



Ministry of Education and Human Resources
Development

**POLICY STATEMENT AND GUIDELINES
FOR DISASTER PREPAREDNESS AND
EDUCATION IN EMERGENCY SITUATIONS IN
SOLOMON ISLANDS**

November 2011

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FOREWORD

Education is a fundamental human right for all people and is especially critical for youths and children affected by man-made and natural disasters. It is my pleasure to introduce to you the *Policy Statement and Guidelines for Disaster Preparedness and Education in Emergency Situations in Solomon Islands*. It is an important statement as it advances our conviction in working towards achieving Education for all and Millennium Development Goals two and three, even in times of emergencies.

In the event of disasters, education is often significantly disrupted, denying learners the right to quality education and undoing the education progress made through many years of development effort. Education in emergency provides youths and children of all ages, learning opportunities before, during and after disasters where key lifesaving and life sustaining information are disseminated, and which lead to building the resilience of an individual learner, the education sector and the nation as a whole.

The Ministry recognizes the importance of education as a vehicle towards building capacities and promoting preparedness in emergency situations as these lead to increasing resilience and decreasing vulnerability through better understanding and coordination. This recognition is an alignment with the Hyogo Framework for Action priority three (Annex 2). As an evidence of its commitment, the Ministry, in collaboration with its partner agency, UNICEF, has conducted a frontline responders training in May 2011, and the outcome of which is the preparatory work for this policy. In collaboration with Save the Children, the Ministry is integrating Education in Emergency into its Early Childhood, Primary and Secondary and TVET Divisions and furthermore, Education in Emergency components are captured in its National Education Action Plans.

The implementation of this policy statement and guidelines will be guided by the objectives of the strategic action plan (Annex 1) of this policy, NEAP 2010-2012, 2013-2015 and the NDMO Plan 2010. The Inter Agency Network for Education in Emergency minimum standards (Annex 3) shall also provide further guidelines of good practices in the successful implementation of this policy.

Finally, I acknowledge the financial and technical support from the different development partners, and Non Government Organizations towards this. I wish to submit my sincere thanks to the members of the Technical Working Group on the *Policy Statement and Guidelines for Disaster Preparedness and Education in Emergency Situations*.



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Minister for Education, 2011
Ministry of Education and Human Resources Development

Abbreviations

CAP	Consolidated Appeals Process (of the United Nations Office for the Coordination of Humanitarian Affairs)
CERF	Central Emergency Response Fund, United Nations
CDD	Curriculum Development Division
CP	Child Protection
CT	Coordination Team
DM	Disaster Management
DP	Development Partner
DRR	Disaster Risk Reduction
DRM	Disaster Risk Management
EAs	Education Authorities
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
EiE	Education in Emergency
ESF	Education Strategic Framework
HFA	Hyogo Framework for Action
ICU	Infrastructure and Coordination Unit
ID	Inspectorate Division
IDP	Internally Displaced People
INEE	Interagency Network for Education in Emergencies
INGOs	International Non-Government Organizations
M and E	Monitoring and Evaluation
MDG	Millennium Development Goals
MEHRD	Ministry of Education and Human Resources Development
MHMS	Ministry of Health and Medical Services
NDMO	National Disaster Management Office
NDMP	National Disaster Management Plan

NEAP	National Education Action Plan
NEB	National Education Board
NESU	National Examinations and Standards Unit
NGO	Non-Government Organization
NTU	National Training Unit
PAF	Performance Assessment Framework
PCRU	Planning, Coordination and Research Unit
PDMO	Provincial Disaster Management Office
PEA	Provincial Education Authority
SCA	Save the Children Australia
SICHE	Solomon Islands College of Higher Education
SIEMIS	Solomon Islands Education Management and Information System
SOE	School of Education
TEES	Taskforce for Education in Emergency Situation
TLTS	Temporary Teaching and Learning Space
TOR	Terms of Reference
TSC	Teaching Service Commission
TSD	Teaching Service Division
TTDD	Teacher Training Development Division
TVET	Technical and Vocational Education Training
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

Glossary

Term or phrase	Definition
Cost Sharing	A partnership process which involves the national and provincial governments, communities, schools, aid donors and the non-government organisations to contribute resources, whether it be technical expertise, financial, material or labour, towards the implementing of this policy.
Disaster	A serious disruption of the functioning of the society, causing widespread human, material, or environmental losses which exceed the ability of the society to cope using only its own resources
Disaster Preparedness	Measures taken to reduce to the minimum level possible, the loss of human lives and other damage, through the organising of prompt and efficient actions of response and rehabilitation.
Disaster Risk Management	Refers to addressing of all hazards and comprises disaster risk reduction (preparedness, prevention, mitigation and adaptation) and disaster management (which includes setting arrangements for self-help in preparedness, response and recovery and for receiving relief support into the community level)
Disaster Risk Reduction	Actions leading to the minimizing of vulnerabilities and disaster risks throughout a society to avoid (prevent) or to limit the adverse impacts of hazards within the broad context of sustainable development.
Duty Teacher	Refers to a teacher who is assigned to oversee the implementation of the school's day to day activities on either for a day or a week
Education in Emergency	The provision of quality education opportunities that meet the physical protection, psychosocial, developmental and cognitive needs of people affected by emergencies, which can be both life-sustaining and life-sustaining.
Education in Emergency Components	Key elements or areas which define strategies or activities that correspond to phases of emergency response in Education in Emergency. These includes cluster/sector coordination mechanism, education assessment, education supplies and logistics, temporary learning spaces, psychosocial support and strategies, emergency education curricula, mobilisation and training of teachers and education rehabilitation and construction of schools, resumption of formal education, monitoring and evaluation, developing a contingency plan and disaster risk reduction.
Education in Emergency Focal Point	A personnel who could be a teacher or a Ministry of Education officer who is either trained in Education in Emergency or inducted into carrying out the specific roles and responsibilities at the national, provincial or school levels.
EiE Special assessors	Refers to personnels in specialized areas such as the health inspectors, infrastructure specialists, NDMO/PDMO, fire officers, environmentalists, meteorologists, seismologists and Child Protection specialists who can assist in assessing the impact of disasters and in measuring progress with the implementation of the EiE-policy.

