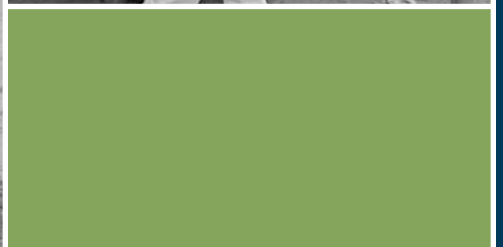


Tip Sheets

on Education in Emergencies, Conflict, Post-conflict, and Fragile States



CIDA  ACIDI

Canadian International Development Agency (CIDA)
200 Promenade du Portage
Gatineau, Quebec K1A 0G4
Canada

Telephone: 819-997-5006 (local) / 1-800-230-6349 (toll free)

For the hearing and speech impaired:
TDD/TTY: 819-953-5023 (local) / 1-800-331-5018 (toll free)

Fax: 819-953-6088
E-mail: info@acdi-cida.gc.ca

© Her Majesty the Queen in Right of Canada, 2010

PDF: Catalogue No: CD4-66/2010E-PDF
ISBN: 978-1-100-16466-3

Printed in Canada

Cette publication est aussi disponible en français sous le titre :
*Fiches-conseils sur l'éducation en situations d'urgence, de
conflit ou de post-conflit, et dans les États fragiles*

www.cida.gc.ca



Contents

Introduction	1	Teachers and Teacher Management in Fragile States	23
Education in Emergencies	2	Sample Performance Measurement Results and Indicators for Education in Emergencies and Fragile States	26
Coordination for Education in Emergencies	6	Glossary of Working Definitions to the Tip Sheets on Education in Emergencies, Conflict, Post-conflict, and Fragile States	32
Education in Fragile States	10	Comprehensive Bibliography	37
Coordination of Education in Fragile States	13		
Incorporating Equality Between Women and Men into Education in Fragile States	17		
Addressing Equity and Inclusion in Education in Fragile States	20		

Introduction

Canada and other governments have made commitments to improve alignment and enable country-led processes in partner countries to address key issues in fragile states, including education. These commitments include the Principles and Good Practice of Humanitarian Donorship (2003), the Paris Declaration on Aid Effectiveness (2005), the OECD DAC Principles for Good International Engagement in Fragile States and Situations (2007), and the Accra Agenda for Action (2008). Particular to education, Canada has committed to the Education for All framework and Millennium Development Goals (2000), which provide the basis for CIDA's support of basic education for all. These tip sheets reflect CIDA's efforts to implement these commitments in the education sector.

CIDA's focus on basic education recognizes education in emergencies, conflict, post-conflict, and fragile states as one of the keys to global achievement of the Education for All framework and Millennium Development Goals on education. With up to 50 percent of the world's out-of-school children living in fragile situations,¹ there is much work to be done to mitigate fragility, build state capacity, and seek innovative and flexible solutions to the complex realities of fragile states.

The Tip Sheets

As part of CIDA's contribution to basic education in emergencies, conflict, post-conflict, and fragile states, CIDA participates in and contributes to the work of the Inter-Agency Network for Education in Emergencies (INEE) as a global forum for developing

coordinated policy for education in emergencies, conflict, post-conflict, and fragile states. The INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction, developed with CIDA support in 2004 (and updated in 2010), is a key tool to guide coordination and practice in these contexts.

As part of the effort to implement the INEE Minimum Standards, CIDA collaborated with Canadian consultant and expert on education in emergencies Dr. Jackie Kirk to identify synergies between the Minimum Standards and CIDA's work in emergencies, conflict, post-conflict, and fragile states and to incorporate the two. Due to Dr. Kirk's untimely death in August 2008, CIDA's education, fragile states, and humanitarian assistance experts completed the product in-house.

CIDA and its partners can use these tip sheets as a resource as they engage in dialogue on and implement education in emergencies, conflict, post-conflict, and fragile states.

¹ UNESCO (2007), *Global Monitoring Report*; Save the Children Alliance (2008), *Last in Line, Last in School Update*.

Education in Emergencies

1. Why focus on education in emergency situations?

Natural disasters and sudden-onset conflict can create huge challenges for even the best-prepared ministries of education (MoEs) as they strive to ensure rapid access to learning opportunities for children and youth. Emergency education nonetheless remains an important element of emergency response, because it provides opportunities for child and adolescent protection and psychosocial support to traumatized young people. By rapidly re-establishing the daily routine of going to school, children and their families can quickly develop a sense of normalcy, stability, structure, and hope for the future. At times, emergency education can be the catalyst to providing access to education for children and adolescents who have not previously been to school. As such, emergency education provides essential building blocks for future economic stability.

In emergency situations, the capacity of the MoE, civil society, and communities to respond effectively is often weakened by destruction of infrastructure, records, and resources and by human displacement. In addition to challenges at work, staff may be dealing with their own personal and family concerns. In a situation of displaced people or refugees, there may be no established organizations and networks that have jurisdiction over the displaced people's education. Furthermore, the government and some humanitarian assistance organizations may not consider education a priority sector.

2. What are the key international commitments?

Canada and other donor governments have made commitments to improve alignment with governments in partner countries to address key issues,

including education, in fragile states and emergencies. These commitments include the Principles and Good Practice of Humanitarian Donorship (2003), the Paris Declaration on Aid Effectiveness (2005), the OECD DAC Principles for Good International Engagement in Fragile States and Situations (2007), and the Accra Agenda for Action (2008). Particular to education, Canada has committed to the Education for All framework and Millennium Development Goals (2000), which provide the basis for CIDA's support of basic education for all. These tip sheets reflect CIDA's efforts to implement these commitments in the education sector.

In recognition of the need to harmonize education policy in fragile states and emergencies, CIDA supports the development and dissemination of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (2004).

3. How does CIDA support education in emergency situations?

CIDA provides humanitarian assistance during sudden-onset crises and in complex emergencies by funding humanitarian partners and deploying relief stocks and technical experts through established rosters. Through its assistance, CIDA supports its partners in addressing immediate lifesaving needs of crisis-affected populations. CIDA's humanitarian assistance responds to flash appeals for sudden-onset crises, annual appeals as part of consolidated program of appeals, and institutional support, including core funding for key humanitarian organizations. Education is funded through these processes when it is prioritized as part of the protection needs of children and adolescents.

In the education sector in particular, CIDA may also fund civil society organizations and affected government ministries through other channels during complex situations and in emergency situations moving into recovery. This may include local fund provisions, such as the Canada Fund for Local Initiatives, as well as Canadian partnership and geographic programs.

4. Strategies for coordination in education during emergency situations (key references are in brackets)

- Promote leadership of relevant government officials or civil society organizations where government authorities cannot or are unwilling to lead; where necessary, provide technical and financial support to facilitate their leadership.
- Support the establishment of an Inter-Agency Standing Committee (IASC) Education Cluster or education-sector working group that includes donors, the MoE, other relevant government departments and authorities, UN agencies, international and national non-governmental organizations (NGOs), and teachers' organizations.
- In situations with an existing program-based approach or sector-wide approach, consider working through this mechanism to support emergency response in education or to work closely with the Education Cluster to establish processes for collaboration and handover as the situation moves from initial emergency to recovery phase.
- If necessary, organize separate coordination meetings with donors, the MoE, and other emergency education actors as appropriate (often known as the local education group).
- Ensure coordination meetings: 1) provide updates on programs, 2) address technical issues and challenges, 3) focus on affected geographic regions and population groups (e.g.

girls, disabled children, separated children), and 4) ensure that changes to the operating environment are addressed in a timely manner.

- See Tip Sheet on Coordination for Education in Emergencies and INEE Minimum Standards Category 5 on Education Policy and Coordination (pp. 71–78) for more details, including information on conducting joint needs assessments, planning, sample indicators, and detailed resources.

5. Strategies to ensure access to quality emergency education for all girls and boys (key references are in brackets)

- Conduct and incorporate a needs analysis with the community to understand the nature of marginalized groups in the emergency. This might include gender groups, orphans, the physically disabled, the traumatized, ethnic and religious minorities, and separated children in refugee or internally displaced situations (INEE Minimum Standards on community participation p. 15 and assessment p. 21).
- Conduct and incorporate a gender analysis at the school and community levels to identify and address gender-based needs (IASC Gender Handbook).
- Support the construction of temporary classrooms or schools that are sensitive to the needs of girls and boys and include adequate access to water and sanitation facilities (INEE Minimum Standards pp. 47–48).
- Provide materials, including school kits, stationery supplies, and textbooks for temporary schools; this may also be necessary in emergencies where supply lines have been cut (INEE Minimum Standards pp. 53–59 and 61; INEE Good Practice Guide on Supplies).

- Support teachers with psychosocial training to help them address the effects of the emergency in their classrooms in a sensitive manner (INEE Minimum Standards p. 49).
- Where a teacher shortage exists, support educated people in the affected community or from nearby communities to work as teachers in temporary schools. This may require the provision of training, ongoing in-classroom support, and stipends (INEE Minimum Standards pp. 53–70).
- Where nutrition has been identified as a concern for child protection, establish a school feeding program (INEE Minimum Standards p. 51).
- Consider flexible, innovative solutions to the complex problems of education delivery in emergencies, including distance learning and training approaches and innovative solutions for paying teachers in a timely fashion (INEE Guidance Notes on Teacher Compensation).

6. Emergency education preparedness strategies

- Countries prone to natural disasters or suffering from long-term, low-level conflict may develop emergency-preparedness strategies, including education as a protection measure for children and adolescents.
- Preparedness can include warehousing temporary classroom materials and school materials such as blackboards, chalk, stationery, and textbooks.
- In areas prone to certain types of natural disasters, the MoE may include preparedness curriculums in schools; these can include earthquake drills, information about extreme weather systems, land-mine and unexploded ordnance awareness, and survival tips.

7. Illustrative indicators

Sample Outcome Indicators

As a result of a coordinated, comprehensive response, all emergency-affected children and youth have rapid access to relevant, age-appropriate learning and protection opportunities.

As a result of a coordinated, comprehensive response, priority capacity gaps are filled and the affected country's MoE is better prepared to manage future emergencies.

Sample Output/Performance Indicators

X# girls and Y# boys enrolled in formal school.

X# girls and Y# boys enrolled in alternative forms of schooling.

X# teachers trained in psychosocial support and post-traumatic stress disorder coping strategies.

X# temporary schools established and functioning.

X# school material kits delivered and being used in emergency affected schools.

