

# EDUCATION IN EMERGENCIES PRESENTATION

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# INEE MINIMUM STANDARDS



What is the INEE MS standards ?



How are they relevant in emergencies and resilience education interventions.



The last updated, INEE MS handbook can be found here <https://inee.org/minimum-standards>



We are proud to report that our CEO has been an INEE active member since 2008, He was technical consultant for the 2024 update process, leading field data collection, reporting analysis of the update project.

# DOMAINS AND STANDARDS

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Domain 1: Foundational Standards for a Quality Response

Domain 2: Access and Learning Environment

Domain 3: Teaching and Learning

Domain 4: Teachers and Other Education Personnel

Domain 5: Education Policy

The INEE Minimum Standards for Education: Preparedness, Response, Recovery (INEE MS) contains 19 standards, each of which includes key actions and guidance notes.

The purpose of the INEE MS is to improve the quality of educational preparedness, response, and recovery; to increase access to safe and relevant learning opportunities; and to ensure that the actors who provide these services are held accountable.

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**NFE,ALP IN AND HOW  
DO COMMUNITIES  
PARTICIPATE IN  
ESTABLISHING AND  
OWNING THE  
PROGRAMME ?**

NFE : planned, structured, and organized education programming that is outside the formal education system

Some NFE programme lead to equivalent certified competencies, while others do not.

NFE programs are characterized by their variety, flexibility, and ability to respond quickly to the new educational needs of learners in a given context

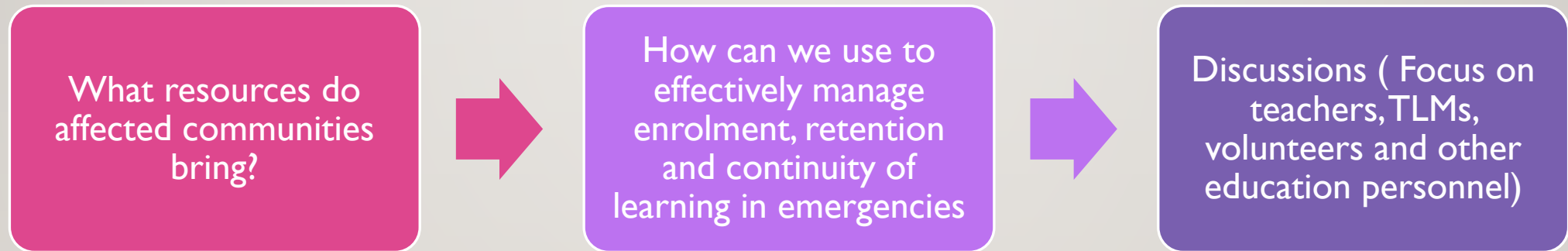
In emergencies how do we do NFE programs

# ALPS

- flexible, age-appropriate program that promotes access to education in an accelerated time frame for disadvantaged groups.
- Target Group are over-age out-of-school children and youth, and youth who missed out or had their education interrupted due to poverty, marginalization, 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.
- Resource: AEP working group which plan is a member [https://inee.org/sites/default/files/resources/AEWG\\_Accelerated\\_Education\\_Learning\\_Agenda-screen.pdf](https://inee.org/sites/default/files/resources/AEWG_Accelerated_Education_Learning_Agenda-screen.pdf)

# COMMUNITY PARTICIPATION:

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# NEEDS ASSESMENT – SOME THOUGHTS

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An investigation carried out before planning educational activities and intervening in an emergency to determine needs, gaps in the response, and available resources.A



Assessment tools should always be adapted to reflect information needed in a specific context or environment.



