occupied Palestinian territory

Minimum Standards for Education

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

occupied Palestinian territory
Education Cluster

INEE

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

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

For more information on INEE, visit www.ineesite.org.
For more information on the INEE Minimum Standards, visit www.ineesite.org/minimum-standards.
For resources on education and emergencies, visit the INEE Toolkit at www.ineesite.org/toolkit.

This document has been developed for and by the local authorities of oPt and NGO and UN representatives in a process facilitated by the oPt Education Cluster with support from the INEE Secretariat.

Published by:
INEE and oPt Education Cluster
c/o Save the Children

INEE and oPt Education Cluster © 2013

All rights reserved. This material is copyrighted but may be reproduced by any method for educational purposes. For copying in other circumstances or for re-use in other publications, or for translation or adaptation, prior written permission must be obtained from the copyright owner: MinimumStandards@ineesite.org and MStraining@ineesite.org.

Design: 2D Studio

Photographs courtesy of oPt Education Cluster

occupied Palestinian territory

Minimum Standards for Education

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

occupied Palestinian territory
Education Cluster

INEE

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

Acknowledgements

This document was developed for and by representatives of the Ministry of Education and Higher Education (MoEHE), school principals, teachers, and councilors, and NGO and UN representatives working in occupied Palestinian territory. A huge amount of time and effort has been given by participants in the consultative process. We thank the following people for their time and for their commitment to providing educational opportunities for children and youth affected by emergencies in occupied Palestinian territory:

Bilal Alhamaydah (UNESCO), Mona Zaqout (INEE Trainer), Ayman Qwaider (Save Youth Future Society), Maryanna Schmuki (Education Cluster Coordinator), Amy Kapit (INEE Workshop Facilitator and Editor) Constanstijn Wouters (Education Cluster Coordination Officer), Mohammed Abed Al-Hadi (UNRWA), Hatem Shehada (INEE Trainer, MoEHE), Hassan El-Shareef (MoEHE), Mohammed Esleem (Teacher, Awni Elhrthani Basic School for Boys), Abadallah Almanamh (Principal, Ash Shuja'iyeh Martyrs Secondary School for Boys), Jehad Hassan (INEE Trainer, MoEHE), Eman Obaid (General Education, MoEHE), Ahmed El-Hawajri (Director General of Counseling and Special Education, MoEHE), Khaled Abu Fadah, Reem Abu Jaber (education specialist), Ayman Nassrallah, Mohamed Jawad AlRbaiea (INEE Trainer, MoEHE), Azza Wadi (Teacher, Khuza'a Martyrs Secondary School for Girls), Karam El-Shanti (NRC), Ahmed Jouda, Lulu Irheem (Save the Children), Amal Joudeh (INEE Trainer, Alaqsa University), Maher Abdullah (Save the Children), Aesha Abu Shaqfa (INEE Trainer), Ibtisam Abu Shammala (UNICEF), Nadeen Fares (Mercy Corps), Anwar Al Barauwi (Assistant Deputy Minister of Education, MoEHE), Mohamed-Wafaie Elhelou (INEE Trainer, Islamic University), Imad Al-hadidi (INEE Trainer), Anwar Ahmed (INEE Trainer, MoEHE), Abeer El Shorafa (INEE Trainer, MoEHE), Lina Taha (Islamic Relief), Ibrahim Ashour (Save Youth Furture Society), Andres Espana (PAH), Ziyad Thabet (Dean of College of Science and Technology), Mahboba Shaat (Principal, Dalet Alkarmel Basic School), Samer Jamel Zayed (MoEHE, Counseling), Nadia A'mran Omaar (MoEHE, Counseling), Oraib Nafiz Abdo (MoEHE, Counseling), Nahla Rasheed Younis (MoEHE, Counseling), Ahmad Mahamad Kittany (MoEHE, Counseling), Hussein Mohmmad Salah (MoEHE, Counseling), Khitam Mohamad Ali Zayat (MoEHE, Counseling), Ihsan Saed Kayed Sarhan(MoEHE, Counseling), Hamdan Fheid Rwisat (MoEHE, Counseling), Ibrahim Ziyad Abdat (MoEHE, Counseling), Dalal Badawi Masalmah (MoEHE, Counseling), Nada Abu Kwaik (MoEHE, Counseling), Ayed Khalil Hosheyh (MoEHE, Counseling), Safa So'ud Ismail Al Qutt (MoEHE, Counseling), Areej Abdullah Mosleh (MoEHE, Counseling), Sammera Mohammed Zaid (MoEHE, Counseling), Abeer Mohammed Sabbah (MoEHE, Counseling), Wael Hasan Ahmed Oukily (MoEHE, Counseling), Rawhi Khalel Abu Fara (MoEHE, Counseling), Sameer Hussein Emran (MoEHE, Counseling), Hanadi Abu Taqa (UNICEF), Mohammed Yousef (UNICEF), Mohammed Nasser (NRC), Kulthoom Owdetallah (NRC), Valeria Moro (COOPI), Hadeel Khnouf (Right to Play), Maram Alamm (Right to Play), Saadeh Ibrahim Salameh (MoEHE, Counseling), May Nasrawy (Save the Children), Hisam Akkawi (IRC), Marina Patrier (UNESCO), Muneer Karama (UNRWA/Palestine Polytechnic University).

Contents

Introduction 7
- INEE Minimum Standards 7
- The occupied Palestinian territory context 7
- Contextualizing the INEE Minimum Standards for oPt 8
- How to read this document 9
- Further resources 10

Domain 1: Foundational Standards
Community Participation 13
- Standard 1: Participation 13
- Standard 2: Resources 16

Coordination 17
- Standard 1: Coordination 17

Analysis 20
- Standard 1: Assessment 20
- Standard 2: Response 22
- Standard 3: Monitoring 24
- Standard 4: Evaluation 26

Domain 2: Access and Learning Environment 28
- Standard 1: Equal Access 28
- Standard 2: Protection and Well-being 30
- Standard 3: Facilities and Services 32

Domain 3: Teaching and Learning 35
- Standard 1: Curricula 35
- Standard 2: Training, Professional Development and Support 38
- Standard 3: Instruction and Learning Process 40
- Standard 4: Assessment of Learning Outcomes 42

Domain 4: Teachers and Other Education Personnel 45
- Standard 1: Recruitment and Selection 45
- Standard 2: Conditions of Work 47
- Standard 3: Support and Supervision 49

Domain 5: Education Policy 52
- Standard 1: Law and Policy Formulation 52
- Standard 2: Planning and Implementation 54

Acronyms 56

Introduction

INEE Minimum Standards

The INEE Minimum Standards for Education: Preparedness, Response, Recovery is the only global tool that articulates the minimum level of educational quality and access in emergencies through to recovery and development. The aim of the INEE Minimum Standards is to:

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

Education practitioners in the occupied Palestinian territory (oPt) were involved in the development of this global tool. In addition, Palestinian education actors, government representatives and non-governmental organization (NGO) representatives reviewed the Arabic translation of the 2004 and 2010 editions.

The occupied Palestinian territory context

The context of oPt is one of protracted conflict. The state is divided into two non-contiguous areas: the West Bank and the Gaza Strip. Like the land, the education system is fragmented. There are three main providers of education: the Palestinian Ministry of Education and Higher Education (MoEHE), the United Nations Relief and Works Agency (UNRWA), and the private school system. In addition, in East Jerusalem, there are five main providers: Al Waqf, UNRWA, Sahkneen, Private schools, and schools under the Israeli Jerusalem Municipality.

Education is affected by damage and destruction of schools and educational property, restrictions on movement, arrest and detention of children and youth, restrictions on school buildings and maintaining infrastructure, displacement and psychosocial distress. Areas in which education is significantly affected include Gaza (particularly the Access Restricted Areas within one kilometer of the border with Israel), Area C in the West Bank (administratively and militarily controlled by Israel), the seam zone areas on the Palestinian side of the 1967 borders, and East Jerusalem (oPt Education Cluster NAF, 2012).