8. Additional resources

Crisp, J., C. Talbot, and D. Cipollone (2001) *Learning for a Future: Refugee Education in Developing Countries*. UNHCR: Geneva: <http://www.unhcr.org/4a1d5ba36.html>

IASC Education Cluster: <http://ocha.unog.ch/humanitarianreform/Default.aspx?tabid=115>

IASC Gender Sub-Working Group. *Women, Girls, Boys and Men: Different Needs, Equal Opportunities; Gender Handbook in Humanitarian Action*: www.humanitarianinfo.org/iasc/content/subsidi/tf_gender/genderH.asp

IIEP-UNESCO *Guidebook for Planning Education in Emergencies and Reconstruction*: www.unesco.org/iiep/eng/focus/emergency/guidebook.htm

INEE (2004) Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction: www.ineesite.org/standards

UNESCO/INEE. Water and Sanitation: A checklist for the environment and supplies in schools: http://www.ineesite.org/uploads/documents/store/doc_1_WatSanSuppliesChecklist.pdf

INEE Institutionalization Checklist for Education Clusters: <http://inee.theblogstudio.com/minimumstandards/cluster.pdf>

INEE Minimum Standards Thematic Guide on Disaster Reduction and Preparedness: [http://ineesite.org/uploads/documents/store/doc_1_INEE_Toolkit - Preparedness and RR.pdf](http://ineesite.org/uploads/documents/store/doc_1_INEE_Toolkit_-_Preparedness_and_RR.pdf)

Irin News (Jan. 8, 2009) "Does Emergency Education Save Lives?" Accessed Jan. 9, 2009: www.irinnews.org/Report.aspx?ReportId=82272

Paris Declaration on Aid Effectiveness (2005): www.oecd.org/document/18/0,3343,en_2649_3236398_35401554_1_1_1_1,00.html

Principles and Good Practice of Humanitarian Donorship (2003): www.goodhumanitariandonorship.org/

Sinclair, M. (2002) Planning Education In and After Emergencies (Fundamentals of Educational Planning, no. 73). Paris: IIEP-UNESCO: <http://unesdoc.unesco.org/images/0012/001293/129356e.pdf>

Coordination for Education in Emergencies

1. Why focus on coordination in education in emergency situations?

During a sudden-onset emergency, increased coordination of international humanitarian action² ensures that donors, UN agencies, international financial institutions, and international and national non-governmental organizations (NGOs) are better organized and more supportive of governments in the lead role. However, coordination is complicated by competing policy and service delivery priorities to meet urgent needs, including provision of health care, water, and food, and to deal with problems such as population displacement, insecurity, and constraints on access. The proliferation of actors complicates the situation. And donor hesitation to make long-term commitments in emergencies leads to short-term, project-based activities, which can impact the nature and effectiveness of coordination in emergencies.

Since 2006, when the Inter-Agency Standing Committee (IASC) Education Cluster was established, education efforts in emergencies have increasingly used the Cluster Approach to coordinate stakeholders. The Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction are the main tool for Education Clusters. Clusters help stakeholders to develop shared objectives, and they foster inter- and intra-agency policy dialogue, coordination, and action for the provision of quality education in emergency and early recovery contexts.

Existing local donor groups and local education groups also tend to swing into action, supporting donor coordination during emergencies and ensuring that available funding is used to support a range of emergency-related needs rather than concentrating funds in a few areas.

Strong coordination and support is crucial to encourage and help the ministry of education (MoE) to manage the crisis and ensure that the rights of children and youth are fulfilled. Coordination should support authorities in addressing immediate needs during the emergency phase, adjusting pre-existing sector plans post-emergency, and integrating emergency measures to longer-term strategies for improved education. This is highlighted in the Education for All Fast Track Initiative Progressive Framework.

2. How does CIDA engage in coordination for education in emergencies?

As a donor agency, CIDA supports coordination for education in emergencies by supporting and engaging in a coordinated approach to global policy development. This includes targeted support for the development and dissemination of the INEE Minimum Standards (2004), which includes a section on “Education Policy and Coordination” and which also reflects broad, multisector principles.

² See www.humanitarianreform.org for more information on the IASC-led processes of humanitarian reform.

At the field level, CIDA participates in local donor and education groups through program-based approaches (PBAs), partners with civil society organizations, and, where appropriate, works in coordination with IASC clusters. Where education has been prioritized locally as a humanitarian response to an emergency, or where the issues relating to an emergency touch one of the groups or mechanisms mentioned above, CIDA works in coordination with others to address emergency education at the local level.

3. Coordination strategies for emergency situations to increase protection for children and youth through access to quality education

- Promote leadership of relevant government officials or civil society organizations, where government authorities cannot or are unwilling to lead. Where necessary, provide technical and financial support to facilitate their leadership.
 - In situations with an existing PBA, sector-wide approach (SWAp) or other education coordination body, consider working through this mechanism to support emergency response in education and/or to work closely with the Education Cluster to establish processes for collaboration and handover as the situation moves from initial emergency to recovery phase.
 - Establish an IASC Education Cluster or education-sector working group, including donors, the MoE, other relevant government departments and authorities, UN agencies, international and national NGOs, and teachers' organizations; the cluster or working group should hold regular coordination meetings with clear agendas, circulate meeting minutes, and take action.
 - If necessary, organize separate coordination meetings for donors and the MoE (often known as the local education group)
- Ensure coordination meetings: 1) provide updates on programs, 2) address technical issues and challenges, 3) focus on affected geographic regions and population groups (e.g. girls, disabled children, separated children), and 4) ensure that changes to operating environment are addressed in a timely manner.

Assessment

- Conduct joint rapid assessment missions with other donors, government representatives and implementing partners using common tools and data collection methods where possible; strategize with other donors to ensure funding for all relevant assessments without duplication of efforts; promote harmonized data storage, analysis, and reporting tools to facilitate cross-referencing.
- In countries with existing education PBAs or SWAPs, ensure proper coordination of damage assessments and re-prioritizing pooled funds (this is one of the biggest challenges).

Planning and Sector Development

- With other donors and government authorities, support the development of interim and longer-term sector plans with matching financing plans that draw on international and domestic resources.
- With other donors, support the MoE in a capacity development plan that prioritizes capacity gaps and outlines how to address them at different levels of the system; identify donor strengths for the provision of technical support.
- Encourage the MoE and other federal data-collection authorities to incorporate emergency education indicators and data collected into national education management information systems, where they exist.
- Plan for a system of checks and balances to encourage anti-corruption measures.

- In existing PBAs or SWAPs, where the emergency may cause delays in implementation, revise annual work-plan targets for some investment programs. Depending on the nature of the emergency, the delays may even affect the targets expected by the end of the PBA or SWAP.
- Local financing mechanisms, such as the Canada Fund for Local Initiatives, might also provide small amounts of emergency assistance in a timely manner.

Financing

- With other donors, harmonize the processes for the government to access immediate financing and technical and logistical support.
- With the MoE and other donors, develop strategies to promote the adequate allocation of domestic resources and create a framework for the eventual transition of emergency funding into long-term budget plans.
- Examine the possibility of debt alleviation as a mechanism for increasing available domestic resources.
- If appropriate as a protection tool in a sudden onset emergency, support the inclusion of education in consolidated appeals processes and/or flash appeals.
- As the situation stabilizes, consider the need for a multi-donor trust fund, the Unicef Education Transition Fund, or other forms of pooled or multilateral resources to support seamless transition from emergency to stability.
- With other donors, plan for the eventual convergence of emergency funding with ongoing development funding channels. Relief and recovery activities will have long-term implications for the sector budgets, which will need to be covered and absorbed into sector budgets (e.g. increased maintenance costs for new and newly rehabilitated schools).
- In countries with existing PBAs or SWAPs, revised and increase the approved budget for different investment programs, if necessary to ensure there are sufficient funds to address the emergency and recovery.

4. Illustrative indicators

Sample Outcome Indicators

As a result of a coordinated, comprehensive response, all emergency-affected children and youth have rapid access to relevant, age-appropriate learning and protection opportunities.

As a result of a coordinated, comprehensive response, priority capacity gaps are filled and MoE is better prepared to manage future emergencies.

Sample Output Indicators / Performance Indicators

sector coordination meetings attended.

Targeted joint assessment mission conducted with X education partners.

Provision of X% funding (including X% technical support) to MoE for rapid completion of and emergency plan to address priority education and protection concerns.

Provision of X% funding requested by MoE in sector appeal.

5. Additional resources

IASC Education Cluster: <http://ocha.unog.ch/humanitarianreform/Default.aspx?tabid=115>

IIEP-UNESCO (2006) Guidebook for Planning Education in Emergencies and Reconstruction: www.unesco.org/iiep/eng/focus/emergency/guidebook.htm

INEE (2004) Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE) (2004): www.ineesite.org/standards

INEE institutionalization checklist for donor agencies: http://inee.theblogstudio.com/minimum_standards/cluster.pdf.

Irin News (Jan. 8, 2009) Does Emergency Education Save Lives? Accessed Jan. 9, 2009: www.irinnews.org/Report.aspx?ReportId=82272

Paris Declaration on Aid Effectiveness (2005): www.oecd.org/document/18/0,3343,en_2649_3236398_35401554_1_1_1_1,00.html

Principles and Good Practice of Humanitarian Donorship (2003): www.goodhumanitariandonorship.org/

Sinclair, M. (2002) *Planning Education In and After Emergencies* (Fundamentals of Educational Planning, no. 73). Paris: IIEP-UNESCO: <http://unesdoc.unesco.org/images/0012/001293/129356e.pdf>

Sommers, M. (2004) *Co-ordinating Education During Emergencies and Reconstruction: Challenges and Responsibilities*. Paris: UNESCO-IIEP. <http://www.unesco.org/iiep/PDF/pubs/136154.pdf>

Education in Fragile States

1. Why focus on education in fragile states?

The UNESCO Global Monitoring Report (GMR) has identified fragile states as a distinct subset of countries that are particularly in danger of failing to meet their commitments to the Education for All and Millennium Development Goals by 2015. According to the GMR and other analytical reports, between 37 percent and 50 percent of all children out of school in 2005 were living in a state that could be called fragile.

Education remains an important service for its ability to provide skills, build knowledge, and lead people to contribute to the development of their country's safety, security, and economic growth. In fragile states, education has been shown to contribute to the protection of girls and boys by providing a physically safe space for learning and psychosocial development. Schools can provide support for the traumatized, interaction with peers and trusted adults, and opportunities to receive food and medical attention.