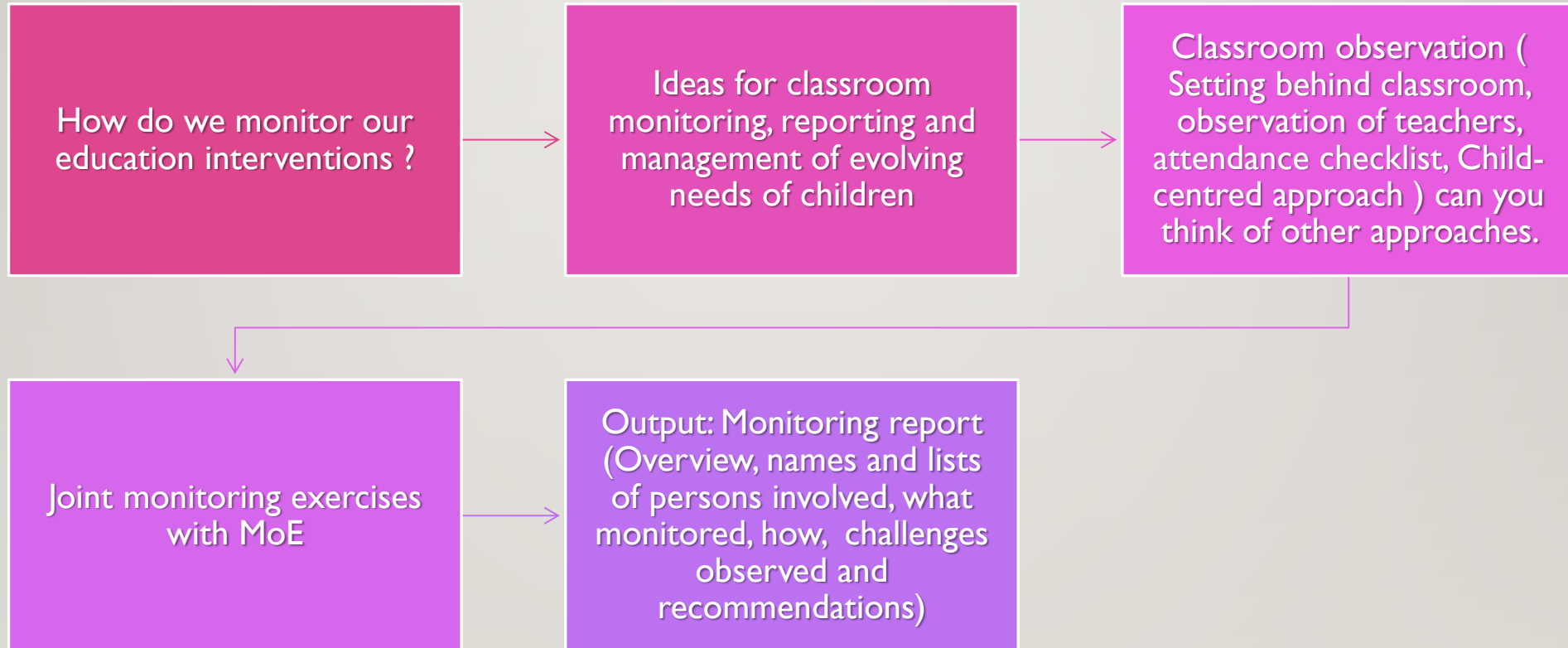
Needs assessments, how can we make NA timely, informative, holistic, transparent, and participatory as well as use it for effective programming ?

- Rapid Needs Assessment : Conducted in rapid fashion, determine what resources are necessary to conduct life-saving education intervention.
- Joint Needs Assessment: A time-bound, multi-stakeholder process of collecting, analyzing, and interpreting data to assess needs and inform programming
- Multi-sectoral needs assessments: comprehensive, coordinated assessment covering many sectors including education

# NEEDS ASSESSMENTS – CHOOSING THE RIGHT ONE

# MONITORING

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# MONITORING DEFINITION

- The ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives. In the more limited approach, monitoring may focus on tracking projects and the use of the agency's resources. In the broader approach, monitoring also involves tracking strategies and actions being taken by partners and non-partners, and figuring out what new strategies and actions need to be taken to ensure progress towards the most important results.