Harzard	The potential for a natural process or human-caused event to occur with negative consequences
Mitigation	Measures taken to reduce the loss of life, livelihood and property by disasters, either by reducing vulnerability or by modifying the hazard, where possible.
Paraprofessional	A trained worker not in the field of education, but who could be recruited or contracted to carry out other responsibilities during education in emergency situations. For instance, a nurse contracted to teach in the Temporary Learning and Teaching Spaces.
Prevention	Measures taken for the purpose of avoiding disasters (natural or human caused) or preventing other emergencies from occurring.
Psychosocial support	Processes and actions that promote the holistic well-being of people in their social world. It includes support provided by family, friends and teachers. Examples of family and community support include efforts to reunite separated children and to organise education in emergency setting. Support may focus on particular groups, for example, accelerated learning, livelihood support and social integration for children formerly associated with armed forces or armed groups. In crisis settings, both teachers and learners will likely require psychosocial support.
Psychosocial well-being	The term psychosocial underscores the close connection between psychological aspects of our experience (e.g. our thoughts, experience and behaviour) and our wider social experience (e.g. our relationships, traditions and culture). Well being is a condition of holistic health in all its dimensions: including participating in meaningful social role, feeling happy and hopeful, living according to good values- as locally defined, having positive social relations and a supportive environment, coping with challenges through the use of positive life skills and having security, protection and access to quality services. Education can protect children by helping them recover from the psychological and social effects of distress and by supporting their natural resilience to do so. Teachers may also need help in recovery as well as guidance in how education can be adapted to support their healing process.
Quality Education	Education that is affordable, accessible, gender sensitive and responds to diversity. It includes 1) a safe and inclusive learner friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate context- specific curriculum that is comprehensible and culturally , linguistically and socially relevant for learners; 4) adequate and relevant materials for teaching and learning; 5) participatory methods of instruction and learning processes that respect the dignity of the learner; 6)appropriate class sizes and teacher- student ratios; 7) an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills.
Rapid Assessment	Quick assessment done of the damage or the impact of the disaster with the aim to collect basic information about most urgent needs for people living in the affected areas.
Reconstruction	The medium and long term repair of physical, social and economic damage and return of affected structures to a condition equal to or better than before the disaster.
Recovery	The restoration and improvement, where appropriate, of livelihoods and living conditions of disaster-affected communities, including the efforts to reduce disaster risk factors.

Rehabilitation	Restoring peoples' lives back to normal, as well as essential services, including the beginning of the repair of physical, social and economic damages.
Resilience	The capacity or ability of a community to anticipate, prepare for, respond to, and recover quickly from impacts of a disaster. This means that it is not only the measure of how quickly the community can recover from the disaster impacts, but also the ability to learn, cope with or adapt to hazards.
Response	The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected.
Retrofit	The reinforcement or upgrading of existing structures to become more resistant and resilient to the damaging effects of hazards.
Risk	The product of hazards over which we have no control and vulnerabilities and capacities over which we can exercise very good control.
School management	Professional personnel who are responsible for school management and administration. It includes principals, deputy principals, head teachers, deputy head teachers and other senior staffs of the school. It does not include support administrative staffs.
Structural assessment	A detailed assessment conducted by specialized personnel such as engineers, of the damaged buildings and structures to determine the cost of reconstruction or retrofitting needs.
Temporary Learning and Teaching Space	A safe and secure area for children, students and teachers to continue education and to be able to gradually recover from the disaster. During emergency situations, this space could also become centre for community activities and provide services that are critical to reducing poverty, illiteracy and diseases.
Vulnerability	The characteristics and circumstances of a community, system or asset that makes it susceptible to the damaging effects of a hazard. A school is said to be at risk or vulnerable when it is exposed to known hazards and is likely to be adversely affected by the impact of those hazards if and when they occur.

1. Definition

This document is called the *“Policy Statement and Guidelines for Disaster Preparedness and Education in Emergency Situations in Solomon Islands*. The document shall be the instrument that governs the provision of Education in Emergency Situations in registered Early Childhood, Primary, Secondary schools and TVET centres.

2. Authority

The following legislations and declarations provide the authority for the Solomon Islands policy for Education in Emergency situations:

- The Solomon Islands Constitution (Amendment) Act (1982)
- The Solomon Islands Education Act (1978)
- The National Disaster Council Act (1989)
- The National Disaster management Plan (2010)
- United Nations Education For All and Millennium Development Goals 2 and 3
- The United Nations Conventions of the Rights of a Child (1989)

This policy statement needs to be read in conjunction with other important policy documents and strategic plans for the education sector.

3. Application

This policy statement applies to all registered education authorities, teacher education providers, schools, teachers, students, parents and communities within the education system in Solomon Islands.

4. Vision

The policy statement and guidelines share the vision outlined in NEAP in the education sector wide framework 2010-2012 and 2013-2015 and the Education Strategic Framework 2007 – 2015. It shares the vision outlined in the NEAP and corresponds with the principles and purposes of the *National Disaster Risk Management Plan 2010*.

Specifically, the policy envisages that

“All Solomon Islanders who are unfortunate to have encountered hardship in an event of disaster whether it be natural or man-made will have access to quality education during or after an emergency. The effects of disasters caused by hazards can be prevented or minimised through better understanding of vulnerability issues, better preparedness and capacity building for stakeholders in the education system. In strengthening capacity to reduce the impact of disasters through understanding vulnerability, all means of communication media will be used. We envisage that every school shall have emergency plans in place as part of the whole school development

plan. The implementation of this policy hopes to contribute to saving lives, minimising financial losses and minimising the number of injured people.

5. Purpose

The purpose of this policy statement is to

- 5.1 *provide* guidelines for all stakeholders in emergency situations. This is to ensure adequate risk reduction, preparedness, response, recovery and rehabilitation measures are taken, that all children retain their right to access quality education during and after times of emergencies.
- 5.2 *inform* all stakeholders about the policy, its theoretical framework and guiding principles;
- 5.3 *promote* the principle that all children have the right to access quality education during and after times of emergencies regardless of their age, gender, ethnicity, disabilities or other factors;
- 5.4 *ensure* that the Inter Agency Network for Education in Emergency minimum standards of participation are met;
- 5.5 *serve as a benchmark* that will guide and assist in monitoring and evaluating student enrolment, attendance and general well being at all levels of education during and after times of emergencies;
- 5.6 *contribute towards* achieving the EFA and MDG goals two and three.

6. Principles

This policy statement is based on a set of guiding principles from which the vision, goals and policy objectives have been developed. These are set out below:

- 6.1 all children have the right to education and also during and after emergencies;
- 6.2 preparedness will reduce the adverse impacts, improve mitigation and effective emergency response.
- 6.3 community participation and 'ownership' is essential to successful implementation of this policy;
- 6.4 disaster risk reduction and emergency preparedness for education require accountable cross sectoral collaboration across and within levels of government sectors and communities; adequate financing, and available trained human resources;
- 6.5 disaster risk management and capacity development shall be an integral part to the national education sector, provincial education and whole school development planning.