Moreover, education can provide a sense of normalcy and routine for children and adults in fragile states, even when they also experience regular interruptions in education due to cycles of humanitarian emergency, persistent armed conflict, or economic and social instability.

In fragile states, access to quality basic education is challenged by limited capacity of national- and district-level education authorities to administer the education system; national budgetary constraints; a lack of human resources, particularly qualified teachers; and schools' inability to guarantee the safety and security of children and adolescents. Emergency assistance and project aid continue to play an important role in the funding and delivery of education in fragile states because of these

limitations. The key challenge internationally is to find ways to help fragile states transition to more stably funded and administered formal education systems in a coordinated or harmonized way so the whole population may benefit from the resulting safety, security, and economic growth.

2. What are the key international commitments?

Canada and other donor governments have made commitments to improve alignment and enable country-led processes in partner countries in order to address key issues in fragile states, including education. These commitments include the Principles and Good Practice of Humanitarian Donorship (2003), the Paris Declaration on Aid Effectiveness (2005), the OECD DAC Principles for Good International Engagement in Fragile States and Situations (2007), and the Accra Agenda for Action (2008). Particular to education, Canada has committed to the Education for All framework and Millennium Development Goals (2000), which provide the basis for CIDA's support of basic education for all. These tip sheets reflect CIDA's efforts to implement these commitments in the education sector.

3. How does CIDA participate in education in fragile states?

In recognition of the need to implement harmonized education interventions in fragile states, CIDA supports the development and dissemination of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (2004). CIDA also contributes to coordinated global policy for education in fragility by participating in the Inter-Agency Network for Education in Emergencies (INEE) Working Group on Education and Fragility.

At the country level, CIDA supports and participates in local education-sector coordination bodies and supports education through work with select humanitarian partners and through partnerships with civil society organizations.

4. Strategies for supporting coordination of education in fragile states

- Promote the leadership and initiative of government authorities at the district, provincial, and national ministry levels. Where necessary, provide management and technical capacity development support. (See Coordination tip sheets.)
- Encourage the establishment of a coordination meeting (local education group), led by the ministry of education (MoE), which includes all education-sector stakeholders, including donors, teacher unions or associations, local academia, UN agencies, international financial institutions, national and international civil society organizations, and parent groups.
- Establish regular education sector-specific donor coordination meetings (local donor groups) around key issues for strategic and financial planning with the MoE.
- If a country is in the midst of an existing program-based approach (PBA) or sector-wide approach (SWAp) and there is a marked rise in the level of fragility, the PBA or SWAp may prove to be a mechanism around which to organize education interventions, coordination, and funding, but this may also require unexpected flexibility and changes, since targets are likely to be delayed.
- In situations requiring a whole-of-government approach to address fragility, invite other government departments to participate in coordination meetings so they can see the role education plays in mitigating fragility and can contribute resources when required.

- In countries where persistent armed conflict or natural disasters contribute to fragility, familiarize partners with emergency education measures and plan for preparedness. (See Education in Emergencies tip sheets.)
- Once an appropriate level of stability has been achieved, work with the MoE and other donors to develop strategies to advocate for increasing domestic budgets for education over time.

5. Strategies for supporting education in fragile situations to increase protection for children and youth through access to quality education

- Examine the INEE Minimum Standards as a tool around which education planning and programming might be developed or discussed in coordination with others. If necessary, plan and hold local training sessions on the INEE Minimum Standards with support from the INEE Network. (See *INEE Minimum Standards Handbook*.)
- Ensure an adequate and equitable supply of well-trained, -equipped, -supported and -compensated teachers. (See Teacher Management Tip Sheet.)
- To meet the needs of girls and boys and male and female teachers, incorporate a participatory gender analysis in the development of education sector plans and in alternative education programming. (See Gender Equality Tip Sheet.)
- To meet the needs of marginalized groups, including war-affected children, refugees, internally displaced, the disabled, girls, working children, and the poor, conduct a participatory needs analysis and incorporate findings into education sector planning. (See Equity and Inclusion Tip Sheet.)

- Support the education authorities in efforts to reform formal and non-formal curriculums wherever it can support state-building and security. Examples include post-conflict content that supports reconciliation, conflict resolution, and emergency preparedness.
- In emergency situations, develop a plan for the seamless incorporation of emergency or temporary schooling into the formal education sector within a reasonable time frame. (See Education in Emergencies Tip Sheet.)

6. Illustrative indicators

Sample Outcome Indicators

Increased access of children and youth to quality, age-appropriate education.

Sample Output Indicators / Performance Indicators

sector coordination meetings attended.

Targeted joint-assessment mission conducted with X education partners.

joint activities with other donors.

X# girls and Y# boys enrolled in formal school.

X# girls and Y# boys enrolled in alternative or specialized forms of schooling.

children (# girls and # boys) in Z (marginalized) group who are enrolled in complete basic education / primary school / secondary school.

7. Additional resources

Fast Track Initiative Support to Fragile Situations: Progressive Framework: www.efafasttrack.org/library/pfguidelines.pdf

IIEP-UNESCO (2006) *Guidebook for Planning Education in Emergencies and Reconstruction*: www.unesco.org/iiep/eng/focus/emergency/guidebook.htm

INEE (2004) *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* (2004): www.ineesite.org/standards

INEE (Dec. 2008) *INEE Policy Roundtable: Education Finance in States Affected by Fragility Outcome Report*: http://ineesite.org/uploads/documents/store/doc_1_2008_INEE_Policy_Roundtable_-_Outcome_Report.pdf

OECD DAC (2007) *Principles for International Engagement in Fragile States and Situations*: www.oecd.org/dataoecd/61/45/38368714.pdf

Sinclair, M. (2002) *Planning Education In and After Emergencies*. (Fundamentals of Educational Planning, no. 73). Paris: IIEP-UNESCO.

USAID Education and Fragility Assessment Tool: http://ineesite.org/uploads/documents/store/doc_1_89_education_and_fragility_assessment_tool.pdf.

Coordination of Education in Fragile States

1. Why focus on coordination of education in fragile states?

In fragile states, governments lack capacity or will to provide services to the entire population. In extreme cases, gaps in social service delivery are being met at the provincial, district, civil society, or community levels with limited-to-no government leadership. Hence, there may be many actors, each with a different agenda, and no clear leader around which to organize alignment of efforts. Many fragile states are also affected by cycles of population displacement, insecurity, emergencies, and conflict. The fragile context therefore poses a particular challenge to implementing harmonized, coordinated development aid programming.

Governance of the education sector in fragile states is often challenging, with low levels of consultation, participation, transparency, and legitimacy at the various levels of authority. Because of the wide variety of challenges and different degrees of fragility, it is important to be flexible, practical, and context-specific in finding durable solutions and working with multiple stakeholders.

In mitigating fragility, active coordination is critical to support, encourage, and strengthen the ministry of education (MoE) and others involved in education delivery to fulfil the rights of children and youth. Donor coordination can be challenging during initial interventions in fragile states, because donors often hesitate to make long-term commitments, and they aim to minimize risks through small investments in project-based activities. Coordination is especially difficult if sector plans and policies have not been developed or if the onset of fragility has delayed progress in an existing sector plan. Harmonization of budgeting and financing mechanisms is also more difficult in situations where trust in the authorities

is lacking and service delivery is fragmented into “islands” of UN agency, international non-governmental organization, civil society, and community activity.

2. How does CIDA participate in the coordination of education in fragile states?

In recognition of the need to harmonize education policy and practice in fragile states, CIDA supports the development and dissemination of the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies, Chronic Crises and Reconstruction (2004). CIDA also contributes to coordinated global policy for education in fragility by participating in the INEE Working Group on Education and Fragility.

At the country level, CIDA recognizes the importance of education in state-building in fragile situations. CIDA therefore participates in alignment through local education-sector coordination bodies and pooled resources. The Agency also supports education in fragile states through select humanitarian partnerships with civil society organizations.

3. Coordination strategies for fragile situations to increase protection for children and youth through access to quality education

For coordination at the global level

- Support, participate in, and contribute to inter-agency forums with other actors, including governments affected by fragility, donors, UN agencies, international financial institutions, regional bodies, and international non-governmental organizations.

- Share lessons learned from programming, policy development, and research in education in fragile states at inter-agency forums.
- Work through inter-agency forums and networks to establish coordinated global policy guidance, impact research and data gathering, and analysis mechanisms on the implementation of education in fragile situations.
- Use inter-agency forums to identify fragile situations that suffer as “aid orphans,” and develop inter-agency strategies to support access to quality education.

For coordination in Canada

- In situations undertaking a whole-of-government approach to address fragility, invite other government departments to participate in coordination meetings so they see the role education plays in mitigating fragility and can bring resources to bear when required. This may include the involvement of the military or defence, health, foreign affairs, immigration, and others, including provincial ministries, as relevant.

For coordination at the country level

- Promote the leadership and initiative of government authorities at the district, provincial, and national ministry levels. Where necessary, provide management and technical capacity development support.
- In extremely fragile situations where government authorities and ministries are not functioning, seek ways to build their capacity and viability while simultaneously seeking temporary alternative education system delivery mechanisms at the school and community level. In situations where there is no legitimate government, work with other donors and international agencies to identify an interim alternative local authority. In these extreme situations, civil society organizations play an important role in delivering

education services and should be involved in coordination efforts.

- Establish specific, practical arrangements to facilitate good communication and collaboration between agencies and government authorities through, for example, shared offices or conference rooms, joint site-visits, and shared training and capacity-building activities.
- Encourage the establishment of a coordination meeting, led by the MoE or local education authorities, that includes all education-sector stakeholders, including donors, teacher unions or associations, local academia, UN agencies, international financial institutions, national and international civil society organizations, and parent groups. In a situation with an existing sector-wide approach or program-based approach, build coordination around these mechanisms.
- District- or provincial-level coordination meetings may help involve local education authorities, civil society organizations, parents, school and community level leadership, and students in the provision of quality education at the local level.
- Establish regular education sector-specific donor coordination meetings (local education or donor groups) around key issues for strategic and financial planning with the MoE.
- In situations that involve a whole-of-government approach to address fragility, invite other government departments with a presence in-country to participate in coordination meetings so they can see the role education plays in mitigating fragility and can bring resources to bear when required.
- Establish memoranda of understanding and other administrative mechanisms to facilitate collaboration, including the co-financing of consultants and co-hosting of events.