The specific challenges to education faced in recent years are numerous and varied. The year 2012 was marked by an increase in hostilities between Gaza and Israel in November 2012, which damaged 286 educational

facilities (UN, CAP Update, 2013, p. 6). Because of strong coordination and preparedness, 223 of these education facilities have been repaired (oPt Education Cluster). However, restrictions on construction materials entering Gaza remain a critical impediment to rehabilitation and construction of schools. Furthermore, approximately 4,540 students at 13 schools in Gaza's Access Restricted Areas—those within one kilometer of the border with Israel—receive their education in settings that see frequent activity by the Israeli military and Palestinian armed groups (oPt Education Cluster NAF, 2012, p. 19). The West Bank, in turn, is characterized by severe restrictions on educational access and quality. 3,000 children from 38 schools in Area C and East Jerusalem learn in buildings under the threat of demolition due to lack of access to building permits (oPt Education Cluster NAF, 2012, p. 7). In addition, children and teachers in many areas have experienced harassment at military checkpoints or from Israeli settlers while on their way to school (oPt Education Cluster NAF, 2012, p. 7). The recurrent violence and threats in both Gaza and the West Bank, therefore, emphasize the need for continued education in emergencies (EiE) preparedness, response, recovery, and disaster risk reduction.

Contextualizing the INEE Minimum Standards for oPt

Because each country context is unique, the INEE Minimum Standards Handbook should be contextualized or customized to be relevant to a country's local reality. In oPt, there has been significant commitment to engaging in this process on the part of the MoEHE, local NGOs, the United Nations and international agencies. Prior to 2012, there have been numerous trainings in oPt on the INEE Minimum Standards organized for educationalists. In May 2012, the oPt Education Cluster, chaired by UNICEF and Save the Children, convened a training for 50-60 people on the INEE Minimum Standards. The training, which took place in Ramallah, was intended to develop education in emergencies capacity among technical staff of the Ministry of Education and Higher Education (MoEHE), particularly those working at field level in the most vulnerable areas, NGOs and Community-Based Organizations (CBOs) including both Cluster members and non-Cluster members, UN agencies including UNRWA, UNICEF, OCHA and UNESCO, Child Protection Working Group and other protection actors including those from the protection cluster and protective presence groups, focal points for humanitarian coordination in oPt, and other educationalists and stakeholders. Among the priorities identified in the workshop was the customization of the INEE Minimum Standards to the Palestinian context, using a bottom-up consultative process. The 2013 contextualization workshops in the West Bank and Gaza Strip were one of the activities planned to follow up on this priority, bringing in a wide range of

stakeholders engaged in program planning, implementation, and follow up to contribute to a contextualized document.

The Education Cluster and MoEHE convened two workshops, which each took place over two days, in Ramallah, West Bank and Gaza City. The workshop objectives were to:

- refresh knowledge about the INEE Minimum Standards (INEE MS);
- contextualize the INEE Minimum Standards for oPt;
- create action plans for institutionalizing the contextualized standards into organizational and national processes.

Participation was open to all Education Cluster partners, including the MoEHE, as well as members of the Child Protection Working Group. Participants included MoEHE representatives, teachers, principals and counselors, and NGO, INGO, and UN agency representatives. The document that resulted from the workshop was presented to workshop participants, the MoEHE, and the Education Cluster for written feedback. For a complete list of people who contributed to the contextualized standards document, please see the 'Acknowledgements' section of this publication.

How to read this document

This document follows the organization of the INEE Minimum Standards global tool: the five domains and their correlating standards (see the map on page 11). The section for each standard includes the text of the original INEE Minimum Standards, and then contextualized guidance on how to interpret the global standard in the oPt context. Users are encouraged to refer to the full INEE Minimum Standards global tool for further details and guidance on applying each standard.

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

This document will be periodically reviewed and updated to ensure it remains relevant to the context of occupied Palestinian territory. Please send any comments, feedback, or suggestions for improvement to: Education Cluster oPt and INEE Secretariat at MinimumStandards@ineesite.org.

Further resources

For further global tools and resources and to join the Inter-Agency Network for Education in Emergencies, visit the INEE website (www.ineesite.org) and INEE Toolkit (toolkit.ineesite.org).

© UNICEF/Pirozzi

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

MAP

Minimum Standards for Education: Preparedness, Response, Recovery

Foundational Standards

Community Participation Standards: Participation and Resources – **Coordination Standard**: Coordination – **Analysis Standards**: Assessment, Response Strategies, Monitoring and Evaluation

Access and Learning Environment

- **Standard 1: Equal Access** – All individuals have access to quality and relevant education opportunities.
- **Standard 2: Protection and Well-being** – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.
- **Standard 3: Facilities and Services** – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

Teaching and Learning

- **Standard 1: Curricula** – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.
- **Standard 2: Training, Professional Development and Support** – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.
- **Standard 3: Instruction and Learning Processes** – Instruction and learning processes are learner-centred, participatory and inclusive.
- **Standard 4: Assessment of Learning Outcomes** – Appropriate methods are used to evaluate and validate learning outcomes.

Teachers and Other Education Personnel

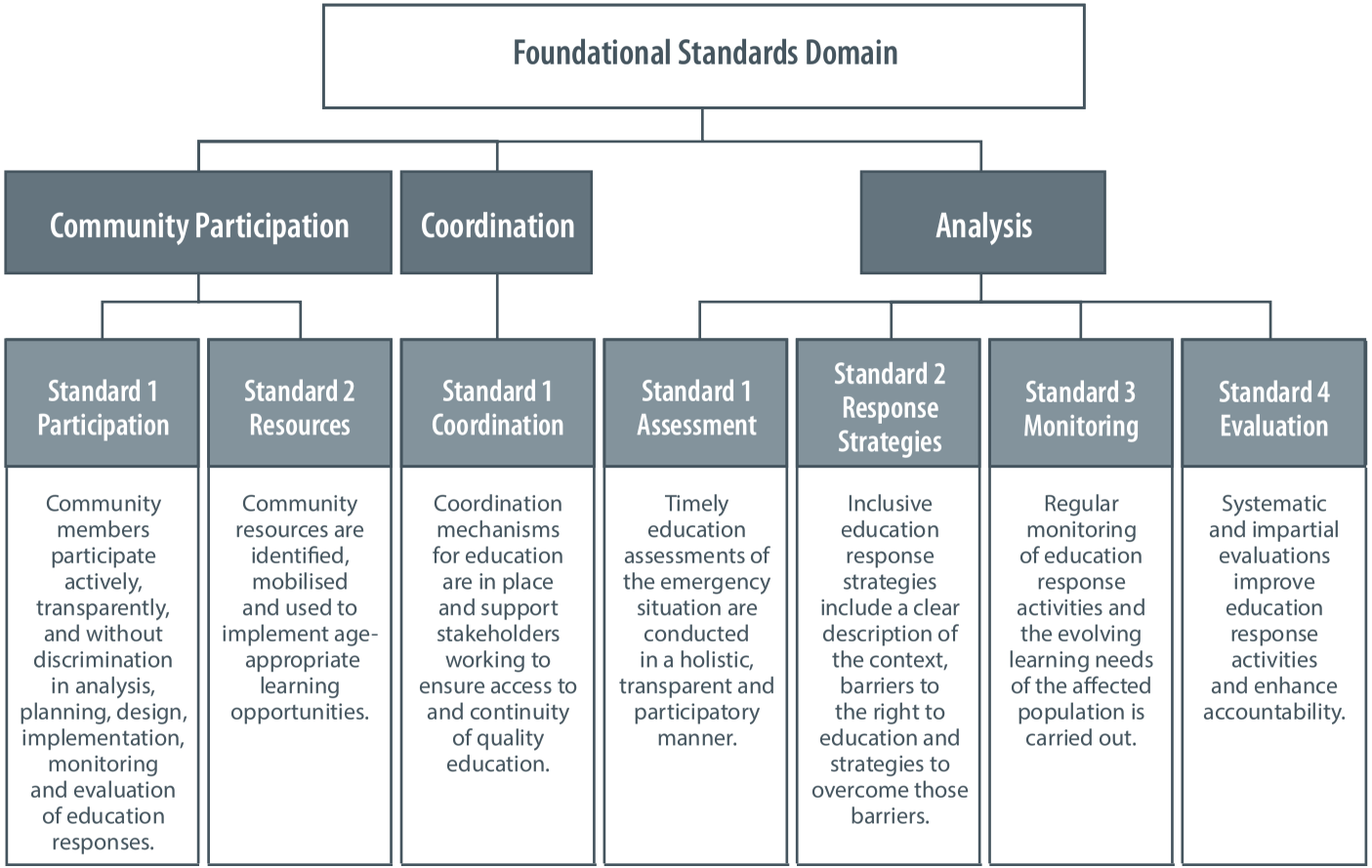
- **Standard 1: Recruitment and Selection** – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.
- **Standard 2: Conditions of Work** – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.
- **Standard 3: Support and Supervision** – Support and supervision mechanisms for teachers and other education personnel function effectively.