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## EVALUATIONS ?

The comparison of actual intervention impacts against the agreed strategic plans. It looks at what the intervention set out to do (objectives), what has been accomplished (impacts), and how it was accomplished (processes). It can be used for an ongoing intervention or to draw lessons learned from a completed intervention.

In the context of teaching and learning, evaluation refers to the systematic process of judging learner performance, teaching instructions, and making evidence-informed decisions to enhance overall educational outcomes.

# ICE BREAKER QUESTIONS

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What is Education in Emergencies (EiE) ?



How do we design EiE ?  
When is EiE relevant ?



How can we introduce EiE ( Step by step process if you can ?

# EDUCATION ACCESS

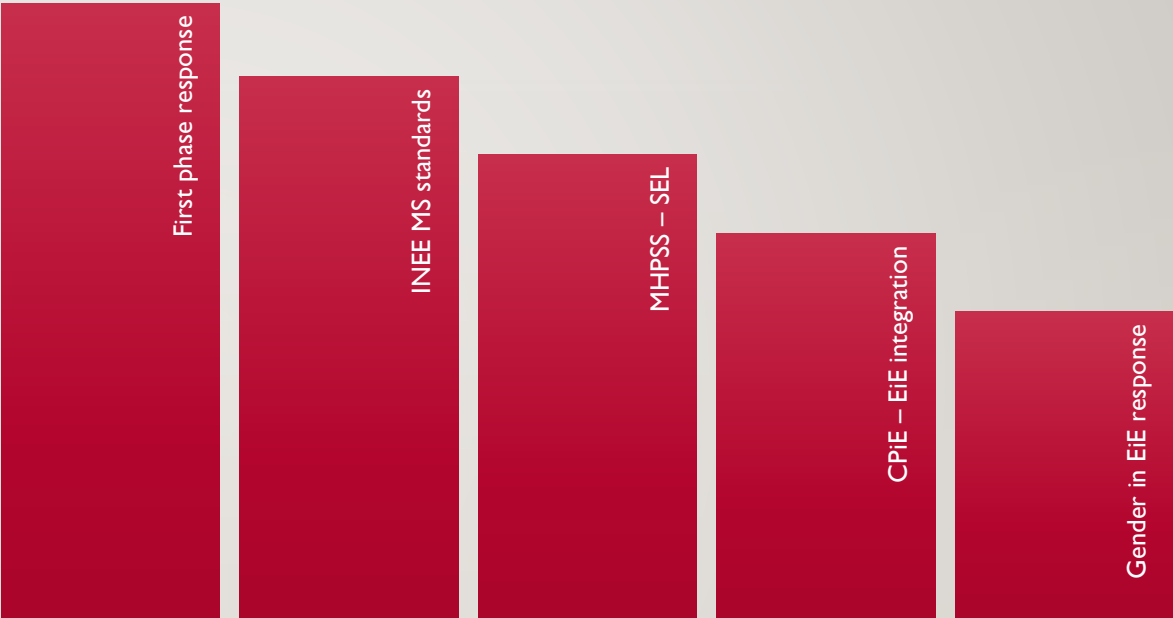
- The opportunity to enroll in, attend, and complete a formal or non-formal education program is known as access. When access is unrestricted, it means that there are no practical, financial, physical, security-related, structural, institutional, or socio-cultural obstacles to prevent learners from completing an education program

# HOLISTIC APPROACH

- **Access and learning environment**
- How do we ensure equal access to education for girls and boys (local considerations), is the TLS model effective for ensuring access to education in emergencies? What are the alternatives? how do we ensure expanded access to education?
- Children's wellbeing in emergencies ( snapshot)
- Other learning environment considerations ( Children in armed conflict, child labour and harmful traditional practises)
- How do we link the TLS or other models for better outcomes in health, nutrition, psychosocial, and other protection services

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# KEY TERMS

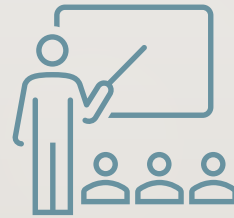


# KEY DEFINITIONS

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EiE : The quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher, and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives.