- Work with others to develop appropriate strategies for addressing sensitive issues with the MoE, such as corruption, legitimacy, violence (including sexual violence), and ethnic or religious partisanship.
- Promote the medium- to long-term development of a seamless, comprehensive national education sector.
- In countries where persistent armed conflict or natural disasters contribute to fragility, familiarize partners with emergency education measures, and plan for preparedness. (See Education in Emergencies tip sheets.)
- Work with the MoE and other agencies to coordinate programming interventions to avoid “pockets of exclusion” in access.
- Use the INEE Minimum Standards as a framework for quality and holistic education planning, and work with the MoE and other donors to improve quality through aligned and coordinated interventions, such as teacher training linked to curriculum reform.
- Promote the coordination of central- and regional-level interventions. For example, coordinate teacher management policy development at the central level and capacity development for implementation of new recruitment and retention measures at the regional level.

Planning and sector development

- Promote MoE leadership in the development of education sector plan.
- Conduct joint assessment missions with other donors, government representatives, and implementing partners using common tools and data collection methods; strategize collectively to provide funding for all relevant assessments without duplication of efforts; and promote harmonized data storage, analysis, and reporting tools to facilitate cross-referencing.
- Work with the MoE, local education groups, or local donor groups to gain support for the development of progressively complex and longer-term sector-wide plans, with matching financing plans that draw on international and domestic resources.
- Use tools such as the USAID Fragility Assessment tool and the EFA-FTI Progressive Framework to identify areas of weakness in the system, develop unique solutions to context-specific problems, and develop indicators and plans that are contextually specific and relevant.
- Encourage the inclusion of fragility-specific education indicators in national education management information systems, so results can be tracked and quantified.

Financing

- Where viable, work with the MoE and other donors to design and implement harmonized financing mechanisms that meet fiduciary requirements, have necessary safeguards, and are managed by the government. Develop an accompanying capacity-development plan to ensure compliance and program effectiveness.
- Suggest that the donor group ensure that there is support for a transparent, user-friendly financial tracking system within the MOE, a common paper and electronic reporting and storage system, and joint monitoring opportunities.
- Where systemic stability is a concern, seek coordinated flexible interim or transition mechanisms, such as the UNICEF’s Education Transition Fund, to support education delivery and sector capacity development.
- Once an appropriate level of stability has been achieved, work with the MoE and other donors to develop strategies to increase domestic budgets for education over time.

- Work with the MoE and other donors to establish government-led mechanisms for non-governmental organization and community funding for service delivery in areas not reached by the ministry.

4. Illustrative indicators

Sample Outcome Indicatorss

Increased access of children and youth to quality, age-appropriate education.

Sample Output Indicators / Performance Indicators

sector coordination meetings attended.

Targeted joint-assessment mission conducted with X education partners.

joint activities with other donors.

X% of funding (including X% technical support) channelled through MoE systems.

X% of funding that passes through the MoE allocated to non-government actors.

Technical support provided to the MoE in results-based management, a CIDA strength area, to improve education governance, accountability, and trust between the MoE, its partners, and communities.

5. Additional resources

Fast Track Initiative *Support to Fragile Situations: Progressive Framework*: www.efasttrack.org/library/pfguidelines.pdf.

INEE (2004) *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*: <http://ineesite.org/standards>

INEE (Dec. 2008) *INEE Policy Roundtable: Education Finance in States Affected by Fragility Outcome Report*: [http://ineesite.org/uploads/documents/store/doc_1_2008_INEE_Policy_Roundtable - Outcome_Report.pdf](http://ineesite.org/uploads/documents/store/doc_1_2008_INEE_Policy_Roundtable_-_Outcome_Report.pdf)

IIEP-UNESCO (2006) *Guidebook for Planning Education in Emergencies and Reconstruction*: www.unesco.org/iiep/eng/focus/emergency/guidebook.htm

OECD DAC (2007) *Principles for Good International Engagement in Fragile States and Situations*: www.oecd.org/dataoecd/61/45/38368714.pdf

Sinclair, M. (2002) *Planning Education In and After Emergencies* (Fundamentals of Educational Planning, no. 73). Paris: IIEP-UNESCO. <http://unesdoc.unesco.org/images/0012/001293/129356e.pdf>

USAID (Sep. 2006) *Education and Fragility: An Assessment Tool*: www.eep.ac.uk/DNN2/Portals/0/USAID06_%20Ed&FragilityAssessmentTool.pdf

Sommers, M. (2004) *Co-ordinating Education During Emergencies and Reconstruction: Challenges and Responsibilities*. Paris: UNESCO-IIEP: www.unesco.org/iiep/PDF/pubs/136154.pdf

INEE Institutionalization Checklist for Donor Agencies: http://www.ineesite.org/minimum_standards/checklist_for_Donors.pdf.

Incorporating Equality Between Women and Men into Education in Fragile States

1. Why focus on equality between men and women in education interventions in fragile states?

The principle of non-discrimination and inclusiveness for stability in the OECD DAC Principles for International Engagement in Fragile States and Situations (2007) acknowledges that gender considerations are important in the reconstruction and rebuilding of stability in fragile states. Gender is also an important crosscutting issue in the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (2004).

It is widely acknowledged that fragility can both negatively and positively affect gender relations. In situations where armed conflict is an element of the fragility, girls and boys may not have equal access to safe and secure quality education due to politicized curriculums, attacks on schools or teachers, and the recruitment of child soldiers through schools. Moreover, the economic instability prevalent in fragile situations may have gender-related implications for working children and adolescents.

In spite of these challenges, to meet the demands of a rapidly changing political, economic and social landscape, education for girls and boys can become extremely important in fragile situations where it was not previously prioritized. Education is recognized widely by academics, policymakers, donors, UN agencies, non-governmental organizations (NGOs), and, most importantly, by communities, parents,

and children as a key service in fragile states: providing new skills-building opportunities to help in the adaptation to new realities.

In contexts where equal access to quality education for girls and boys has been a struggle, fragility can provide opportunities to address long-standing issues. For example, infrastructure development can allow communities to develop sufficient facilities with separate entrances, sections, and hygiene facilities for girls and boys, as appropriate. Urbanization and refugee contexts can enable the stability and proximity needed for some children to attend school for the first time. Non-formal, flexible community-based alternatives can encourage and provide first-time access for girls, working children, former child soldiers, and other marginalized gender-specific groups as a temporary measure toward developing a seamless transition and equal access to formal education settings.

2. How does CIDA support equality between men and women in education in fragile states?

CIDA promotes gender equality issues in education in fragile and development contexts, particularly the education of girls, women, and marginalized boys. CIDA's Gender Equality Policy situates gender equality as a crosscutting theme in all Canadian development assistance. Thus, all of CIDA's education interventions include gender considerations. CIDA promotes girl-friendly education programming that meets girls' unique needs, addresses issues

of quality, and supports achievement of the Education for All and Millennium Development Goals.

3. Ways to incorporate gender issues in fragile states into education project design and proposal review

- Conduct gender analyses at the school and community levels to identify gender-based needs.
- Where changes at the national level will take time or where there remain significant threats to girls' participation in formal schools, support community-based alternative or non-formal forms of girls' education in close coordination with the ministry of education (MoE), with to the goal of eventual seamless handover to state-run formal education.
- Use an assessment framework for situational analyses in emergencies, which ensures attention to all major areas of educational intervention and makes specific reference to girls' and boys' needs.
- Within coordination bodies for program-based or sector-wide approaches (PBAs or SWAPs) or the development of interim sector plans, include gender as a key lens for working together in education.
- Working with the MoE or relevant education authorities, ensure inclusion of gender-sensitive policies in education sector plans, including in building design, teacher recruitment and training, community outreach, and curriculum reform.
- Include gender as criteria for framing proposals, terms of reference, monitoring, and evaluation tools and reports.

4. Gender equality issues prevalent at the school or community level in fragile states

- Safe and secure spaces for learning must be created to promote the safety and security of girls and female teachers at the school.
- Protection needs to include safe passage on the way to school, especially in situations where schools, teachers, girls, or boys are targeted en route.
- Girls and boys should be included as participants in gender analyses.
- Communities must be involved in identifying gender-based issues and developing safe learning spaces.
- Curriculum and materials need to meet the changing expectations of affected communities, parents, girls, and boys, and promote better gender relations within the emerging state of stability.
- Gender-sensitivity and issues training should be included in teacher, school principal, and MoE official training.
- In work with the MoE to support the creation of an education-sector plan, close attention should be paid to gender issues, moving over time from access to quality and equity considerations.

5. Sample illustrative indicators

Sample Outcome indicators

Girls and boys have equal access to quality education in safe and secure environments.

Sample Output Indicators

X# girls and Y# boys enrolled in formal school.

X# girls and Y# boys enrolled in alternative forms of schooling.

X# teachers/principals/MoE staff trained in gender equality in education issues.

X# alternative or non-formal schools incorporated into the formal education system.

Gender equality issues incorporated into education sector plans.

Curriculum reform inclusive of gender equality issues and perspectives.

6. Additional resources

Barayani, S., and K. Powell (2005) *Fragile States, Gender Equality and Aid Effectiveness: A Review of Donor Perspectives*. The North-South Institute: www.nsi-ins.ca/english/pdf/Gender_FS_Paper_Donor_Perspectives.pdf

CIDA's Framework for Assessing Gender Equality Results: [www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/GenderEquality3/\\$file/GE-framework.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/GenderEquality3/$file/GE-framework.pdf)

CIDA's Policy on Gender Equality: www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/EMA-218123616-NN9

IASC Gender Sub-Working Group (2006) *Women, Girls, Boys and Men: Different Needs, Equal Opportunities; Gender Handbook in Humanitarian Action*. (Education Chapter aligned to the INEE Minimum Standards): www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf-gender-genderH

INEE (2004) *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*: www.ineesite.org/standards

INEE *Good Practice Guide: Gender Equality / Education of Girls and Women*: www.ineesite.org/page.asp?pid=1149

INEE Minimum Standards Thematic Guide on Gender: http://ineesite.org/uploads/documents/store/doc_1_Toolkit_Sheet-Gender.pdf

Addressing Equity and Inclusion in Education in Fragile States

1. Why focus on equity and inclusion in education interventions in fragile states?

Inclusive education seeks to provide access to quality education for all students, not by ignoring gender, age, race, disability, or sexual, ethnic, or religious identities, but by recognizing and validating difference. The focus of equity and inclusion programming is to reduce barriers to participation in education. It can be especially challenging to address the needs of marginalized groups in education systems under stress, particularly in fragile states, where funds for specialized equity programs, training, and equipment are seen as unaffordable extras. The political, economic, and social instability inherent in fragile states can exacerbate marginalization or create new, highly politicized excluded groups.