Education Policy

- **Standard 1: Law and Policy Formulation** – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.
- **Standard 2: Planning and Implementation** – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth

For the full version of the INEE Minimum Standards for Education: Preparedness, Response, Recovery, please visit www.ineesite.org/standards


Foundational Standards Domain
Community Participation
Coordination
Analysis
Standard 1 Participation
Community members participate actively, transparently, and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.
Standard 2 Resources
Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.
Standard 1 Coordination
Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.
Standard 1 Assessment
Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.
Standard 2 Response Strategies
Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.
Standard 3 Monitoring
Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.
Standard 4 Evaluation
Systematic and impartial evaluations improve education response activities and enhance accountability.

Community Participation

Standard 1: Participation

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

Community members from both local and wider educational communities should be engaged in education responses, including:

- Ministry of Education and Higher Education officials
- Employees of other relevant ministries (e.g. Health, Municipality, Civil Defense, Policy, Mosque, Social Affairs)
- Principals, teachers, and other educational staff
- Pupils (boys and girls), including those with special needs
- Mothers and fathers
- Staff of local community-based organizations
- Representatives of NGOs, INGOs, UN agencies and donor agencies
- Social and political dignitaries
- Local civil defense representatives

Suggested Best Practices:

- An operations room harmonizes the involvement of all stakeholders.
- Professionals from research and statistical analysis centers, such as the Palestine Central Bureau of Statistics are engaged to support analysis.
- Periodic meetings with students, parents, and teachers.

To encourage participation of all groups, the following steps should be taken:

- Special attention should be given to ensuring the participation of children, girls and women, those with special needs, and those living in marginalized areas.
- Community members should not be barred from participation for any reasons, including socioeconomic reasons, political bias, gender discrimination, custom or tradition.

- Funding should prioritize community participation and develop local community capacities.
- Because transportation and movement is a major challenge, community members may be engaged by different means and developing better communication systems.

Furthermore, the roles and responsibilities of these different stakeholders should be clearly identified and coordinated, in order to avoid duplication of efforts. These roles should be aligned with agency, cluster, and Ministry contingency plans.

Community members should participate in all stages of project development and implementation, from design to evaluation:

- Analysis: Community members should participate in data collection and needs assessments. Special attention should be paid to addressing community reservations to providing information. Results should be disseminated among stakeholders.
- Design and Planning: Interventions should be prioritized in consultation with the community, and should take into account the rights, social values, and needs of different target groups.
- Implementation and Monitoring: Community members should help identify gaps, monitor program effectiveness, and they should participate in supervision and follow-up.
- Evaluation: Community members should help develop accountability mechanisms and indicators. Evaluation is systematic and regular, and results are shared with communities.

Existing Best Practices

West Bank	Child protection network, psychological support teams, school committees, student parliaments, parents' councils, and international protection teams monitor human rights abuses against students, teachers, and schools.
Gaza	Local and school protection and safety committees are established in the border areas and other hotspots. Local refugee representation committees and women's centers are also activated during emergencies.
oPt-wide	UNRWA schools engage children and young people in non-violent, healthy communication skills, and conflict resolution by promoting peer mediation techniques.
oPt-wide	oPt-wide and Gaza-specific contingency plans are in existence.

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Foundational Tools
↳ Participation

© UNICEF/ElBaba

Standard 2: Resources

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

Community resources may include:

- Personnel (e.g. intellectuals, journalists, experts)
- Skills (e.g. local capacities and positive local action strategies)
- Material (e.g. financial, facilities)

Community resources should be mobilized in advance of emergencies. This can be facilitated by prepositioning supplies and making sure that they are fit and ready for emergency cases. Additionally, volunteers should be trained, and should be required to undergo refreshers and follow up so that they remain prepared and qualified.

Records of resources mobilized should be consolidated in a database and accessible to all stakeholders.

Special attention should be given to building community capacities and resources in cases where conditions like strikes, curfews, or restricted permit regimes impose restrictions on participation.

Suggested Best Practices:

- Community members are engaged to construct and maintain educational facilities.
- Relevant community members are engaged to teach informally on a voluntary basis in times of school closure / crisis.
- Community spaces are used for implementing age-appropriate learning opportunities.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Foundational Tools
↳ Resources

Coordination

Standard 1: Coordination

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

There should be two levels of coordination to ensure access and quality of education in emergency situations. First, a coordination committee may be formed in the Ministry of Education and Higher Education, including:

- Director General of Counseling and Special Education
- Director General of School Health
- Director General of Financial Affairs
- Director General of Buildings and Projects
- Director General of Curricula
- Director General of Planning
- Representatives of other organizations and associations under the Ministry of Education
- School-level education personnel

Second, there should be coordination between the MoEHE and other stakeholders working to ensure access to and continuity of quality education, including:

- Ministry of Education
- Other relevant ministries (Health, Social Affairs, Interior)
- Local associations and NGOs
- Donors

Suggested Best Practices:

- Tasks should be divided among appropriate stakeholders. For example, contingency planning should be done in close cooperation with the MoEHE. Advocacy should be the responsibility of international partners and NGOs. International partners may also play a role in providing emergency response in locations that are difficult for Palestinian actors to reach (e.g. ARA, seam zone, Area C, East Jerusalem, etc.).

- INGOs and UN agencies
- Clubs
- Faith-based institutions, include mosques and churches
- Municipalities
- Leaders of local communities
- Parents' councils
- Students and their families

All of these stakeholders should be involved in identifying needs and goals, and coordination should be non-partisan.

The coordination body within the MoEHE should assign roles and responsibilities to ensure that there are no conflicts or gaps in covering all levels and types of education, including early childhood, primary, secondary, tertiary, technical, and vocational adult education. Additionally, special attention should be given to ensuring coordination in geographical locations that are more difficult to reach (e.g. Jerusalem or Hebron).

The coordinating body should be responsible for activities including developing contingency plans, emergency response, advocacy, and educational support campaigns. Coordination should occur for all phases of project development from needs assessment, planning, through to project implementation, monitoring, evaluation, and follow up.

Existing Best Practices

West Bank	Education Section Working Group (ESWG): The ESWG is chaired by the MoEHE together with UNESCO and includes main donors, usually one NGO representative, UN agencies and somebody representing the education cluster. The ESWG is not an open forum and is currently being under reform in order to make it more inclusive. The ESWG discusses all education related issues, focusing on developmental issues and if necessary taking into account humanitarian issues.
oPt-wide	OCHA's 3W database maps actors involved in providing education in order to ensure comprehensive geographical distribution of work across all levels of education.
oPt-wide	Education Cluster: The Education Cluster coordinates humanitarian responses in education, is co-chaired by UNICEF and Save the Children, and is open to the MoEHE, all (I)NGOs, CBOs, UN agencies and other interested stakeholders.

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Foundational Tools
↳ Coordination

© UNICEF/ElBaba

Analysis

Standard 1: Assessment

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

Assessment in emergency situations is the responsibility of the Education Cluster, in coordination with the MoEHE. It should take place both prior to and immediately following an emergency. Pre-assessment should consider the needs and resources existing for all stages and types of education, and for all groups.

To ensure that data collection following emergencies occurs in a timely manner, assessment models should be prepared in advance. These may include the model developed by the Inter-Agency Standing Committee (IASC). Personnel collecting data should be assigned, trained, and prepared in advance, in using these models. Early warning systems should also be in place, building on past experience, to predict the degree of risk.

Suggested Best Practices:

- An operations room may be set up in the event of an emergency to manage assessment and response. This may be located, for example, in a UN building, with staff who are in contact with Cluster Leads and Ministry of Education officials. Alternatively, it could be located in an appropriate Ministry.

There should be coordination mechanisms, based on the Education Cluster contingency plans, which identify scenarios and tools to be used for needs assessment. This will ensure that assessment occurs in all necessary locations and that data collection teams have the resources, such as appropriate transportation, to access all geographic locations. Nevertheless, assessments should be standardized at the national level, with some context-specific questions for the most vulnerable geographic areas (ARA, Seam Zone, Area C, East Jerusalem, firing zones, H2 in Hebron, etc.).

In cases where Palestinian actors cannot access certain areas (e.g. due to a restrictive permit regime or travel restrictions in the ARA, Seam Zone,

Area C, East Jerusalem, firing zones, H2 in Hebron, etc.), international actors should take responsibility. They should coordinate closely with the MoEHE and disseminate information clearly, in a timely fashion, in order to improve transparency. Additionally, efficient communication systems should be established to overcome difficulties in reaching these areas.