7. Goals

Overarching goals of the policy statement are to:

- 7.1 develop, implement and improve disaster risk reduction and mitigation measures and preparedness for schools in order to minimize the impacts of natural disasters on education and to facilitate effective response when disasters strike;
- 7.2 ensure continuous access to quality education for all school-aged children before, during and after emergencies;

- 7.3 ensure transparency, effectiveness and efficiency in funding and use of human resources for education before, during and after emergency situations.

8. Specific Objectives

8.1 Continued Access

8.1.1 To ensure continued access, attendance, retention and wellbeing of students across all school years during and after emergencies;

8.1.2 To ensure that all children have access to a safe learning space before, during and after emergencies.

8.2 Continued Quality

8.2.1 To maintain and enhance quality education for all through the provision of education during and after emergencies;

8.2.2 To establish clear standards for education in emergencies response. See Annex 3.

8.3 Improved Management

8.3.1 To establish institutional structures, processes and co-ordination for education in emergencies with clear guidelines of roles and responsibilities;

8.3.2 To ensure that a system for pre and post-crisis information and data management, including school mapping is in place and is maintained through SIEMIS during and after emergencies;

8.3.3 To strengthen capacity at national, provincial, school and community level to develop, implement and monitor education in emergency plans.

8.3.4 To Increase participation and commitment of parents, communities, teachers and students through local decision-making concerning education in emergency planning and implementation.

9. Policy Priorities

9.1 Continued Access

To ensure that all children and teachers have access to a safe temporary teaching and learning space and know where this is located and to basic health services, nutrition and assistance to address their psychosocial and protection needs.

9.2 Continued Quality

To ensure that all stakeholders have the capacity to plan, manage and implement appropriate measures for sustainable prevention and mitigation of disasters; effective preparation and responses to emergency situations; and establish appropriate recovery measures.

9.3 Continued Management

To ensure that an effective coordination mechanism and information management system are in place to clarify the roles and responsibilities for all stakeholders in Disaster Risk Management.

10. Guidelines

Continued Access

- 10.1 Every school committee or board in consultation with their education authorities will identify and establish a Temporary Learning and Teaching Space at or near the school with the continuous support from landowner(s);
- 10.2 Every school committee or board identifies a teacher who will be the focal point for EiE and whose task is to prepare the school and community in disaster risk reduction and response to disasters. These activities must be included in the whole school development plan;
- 10.3 Every school must have enough copies of the school disaster management manuals and utilise it for awareness and training of teachers, students and community members.

Continued Quality

- 10.4 All EAs shall facilitate all schools under their authority with sufficient teachers and teaching and learning resources in times of emergencies.

Improved Management

- 10.5 Focal points of the schools will annually report through SIEMIS the extent to which each school has started to implement their DRM. The Ministry will review the SIEMIS form to include the specific information on DRR;
- 10.6 In cases of an emergency situation, EAs will report through a specific format about the impact to the PDMO, NDMO and MEHRD.

11. Roles and Responsibilities of Stakeholders

11.1 National Government

The National Government through the Ministry and the National Disaster Management Office is responsible for;

- 11.1.1 providing the leadership in emergency situations and
- 11.1.2 supporting the introduction, financing, management, coordination, implementation and monitoring of this policy in line with the National Education Action Plan, and the Education Strategic Framework.
- 11.1.3 coordinating of the preparation for and adequate response to emergency situations through the Internally Displaced People and Welfare and the Public Service clusters.

11.2 Primary Education Division

The Primary Division is responsible for;

- 11.2.1 coordinating the rapid Education assessments and the EiE programme for all schools
- 11.2.2 managing, and implementing EiE- programs within this policy in all primary schools;

- 11.2.3 planning, coordinating and follow up with respective EAs and to ensure there is a well coordinated and predictable response to disasters;
- 11.2.4 providing guidelines and support in developing EiE and DRM-reference materials for primary schools;
- 11.2.5 liaising and coordinating with TTDD in EiE-training for Primary school teachers;
- 11.2.6 developing and maintaining a database of skilled primary school teachers in EiE.
- 11.2.7 ensuring that all primary facilities comply with WASH and the Ministry infrastructure standards

11.3 Early Childhood Education (ECE)

The Early Childhood Education Division is responsible for;

- 11.3.1 supporting and implementing this policy across all ECE providers;
- 11.3.2 providing guidelines and support in incorporating of EiE and DRM into ECE-curriculum;
- 11.3.3 ensuring that all ECE facilities comply with WASH and the Ministry infrastructure standards;
- 11.3.4 liaising and coordinating with the TTDD in EiE training for ECE teachers;
- 11.3.5 developing and maintaining a database of skilled ECE-teachers in EiE

11.4 Secondary Division

The secondary division is responsible for;

- 11.4.1 supporting and implementing of this policy across all secondary school providers;
- 11.4.2 planning, coordinating and follow up with all EAs to ensure there is a well-coordinated and predictable response to disasters;
- 11.4.3 providing guidelines and support in the reviewing of secondary school curriculum for incorporating EiE and DRM into curriculum;
- 11.4.4 ensuring that all secondary school facilities comply with WASH and MEHRD infrastructure standards;
- 11.4.5 liaising and coordinating with the TTDD in EiE training of secondary school teachers;
- 11.4.6 developing and maintaining a database of skilled secondary school teachers in EiE.

11.5 Technical and Vocational Education and Training

The Technical and Vocational Education and Training is responsible for;

- 11.5.1 supporting the implementation of this policy across all TVET providers;
- 11.5.2 planning, coordinating and follow up with the respective Rural Training Centres and Vocational schools within the country to ensure a well coordinated and predictable response to disasters;
- 11.5.3 taking the lead in providing guidelines and technical support in reviewing of non-formal curriculum and to incorporate EiE and DRM-topics;
- 11.5.4 liaising and coordinating with TTDD in EiE training for all TVET-teachers;
- 11.5.5 developing and maintaining a database of skilled TVET teachers in EiE.