To achieve the Education for All and Millennium Development Goals in education, it is important to identify excluded or marginalized groups and to address their educational needs in fragile contexts. Moreover, principle 6 of the OECD DAC Principles for International Engagement in Fragile States and Situations, which promotes non-discrimination as a basis for inclusive and stable societies, provides a cornerstone for inclusive education as a state-building mechanism. Thus, a focus on inclusiveness in addressing education in fragile states is appropriate.

According to the Inter-Agency Network on Education in Emergencies (INEE), groups to watch for in fragile states include gender groups (particularly girls), child soldiers and ex-combatants, orphans, separated and unaccompanied minors, child-

headed households, child sex workers, children with or affected by HIV/AIDS, bonded children, child slaves, ethnic or religious minorities, and children with disabilities (including physical, mental, and war-related disabilities). Inclusive education is a crosscutting issue in the *INEE Minimum Standards Handbook*. A focus on inclusive education meets the INEE Minimum Standards on access and the learning environment, which promote access to relevant learning opportunities in facilities conducive to the physical well-being of all learners, including the marginalized.

In spite of the potential social and economic challenges fragile states present, the context of fragility *can* break down social barriers to inclusiveness—a situation that should be maximized where it exists. Addressing equity and inclusion issues in the education sector in fragile states should be embedded in a wider state-building process and harmonized progressively within the education sector plan and the aid-effectiveness agenda.

2. How does CIDA incorporate equity and inclusion issues in education interventions in fragile states?

CIDA has been recognized as a leader in promoting basic education for all children, including a number of marginalized groups in fragile states and globally. This includes the protection of former child soldiers through disarmament, demobilization, and reintegration (DDR) programming; girls' education; children with HIV/AIDS; and out-of-school children, including working children, minorities, and the poor.

In situations where it is difficult to incorporate certain groups into the formal education system, CIDA supports alternative community-based initiatives through partnerships with Canadian and international civil society organizations and UN agencies. The DDR programming for child soldiers is such a case.

3. Ways to incorporate equity and inclusion in fragile states and emergencies into education project design and proposal review

- Incorporate and conduct a needs analysis, including a gender analysis, of the community to understand the nature of marginalized groups in a specific context.
- Where changes at the national level will take time or where there remain significant threats to participation at the national level in the formal education system, support community-based alternative forms of education in close coordination with the ministry of education (MoE), with a goal of eventual seamless handover to state-run programming.
- Use an assessment framework for situational analyses, which ensures attention to all major areas of educational intervention and refers to the differentiated needs of girls and boys.
- Ensure that inclusion strategies, particularly for gender equality, are included as a lens for working together in education within coordination bodies of MoEs, donors, UN agencies, non-governmental organizations, and civil society organizations.
- Working with the MoE, ensure inclusion of gender-sensitive policies and policies to address the needs of marginalized populations in education sector plans, including in building design, teacher recruitment and training, community outreach, and curriculum reform.

4. Equity and inclusion issues prevalent in education in fragile situations

- Safe and secure spaces for learning must be created to promote the safety and security of all children and teachers at the school or temporary school.
- Protection needs to include safe passage on the way to school, especially in conflicts where schools or specific groups, such as girls, minority ethnic groups, or boys, are targeted.
- Facilities may have to be designed to allow participation by some groups, especially girls and disabled children (e.g. accessible latrines).
- Girls and boys should be included as participants in gender and other needs-based analyses.
- Communities must be involved in identifying issues and developing safe learning spaces for all.
- The psychosocial needs of former child soldiers, disabled children, girls and boys affected by gender-based sexual violence, and other groups severely traumatized in conflict-related violence should be addressed in the curriculum and in school design and support mechanisms.
- Curriculum reform and new materials need to meet community and learner expectations.
- Equity and inclusiveness-sensitivity training should be included in trainings for teachers, school principals, and MoE staff.
- In work with the MoE to support the creation of an education sector plan, close attention should be paid progressively to gender and inclusiveness issues over time, moving from access to quality and equity considerations.

5. Illustrative indicators

Sample Outcome Indicators

All girls and boys have equal access to quality education in safe and secure environments.

Marginalized groups, including child soldiers, girls, disabled children, ethnic minorities, and victims of conflict-related violence, have equal access to quality education in safe and secure environments.

All children are able to complete a full cycle of basic education, regardless of special needs.

Sample Output Indicators

X# girls and Y# boys enrolled in formal school.

X# girls and Y# boys enrolled in alternative or specialized forms of schooling.

children (# girls and # boys) in Z (marginalized) group who are enrolled in complete basic education/primary school/ secondary school.

children (# girls and # boys) in Z (marginalized) group who complete basic education / primary school / secondary school.

X# teachers/principals/MoE staff representing Z (marginalized) group are working in the school system.

X# teachers/principals/MoE staff trained in equity and inclusion in education issues.

alternative or non-formal schools incorporated into the formal education system.

schools with accessible facilities.

X% of teachers received psychosocial support training.

Gender equality issues incorporated into education sector plans.

Curriculum reform inclusive of issues and perspectives for all children.

6. Additional resources

CIDA's Framework for Assessing Gender Equality Results: [www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/GenderEquality3/\\$file/GE-framework.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/GenderEquality3/$file/GE-framework.pdf)

CIDA's Policy on Gender Equality: www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/EMA-218123616-NN9

CIDA's Publications on War-affected Children: www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/JUD-121152128-RVG#2

Fast Track Initiative *Support to Fragile Situations: Progressive Framework*: www.efafasttrack.org/library/pfguidelines.pdf

IASC Gender Sub-Working Group (2006) *Women, Girls, Boys and Men: Different Needs, Equal Opportunities; Gender Handbook in Humanitarian Action*. (Education Chapter aligned to the INEE Minimum Standards): www.humanitarianinfo.org/iasc/content/subsidi/tf_gender/genderH.asp

INEE (2004) Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction: www.ineesite.org/standards

INEE *Adoption Strategy Checklists for Organisations Using the INEE Minimum Standards*: http://www.ineesite.org/index.php/post/implementation_tools/#institutionalization

INEE Good Practice Guide on Rebuilding for Inclusiveness: 11. *INEE Good Practice Guide on Inclusiveness*: http://www.ineesite.org/uploads/documents/store/doc_1_Rebuilding_for_Inclusiveness.pdf

INEE Education in Emergencies: Including Everyone INEE Pocket Guide to Inclusive Education: http://www.ineesite.org/uploads/documents/store/INEE_pocket_guide_Final.pdf

OECD DAC Principles for Good International Engagement in Fragile States: www.oecd.org/dataoecd/61/45/38368714.pdf

Teachers and Teacher Management in Fragile States

1. Why focus on teachers and teacher management in fragile states?

Teachers play an important role in the lives of children and young people affected by fragility. They have the potential to contribute to important processes of protection, healing, stabilization, and peace- and state building. They are key actors within communities and at national and sub-national levels. In fragile states, education authorities face complex teacher management challenges, such as ensuring an adequate and equitable supply of well-trained, -equipped, -supported, and -compensated teachers.

Given their vitality to the education system and to the achievement of access to quality basic education in fragile situations, teachers and teacher management issues must be included in transitional and long-term education-sector plans and in alternative or community-based education programming. The Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards encourage a number of strategies, including ongoing contextually relevant and needs-based training and in-classroom support and supervision, codes of conduct, and compensation systems that are flexible, timely, equitable, and fair.

2. How does CIDA focus on teachers and teacher management in fragile states?

CIDA provides support to ministries of education for policy development, planning, budgeting processes, and targeted project-based support to

civil society organizations as an interim measure. Through these efforts, CIDA supports the recruitment, deployment, and retention of sufficient numbers of quality teachers through multiple programming channels.

Targeted CIDA-supported programming in partnership with Canadian and international civil society organizations and UN agencies, particularly in fragile states, helps to ensure that children who cannot otherwise access formal education can participate in learning with the support of trained teachers and facilitators.

3. Programming strategies for fragile states to ensure a supply of quality teachers

General systems development

- Develop the ministry of education (MoE) teacher management unit's capacity for quality teacher policy development, implementation, and monitoring across all levels and education sub-sectors.
- Conduct a comprehensive assessment of the teaching profession, including elements related to fragility (e.g. extent of corruption in teacher placement, teacher personal safety³)
- Develop an education management and information system (EMIS) or an interim data-management system to track teacher supply, support, and development across diverse teacher groups and gender disaggregated data.

³ USAID Education and Fragility Assessment Tool is a useful resource for assessment tool development.

Where possible, integrate EMIS into national data systems so they can be used as needed.

- Include consultation with teachers' unions, organizations, and education partners in coordination bodies, including at provincial/ state and district levels.
- Use innovative and flexible solutions for teacher management challenges specific to fragility, such as teacher hostels (especially for females) and teacher savings groups.

Teacher recruitment, compensation, and accountability

- Support the MoE in developing a strategy to increase teacher numbers to meet demand for education. This may include interim strategies such as fast-track programs into teaching for secondary school graduates, incentive schemes for certain regions/levels of education, and provision of teacher housing, especially to ensure equity and inclusion of all children and youth.
- Give specific attention to transparency in all teacher recruitment, selection, deployment, and transfer processes integrated into policy and systems development.
- Encourage the establishment or strengthening of an incremental and equitable pay scheme for teachers. This may include adequate, regular national budget allocations to cover teacher salaries, community support as an interim strategy, and teacher mutual-support strategies.⁴
- Promote the establishment and review of codes of conduct, to promote highest standards of ethical and professional behaviour. These codes should cover misconducts, such as sexual exploitation and the taking of bribes, with appropriate sanctions. Codes should be developed through inclusive, consultative processes involving teacher unions.

- Encourage the development of MoE community-participation policies and programs, including tools and processes for parents and community members to monitor and support teachers.
- In extreme cases of fragility, enable and encourage flexible temporary community-based teacher management and compensation systems in situations experiencing systemic breakdown.
- Use the INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery to start a discussion or reflection on teacher compensation in consultation with a variety of partners from the government, as well as the humanitarian, education, and development communities, including representatives from UN agencies and non-governmental organizations (NGOs), donors, teachers unions, and community education committees.