Information should be collected from all sources, including:

- Ministry of Education
- International and UN agencies
- Schools
- Universities

At present, the MoEHE is in the process of developing a School Management Information System (SMIS) in both West Bank and Gaza, which should feed into future assessment planning. Information gathered should be integrated into this system, appropriately stored, organized, and computerized to ensure accuracy for future planning. Inconsistent information should be reconciled. It should be updated regularly, and accessible to all who need it. Information should be kept in a format that is easy to use and can inform programming and contingency planning. There should be processes for circulating information among all members of assessment and programming teams.

Existing Best Practices

Gaza	Early warning SMS systems allow for rapid communication and response during emergencies.
Gaza	The Gaza Education Sub-Cluster has a standardized assessment form based on the INEE Minimum Standards, which was widely used by cluster members and MoEHE during Operation Pillar of Defense in November 2012.
oPt-Wide	Vulnerable School Matrix (VSM) established by the Education Cluster; MRM database on school attacks; Gaza and West Bank-based SMIS and GIS systems at the MoEHE level.

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Foundational Tools
↳ Assessment

Standard 2: Response Strategies

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

Due to the protracted nature of the conflict, response should focus on both immediate relief, as well as early recovery, and should consider more developmental interventions.

Response strategies and mechanisms should be based on assessment data, and assessments should be updated regularly and consistently throughout the response period. This data should be disaggregated by gender. All affected groups, including children, women, and those with special needs, should participate in supervising, analyzing, and evaluating response.

Responses should be consistent with MoEHE education policies and carried out in the context of available facilities and resources. A portion of MoEHE education budgets should be allocated to cover the emergency response.

Suggested Best Practices:

- Education budgets have portions allocated specifically to emergency response.
- DRR training at the community and school level, as well as preparedness training.

Responses should address the needs of all affected groups, considering gender, at all levels of education. Priority should be given to life skills development, for example, for dealing with explosive materials. All activities should receive follow-up. Responses may also be carried out through extracurricular, recreational activities, which should promote a culture of education. A child-centered participatory approach should be promoted.

All responses should be consistent with the specialty of the organization and aligned with the roles and responsibilities defined in the mapping exercise carried out by the Education Cluster.

Responses should address barriers to education that result from emergency situations. These include:

- Physical obstacles: checkpoints, the barrier, military areas / firing zones
- Violence including military and armed groups' exercises in and near schools
- Political: strikes, protests, security reasons, detention of children
- Knowledge: lack of procedures for ensuring education during emergencies and lack of knowledge regarding education in emergencies
- Cultural: lack of gender equality and discrimination, early marriage, family conflict/disputes

Strategies for overcoming these barriers may include:

- Providing protective presence and transport to hard-to-reach areas and schools in Area C, East Jerusalem, Seam Zones, ARA etc
- Advocacy and coordination in order to ensure safe access for humanitarian actors to conduct assessments, provide, response and transportation of resources
- Employment of religious and media offices and NGOs to facilitate awareness of education and to spread a culture of tolerance and peace
- Teachers and educational staff trained to deal with education in times of emergency
- A clear contingency plan ensuring access to all groups at all times. The development and dissemination of an emergency plan is a key tool for overcoming all barriers.

Existing Best Practices

oPt-wide	UNRWA schools have introduced human rights education, the Conflict Resolution and Tolerance (HRCRT) Programme.
oPt -wide	OCHA has an access team, which helps UN agencies and NGOs with access to hard to reach areas and advocates for better access for humanitarian staff and goods.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Foundational Tools
↳ Response

Standard 3: Monitoring

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

All education response activities should be monitored by the implementing partners, including initiatives related to non-formal education and extracurricular activities, such as summer camps, etc. Monitoring should be comprehensive and use participatory approaches, including input from students, teachers, and other stakeholders.

The affected populations to be monitored include:

- Students, boys and girls, including special needs students
- Teachers and educational staff
- Mothers and fathers
- People displaced by conflict and refugees
- Basic and secondary schools
- Vocational and technical institutes
- Universities
- Civil society institutions and Community Based Organisations (CBOs)
- Educational authorities, central and directorate level

Different donor and agency requirements make it difficult to have one body responsible for coordinating monitoring. Nevertheless, monitoring should follow a common framework, language, and vision, and monitoring data should be collected in an electronic database in order to facilitate comparability of findings. Each agency and NGO should develop its own monitoring system in accordance with this framework, and should disseminate results in a transparent manner to Education Cluster partners and other relevant stakeholders. Employees of the MoEHE and implementing agencies should be trained in information management, data analysis and dissemination.

Monitoring should ensure that responses are:

- Relevant and responsive
- Identify lessons learned and room for improvement
- Promote accountability to beneficiaries and stakeholders
- In line with these oPt Minimum Standards for Education and national policies

Monitoring should be guided by and feed into existing databases such as the MoEHE SMIS system and the Education Cluster Vulnerable School Matrix (VSM). It should also be followed up by more qualitative fieldwork monitoring. Among trends monitored by the MoEHE and UNRWA, but also other stakeholders, should be attendance, drop-out, learning achievements, literacy, health of students, etc. in order to identify negative impacts of the emergency.

In the specific case of oPt, monitoring can be hard due to access restrictions as mentioned before. Therefore, monitoring should be done in a coordinated and flexible manner in order to ensure that those who can reach certain areas, such as ARA, seam zones and firing zones, monitor jointly. Ad hoc monitoring might be needed in case there is access at a certain moment, knowing access might reduce in times ahead.

Existing Best Practices

oPt-wide	UNRWA schools have developed a website (the Interactive Learning Program [ILP]) to help students identify levels of acquisition and to address low achievement through interactive education.
oPt-wide	The presence of a monitoring and follow-up section within the MoEHE, which should be further enhanced.
oPt-wide	There are several databases in place which can be used for comparative monitoring and which can be shared with all education partners such as the MoEHE SMIS database, UNRWA's school database, education cluster VSM and the database on grave violations against children (MRM).

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Foundational Tools
↳ Monitoring

Standard 4: Evaluation

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

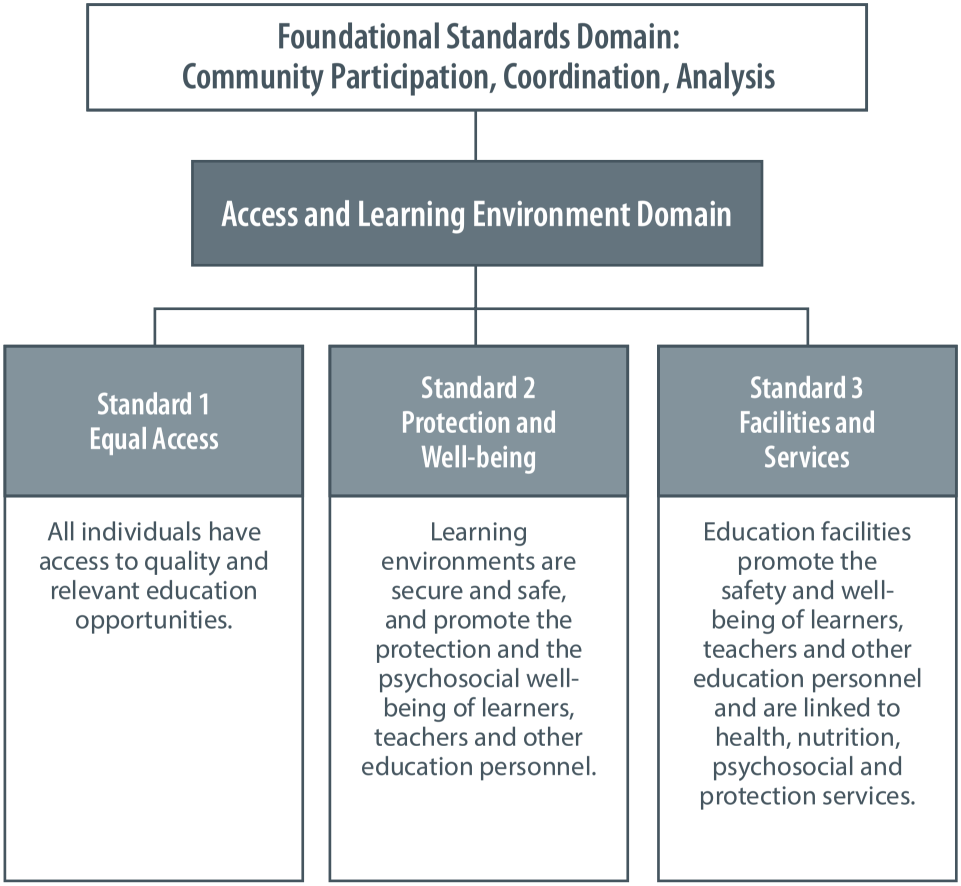
Implementing partners should carry out systematic evaluations that are formative and summative, assessing both project process and outcome.