11.5.6 ensuring that all TVET facilities comply with WASH and the Ministry infrastructure standards

11.6 Planning Coordination and Research Unit

The Planning, Coordination and Research Unit is responsible for;

- 11.6.1 Research on DRM;
- 11.6.2 monitoring and evaluation of DRM;
- 11.6.3 DRR in school infrastructure planning and budgeting;
- 11.6.4 co-ordination of all planning and monitoring activities at all levels;
- 11.6.5 planning for emergency responses and rehabilitation;
- 11.6.6 updating all pre- and post-disaster data of schools.
- 11.6.7 recruitment and contract management of paraprofessionals

11.7 Teacher Training and Development Division

The Teacher Training and Development Division is responsible for;

- 11.7.1 facilitating the training of teachers in the area of EiE. This includes funding for and coordination of training by training providers such as SICHE;
- 11.7.2 facilitating the training of volunteer teachers, if required, in EiE.

11.8 School of Education at SICHE (SICHE/SOE) and other training providers

The School of Education and other training providers are responsible for teacher training in EiE.

11.9 Curriculum Development Division (CDD)

The Curriculum Development Division is responsible for;

- 11.9.1 providing guidelines for curriculum development in EiE. This includes the development, approval and implementation of content syllabi and piloting of the content together with SICHE/SOE
- 11.9.2 providing technical support in reviewing EiE-curriculum.

11.10 Inspectorate Division (ID)

The Inspectorate Division is responsible for;

- 11.10.1 conducting school inspections to ensure that schools have a school disaster management plan and training manual in place;
- 11.10.2 assessing and reporting on the quality of the EiE programme for the different sub-sectors.

11.11 Teaching Service Division (TSD)

The Teaching Service Division is responsible for;

- 11.11.1 providing support for teachers skilled in EiE;
- 11.11.2 endorsing volunteer teachers, if required, for the Temporary Learning and Teaching Space.

11.12 National Training Unit

The National Training Unit is responsible for;

- 11.12.1 providing scholarships for recommended teachers or students by the Ministry or EAs for EiE training nationally and internationally.

11.13 National Examination Standard Unit

The National Examination and Standards Unit is responsible for;

- 11.13.1 collaborating with EAs and schools in assessing the psycho-social well being of students who are affected by disasters to sit for National Examinations;
- 11.13.2 ensuring that appropriate methods are used to evaluate and validate learning outcomes in emergency education

11.14 Education Authorities

Education Authorities are responsible for;

- 11.14.1 overseeing the implementation of this policy in all schools under their authority;
- 11.14.2 supporting the Policy Framework and Strategic Action Plan for implementation;
- 11.14.3 coordination with school committee or board in the planning and implementation of EiE;
- 11.14.4 coordination with PDMO in implementing the policy;
- 11.14.5 recruiting volunteer teachers, if required, for the Temporary Learning and Teaching Space.

11.15 School Committee or Boards

The School Board or Committee is responsible for;

- 11.15.1 ensuring that the policy is implemented at their respective schools and centres;
- 11.15.2 ensuring the schools and centres are safe, secure and learner friendly;
- 11.15.3 ensuring that the school management implements disaster drills;
- 11.15.4 ensuring that the school disaster management plan is available and implemented;
- 11.15.5 ensuring that EiE is included in the whole school development plan;
- 11.15.6 working with community members to advocate support for EiE activities of the school.

11.16 The School Management

The School Management team is responsible for;

- 11.16.1 leading the development of the school's disaster management plan adapting it to the school's context;
- 11.16.2 ensuring the Education in Emergency policy is implemented at the school and centres;
- 11.16.3 providing support and encouragement to teachers where necessary in implementing the policy;
- 11.16.4 co-ordinating in-service workshops necessary for providing the knowledge and skills to assist teaching staff in emergency preparedness;
- 11.16.5 ensuring school emergency drills are outlined in the school's yearly programmes and are carried out at least twice a year;
- 11.16.6 ensuring that the school must install basic safety equipments on its premises and have proper storage for emergency resources;

- 11.16.7 making sure that all buildings within the school must have clearly displayed evacuation maps;
- 11.16.7 ensuring that the school's disaster management plan is constantly updated each year;
- 11.16.7 ensuring that constant routine checks are carried out on the school's basic safety equipment and replacement is done of any faulty equipment.

11.17 Teachers

The Teachers are responsible for;

- 11.17.1 working together as members of school community in implementing the school disaster management plan in the school;
- 11.17.2 ensuring knowledge on disasters is taught where relevant and appropriate during official lessons;
- 11.17.3 encouraging the wider community members to participate in the EiE day-to-day activities of the school or centre;
- 11.17.4 supporting the school head teacher/principal in organising and implementing emergency drills at the school level;
- 11.17.5 providing support for the annual updating of the school's disaster preparedness plan;
- 11.17.6 making sure that students are aware of the schools evacuation assembly points and the safest escape routes and the location of the Temporary Teaching and Learning Space;
- 11.17.7 instructing students on the proper use and care of the school's safety equipment;
- 11.17.8 ensuring that any faults to safety equipments are immediately reported to the focal point.

11. 18 Students

The Students are responsible for;

- 11.18.1 understanding and being aware of the school's Emergency and Evacuation plans, assembly points and the proper uses and maintenance of school's basic safety equipments and their care;
- 11.18.2 participating in the disaster drills and other EiE-activities organised by the school;
- 11.18.3 reporting to the school management and the duty teacher any faults to the safety equipments;
- 11.18.4 reporting to the school management and the duty teacher any incidents which may lead to an emergency situation in the school.

11.19 Parents

The Parents are responsible for;

- 11.19.1 advising their children when travelling to and from the school and to take heed of warnings given by responsible authorities of any emergency situations;
- 11.19.2 passing on local and practical knowledge about disaster risk management practices to their children;
- 11.19.3 accessing, understanding and being aware of the school's emergency and evacuation plan;
- 11.19.4 working in partnership with the school management and the school committees or board in the implementation of the plan and to provide support for the EiE activities organised by the school.

11.20 Communities

The Communities are responsible for;

- 11.20.1 providing support to the school committees, boards and management;
- 11.20.2 participating in awareness of the school disaster management plan;
- 11.20.3 participating in school based disaster drills;
- 11.20.4 providing support to teachers and children in times of emergencies;
- 11.20.5 providing land that is safe and secure from natural disasters for the school's use;
- 11.20.6 providing safe learning and teaching spaces during times of disasters;
- 11.20.7 understanding their roles in ensuring the safety of children in the learning and teaching spaces.

