?</p> <p><i>If 'yes', what changes have been made based on children's feedback and how have they been informed about the use of their feedback? If 'no', why has their feedback not been used?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Section 5: Coordination and Integration

25	<p>Are project activities and plans coordinated with the Education Cluster and other relevant sectors (CP, health, nutrition, food security and livelihoods) to improve collaboration and integration of services for children?</p> <p><i>NB: This not only refers to information sharing, but identification of areas for collaboration, value added and action towards more integrated services.</i></p> <p><i>If yes, what are the links and how are activities coordinated? If not, how can project be more integrated and better coordinated?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
26	<p>Does the project respect - and strengthen - existing local knowledge and resources (including partnership with local initiatives)?</p> <p><i>If yes, how is the relationship mutually reinforcing? i.e. how do local actors support the project and how do PIN support capacity building of local actors? If not, how can the project better use local resources and/or build local capacities?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
27	<p>Does the project directly engage with national or local government or authorities either in a coordination or capacity building capacity?</p> <p><i>If yes, how? If not, how can the project be better coordinated and/or build local capacities?</i></p>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	



Definitions and Suggested Resources

Definitions of Key Terms and Additional Resources

Accelerated Education Programme: An accelerated education program (AEP) is a flexible age-appropriate program that promotes access to education in an accelerated time-frame for disadvantaged groups, over-age out-of-school children and youth who missed out or had their education interrupted due to poverty, marginalisation, conflict and crisis. The goal of AEP is to provide learners with equivalent certified competencies for basic education and learning approaches that match their level of cognitive maturity. AEPs can include catch-up programmes, bridging programmes and **Accelerated Learning Programmes (ALP)**. ALPs refer more specifically to a programme for over-age children using a compressed curriculum which covers key content and brings learners to primary matriculation standard within a shorter timeframe of regular education. [PIN adapted from the Accelerated Education Working Group]

Additional Resources:

Accelerated Education Working Group - Resource Page

Catch-up Classes: A catch up programme is a short-term transitional education program for children and youth who had been actively attending school prior to an educational disruption, which provides students with the opportunity to learn content missed because of the disruption and supports their re-entry to the formal system. [INEE Glossary]

Child Friendly Space: Areas that provide nurturing environments for children to access free and structured play, recreation, leisure, and learning activities. Child-friendly spaces may provide health, nutrition, 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. [Principles for Child Friendly Spaces in Emergencies (INEE, Global Education Cluster, Global Protection Cluster and IASC: 2011)]

Additional Resources:

[Save the Children, child friendly spaces in emergencies - a handbook](#)
[GEC, INEE and IASC: Guidelines for Child Friendly Spaces in Emergencies](#)
[PIN's Quality Standards Checklist for CFS](#)

Child protection: is an activity or initiative designed to protect children from any form of harm, particularly arising from child abuse or neglect [PIN Child Protection Policy]. Child protection refers to the prevention and response to violence, abuse, neglect, exploitation affecting children. It is about promoting, protecting and fulfilling children's rights to be protected from abuse, neglect, exploitation and violence [UNCRC].

Additional Resources:

[Global Protection Cluster: Protection Mainstreaming Toolkit](#)

[Global Protection Cluster: Tips for Protection Mainstreaming for Education Programmes](#)

[IRC's Safe Healing Learning Spaces Toolkit](#)

[Save the Children: Introduction to Child Protection - Teachers Manual](#)

Code of Conduct: A code of conduct is a statement of principles, rules, and values that establishes a set of expectations and standards for how an organization, school, government body, company, or affiliated individuals or group will behave, including minimal levels of compliance and disciplinary actions. [INEE Glossary]

Comprehensive School Safety Framework (CSSF): The CSSF is a comprehensive approach to reducing risks from all hazards to the education sector by addressing three pillars of school safety, including: 1) Safe Learning Facilities, 2) School Disaster Management and 3) Risk Reduction and Resilience Education. It aims to protect students and educators from death, injury, and harm; plan for continuity of education through all expected hazards and threats; safeguard education sector investments; strengthen risk reduction and resilience through education. [Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector (GADRRRES)]

Additional Resources:

GADRRRES Comprehensive School Safety Framework (CSSF)

Conflict Sensitive Education: Conflict sensitive education is the process of: 1) Understanding the context in which education takes place; 2) Analysing the two-way interaction between the context and education programmes and policies (development, planning, and delivery); and 3) Acting to minimize negative impacts and maximize positive impacts of education policies and programming on conflict, within an organization's given priorities. [INEE]

Additional Resources:

[Conflict Sensitive Education \(CSE\) Toolkit](#)

Do no Harm: 'Do no harm' is 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 organizations operating in situations of conflict. [INEE Glossary]

Early Childhood Care and Development (ECCD): Early childhood development is 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 programs, but disadvantaged groups benefit the most. [INEE Glossary]

Additional Resources:

[Save the Children: Early Childhood Development in Emergencies Manual](#)

Formal education: Formal education includes all 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. [INEE Glossary]