To ensure that evaluations are impartial, appropriate tools to measure performance objectively should be developed. Tools should help determine whether the intervention caused the change, or whether something else did. More than one assessment tool should be used to help verify findings (e.g. qualitative and quantitative tools). Additionally, all points of view must be investigated and considered. Tools should lead to participation from different stakeholders and beneficiaries.

Evaluations should improve education response activities by taking lessons from their results in terms of gaps in the interventions and relevant solutions. Evaluations should enhance accountability by requiring that results are distributed to the parties concerned. Successful experiences should be shared, and evaluations can be compiled into an archive for future consideration.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Foundational Tools
↳ Evaluation


Foundational Standards Domain:
Community Participation, Coordination, Analysis
Access and Learning Environment Domain
Standard 1
Equal Access
All individuals have access to quality and relevant education opportunities.
Standard 2
Protection and Well-being
Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.
Standard 3
Facilities and Services
Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

Access and Learning Environment

Standard 1: Equal Access

All individuals have access to quality and relevant education opportunities.

That all individuals (male and female, and from all social classes) have access to education means that:

- Education is compulsory and free through grade 10 for both genders. Palestine's Compulsory Education Act should be activated, enforced, and followed up.
- Special attention should be given to increasing awareness of education, particularly for girls and children with special needs.
- Children with special needs and high achievers should be integrated into schools, and school buildings and environments should be adapted to accommodate them.
- There should be educational opportunities also for preschool age students.
- Attention and encouragement should also be given to adult literacy education.
- Exceptional admission should be given to students who do not have papers or proof of enrollment in the education system. There should be coordination between the MoEHE and the Ministry of Interior to facilitate student access to their documents.
- Safe access should be facilitated by providing transportation and protective presence.

Suggested Best Practices:

- A monitoring group to track and reduce child labor and early marriage.
- Social security to be provided for needy families in coordination with the Ministry of Social Affairs, to reduce incentives for child labor.
- Transportation for students provided in coordination with stakeholders, including the MoEHE, international and local organizations, UNRWA, and the local community.
- Remote, marginalized, and "hot" areas may have safe places for education in the community, so that children do not have to travel far or for those cut off from education due to a restricted permit regime and checkpoints.

Alternative methods of delivering education should address student absenteeism during emergency times. Methods such as play and eLearning can encourage access and facilitate psychosocial support.

Quality and appropriate educational opportunities should include:

- Providing children with inclusive and friendly learning environments, where they can develop and enhance life skills.
- Regular psychosocial and recreational activities should support children affected by crisis.
- Schools should be equipped with the appropriate resources and tools, and all children benefit from them equally.
- Sufficient levels of human resources for teaching should be provided. Teachers should be trained to specialize in the subjects that they teach, as well as to work with students with special needs and to address children traumatized by crisis or refer them to specialists for psychosocial or other support.
- School environment and classrooms have appropriate numbers of students per class. There should be flexibility in terms of observing quotas in class in order to meet the needs of learners.
- Schooling should also be commensurate with the needs and belief of the society.

Existing Best Practices

West Bank	Access to education facilitated through provision of school buses by the MoEHE, in coordination with the Education Cluster, as well as monitoring by protective presence groups.

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Access and Learning Environment
↳ Equal Access

Standard 2: Protection and Well-being

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

Learning environments that are secure, safe, and promote protection include the following:

- They are free from suspicious objects and debris
- Military patrols and sites are not located near schools
- In case of environmental disasters or epidemics, actions are taken to prevent spread of infection
- Generators are provided
- School staff are trained to provide first aid, and medical teams are able to access schools in case of emergency
- Emergency exits are designated clearly and evacuation plans are made
- Schools are equipped with fire extinguishers and first aid kits
- Lighting, ventilation, and sanitation conditions are adequate
- Schools have safe drinking water, sanitary facilities and play spaces, including for girls
- Where appropriate, schools have shatter-proof windows
- If schools are not safe following a crisis, inclusive and child-friendly spaces are made available by community members

Suggested Best Practices:

- Schools are checked for suspicious objects and debris after invasion and aggression
- Adequate coordination with the Ministry of Health and medical institutions in cases of environmental disasters and epidemics
- There is an in-school referral system for troubled students
- Specialized school counselors are recruited to design an activities guide to provide psychosocial support

Learning environments that promote the psychosocial well-being of learners, teachers and other education personnel include the following:

- Introduce methods of psychological support in schools
- Activate psychological and educational counseling with a proportional number of counselors to students (200 students per counselor)
- Give space for expression and participation
- Promote active learning methods, include recreation such as fun days in school, and reduce school violence, including student to student, student to teacher, teacher to teacher, etc.
- Teachers are trained to identify symptoms of stress and trauma and in basic psychosocial support techniques
- Psychosocial support projects adhere to the standards in the oPt (agreed upon by the Child Protection Working Group and the Mental Health and Psycho-Social Support Working Group)

Existing Best Practices

Gaza	Community based emergency committees are activated and trained with skills relevant to emergency situations, such as first aid and safe evacuation. Contingency plans are developed for schools and at the Ministry level.
oPt-wide	The Mental Health and Psycho-Social Support Working Group (MHPSSWG) coordinate psycho-social emergency responses. Several NGOs are constantly on stand-by in order to assess and respond to psycho-social needs immediately after a disaster (e.g. house demolition, settler violence, air strike).

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Access and Learning Environment
↳ Protection and Well-being

Standard 3: Facilities and Services

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

Education facilities have:

- Well maintained premises that are repaired and fortified following an emergency.
- Adequate space in the school for the number of students. Classrooms should be limited to 30 students.
- Safe, clearly marked exits and shelters, and the facilities and environment should consider special needs, such as by constructing passages for disabled students and guests. There should also be special support for children with medical devises, who need help.
- Sanitary facilities, considering specific gender needs.
- Game corners, libraries, healthy canteens, parks, and playgrounds.
- Shade to protect students from the sun in the summer and insulation to protect from cold in the winter.

Suggested Best Practices:

- Walls are built to protect schools in border and marginalized areas
- Banners or signs label schools
- School rehabilitation and upgrading of facilities is prioritized in Area C and other marginalized areas, where the PA has limited access

Linkages should be made between schools and health and WASH services to ensure hygiene and potable water. This can involve:

- Contracting companies to maintain the facilities and schools
- Holding awareness campaigns on hygiene
- Providing health kits
- Ensuring that desalinization plants work to provide schools with water
- Providing usable tankers
- Providing health units for people with disabilities

Links to nutrition services should be aimed at improving the nutritional status of students, including:

- Providing a good diet in schools in cooperation with civil society institutions
- A special monitoring committee to help facilitate this by overseeing quality and distribution
- School gardens, used as teaching tool and providing healthy food

Links to psychosocial services should help ensure timely identification of children facing trauma, stress, and specific learning disabilities. Psychosocial activities may involve:

- Training teachers to identify symptoms of psychosocial stress and to know who to contact in case referral is needed
- Facilities or a safe space should be available in the school for counselors or other psychosocial support