11.21. Development Partners

The Development Partners are responsible for;

- 11.21.1 technical and financial support on the basis of demand from the Ministry in the areas of EiE;
- 11.21.2 supporting the Ministry in achieving the national and provincial EIE plans;
- 11.21.3 supporting the Ministry in the initial implementation, monitoring and review of the policy and detailed plans in EiE.
- 11.21.4 coordinating and harmonising the support consistent with this policy and NDMO priorities.

11.22 Non-Government Organizations (NGO's)

The Non- Government Organisations are responsible for;

- 11.22.1 supporting and complementing Ministry's initiatives for awareness raising in communities about the implications of the EiE-policy;
- 11.22.2 providing technical support to schools and communities in the implementation of school based disaster risk management.
- 11.22.3 assisting the Ministry to address cross cutting concerns such as HIV and AIDS, gender, health and nutrition.
- 11.22.4 updating the Ministry and the NDMO about the expertise and staff availability to assist in DRM.

12. Financing

- 12.1 The Ministry shall set guidelines for the budgeting and funding of the implementation of this policy.
- 12.2 The government shall seek support from its Development Partners when there is insufficient government funding.
- 12.3 In the event of an emergency the government through the National Disaster Management Office will seek assistance from national and international available sources to implement the EiE-policy.
- 12.4 The government seeks to encourage partnership and cost sharing in the financing of EiE operational costs at the national, provincial and community level.

- 12.5 The school grants will also cover annual EiE activities at the school or centre level.
- 12.6 The Provincial Government, the local communities and parents shall contribute in providing locally available resources, expertise, labor and transport for the construction of TLTS.

13. Monitoring and Evaluation

- 13.1 The aim of monitoring and evaluation in Education in Emergencies is to measure the progress and identify gaps in implementation of the Education in Emergency Policy.
- 13.2 The Ministry of Education will ensure that M & E is an integral part of the Ministry's monitoring system.
- 13.3 The Ministry of Education and the EAs will include the progress on EiE in their bi-annual financial and narrative reports.
- 13.4 All data collection, processing, analysis and production is part of the SIEMIS that will include specific indicators and information on EiE.
- 13.5 The Ministry's Performance Assessment Framework will now include selected indicators from EiE monitoring.
- 13.6 The Ministry, shall ensure the Inter-Agency Network for Education in Emergencies minimum standards will complement its existing minimum standards as good practices to assist in measuring progress in EiE and to maintain quality disaster risk management.
- 13.7 The Ministry together with the Education Authorities, School committees or Boards are responsible for liaising and coordinating visits from EiE special assessors and monitors.
- 13.8 The Ministry should ensure that all data in the SIEMIS are copied and stored in a safe place different from the Ministry office.

Annex 1. Introduction Strategic Action Plan

Access

The implementation of this policy seeks to ensure that students across all years of education are not denied their right to continued and improved access to education during emergencies. The policy also recognizes the need for a safe learning environment to be provided, at all times, before, during and after emergencies. Therefore, as part of the MEHRD's strategies to achieving access, activities will focus on awareness raising among communities and stakeholders on the key components of EIE, establishing and strengthening links with other sectors responsible for cross cutting issues linked with EIE and encourage partnership with donor partners, NDMO, other Government Ministries through the NDMO arrangement, Provincial Governments, Education Authorities, NGOs, Schools, Parents and the Communities. Furthermore, the MEHRD will ensure that its infrastructure policies and standards are adhered to.

Quality

The Ministry of Education also emphasizes the provision of relevant, acceptable and adaptable education curriculum to maintain and enhance quality education for students during emergencies. The learning environment itself needs to be conducive for learning even during emergencies and thus learning gaps/needs are fulfilled. Hence, clearly defined standards are paramount to achieving quality EIE responses addressing the learning needs which then lead to high retention of students in schools despite emergency situations. In aiming for maintenance of quality education during emergencies, the MEHRD looks into carrying out psychosocial awareness, and the adaptation of psychosocial materials for teachers, review of both the formal and non-formal curriculum and incorporation of EIE themes and DRR, equipping of teachers to meet the needs, developing of selection criteria for deploying teachers and agreeing upon standard assessment tools.

Management

The management of this policy encompasses sound institutional structure, processes and the MEHRD will ensure EIE is established within its structure, maintaining clear communication lines with partners (NDMO, other sectors, donor partners & stakeholders) and the availability of assessment tools and assessors who are well versed in conducting assessments, processing, analysing and reporting the data. The MEHRD will ensure that there is funding allocated to conduct the EIE programs and plans and utilize the mechanisms in place to secure funding for response activities. Furthermore, to ensure there is timely coordination to ensure EIE policy development and implementation is sustainable. All pre-crisis and post-crisis data and information including school mapping are crucial to planning for responses during and after emergencies and hence information management through SIEMIS must be maintained at all times. Furthermore, the implementation of any EIE plans within this policy requires enhanced capacities at the National, provincial and local levels thus the need to build on the existing capacities. Finally the MEHRD seeks to strengthen community participation and commitment as a way forward in carrying out the planned programs at the community levels. In striving to achieve good management practices response to emergencies situations, MEHRD makes all the necessary preparation in terms of Teaching and Learning materials and Education kits adaptation, procurement, prepositioning and distribution. It is also crucial that M & E is part of the ongoing implementation of the EIE policy and plans.

Annex 1. 1 Strategic Action Plan

Overarching Goals:

1. To improve risk reduction and mitigation measures and preparedness in order to minimize the adverse effects of natural disasters on the provision of education and to facilitate effective response in the education sector when disaster strikes;
2. To ensure continuous access to quality education for all school-age children, also in recovery and rehabilitation phases.