Teacher training and development

- Promote the development of a teacher development framework to address diverse professional development and certification needs of different teachers (including unqualified teachers).
- Support the development of distance-training and decentralized systems to improve the qualifications of educated adults who work as teachers but have not been formally certified.
- Develop teacher support networks—local and national—to help teachers improve their subject-matter expertise and learn to use new materials as they become available.
- Train teachers to support children by addressing the unique characteristics of fragility, including conflict mitigation and peacebuilding, post-traumatic stress disorder and trauma counseling, health, and hygiene education.

⁴ See INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery: www.ineesite.org/page.asp?pid=1430

4. Illustrative indicators

Sample Outcome Indicators

Ministry of education (MoE) has transparent policy guidance and systems in place for effective and equitable recruitment and deployment of new teachers.

MoE uses consultative process to establish appropriate selection criteria for interim teacher recruitment drive among marginalized ethnic and other minorities.

District-level MoE offices orient X #/ X % teachers to code of conduct and have appropriate follow-up mechanisms to hold them accountable to professional standards.

Communities, local NGOs, and local education authorities work together to find transportation and accommodation solutions to recruit and retain X# women teachers in remote areas.

Sample Output Indicators

Interim plan developed for financing of teacher salaries through consultation with teachers' unions, organizations, and donors.

Comprehensive teacher development framework designed to account for diverse professional experiences and development needs of teachers.

5. Additional resources

Fast Track Initiative (*Support to Fragile Situations: Progressive Framework*): www.efasttrack.org/library/pfguidelines.pdf

IIEP-UNESCO (2006) *Guidebook for Planning Education in Emergencies and Reconstruction*, ch. 15–18: www.unesco.org/iiep/eng/focus/emergency/guidebook.htm

INEE *Case Study on the Use of the INEE Minimum Standards to Develop a Teachers' Code of Conduct in Somaliland*: http://ineesite.org/uploads/documents/store/doc_1_INEE_Case_Study_Somaliland_INEE_Minimum_Standards_Implementation_Final.pdf

INEE Gender Task Team: *Recruiting and Supporting Women Teachers*: http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies.WT2.doc

INEE Gender Task Team: *Working for Gender Equality; Recruiting and Retaining Male Educators*: http://ineesite.org/uploads/documents/store/doc_1_Gender_Strategies_in_Emergencies_male_educatorsDraft.doc

INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery: http://ineesite.org/uploads/documents/store/doc_1_INEE_Guidance_Notes_on_Teacher_CompensationPiloting.pdf

INEE *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*, p. 70: www.ineesite.org/standards

INEE *Minimum Standards Thematic Guide on Teachers and Other Education Personnel*: http://ineesite.org/uploads/documents/store/doc_1_T_and_OEP_tools_-_INEE_MS_Toolkit.pdf

Kirk, J. (2006) *The Impact of Women Teachers on Girls' Education*. UNESCO Bangkok Advocacy Brief: <http://unesdoc.unesco.org/images/0014/001459/145990e.pdf>

Kirk, J., and M. Dembélé. *Identity and Motivation, Systems and Support: Teachers and Teacher Issues in Developing Country Contexts*. id21 Insights Education.

USAID (Sep. 2006) *Education and Fragility: An Assessment Tool*: www.eep.ac.uk/DNN2/Portals/0/USAID06_%20Ed&FragilityAssessmentTool.pdf

Sample Performance Measurement Results and Indicators for Education in Emergencies and Fragile States

1. Illustrative Indicators Related to Education in Emergency Situations

Performance Measurement Framework

Scenario: The following chart provides sample expected results and indicators for an education project in an acute emergency. The aim for this project would be the provision of support for temporary schooling in the immediate aftermath of an emergency (from three to six months) incorporating a longer-term early reconstruction of the sector leading to the development of sustainable preparedness strategies and the reintegration of emergency-affected children into the school system.

Note: This is a sample for a generic situation. The indicators and results below may not apply to a specific situation or project. Project officers should consult with the education specialist, gender equality specialist, and performance management advisor in their branches, and with CIDA's results-based management (RBM) tip sheets, to identify appropriate indicators and results for specific contexts.

<p style="text-align: center;">EXPECTED RESULTS <i>(samples)</i></p>	<p style="text-align: center;">INDICATORS <i>(samples)</i></p> <p style="text-align: center;">(NOTE: Two to three indicators are required per result)</p>
<p>ULTIMATE OUTCOME <i>(Long term – Three to five years post-emergency)</i></p> <p>Emergency-affected children and youth have been reintegrated into schools that are prepared for future emergencies</p>	<ul style="list-style-type: none"> • Percentage of emergency-affected children (girls/boys) completing full cycle of primary education • Number of temporary schools closed • Number of temporary schools fully accredited or integrated as part of the education system

<p style="text-align: center;">EXPECTED RESULTS <i>(samples)</i></p>	<p style="text-align: center;">INDICATORS <i>(samples)</i></p> <p style="text-align: center;">(NOTE: Two to three indicators are required per result)</p>
<p>INTERMEDIATE OUTCOMES <i>(Medium term – One year to three years post-emergency)</i></p> <p>Increased access to relevant, age-appropriate learning opportunities for emergency-affected children and youth</p> <p>Enhanced education system incorporating gender-sensitive emergency preparedness/disaster risk-reduction measures</p>	<ul style="list-style-type: none"> • Number of emergency-affected children and youth receiving education (disaggregated by sex, age, and grade level) • Existence of disaster preparedness and risk-reduction strategies in curriculum • Number of teachers (female/male) trained in disaster risk-reduction strategies
<p>IMMEDIATE OUTCOME <i>(Short term – One year post-emergency)</i></p> <p>Improved coordination of emergency education services</p> <p>Enhanced rapid return to school in emergency-affected areas</p>	<ul style="list-style-type: none"> • Existence of a plan with the Ministry of Education (MoE) for managing emergencies • Number of functioning temporary or permanent schools in emergency-affected areas
<p>OUTPUTS <i>(One year to three years post-emergency)</i></p> <p>“Building Back Better” – Disaster risk-reduction strategy implemented through construction and repair of safe school and administration buildings</p> <p>Disaster risk-reduction measures incorporated into curriculum</p> <p>Replacement of professional teachers completed</p> <p><i>(Six months to one year post-emergency)</i></p> <p>Coordinated and comprehensive education sector assessment and reconstruction and repair plan developed</p>	<ul style="list-style-type: none"> • Number of disaster-proof school buildings built • Number of school buildings repaired using disaster risk-reduction standards • Number of disaster-proof education administration buildings built • Existence of new textbooks and materials in use in classrooms • Existence of training module/material • Number of new teachers (female/male) graduated with Bachelor of Education or local equivalent • Number of newly qualified teachers (female/male) hired by MoE • Number of qualified teachers (female/male) working in classrooms • Existence of a coordinated and comprehensive reconstruction and repair plan

<p style="text-align: center;">EXPECTED RESULTS <i>(samples)</i></p>	<p style="text-align: center;">INDICATORS <i>(samples)</i></p> <p style="text-align: center;">(NOTE: Two to three indicators are required per result)</p>
<p>Reconstruction of education facilities and structures planned</p> <p>Teacher-replacement process implemented</p> <p><i>(Three to six months post-emergency)</i></p> <p>Teachers trained in psychosocial support and post-traumatic stress disorder coping strategies.</p> <p>Temporary schools set up and functioning.</p> <p>School material kits provided to schools</p> <p>Inter-agency Standing Committee (IASC) education cluster established and functioning</p> <p>Unaffected schools reopened</p>	<ul style="list-style-type: none"> • Repair and reconstruction contracts in place • Number of new teacher trainees enrolled in formal teacher training programs • Existence of human resources development plan in MOE for teaching profession • Number of teachers trained in psychosocial support and post-traumatic stress disorder coping strategies • Number of temporary schools established and functioning • Number of school material kits delivered and being used in emergency-affected schools • Number of meetings held • Existence of an education sector situational assessment available to members of cluster, MoE, and other interested parties • Available map of coordinated efforts in emergency-affected areas • Number of unaffected schools reopened

2. Illustrative Indicators related to Education in Fragile States

Performance Measurement Framework

Scenario: The following chart provides sample expected results and indicators for an education program in a fragile state. The aim for this program would be funding the strengthening of the national education sector in that state. This may refer to a large multidonor trust fund or support to the national education sector in an EFA-FTI endorsed country.

Note: This is a sample for a generic situation. The indicators and results below may not apply to a specific situation or project. Project officers should consult with the education specialist, gender equality specialist, and performance management advisor in their branches, and with CIDA's RBM tip sheets, to identify appropriate indicators and results for specific contexts.

<p style="text-align: center;">EXPECTED RESULTS <i>(samples)</i></p>	<p style="text-align: center;">INDICATORS <i>(samples)</i></p> <p style="text-align: center;">(NOTE: Two to three indicators are required per result)</p>
<p>ULTIMATE OUTCOMES <i>(Long term)</i></p> <p>Increased stability of national education system in X fragile situation</p> <p>Enhanced free, compulsory primary education for all (Millennium Development Goal 2)</p>	<ul style="list-style-type: none"> • Number of years education system functions without interruption • Percentage of country covered by national education system • Percentage of girls and of boys completing a full cycle of primary school. • Achievement results on national examinations (disaggregated by gender and age/grade level) • Literacy rates (female/male). • Legal and/or policy commitment on free compulsory primary education for all
<p>IMMEDIATE OUTCOMES <i>(Medium term)</i></p> <p>Increased access of children and youth in X fragile state to formal education</p> <p>MoE is better able to manage the education system</p>	<ul style="list-style-type: none"> • Number of non-formal schools being integrated into formal system accredited by the MoEn • Existence of state-wide monitoring systems • Existence of teacher-management policies • Percentage of teachers reporting the regular receipt of salaries and benefits

<p style="text-align: center;">EXPECTED RESULTS <i>(samples)</i></p>	<p style="text-align: center;">INDICATORS <i>(samples)</i></p> <p style="text-align: center;">(NOTE: Two to three indicators are required per result)</p>
<p>IMMEDIATE OUTCOMES <i>(Short term)</i></p> <p>Improved administrative capacity/ability/skill in MoE</p> <p>Enhanced education sector coordination</p> <p>Improved access to education facilities for all girls and boys</p>	<ul style="list-style-type: none"> • Percentage of MOE employees trained in administration and management • Number of formally trained teachers working in schools • Enhanced national education coordination bodies functioning • Existence of coordination bodies • Number of meetings of coordination bodies • Number of functioning formal state-run schools • Number of functioning non-formal schools • Number of girls and of boys enrolled in (formal or non-formal) schools
<p>OUTPUTS</p> <p>Alternative schools and non-formal schools established to reach girls and boys with special challenges⁵ and/or to maintain access to education in particularly fragile circumstances</p> <p>Teachers formally trained (at the Bachelor of Education level or local equivalent) and successfully graduated from training programs</p> <p>Safe and secure school buildings reconstructed</p> <p>Teaching and learning materials revised, updated and in use in classrooms.</p>	<ul style="list-style-type: none"> • Number of alternative schools established • Number of non-formal schools established • Number of teachers (female/male) formally trained at the Bachelor of Education level or local equivalent • Number of schools rehabilitated (or constructed) to provide safety and security and to withstand natural disasters • Number of teaching and learning materials revised, updated, and in use in classrooms

⁵ For instance, these can be the disabled, former child soldiers, working children, marginalized ethnic minorities, nomadic peoples, isolated rural communities, and the extreme poor. Depending on the context, it might be appropriate to identify a specific group within the output and indicator. Also depending on the context, the accreditation or integration of non-formal schools into the formal system may require more years than indicated in this chart.