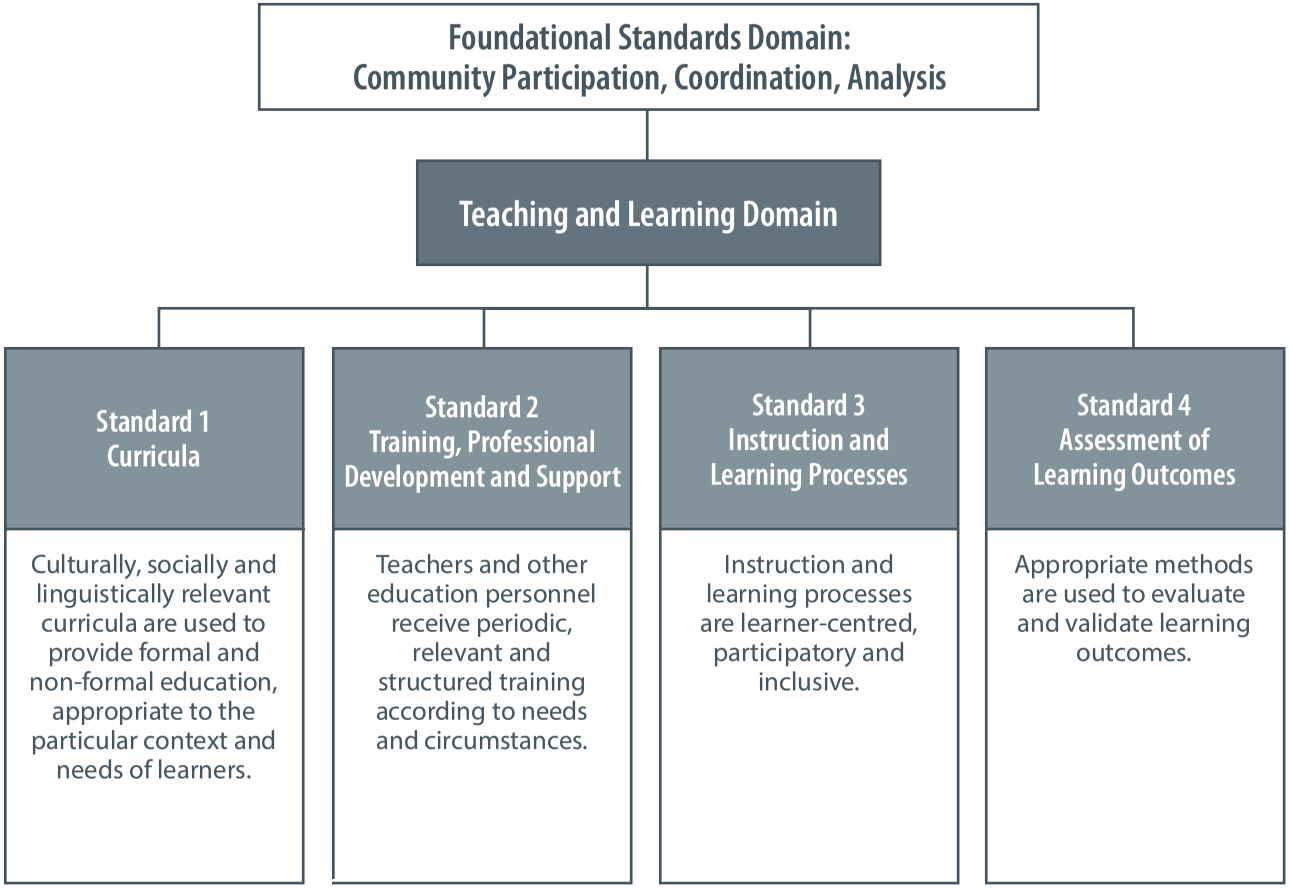
Links to protection services should:

- Include links with human rights organizations and other relevant civil society institutions

The concept of protection should be mainstreamed into the education system. The participation of members of the child protection network should be strengthened in order to enable intervention.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Access and Learning Environment
↳ Facilities and Services


Foundational Standards Domain:
Community Participation, Coordination, Analysis
Teaching and Learning Domain
Standard 1
Curricula
Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.
Standard 2
Training, Professional Development and Support
Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.
Standard 3
Instruction and Learning Processes
Instruction and learning processes are learner-centred, participatory and inclusive.
Standard 4
Assessment of Learning Outcomes
Appropriate methods are used to evaluate and validate learning outcomes.

Teaching and Learning

Standard 1: Curricula

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

The official curriculum for formal education and a general framework of non-formal education is accredited by the Ministry of Education and Higher Education. The general principles of the Palestinian curriculum were defined in the curriculum plan that was endorsed by the MoEHE and the Prime Minister's cabinet, in addition to the Palestinian Legislative Council on March 31, 1998 (Ref. No. 3/3/225).

This curriculum should inform both formal and nonformal education:

- Formal education occurs in formal institutions, in accordance with the education strategic plan of the MoEHE.
- Informal education is complementary and should be linked with the school, curriculum teachers' and learners' needs. It supports local initiatives that maintain the local culture and heritage and positive interactions with other cultures.
- Curricula should also focus on child wellbeing, as well as remedial education, which is used during emergency times.
- Curricula should also include emergency topics, such as life skills training (e.g. awareness raising on unexploded ordinances, first aid, human rights education, and international law).

Suggested Best Practices:

- A standardized committee oversees education and facilitates the development and delivery of curriculum
- Curriculum is unified despite the multiplicity of regulators in areas like East Jerusalem

- The curricula should link to the labor market and should prepare students for both continued vocational and academic education, depending on the market needs.

To ensure that the curricula are delivered:

- Teachers and managers' capacity to implement the curriculum should be developed through in-service training on student centered teaching methodologies and can include remedial education, INEE Minimum Standards training, and training for Director Generals.
- Delivery of school textbooks should be facilitated, regardless of the obstacles, including military and closed areas / checkpoints.

Curriculum appropriate to the particular context and needs of learners means that:

- It is synergized with the general philosophy of the Palestinian Arabic society and derived in concept from Palestinian heritage, religion, values, and norms.
- It enhances faith in God, loyalty to Palestine, respect of the globe and all humanity.
- It maintains the Islamic culture and shows respect to others within the Palestinian culture and civilization.
- It emphasizes unification and freedom and promote democracy and human values.
- It should empower people intellectually and teach them how to become critical thinkers.
- Proper attention is given to differences between children.

Curricula that is socially appropriate:

- Meets the needs of learners in terms of education and life skills
- Meets the needs of society, and enhances participation in the educational process
- Respects individual freedoms under the sovereignty of the law
- Empowers and supports families
- Teaches non-violence in schools and Palestinian society

Curricula that is linguistically relevant means:

- Textbooks and other learning material—except that for foreign languages—should be prepared in Arabic
- Private schools, with approval from the MoEHE can teach core subjects in foreign languages
- The possibility of choosing Hebrew as a subject should be considered in each school in order for students to have better access to the Israeli job market after graduation, especially for students living in East Jerusalem

Existing Best Practices

oPt-Wide	In times of emergency, the curriculum was changed to a home based curriculum, which could be taught by volunteer teachers within the community or parents, for example during the two intifadas.
Gaza	UNRWA has a television channel in Gaza through which they can continue educational activities based on the curriculum during times of crisis or school closures.

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Teaching and Learning
↳ Curricula

Standard 2: Training, Professional Development and Support

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

Teachers and other education personnel should have opportunities to receive appropriate training according to their needs. This should include:

- Pre-service programs for new teachers
- Advanced training for regular teachers
- Training for non-teaching staff
- In-service training, training on the job and mentoring
- Diploma programs, including for various areas of management, supervision, and counseling

The national strategic plan for teachers should be implemented, both in the West Bank and in Gaza. Training should be integrated so that funding from other agencies, which is often tied with the particular project purposes, does not contradict the national strategic plan. To facilitate this, training should be formally organized at central, directorate and school level, and it should be ensured that the same persons do not repeat training courses.

Training should be:

- Focused on student centered teaching methodologies
- Relevant, in order to empower teachers to promote required competencies for further education or entering the labor market
- Structured with a clear and well-known plan, which prioritizes the needs of trainees
- Sequential, taking into account the development of curriculum and methods
- Flexible to needs and circumstances, including during unexpected situations, or changes in the responsibilities of the trainees. Needs assessments, particularly during emergency circumstances, consider training needs and identify them at the school level

Emergency education, counseling and non-violence should be included in the core training package for teachers.

Existing Best Practices

oPt-Wide	UNRWA is addressing the fact that training is currently not systematized and ad-hoc through its Education Reform (2011-2015), with the introduction of the School-based Teacher Development Program (SBTD).

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Teaching and Learning
↳ Training, Professional Development and Support

© UNICEF/ElBaba

Standard 3: Instruction and Learning Processes

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

Instruction is a relationship between teachers and learners in which teachers transfer the knowledge and life skills to the learners.

Learning processes are activities that enable the learners to acquire the knowledge through different methods. These should comply with the national strategic plan of MoEHE.