BEFORE EMERGENCY: Preparedness

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
Continued access To ensure that all children and teachers have access to a safe temporary teaching and learning space and know where this is located and to access basic health services, nutrition and assistance to address their psychosocial wellbeing and protection needs.	<ul style="list-style-type: none"> • To ensure continued access, attendance, retention and wellbeing of students across all school years before, during and after emergencies; • To ensure that all children have access to a safe learning space before, during and after emergencies. 	1. Raise community awareness of potential need for safe Temporary Learning and Teaching Space (TLTS) in case of disaster.	<ul style="list-style-type: none"> • School Committee or Board, EAs, PDMO 	<ul style="list-style-type: none"> • 100% of schools have identified at least one potential TLS 	<ul style="list-style-type: none"> • 31 December 2012
		2. Stakeholder awareness of criteria for suitable site selection	<ul style="list-style-type: none"> • MEHRD, EAs, School Committee or Board 	<ul style="list-style-type: none"> • 100% of potential TLTSs identified that meet more than 50% of criteria 	<ul style="list-style-type: none"> • 31 December 2012
		3. Agreement of community leaders to make available, for free, safe TLTSs if necessary	<ul style="list-style-type: none"> • EAs, PDMO, community 	<ul style="list-style-type: none"> • % of schools with signed agreements with landowners <ul style="list-style-type: none"> - 2012: 25% - 2013: 50% - 2014: 75% - 2015: 100% 	<ul style="list-style-type: none"> • 31 December 2015

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
		4. Establish Water, Sanitation and Health Task Force with clear ToR to facilitate coordination between Education and Health sectors to ensure that needs are understood, including appropriate facilities for boys and girls, different ages and children living with disability	<ul style="list-style-type: none"> TEES, MEHRD, MHMS 	<ul style="list-style-type: none"> WASH Task Force established with clear ToR 	<ul style="list-style-type: none"> December 2011
Continued Quality To ensure that all relevant stakeholders have the capacity to plan and to implement appropriate measures for: - sustainable prevention and mitigation of disasters	<ul style="list-style-type: none"> To maintain and enhance quality education for all through the provision of education before, during and after emergencies; 	5. Awareness raising on psychosocial issues for senior MEHRD, SICHE/SOE- staff)	<ul style="list-style-type: none"> MEHRD 	100% of senior MEHRD and SICHE/SOE-staff receive orientation on psychosocial issues	December 2011
		6. Identify, adapt and translate, if necessary, psychosocial materials	<ul style="list-style-type: none"> MEHRD (CDD and MEHRD-focal point) 	<ul style="list-style-type: none"> Psychosocial materials available 	<ul style="list-style-type: none"> 31 December 2012 On going
		7. Review formal and non-formal curriculum (all grades) for inclusion of appropriate materials related to natural hazards, responding to them and Disaster Risk Reduction (DRR) measures.	<ul style="list-style-type: none"> CDD, NCAB, MEHRD 	DRR Curriculum review completed	December 2012
		8. On basis of review, integrate DRR materials into formal and non-formal curriculum, both for school and teacher education,	<ul style="list-style-type: none"> CDD, MEHRD 	DRR materials integrated into formal and non-formal curriculum	December 2013

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
		ensuring inclusion of hazard awareness, risk identification, risk reduction, disaster prevention and response preparedness			
- preparing effectively for emergency situations	<ul style="list-style-type: none"> To establish clear standards for education in emergency situation response. See Annex 3. 	9. Adapt the Asia-Pacific EiE training package to create a module to be integrated into the pre-service and in-service curriculum	<ul style="list-style-type: none"> TEES, MEHRD, TDD, CDD, SOE/SICHE 	<ul style="list-style-type: none"> EiE module integrated into pre-service and in-service curriculum 	December 2015
		10. Train teachers in the use of above materials, including the ability to recognize symptoms which require referral to specialized support	<ul style="list-style-type: none"> TTDD, MEHRD, SICHE/SOE 	% of teachers trained in the use of psychosocial materials - 2012: 25% - 2013: 50% - 2014: 75% - 2015: 100%	December 2015
- ensuring all other relevant stakeholders receive capacity building on sustainable Disaster Risk Management		11. Community awareness campaigns on DRR (hazard awareness, risk identification, risk reduction, disaster prevention and response preparedness)	<ul style="list-style-type: none"> PDMO, EAs, School Committee or Board 	<ul style="list-style-type: none"> % communities exposed to awareness campaign on DRR - 2012: 25% - 2013: 50% - 2014: 75% - 2015: 100% 	<ul style="list-style-type: none"> December 2015 On going

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
Continued Management To ensure that an effective coordination mechanism is in place that outlines clear roles and responsibilities for all relevant stakeholders in DRM.	<ul style="list-style-type: none"> To establish institutional structures, processes and co-ordination for education in emergencies with clear guidelines of roles and responsibilities; To Increase participation and commitment of parents, communities, teachers and students through local decision-making concerning education in emergency planning and implementation 	12. Strengthen TEES so that it is mandated to be responsible for all EIE situations (DRM and Education, preparedness, response, recovery) and represents Education in the Public Service and Social Welfare Cluster in the NDP Structure	<ul style="list-style-type: none"> MEHRD, TEES 	<ul style="list-style-type: none"> ToR of TEES reviewed that covers mandate for all Eie activities 	<ul style="list-style-type: none"> December 2011
		13. Periodically review of TEES membership to ensure all relevant stakeholders are included	<ul style="list-style-type: none"> MEHRD, TEES 	<ul style="list-style-type: none"> TEES membership reviewed at least annually 	<ul style="list-style-type: none"> annually
		14. Create TEES's structure at provincial Level (at the Education Office.)	<ul style="list-style-type: none"> TEES 	<ul style="list-style-type: none"> Provincial TEES created in 100% provinces and ToRs produced 	<ul style="list-style-type: none"> December 2012
		15. Identify MEHRD Focal Point for Eie and formalize role.	<ul style="list-style-type: none"> TEES 	<ul style="list-style-type: none"> MEHRD Eie Focal Point identified 	<ul style="list-style-type: none"> July 2011
		16. Institutionalize Eie Focal Point in MEHRD Establishment.	<ul style="list-style-type: none"> MEHRD (Admin/HRD), MPS 	<ul style="list-style-type: none"> Eie Focal Point role included in establishment of MEHRD 	<ul style="list-style-type: none"> December 2012

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
		17. Outline clear communication lines: <ul style="list-style-type: none"> i. With Clusters in the NDP Structure at National level ii. National TEES and Provincial TEES. 	<ul style="list-style-type: none"> • MEHRD, TEES, EAs • PNDMO, NDMO 	<ul style="list-style-type: none"> • Clear communication lines established, documented and disseminated to relevant stakeholders 	<ul style="list-style-type: none"> • December 2012
		18. Make budget for implementation of EiE plan	<ul style="list-style-type: none"> • MEHRD, (Accounts), TEES, EiE-Focal point) 	<ul style="list-style-type: none"> • EiE National Policy budget completed 	<ul style="list-style-type: none"> • July 2012
		19. Develop EIE Contingency Plans for each Province	<ul style="list-style-type: none"> • TEES in provinces, consultants 	<ul style="list-style-type: none"> • Contingency Plans developed for 100% provinces 	<ul style="list-style-type: none"> • December 2012
		20.a) Develop, pilot and approve a school disaster management manual b) Schools implement the school disaster management manual	<ul style="list-style-type: none"> • MEHRD, TEES, UNICEF • Schools, EAs 	<ul style="list-style-type: none"> • School manual for EIE developed and approved • 100% schools implement School Manual for EiE <ul style="list-style-type: none"> - 2012: 25% - 2013: 50% - 2014: 75% - 2015: 100% 	<ul style="list-style-type: none"> • July 2012 • December 2015