Humanitarian-Development-Peace Nexus: The 'humanitarian-development-peace nexus' recognises that humanitarian crises can be caused and/or heightened by poor development policies and a lack of inclusive and appropriate development investment. The nexus refers to the need to both meet life-saving needs at the same time as ensuring longer-term investment addressing the systemic causes of conflict and vulnerability in order to reduce the impact of cyclical or recurrent shocks and stresses, and supporting the peace that is essential for development to be sustainable. [PIN, based on Oxfam]

Additional Resources:

[Oxfam: The Humanitarian-Development-Peace Nexus - what does it mean for multi-mandated organisations?](#)

Inclusive Education: Inclusive education ensures the presence, participation and achievement of all students in schooling. It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality. [INEE]

Additional Resources:

[INEE pocket guide to Inclusive Education](#)

[INEE pocket guide to Supporting Children With Disabilities](#)

[INEE pocket guide to Gender](#)

[UNESCO: Embracing Diversity Toolkit](#)

Informal Education: Forms of learning that are intentional or deliberate but are not institutionalized are known as informal learning. It is consequently less organized and structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, workplace, local community, and daily life, on a self-directed, family-directed, or socially-directed basis. [INEE Glossary]

Learning Outcomes: The knowledge, attitudes, skills and abilities that students have attained as a result of taking part in a course or education program are known as learning outcomes. Learning outcomes are usually described as what students 'should know and be able to do' as a result of instruction and learning processes. [INEE Glossary]

Additional Resources:

[ASER Centre Website](#)

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 interrelated categories: cognitive; personal or emotional; and interpersonal 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. [TICC]

Additional Resources:

[Save the Children: Adolescents' Peer Leader Manual for Life Skills Development](#)

Literacy: Literacy refers to the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life. The concept of literacy has since evolved to embrace the ability to examine and understand in several skill domains including not only reading and writing literacy, but also numerical, cultural, social, and technological literacy, among others. Each of these literacies is conceived on a scale of different mastery levels and serves different purposes. [UNESCO]

Additional Resources:

[IRC's SHLS Toolkit: Literacy](#)

[Save the Children's Literacy Boost Toolkit](#)

Mine Risk Education: Mine risk education (MRE) is a preventive health and education initiative that seeks to save the lives and limbs of civilian adults and children who are either living with the threat of landmines or ERW, or who are likely to face such a threat (for example, during and following the repatriation or return of displaced persons). Its primary strategy is to instil safe behaviour by raising awareness and educating both those at risk as well as those around them who can influence their behaviour. [UNICEF]

[UNICEF: Emergency MRE Toolkit](#)

Non-formal education: Non-formal educational activities do not correspond to the definition of formal education. 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 programs are characterized 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 programs, literacy, and numeracy. Non-formal education may lead to late entry into formal education programs. This is sometimes called 'second-chance education'. [INEE Term Bank]

Additional Resources:

[Save the Children: Early Literacy and Math Toolkit - ELM at Home - Facilitator Guide](#)

Numeracy: Numeracy refers to the ability to use mathematical skills in appropriate and meaningful ways in order to meet the varied demands of personal, study, social, and work life. [UNESCO]

Additional Resources:

[IRC's SHLS Toolkit: Numeracy](#)

[Save the Children's Numeracy Boost Toolkit](#)

Nutrition: Nutrition is the intake of food, considered in relation to the body's dietary needs. Good nutrition – an adequate, well balanced diet combined with regular physical activity – is a cornerstone of good health. Poor nutrition can lead to reduced immunity, increased susceptibility to disease, impaired physical and mental development, and reduced productivity. [WHO]

Additional Resources:

[PIN: Multi Sectoral Nutrition Strategy](#)

[PIN: A Toolkit - Integrated Programming for Improved Nutrition](#)

[Save the Children: School Health and Nutrition - Health Education Manual](#)

Parenting Skills: Parenting Skills promote the well-being of children and adolescents through improving parents' stress management skills, positive parenting practices, and strategies for supporting children and adolescents with psychosocial needs. [IRC's SHLS Toolkit]

Additional Resources:

[IRC's SHLS Toolkit: Parenting Skills](#)

Parent Teacher Association (PTA): A group of parents, teachers, community members and students that volunteer and work together to improve education and wellbeing. PTA members meet regularly to discuss key topics related to access and quality of the school and plan for ways to improve the quality of education and wellbeing of students, teachers, school personnel and parents. [PIN]

Additional Resources:

[PIN's PTA Toolkit](#)

Participation: Meaningful child participation is a way of working and an essential principle cutting across all levels – home, school, community, government, and international. It provides all children with the opportunity to express a view, influence decision-making and achieve change in any matter concerning them. [PIN]

Additional Resources:

[Save the Children: Children's Participation Guidelines](#)

[UNHCR: Listen and Learn - Participatory Assessment with Children and Youth](#)

[UNICEF: Toolbox of Participative Tools](#)

[UNICEF: Games and Exercises - a manual for facilitators and trainers involved in participatory group events](#)

Preparedness: The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent or current hazard events or conditions. [International Federation of Red Cross and Red Crescent Societies]

Additional Resources:

[PIN: Strategy for Emergency Preparedness](#)