3. Other Sample Indicators Commonly Used in the Education Sector

- Completion rates, primary and secondary
- Proportion of students transitioning from basic education to higher education or the labour market.
- Curriculums and methods of instruction respond to the current needs of learners and promote future learning and employment opportunities
- Level of collaboration between MoE and private sector in technical and vocational training
- Teacher professional development courses accredited by MoE
- Student achievement benchmarked against that of other countries through implementation of Program for International Student Assessment (PISA), Third International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS)
- Level of use of student-centred, active-learning methodologies in the classroom
- Level of literacy skills by gender
- Degree to which curriculums, methods of instruction, and instructional materials reflect education strategies
- Proportion of learners living with HIV/AIDs who are able to complete their basic education.
- Education attainment of girls compared to that of boys
- Number of disabled children out of school
- Evidence of individuals denied learning opportunities due to discrimination
- Proportion of children of primary school age absent from school due to child labour
- Coverage of pre-primary schooling in most marginalized/disadvantaged communities
- Degree to which educational policy prioritizes elements in support of gender equity and equality
- Degree to which curriculums, methods of instruction, and instructional materials are gender-sensitive
- Female literacy rates of 18–25-year-olds
- Degree to which education policies explicitly and systematically promote equity and equality between girls and boys, and women and men
- Level and timeliness of resources made available to ensure continuity and quality of education activities
- Learning environment free from dangers to learners
- New and refurbished schools have appropriate toilet/hygiene facilities for female students

4. Acronyms Used in This Tip Sheet

EFA-FTI	Education for All – Fast-Track Initiative
IASC	Inter-agency Standing Committee
MoE	Ministry of Education
PISA	Program for International Student Assessment
PIRLS	Progress in International Reading Literacy Study
RBM	results-based management
TIMSS	Third International Mathematics and Science Study

Glossary of Working Definitions

Education Terminology

Basic Education

Basic education provides the knowledge and skills needed in everyday life and serves as a foundation for lifelong learning. Basic education includes the first 10 years of formal schooling and the non-formal equivalent, including early childhood education, primary and lower secondary, adult literacy, and life and livelihood skills training.

Education for All Framework and Goals (EFA)

In 2000, at the World Conference on Education in Dakar, Senegal, participants, including Canada, endorsed the Education for All Declaration. Its six goals are these: 1) Expand and improve comprehensive early childhood care and education; 2) Ensure that by 2015 all children, particularly girls, have access to, and complete, free and compulsory primary education of good quality; 3) Ensure equitable access to appropriate learning and life-skills programs for all young people and adults; 4) Achieve a 50-percent improvement in levels of adult literacy by 2015; 5) Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015; and 6) Improve all aspects of the quality of education.

Education for All Fast Track Initiative (EFA-FTI)⁶

In 2002 at the G8 leaders' conference at Kananaskis, Alberta, donor countries and the World Bank Development Committee agreed to endorse the Fast Track Initiative (FTI) to encourage

developing countries to develop national education-sector plans and to accelerate achievement to ensure primary education completion by all boys and girls by 2015. The FTI is a platform for collaboration at the global and country levels. Through the FTI compact, developing countries commit to design and implement sound education plans, while donor partners commit to align and harmonize additional support around these plans. Funding is channelled through existing bilateral and multilateral channels and also through the FTI Catalytic Fund, which supports countries with insufficient resources to implement their sector plans. See www.education-fast-track.org

Formal Education⁷

This term normally refers to the structured educational system the state provides for children. In most countries, the formal education system is state-supported and state-operated. In some countries, the state allows and certifies private systems that provide a comparable education. The content, duration, and assessment system used in formal education varies from state to state.

Inter-Agency Network for Education in Emergencies (INEE)

Established in 2000, the INEE is a 3,000-member-strong global, open network of non-governmental organizations, UN agencies, donors, practitioners, researchers, and individuals from affected populations working together within a humanitarian and development framework to ensure the right to education in emergencies and post-crisis reconstruction. See <http://ineesite.org>

⁶ www.worldbank.org/education/efafti

⁷ See www.sil.org/lingualinks/literacy/PrepareForALiteracyProgram/FormalVersusNonformalEducation.htm

Inter-Agency Standing Committee (IASC) Education Cluster

Established in 2006, the IASC⁸ Education Cluster is a part of the Cluster Approach adopted by the IASC following the identification of gaps during the 2005 Humanitarian Response Review. (See Cluster Approach, below.) The Education Cluster aims to improve coordination, technical support, and the quality of humanitarian response for education in emergencies at both the global and local levels. See www.humanitarianreform.org/humanitarianreform/Default.aspx?tabid=115

Millennium Development Goals (MDGs)

The eight MDGs form a blueprint for action on poverty by 2015 agreed to by all countries, including Canada, and all the world's leading development institutions. Two of the goals relate to education. MDG2 aims to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. MDG3 initially sought to eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction

The INEE Minimum Standards are a tool to achieve a minimum level of educational access and quality in emergencies, chronic crises, and early reconstruction and to ensure the accountability of the workers who provide these services. Launched in 2004, INEE's Minimum Standards are founded on the Convention on the Rights of the Child, the Dakar 2000 Education for All goals, and the

Sphere Project's Humanitarian Charter. They are to be used as companion and complementing standards to the Sphere Handbook, Humanitarian Charter, and Minimum Standards in Disaster Response.

Non-formal Education

This refers to education that takes place outside of formally organized schools. It typically refers to literacy and continuing education for adults and out-of-school children and adolescents. Generally, non-formal education is not compulsory, does not lead to an accredited certificate, and may or may not be state-supported.

Sector-Wide Approach (SWAp)⁹

This approach involves coordinated efforts to set out strategic approaches in a particular sector (such as health or education). This may involve implementing projects that support sectoral plans or contributing aid funds to a common pot that the developing country would then use to implement its sectoral plan. Whatever the instrument, these strategies place a premium on local ownership and donor coordination and embody a comprehensive approach to development. They also reflect a strong emphasis on strengthening government capacity in developing countries, through the provision of technical assistance and the establishment of policy environments that enable social and economic progress.

Program-Based Approach (PBA)¹⁰

This approach is an extension of the sector-wide approach concept. PBAs emphasize comprehensive and coordinated planning in a given sector or thematic area of intervention, or under a national

⁸ Established in June 1992 in response to UN General Assembly Resolution 46/182, the Inter-Agency Standing Committee is the primary mechanism for inter-agency coordination of humanitarian assistance. It is a unique forum involving the key UN and non-UN humanitarian partners. See www.humanitarianinfo.org/iasc/

⁹ www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/8525711600526F0A852571370070A0D7?OpenDocument

¹⁰ R. Lavergne, and A. Alba (2003), *CIDA Primer on Program-Based Approaches* www.oecd.org/dataoecd/55/17/31448829.pdf pp. 1-2

poverty reduction strategy. Because PBAs support locally owned programs of development, the word “program” refers to a program of a developing country government or institution that one or more donors have agreed to support.

A PBA, which engages in development cooperation based on the principle of coordinated support for a locally owned program of development, includes four elements:

- leadership by the host country or organization;
- a single program and budget framework;
- donor coordination and harmonization of procedures; and
- efforts to increase the use of local procedures over time with regard to program design and implementation, financial management, and monitoring and evaluation.

Fragility and Emergency Terminology

Accra Agenda for Action (AAA)

At the Third High Level Forum on Aid Effectiveness, in September 2008, Canada and 99 other countries endorsed the AAA. This statement seeks to renew and reinforce the aid effectiveness commitments of the 2005 Paris Declaration on Aid Effectiveness. The AAA aims to accelerate progress through strengthening country ownership over development, building more effective and inclusive partnerships, and delivering and accounting for results. The AAA includes the need for implementing the Principles for Good International Engagement in Fragile States (see below), highlighting flexibility and coordination in fragile states (Article 21), and partnering with civil society organizations on aid effectiveness (Article 20). See http://siteresources.worldbank.org/ACCRAEXT/Resources/4700790-1217425866038/ACCRA_4_SEPTEMBER_FINAL_16h00.pdf

Complex Emergency

This describes a humanitarian crisis in a country, region, or society where there is total or considerable breakdown of authority due to internal or external conflict. The crisis requires an international response that goes beyond the mandate or capacity of any single agency or the ongoing UN country program. It is characterized by extensive violence and loss of life, massive displacements of people, widespread damage to social and economic assets, and multifaceted humanitarian responses. National authorities, where they exist, are normally only partly or not at all in effective control. As a result, there is lack of protection both for the civilian population and the humanitarian community.

Conflict

Conflict is a state of disharmony (or a clash) between individuals, groups, or institutions for political, economic, social, or any other reason. **Armed conflict** is a state of open, prolonged fighting: a battle or war. A **complex conflict** has more than one point of disharmony, has a large number of actors or points of view, may be exacerbated by cycles of emergency, and usually takes place over the long term.

Emergency

This describes any sudden-onset crisis or disaster, natural or man-made. It includes environmental situations (e.g. earthquakes, tsunamis, hurricanes, volcanic eruptions, drought), pandemic health situations (e.g. HIV/AIDs, famine) or sudden war-related destruction on a mass scale, which may or may not include displaced populations of refugees or internally displaced persons.

Fragile State

Though no universal definition exists, a state is considered fragile when its government does not demonstrate the will or capacity to deliver core

state functions. These include the enforcement of legitimate security and authority; the protection, promotion, and implementation of human rights and gender equality; the rule of law; and the provision of basic services (e.g. providing health and education, enabling the private sector, and protecting the environment).