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
	<ul style="list-style-type: none"> To strengthen capacity at national, provincial, school and community level to develop, implement and monitor education in emergency plans. 	21. As part of School Manual for EIE, all schools conduct regular disaster preparedness drills (fire, earthquake, etc.)	<ul style="list-style-type: none"> Schools, EAs, PDMO 	<ul style="list-style-type: none"> Regular disaster drills conducted in 100% schools <ul style="list-style-type: none"> - 2012: 25% - 2013: 50% - 2014: 75% - 2015: 100% 	<ul style="list-style-type: none"> December 2015 On going
		22. Identify human resource needs for minimum level of readiness in each core area of response – assessment, teachers, learning spaces, teaching and learning materials, coordination and management	<ul style="list-style-type: none"> MEHRD (Admin, HRD, PCRU) TEES, HRD, EAs, 	<ul style="list-style-type: none"> Human resource needs identified for minimum level of readiness in core response areas 	<ul style="list-style-type: none"> December 2012
		23. Determine how staff will be recruited and deployed or redeployed (including reviewing existing staff roles and responsibilities)	<ul style="list-style-type: none"> MEHRD, TEES, 	<ul style="list-style-type: none"> Staff recruitment and deployment mechanisms made clear and documented 	<ul style="list-style-type: none"> December 2012 On going
		24. Have TORs ready to adapt for all roles required	<ul style="list-style-type: none"> MEHRD, TEES 	<ul style="list-style-type: none"> TORs developed for all EIE roles 	<ul style="list-style-type: none"> December 2012 On going
		25. MEHRD provides <ul style="list-style-type: none"> a) annual budget allocation for EIE b) makes provisions for 	<ul style="list-style-type: none"> MEHRD (EiE-focal point, Accounts, PCRU) MOFT, MDAP 	<ul style="list-style-type: none"> Annual budget for EiE allocated Budget –reallocation mechanisms put in place 	<ul style="list-style-type: none"> July 2012

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
		budget re-allocation.			
		26. MEHRD provides budget templates to PEOs for financial planning for emergencies	<ul style="list-style-type: none"> MEHRD (EiE-focal point, Accounts) 	<ul style="list-style-type: none"> Budget templates provided for provinces 	<ul style="list-style-type: none"> January 2012
		27. Work with development partners to determine likely funding needs for potential emergency scenario, including school construction, materials, supplies and human resources	<ul style="list-style-type: none"> MEHRD, TEES 	<ul style="list-style-type: none"> Assessment of likely funding needs done, documented and shared with partners 	<ul style="list-style-type: none"> July 2012
		28. MEHRD is aware of and has capacity to engage with funding mechanisms and formats for proposals, including for CERF, Flash Appeal and CAP which can sourced through UN Agencies and INGOs	<ul style="list-style-type: none"> MEHRD, TEES, UNICEF 	<ul style="list-style-type: none"> TEES receives orientation on various funding mechanisms 	<ul style="list-style-type: none"> March 2012
		29. Adapt education kits (ECD, School-in-a-Box, Recreational) to local context	<ul style="list-style-type: none"> MEHRD,(ECE, PE, SE, TVET, CDD) UNICEF, SCA 	<ul style="list-style-type: none"> Education kits adapted to local context 	<ul style="list-style-type: none"> March 2012

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
		30. Identify suppliers (local, regional, international) and storage for education kits and other materials and make contracts	<ul style="list-style-type: none"> MEHRD, TEES, UNICEF, SCA & others 	<ul style="list-style-type: none"> Suppliers identified for education kits 	<ul style="list-style-type: none"> March 2012
		31. Develop distribution plan and trial it (at National and provincial levels) for education kits and emergency education curriculum themes, including psychosocial materials	<ul style="list-style-type: none"> MEHRD, TEES, EAs, SCA , UNICEF & others 	<ul style="list-style-type: none"> Distribution plan developed 	<ul style="list-style-type: none"> September 2012
To ensure that an effective information management system is in place for DRM.	<ul style="list-style-type: none"> To ensure that a system for pre and post-crisis information and data management, including 	32. Develop teachers' guides for education kits	<ul style="list-style-type: none"> CDD & others 	<ul style="list-style-type: none"> Teachers' guides developed 	<ul style="list-style-type: none"> September 2012
		33. Review education questions in multi-sectoral assessment tool.(Check with NDMO)	<ul style="list-style-type: none"> MEHRD (ICU),TEES, NDMO 	<ul style="list-style-type: none"> Multi-sectoral assessment tool reviewed 	<ul style="list-style-type: none"> March 2011
		34. Develop and agree upon an education sector-specific assessment tool, ensuring that all relevant stakeholders understand the tool	<ul style="list-style-type: none"> MEHRD, TEES, Provincial TEES, EAs, Schools 	<ul style="list-style-type: none"> Education sector-specific tool agreed upon 	<ul style="list-style-type: none"> March 2011

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
	school mapping is in place and is maintained through SIEMIS during and after emergencies;	35. Train assessors to use tool	<ul style="list-style-type: none"> MEHRD (ICU), TEES 	<ul style="list-style-type: none"> 100% of selected assessors trained to use tool 	<ul style="list-style-type: none"> July 2012
		36. Develop and agree upon an M & E tool for EiE with appropriate indicators	<ul style="list-style-type: none"> MEHRD (PCRU), TEES 	<ul style="list-style-type: none"> M & E tool developed and agreed upon, that fits within the SIEMIS 	<ul style="list-style-type: none"> July 2012
		37. Develop database of local contractors and pre-qualify those with a track record of meeting appropriate standards and requirements	<ul style="list-style-type: none"> MEHRD (ICU) 	<ul style="list-style-type: none"> Database developed 	<ul style="list-style-type: none"> December 2012 On going
		38. Develop database of local contractors and pre-qualify those with a track record of meeting appropriate standards and requirements	<ul style="list-style-type: none"> MEHRD (ICU) 	<ul style="list-style-type: none"> Database developed 	<ul style="list-style-type: none"> December 2012 On going