Common situations of crisis in which education in emergencies is essential include conflicts, protracted crises, situations of violence, forced displacement, disasters, and public health emergencies.



Education in emergencies is a wider concept than 'emergency education response,' which is an essential part of it.

## ACCESS AND LEARNING ENVIRONMENT

- How do we ensure equal access to education for girls and boys ( local considerations), is the TLS model effective for ensuring access to education in emergencies? What are the alternatives ? how do we ensure expanded access to education.
- It is context specific, so any intervention should consider local available resources and operational environment.
- Is access alone sufficient to address disparities in education ?

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# TLS - BASICS



Non-functionality of  
Formal education



NFE programmes to lead  
pathways to formal  
education



Immediate support to  
needs of education,  
provide protective  
learning environment



Support to teaching and  
learning materials



MHPSS Support

- Save the Children:

[https://resourcecentre.savethechildren.net/pdf/EiE-Day-1\\_Lessons-Learned-Case-Study\\_ENGLISH-1.pdf/](https://resourcecentre.savethechildren.net/pdf/EiE-Day-1_Lessons-Learned-Case-Study_ENGLISH-1.pdf/)

## CASE STUDIES

# SOME RESOURCES

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- Kaya EiE Course: <https://kayaconnect.org/course/info.php?id=3262>
- 5 days EiE training: <https://www.humcap.org/wp-content/uploads/2020/11/EiE-training-program-2021.pdf>
- INEE MS handbook is available here: <https://inee.org/minimum-standards/about-2024-edition>
- INEE useful Glossary of Terms a: <https://inee.org/eie-glossary>

# MHPSS

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Children's wellbeing in emergencies (snapshot)



When teaching and learning is not happening



Play based approach

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# TEACHING AND LEARNING



Is Learning happening in the TLS ?



how do we assess learning outcomes (Plan Role and MoE role), how do we capacitate the MoE effectively



Learning loss recovery ? how do we do it in coordination with MoE

# NFE

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ALP 6 months – catch up to support older children to continue learning



NFE for 3-4 months as a catch up for Children who missed out



Enrolment and retention remain challenging as dropout rates are significantly higher. Due to schools not used for purposes other than education such as accommodation by the IDPs, there is no space for formal learning in all the states.

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# TEACHERS AND OTHER EDUCATION PERSONNEL



Classroom teachers include professional personnel directly involved in teaching students, including classroom teachers; special education teachers; and other teachers who work with students as a whole class in a classroom



Teachers are important for continuity of learning during emergencies or early recovery



When dealing with teachers, identify needs of teachers including teacher training

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# TEACHER TRAINING: TICC MODEL

Teacher training (TiCC model) and other learner centred approach.

TiCC resources here:

<https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers>

Subject based training ( MoE trainers), how do we influence the MoE Subject based teacher training.

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# TEACHERS SUPPORT



Teacher incentives.



Teacher Salary



In case incentives and Salaries are not possible, think of Cash for teachers or in-kind support.



The aim to continue teaching and learning

# TEACHER PROFESSIONAL SUPPORT

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Linking up other professional development of teachers to benefit our programming (Expertise France, NRC other cluster members etc)



Think of way of working with others for teacher professional development.



Streamlining teacher training with other actors(unified tools/resources) and coordination at PA level, Teacher training working groups



Any thoughts.

# EDUCATION POLICY

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ADVOCACY TO  
AUTHORITIES ON  
REFUGEE EDUCATION



SCHOOL RE-OPENING  
AND ENROLMENT  
CAMPAIGNS



HOW CAN WE WORK IN  
LOCATIONS WHERE THERE  
IS NO MOE ?