[IFRC: Public awareness and public education for Disaster Risk Reduction - Key Messages](#)

Psychosocial support (PSS) refers to the 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 organize education in an emergency setting. [INEE Glossary]

Additional Resources:

[INEE Guidance Note on Psychosocial Support](#)

[Plan International: Sticks and Stones - A Training Manual for Facilitators on How to Increase the Involvement of Children in their Own Protection](#)

[PIN's PSS Activity Handbook](#)

[PIN's Quality Standards Checklist for PSS](#)

Remedial Classes: Remedial programmes identify the core competencies in each learning 'block' and teaches the absolute core elements that must be known to a student in order to move ahead with the next block. Associated competencies, applications and revisions are generally left out of the remedial or catch-up education programme. [INEE Term Bank]

Resilience: The capacity of individuals and systems to protect children from harm, and continue to access and provide learning opportunities in the event of a crisis/different hazards, threats and risks. [PIN]

Additional Resources:

[Save the Children: Child Resilience Programme - Facilitator Training](#)

[PIN: Mainstreaming Resilience - A Guide for Programme Staff](#)

[ActionAid: Resilience Handbook](#)

[PIN: Inspired - Resilience Issue](#)

School-aged: children between the ages of 5 and 18 years Old [PIN]

Social and emotional learning (SEL): the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. [CASEL]

Additional Resources:

[CASEL's SEL Framework and Website](#)

[IRC's SHLS Toolkit: Social Emotional Learning \(SEL\)](#)

Social Cohesion: Social cohesion is considered as an inclusive society that promotes a sense of belonging and trust of all its members, and offers members the opportunity for upward mobility. [Danish Refugee Council]

Additional Resources:

[PIN's Learn and Share Together Curriculum](#)

Teacher Professional Development: Professional development is a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. In practice, professional development for educators encompasses an extremely broad range of topics and formats. [INEE Term Bank and INEE TICC sub-working group: Introduction to Training for Primary School Teachers in Crisis Contexts (TICC)]

Additional Resources:

[INEE Teachers in Crisis Contexts \(TICC\) Peer Coaching Pack](#)

Teacher Training: Teacher training refers to any support and capacity building which enables teachers and other education personnel to effectively instruct and assess learners on the curricula. Teacher development programs are based on actual and evolving needs of both teachers and learners. There should be a

clear link between the curriculum, learning rights, needs of students and their families, and teacher training and continued teacher support. Teachers and other education personnel should receive periodic, relevant, and structured training according to needs and circumstances. Pre-service training refers to the training teachers receive before entering a classroom and beginning to teach. In-service training refers to the continued training opportunities given to teachers after they have begun teaching in classrooms. [INEE Term Bank and INEE TICC sub-working group: Introduction to Training for Primary School Teachers in Crisis Contexts (TICC)]

Additional Resources:

[Training Pack for Teachers in Crisis Contexts](#)

[PIN's Training Guide - How to Deliver a Training or Workshop](#)

[PIN's Quality Standards Checklist for Training](#)

Teacher Wellbeing: Teacher well-being encompasses how teachers feel and function in their jobs; it is context-specific and includes teachers' affections, attitudes, and evaluations of their work. [Education Equity Research Initiative]

Additional Resources:

[INEE Guidance Note on Teacher Wellbeing in Emergency Settings](#)

[INEE: Teacher Wellbeing - Landscape Review](#)

Well-being: A 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; and having security, protection and access to quality services. [TICC]

Other Suggested Resources

[Global Education Cluster Report: Cash and Voucher Assistance for EiE](#)

[Indikit - Indicator Guidance for Education](#)

INEE Guidance Note on Teaching and Learning

INEE's Journal on Education in Emergencies (EiE)

[INEE Minimum Standards for Education in Emergencies](#)

[INEE Glossary](#)

PIN's Knowledge and Learning Centre (KLC)

[PIN's Education Strategy](#)

[Save the children, Education in Emergencies: A Toolkit for Starting and Managing a Programme \(2008\)](#)

[Save the Children Education Resource Centre](#)

[Sphere Standards](#)

[World Vision - Children in Emergencies Manual](#)

List of Acronyms

ASER: Annual Status of Education Report

CBO: Community Based Organisation

CFRM: Community Feedback and Response Mechanism

CFS: Child Friendly Space

CoC: Code of Conduct

CSE: Conflict Sensitive Education

DRR: Disaster Risk Reduction

ECDD: Early Childhood Care and Development

EiE: Education in Emergencies

INEE: Inter-agency Network for Education in Emergencies

MEAL: Monitoring Evaluation Accountability and Learning

NGO: Non-governmental Organisation

NFE: Non-formal Education

PSS: Psychosocial Support

PTA: Parent Teacher Association

QSC: Quality Standards Checklist

SDQ: Strengths and Difficulties Questionnaire

SEL: Social and Emotional Learning

SEN: Special Education Needs

SGBV: Sexual and Gender Based Violence

TICC: Teachers in Crisis Contexts

TLC: Teacher Learning Circle

TLS: Temporary Learning Space

ToR: Terms of Reference

TPD: Teacher Professional Development