Instruction that is learner centered is:

- Based on exploring and critical thinking on the part of learners
- Focuses on the physical, psychological, developmental, and cognitive methods of the learners
- Leads to positive and relevant changes in both abilities and behaviors
- Based on modern educational theories on the student-centered educational process

Instruction that is participatory:

- Promotes participation from relevant community bodies, such as educational and community institutions, parents, teachers and learners, potential employers in determining the learning needs within formal and non-formal education
- Relies on the continuous follow-up of development training courses to improve the development of students

Suggested Best Practices:

- Supportive learning programs for all groups, including those with special needs, such as learning difficulties

Instruction that is inclusive:

- Guarantees easy access to education for all learners, through employing curriculum content and teaching methods without discrimination
- Considers learners with special needs and high achievers, during times of emergency, when they are often neglected

Existing Best Practices

oPt-wide	Inclusive and child-friendly education is implemented by the MoEHE through the Education for All, Child-Friendly School, and UN/MoEHE Early Childhood Development package. The capacity of the MoEHE to scale up these initiatives should be strengthened.
oPt-wide	UNRWA is developing a Teachers' toolkit for Identifying and Responding to Diverse Needs, which will be adopted across schools in order to develop inclusive and children friendly schools, recognize and respond to individual needs, support students' learning, health, and psychosocial development, and support students with special education needs.

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Teaching and Learning
↳ Instruction and Learning Process

Standard 4: Assessment of Learning Outcomes

Appropriate methods are used to evaluate and validate learning outcomes.

Appropriate methods of assessment are systematic and are used to measure the learning achievements of students. Assessment should be managed by the evaluation and assessment department in the MoEHE, and a system of follow-up and evaluation should occur at all levels. Capacity to carry out these exams should be built. Results of the exams should be credible and transparent and should be included in and analyzed through the MoEHE SMIS and UNRWA databases.

Exams may include:

- Periodic and public exams designed by the MoEHE, including monthly, mid-year, and final exams
- Exams designed for certain grades, such as the unified exams for grades 4 and 7, and the Tawjihi for grade 12
- Formative assessments that emphasize skills and competencies, rather than just subject content

Suggested Best Practices:

- Contingency plans for exams should be developed, in case of strikes or irregular school attendance.

Informal assessment may be used by teachers in the classroom, and could include:

- Community participation in education assessment
- Other qualitative and quantitative methods to assess learning outcomes (both qualitative and quantitative), particularly during emergency times
- Assessments should not only focus on memorizing facts, but should be designed towards critical analytical thinking

Contingency plans for exams should be developed, in case of strikes or irregular school attendance.

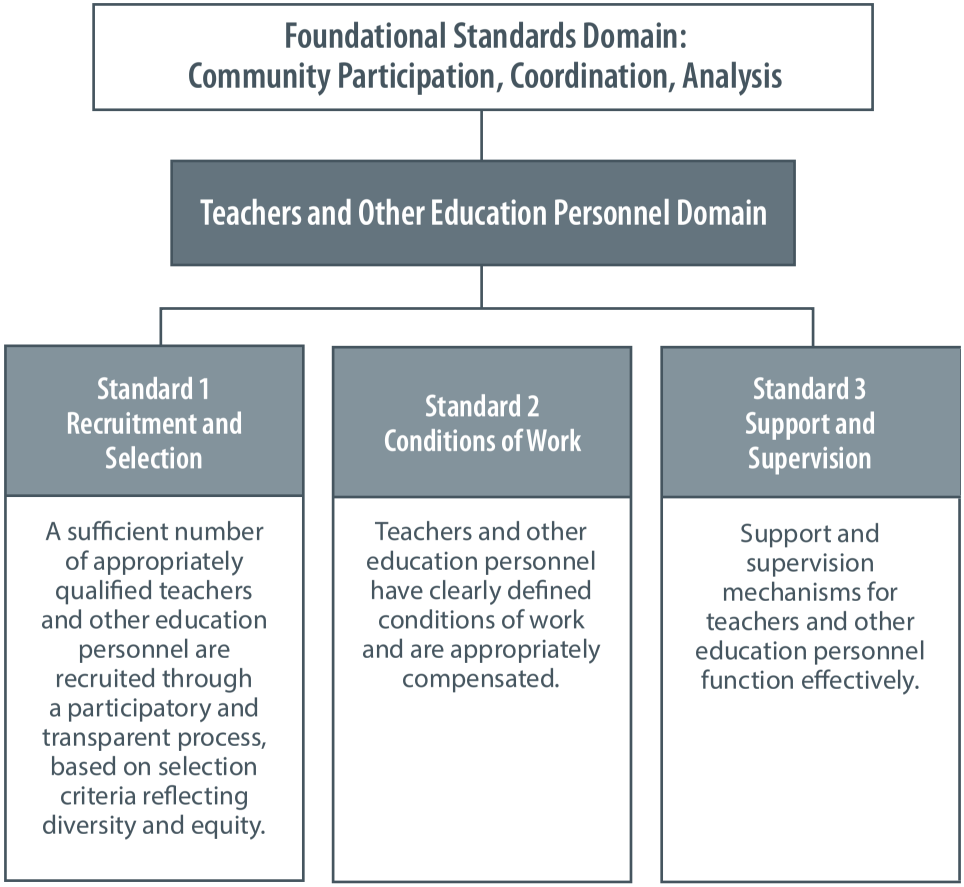
Existing Best Practices

Gaza	In 2010, the grade 4 unified exams in Gaza alerted the MoEHE, local community, and other education stakeholders of the deterioration of the quality of education.
oPt-wide	MoEHE is currently in the process of building capacity to analyze data coming from their SMIS system, including data on learning achievements.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Teaching and Learning
↳ Assessment of Learning Outcomes

© EAPPI


Foundational Standards Domain:
Community Participation, Coordination, Analysis
Teachers and Other Education Personnel Domain
Standard 1
Recruitment and Selection
A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.
Standard 2
Conditions of Work
Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.
Standard 3
Support and Supervision
Support and supervision mechanisms for teachers and other education personnel function effectively.

Teachers and Other Education Personnel

Standard 1: Recruitment and Selection

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

In order to ensure a sufficient number of teachers, there should be a qualified selection committees composed of competent and capable individuals who are aware of the standards of education and education in emergencies, including the INEE Minimum Standards and the oPt Minimum Standards. These committees should be established in the MoEHE and should evaluate the competencies of teachers and plan to support them. These individuals should have field experience.

The selection and recruitment process should be transparent and standardized, including:

- Needs of different functions presented to the public
- Expanded advertising on available jobs
- Sufficient time should be given to hiring
- Job descriptions for the various educational positions developed with the participation of the personnel department and the Ministry of Finance
- Selection criteria should take into account efficiency, equality, and non-discrimination, based on diverse criteria, including gender balance

A sufficient number of teachers and other educational personnel should be assigned to the different geographic locations and teaching fields. Teachers should be selected who have access to specific geographic areas; for example, teachers with access to Jerusalem through a Jerusalem ID or work permit. In

addition, advocacy should focus on providing and improving access for more teachers to specific geographic areas, including East Jerusalem, the Gaza ARA, Area C, seam zone, etc.

All should have a list of professional standards. There should be a waiting list for teachers, for use when needed. Employment results and waiting lists should be released in a timely manner, informing the community and its institutions through the MoEHE website.

Existing Best Practices

oPt-wide	National teacher strategy and the QSQT project has developed a new licensing scheme, job descriptions, and different national teaching standards.

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Teaching and Other Education Personnel
↳ Recruitment and Selection

Standard 2: Conditions of Work

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

Clearly defined conditions of work for teachers and other education personnel includes:

- Adoption of a common job description developed by organizations working in education and approved by an education committee consisting of teachers, MoEHE representatives, and external experts
- This committee should evaluate the conditions of work annually
- Requirements may be:
  - Practice license
  - B.A. degree in education
  - Training in education in emergencies and identifying symptoms of trauma and stress amongst students

Teachers should be hired on a year-long contract, which is renewable. Efforts should be made to limit turnover of teachers, with appropriate incentives. Teacher retention is a major challenge as a result of better employment opportunities elsewhere. Geographic distribution of qualified teachers, including marginalized areas such as the seam zone should be ensured.

That teachers and other education personnel are appropriately compensated means:

- They receive a wage appropriate to the economic situation and for the type of required task
- Compensation is given in a timely manner
- Compensation includes health insurance for the duration of the contract, including for teachers on a temporary contract
- Appropriate incentives and compensation is given particularly following an emergency

Suggested Best Practices:

- Development of a tool to measure the cost of living in order to set wages.
- Involvement of representatives from employees' union in wage-setting.