Sudden-onset Emergency

A sudden-onset emergency is often caused by a natural event such as earthquake, flood, hurricane, or volcanic eruption. It can also result from a rapid scale-up of needs in a complex emergency due to sudden, unexpected increase in hostilities or conflict.

Natural Disaster

This describes phenomena of nature (e.g. hurricanes, flood, earthquakes) that seriously disrupt the functioning of society, causing widespread human, material, economic, or environmental losses that exceed the affected society's ability to cope using its own resources.

Principles for Good International Engagement in Fragile States

These principles reflect a growing consensus that fragile states require different responses than those which are suited to better-performing countries. They were drafted and field tested between 2005 and 2007 with Canadian participation, and endorsed by OECD DAC Development Ministers and Heads of Agencies in 2007. These are the principles:

- Take context as the starting point.
- Do no harm.
- Focus on state-building as the central objective.
- Prioritize prevention.
- Recognize the links between political, security, and development objectives.

- Promote non-discrimination as a basis for inclusive and stable societies.
- Align with local priorities in different ways in different contexts.
- Agree on practical coordination mechanisms between international actors.
- Act fast, but stay long enough to give success a chance.
- Avoid pockets of exclusion.

See www.oecd.org/dataoecd/61/45/38368714.pdf

Protracted Emergency

This describes a humanitarian crisis that is prolonged over many years and is characterized by a deteriorating socio-economic and political environment. Such emergencies require interventions in a variety of sectors (e.g. the ongoing conflict in Sudan and Somalia).

Protracted Situation / Chronic Crisis

Long-term crisis or emergency situation, or a situation that combines a number of emergencies, conflicts, and characteristics of fragility over the course of a decade or more, can be called a protracted situation or chronic crisis.

Post-conflict

Following political agreement on all sides to end conflict, a post-conflict phase is entered into. Post-conflict is highlighted by the establishment of peace and security at local, national, and regional levels. Where conflict has been violent, this may include a reconstruction phase.

Reconstruction/Recovery

The reconstruction or recovery phase occurs following a conflict or other emergency. During the reconstruction or recovery, infrastructure elements such as schools, clinics, and roads are rebuilt and re-established.

Protection

Protection ensures the physical safety, personal dignity, integrity, and empowerment for people exposed to extreme levels of risk due to deliberate personal violence, deprivation, and restricted access, such as occur in complex emergencies.

Humanitarian Assistance Architecture

Central Emergency Response Fund (CERF)

CERF is a trust fund with a grant element of up to US\$450 million and loan facility of US\$50 million. It is funded by voluntary contributions and provides seed funds to jump-start critical operations and lifesaving programs not yet funded through other sources.

Cluster Approach

The Inter-Agency Standing Committee¹¹ uses this mechanism to address identified gaps in responses and to enhance the quality of humanitarian action. It is part of a wider reform process to improve the effectiveness of humanitarian response by ensuring greater predictability and accountability, while strengthening partnerships between NGOs, international organizations, the International Red Cross and Red Crescent Movement, and UN agencies.

Consolidated Appeals Process (CAP)

Aid organizations use this tool to plan, coordinate, fund, implement, and monitor their activities in major sudden-onset or complex emergencies that require a system-wide humanitarian response. The CAP contributes significantly to developing a thoughtful approach to humanitarian action and

fosters closer cooperation between host governments, donors, and aid agencies such as NGOs, the International Red Cross/Red Crescent movement, the International Organization for Migration, and UN agencies.

Flash Appeal

This is a tool for structuring a coordinated humanitarian response for the first three to six months of an emergency. The UN triggers it in consultation with all stakeholders in response to a sudden-onset emergency. A flash appeal is issued within weeks of an emergency. It provides an overview of lifesaving needs, and may include recovery projects that can be implemented within the time frame of the flash appeal.

Good Humanitarian Donorship (GHD)

In this forum, donors discuss good practice in funding humanitarian assistance and other shared concerns. GHD provides 23 Principles and Good Practices that guide the OECD DAC's members in promotion of accountability and transparency in humanitarian actions. GHD provides both a framework to guide official humanitarian aid and a mechanism for encouraging donor accountability.

¹¹ Established in June 1992 in response to UN General Assembly Resolution 46/182, the Inter-Agency Standing Committee is the primary mechanism for inter-agency coordination of humanitarian assistance. It is a unique forum involving the key UN and non-UN humanitarian partners. See www.humanitarianinfo.org/iasc/

COMPREHENSIVE BIBLIOGRAPHY

CIDA Resources:

1. *CIDA's Policy on Gender Equality* <http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/EMA-218123616-NN9>
2. *CIDA's Framework for Assessing Gender Equality Results*: [http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/GenderEquality3/\\$file/GE-framework.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/GenderEquality3/$file/GE-framework.pdf)
3. *CIDA's Publications on War-Affected Children*: <http://www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/JUD-121152128-RVG#2>

Resources of the Inter-Agency Network on Education in Emergencies:

4. INEE (2004) *Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction (2004)*; <http://www.ineesite.org/standards>, Direct to Handbook: <http://www.exacteditions.com/exact/browse/436/494/2635/2/1>
5. INEE (2010) *Minimum Standards for Education : Preparedness, Response, Recovery*. http://www.ineesite.org/uploads/documents/store/Minimum_Standards_English_2010.pdf
6. INEE *Roundtable on Financing Education in Fragility Outcome Report (2008)*; Info page with link to report: <http://www.ineesite.org/page.asp?pid=1501>, Direct to report: http://www.ineesite.org/uploads/documents/store/doc_1_2008_INEE_Policy_Roundtable_-_Outcome_Report.pdf
7. INEE. *institutionalization Checklist for Donor agencies*. http://www.ineesite.org/minimum_standards/checklist_for_Donors.pdf
8. *INEE Gender Task Team: Recruiting and Supporting Women Teachers*: Info page with link to resources: <http://www.ineesite.org/page.asp?pid=1286>
9. INEE. *Gender Task Team: 'Working for Gender Equality': 'Recruiting and Retaining Male Educators'*, Info page with link to resources: <http://www.ineesite.org/page.asp?pid=1286>
10. *INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery*, Info page with link to resources: <http://www.ineesite.org/page.asp?pid=1430>. Direct to resource: http://www.ineesite.org/uploads/documents/store/doc_1_INEE_Guidance_Notes_on_Teacher_CompensationPiloting.pdf
11. INEE. *Minimum Standards Reference Tool*. At: http://www.ineesite.org/uploads/documents/store/doc_1_T_and_OEP_tools_-_INEE_MS_Toolkit.pdf
12. INEE. *Good Practice Guide: Gender Equality/Education of Girls and Women*. At: <http://www.ineesite.org/page.asp?pid=1149>
13. INEE. *Minimum Standards Thematic Guide on Gender*. At: http://www.ineesite.org/uploads/documents/store/doc_1_Toolkit_Sheet-Gender.pdf

14. INEE. *Adoption Strategy Checklists for Organisations Using the INEE Minimum Standards*. At: http://www.ineesite.org/index.php/post/implementation_tools/#institutionalization
15. INEE. *Good Practice Guide on Inclusiveness*. At: http://www.ineesite.org/uploads/documents/store/doc_1_Rebuilding_for_Inclusiveness.pdf
16. INEE (2009). *Education in Emergencies: Including Everyone INEE Pocket Guide to Inclusive Education*. At: http://www.ineesite.org/uploads/documents/store/INEE_pocket_guide_Final.pdf
17. *INEE Minimum Standards Thematic Guide on Disaster Reduction and Preparedness*. At: http://ineesite.org/uploads/documents/store/doc_1_INEE_Toolkit_-_Preparedness_and_RR.pdf
18. Global Facility for Disaster Reduction and Recovery/INEE (2009). *Guidance Notes on Safer School Construction*. At: http://www.ineesite.org/uploads/documents/store/GUIDELINES_SAFER_SCHOOLS.pdf
19. UNESCO/INEE. *Water and Sanitation: A checklist for the environment and supplies in schools*: http://www.ineesite.org/uploads/documents/store/doc_1_WatSanSuppliesChecklist.pdf
20. Brannelly, L.; Ndaruhutse, S.; and Rigaud, C. (2009) *Donors' Engagement: Supporting Education in Fragile and Conflict-affected States*. UNESCO-IIEP: Paris. At : <http://www.iiep.unesco.org/fr/services-dinformation/publications/abstracts/2009/donors-engagement.html>
21. UNESCO-IIEP (2006) *Guidebook for Planning Education in Emergencies and Reconstruction*. At: <http://www.unesco.org/iiep/eng/focus/emergency/guidebook.htm>
22. *Other publications of UNESCO-IIEP* at: <http://www.iiep.unesco.org/en/information-services/publications/emergencies-and-reconstruction.html>

Other Resources:

23. EFA-FTI (2008) *Fast Track Initiative (FTI) Support to fragile situations: Progressive Framework*. At: <http://www.efafasttrack.org/library/pfguidelines.pdf>
24. OECD-DAC (2007) *Principles for International Engagement in Fragile States and Situations*. At <http://www.oecd.org/dataoecd/61/45/38368714.pdf>
25. OECD (2005) *Paris Declaration on Aid Effectiveness*. At http://www.oecd.org/document/18/0,3343,en_2649_3236398_35401554_1_1_1_1_0_0.html
26. Crisp, J., Talbot, C. & Cipollone, D. (2001) *Learning for a Future: Refugee Education in Developing Countries*; UNHCR: Geneva. <http://www.unhcr.org/4a1d5ba36.html>
27. Interagency Standing Committee (IASC) (March, 2008) *Gender Handbook in Humanitarian Action*: http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf_gender-genderh and [http://www.humanitarianinfo.org/iasc/documents/subsidi/tf_gender/IASC%20Gender%20Handbook%20\(Feb%202007\).pdf](http://www.humanitarianinfo.org/iasc/documents/subsidi/tf_gender/IASC%20Gender%20Handbook%20(Feb%202007).pdf)

Resources of UNESCO-Institute for International Education Planning (IIEP):

20. Brannelly, L.; Ndaruhutse, S.; and Rigaud, C. (2009) *Donors' Engagement: Supporting Education in Fragile and Conflict-affected States*. UNESCO-IIEP: Paris. At : <http://www.iiep.unesco.org/fr/services-dinformation/publications/abstracts/2009/donors-engagement.html>

ACDI  CIDA