- Compensation is bound by the terms and conditions of conduct and must avoid conflicts of interest, such as teacher salaries paid from two sources
- Education personnel are assured a suitable, secured, accessible, and comfortable working environment

T For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Teaching and Other Education Personnel
↳ Conditions of Work

© UNICEF/Izhiman

Standard 3: Support and Supervision

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

Support mechanisms for teachers and other education personnel includes:

- Putting in place a trained and qualified team that is capable of responding to the needs of new teachers, specifically in times of emergency.
- Ensuring financial support and incentives for teachers during emergencies.
- Cooperation between all institutions offering training services, by involving students and parents in identifying training needs.
- Allocating an emergency budget for teacher development.
- Workshops to identify needs and exchange experiences among education staff. Students, parents, and NGOs may also participate in these workshops. Incentives should be given for teachers to attend training programs, and trainings should be scheduled for an appropriate time and location.
- An effective communication system for education personnel to exchange information.
- Nongovernmental organizations coordinate when working to build capacity of teachers.
- Local expertise in training and psychological counseling is developed in order to ensure sufficient support to all employees.
- Political divisions should not hinder the success of training, evaluation, and supervision.
- Programs for teachers and other education personnel should be balanced with and not diminish time and attention given to students.

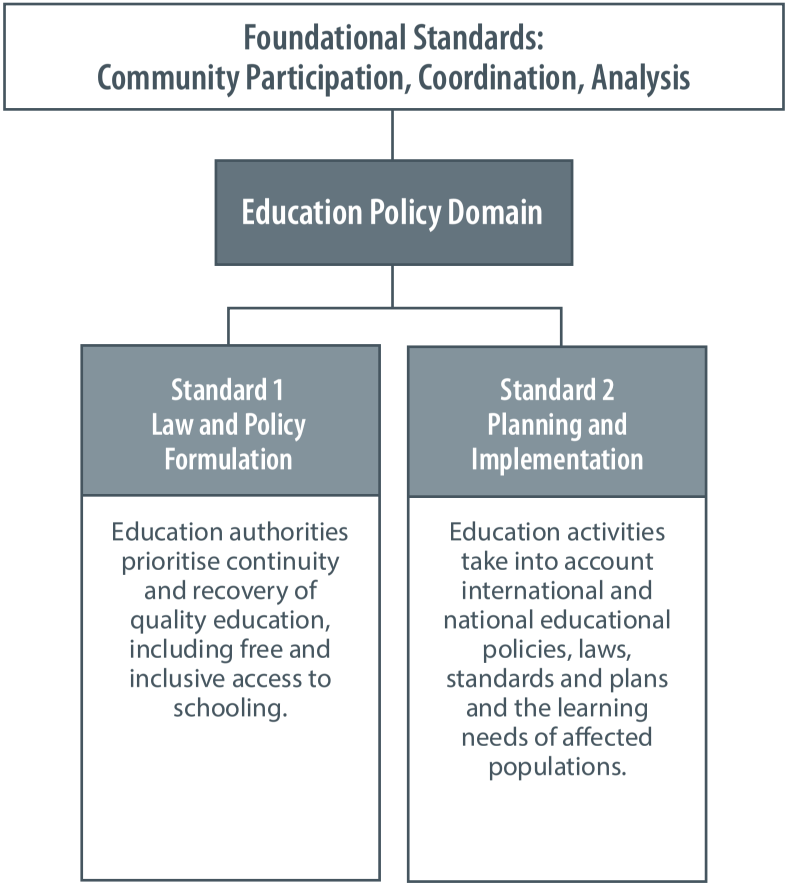
Supervision mechanisms for teachers means:

- Ensuring that experienced supervisors are selected and trained and facilitate an exchange of information and experiences among supervisors, both internally and externally.

- Students, parents, and NGO representatives should be involved in supervision and evaluation and support coordinators and teams working in the field.
- Special attention should also be given to ensuring supervision in closed areas, such as East Jerusalem.
- Head Teachers should be trained in leadership and management skills, supervision, and coaching and should have the capacity to provide and organize in-service training and personal development plans for individual teachers. The MoEHE should support and supervise Head Teachers to ensure quality and timeliness of supervision.

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Teaching and Other Education Personnel
↳ Support and Supervision


Foundational Standards:
Community Participation, Coordination, Analysis
Education Policy Domain
Standard 1
Law and Policy
Formulation
Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.
Standard 2
Planning and
Implementation
Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

Education Policy

Standard 1: Law and Policy Formulation

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

That education authorities prioritize educational continuity means that they support and build for the right to education, in accordance with all international and local conventions. This may involve raising awareness among parents about the importance of education, as well as limiting children's exposure to violations among conflicting parties.

Prioritizing the continuity and recovery of quality education requires:

- Ensuring that education facilities remain neutral spaces during emergencies and that teachers, learners, and educational facilities are protected from armed attack, as well as that violators are prosecuted. A budget should be provided for this.
- Programs from international organizations help guarantee that education remains continuous and makes a quick recovery. Such programs should be commensurate with local and national need. Attention should be given to making sure that programs implemented are transitioned once funding ends. Local and international institutions should be required to maintain transparency and be accountable to abide by government policies.
- Education remains free, compulsory, continuous, and inclusive including during times of emergency.
- Budgets facilitate rapid response to emergencies, while conforming to education policies.

Suggested Best Practices:

- Education authorities raise awareness among parents about the importance of education, as well as limiting children's exposure to violations among conflicting parties

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Education Policy
↳ Law and Policy Formulation

© UNICEF/ElBaba

Standard 2: Planning and Implementation

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

Education activities include:

- All levels of education, including pre-school, basic, secondary, and tertiary
- Formal and non-formal education, and including both academic and vocational education
- Programs to meet the psychological and social needs of students

National level policies should:

- Ensure that education in emergencies is a component of national education plans and strategies
- Ensure that education activities are based on a thorough understanding of context and include early warning mechanisms for disaster and conflict
- Expand partnerships and coordination between the MoEHE and other actors, including international organizations and NGOs
- Include contingency planning done at the Ministry, governorate, and school levels, including school-based DRR training and planning
- Ensure there is an adequate budget to ensure quality and continuous education at all levels, as well as linkages with other sectors

National education policies, laws, and standards should abide by international standards and agreements. International educational policies, laws, and standards include:

- The right to education enshrined in international and local conventions
- The educational policies of other states with distinctive expertise and successful experience in education may be considered. Such lessons may be learned through participation in international conferences and foreign missions

Additionally, the idea of popular education implemented in 1987 should be strengthened.

For tools to help you with the implementation of these standards, go to the INEE Toolkit: www.toolkit.ineesite.org

INEE Toolkit
↳ INEE Minimum Standards
↳ Implementation Tools
↳ Education Policy
↳ Planning and Implementation

Acronyms

ARA	Access Restricted Areas
CBO	Community Based Organization
COOPI	Cooperazione Internazionale
DRR	Disaster Risk Reduction
EiE	Education in Emergencies
ESWG	Education Section Working Group
GIS	Geographical Information System
HRCRT	Human Rights, Conflict Resolution and Tolerance Programme
IASC	Inter-Agency Standing Committee
ILP	Interactive Learning Programme
INEE	Inter-Agency Network for Education in Emergencies
INEE MS	Inter-Agency Network for Education in Emergencies Minimum Standards
INGO	International Non-Governmental Organization
IRC	International Rescue Committee
MHPSSWG	Mental Health and Psycho-Social Support Working Group
MoEHE	Ministry of Education and Higher Education
MRM	Monitoring and Reporting Mechanism

NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
OCHA	Office for the Coordination of Humanitarian Affairs
oPt	Occupied Palestinian Territory
PAH	Polish Humanitarian Action
QSQT	Quality Systems for Quality Teachers
SMIS	School Management Informational System
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
VSM	Vulnerable Schools Matrix
WASH	Water, Sanitation and Hygiene

INEE

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

occupied Palestinian territory
Education Cluster

occupied Palestinian territory Minimum Standards for Education

The occupied Palestinian territory (oPt) Minimum Standards for Education express commitment to the provision of protective education for all children and youth affected by emergencies in the occupied Palestinian territory.

Based on the global INEE Minimum Standards, this document seeks to de ne effective, quality and inclusive education in emergencies in the oPt context.

This tool has been developed for and by the local authorities of oPt and NGO and UN representatives in a process facilitated by the oPt Education Cluster with support from the INEE Secretariat.