DURING EMERGENCY: Response

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
<p>Continued access</p> <p>To ensure that all children and teachers have access to a safe temporary teaching and learning space and know where this is located and to basic health services, nutrition and assistance to address their psychosocial and protection needs.</p>	<ul style="list-style-type: none"> To ensure continued access, attendance, retention and wellbeing of students across all school years during and after emergencies; To ensure that all children have access to a safe learning space before, during and after emergencies. 	1. Identify safe TLTS, if still necessary (see above)	<ul style="list-style-type: none"> School Committee or Board, Communities 	<ul style="list-style-type: none"> 100% of schools identify safe TLTS in 2015 	1 week after Disaster strikes
		2. Establish TLTS using, where possible, local materials, and taking into account the following: different age groups (early childhood, primary, adolescents); water, sanitation and toilet facilities; health needs; recreational space; psychosocial support; needs of mothers, etc.	<ul style="list-style-type: none"> School Committee or Board, Communities 	<ul style="list-style-type: none"> 100% of TLTS established 100% of TLTS have adequate water, sanitation and toilet facilities 	4 weeks after Disaster strikes
		3. a) Conduct Rapid assessment of all schools on the basis of reporting from focal points in the schools (data collected to be disaggregated by age, grade, gender, disability; Teacher information & resources). The rapid assessment will target in particular the areas where information is unreliable or incomplete. The assessment should focus on affected sites and advise on the safety of buildings. b) Conduct structural assessment of all schools in affected sites	<ul style="list-style-type: none"> ICU, TEES, External consultants with engineering background 	<ul style="list-style-type: none"> 100% of schools rapidly assessed and safety advice given. 100% of schools structurally assessed 	<ul style="list-style-type: none"> 3 weeks after Disaster strikes 2-3 months

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
		<p>4. Prioritize schools according to following categories:</p> <p>(a) Totally damaged</p> <p>(b) Partially damaged</p> <p>(c) Minor repairs</p> <p>taking into account the 3 categories of permanent, semi-permanent and temporary</p> <p>Develop a construction and rehabilitation plan and budget according to the structural assessment and identified priorities</p>	<ul style="list-style-type: none"> • ICU, TEES, EAs, MEHRD 	<ul style="list-style-type: none"> • Schools prioritized • Construction and rehabilitation plan developed 	<ul style="list-style-type: none"> • 6-9 months • 9-12 months
		5. Identify locally available material and sources for temporary and semi-permanent schools	<ul style="list-style-type: none"> • School Committee or Board 	<ul style="list-style-type: none"> • 100% of communities identify locally available material and sources 	<ul style="list-style-type: none"> • 2 weeks after Disaster strikes • On going
		6. Where schools need to be reconstructed in a new location, conduct negotiations between relevant stakeholders, including communities, for an appropriate and safe location	<ul style="list-style-type: none"> • Land holders, School Committee or Board, EAs, MEHRD 	<ul style="list-style-type: none"> • 100% appropriate and safe locations successfully negotiated 	<ul style="list-style-type: none"> • 1 year after disaster • On going
<p>Continued Quality</p> <p>To ensure that all relevant stakeholders have the</p>	<ul style="list-style-type: none"> • To maintain and enhance quality 	7. If teachers are not yet trained,	<ul style="list-style-type: none"> • MEHRD, (TTDD, 	<ul style="list-style-type: none"> • 100% of teachers in affected areas trained in psychosocial strategies 	Within 1 -2 month(s)

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
<p>capacity to plan and to implement appropriate measures for:</p> <p>- responding appropriately during disasters in order that education can continue</p>	<p>education for all through the provision of education during and after emergencies;</p> <p>• To establish clear standards for education in emergencies response. See Annex 3.</p>	<p>train them to conduct activities offering psychosocial support (e.g. puppetry, dance, drama, theatre, art, drawing, music, recreation, play, etc.)</p>	<p>CDD), TEES, SICHE/SOE</p>		<p>of disaster</p>
		<p>8. Introduce psychosocial support activities into the TLTS</p>	<p>• Teachers, Volunteers</p>	<p>• Psychosocial activities introduced into 100% of TLS and schools</p>	<p>• Within 4-6 weeks of disaster</p>
		<p>9. If necessary, recruit, deploy or redeploy sufficient temporary teachers ensuring that they and other education personnel have clearly defined conditions of work, are appropriately compensated and that supervision and support mechanisms are established</p>	<p>• EAs, MEHRD, (TSD), TEES</p>	<p>• 100% teacher coverage in affected area • 100% education personnel coverage • Clearly defined work conditions • Adequate compensation for 100% of teachers and education personnel • Supervision and support mechanisms operational</p>	<p>• Within 4 weeks of disaster and TLS set up</p>
		<p>10. Design teacher training strategy and plan which caters for both:</p> <p>- existing teachers (psychosocial, emergency themes)</p> <p>- new teachers (psychosocial, emergency themes, literacy, numeracy, life skills)</p>	<p>• MEHRD (TTDD), SICHE/SOE, TEEs, Volunteers, NGOs</p>	<p>• Teacher training strategy designed (existing teachers, new temporary teachers)</p>	<p>Within 1 month of disaster</p>

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
		11. If not yet trained, train teachers in relevant emergency education curriculum themes	<ul style="list-style-type: none"> MEHRD (TTDD), SICHE/SOE, TEES, Volunteers, NGOs 	<ul style="list-style-type: none"> 100% teachers trained in emergency education curriculum 	Within 4-6 weeks of disaster
		12. Introduce sufficient and relevant emergency education curricula into the TLS	<ul style="list-style-type: none"> MEHRD, ERU, SICHE/SOE, TEES, Volunteers, NGOs 	<ul style="list-style-type: none"> Sufficient emergency education curricula introduced into 100% TLS and schools 	Within 4-6 weeks of disaster
		13. Continually monitor well-being of children in order to make appropriate assessments of when children are ready to resume formal education.	<ul style="list-style-type: none"> Teachers, School Committee and Board 	<ul style="list-style-type: none"> 100% children monitored 	Ongoing until formal education is re-introduced
Continued Management	<ul style="list-style-type: none"> To increase participation and commitment of parents, communities, teachers and 	14. Establish if not done yet a Provincial TEES for affected area/s, including designating a Provincial Focal Point, and arrange coordination meetings within the Education Sector and	<ul style="list-style-type: none"> TEES & PEA 	<ul style="list-style-type: none"> 100% Provincial TEES established 100% Focal Points designated at schools Coordination meetings arranged within Education Sector Coordination meetings 	<ul style="list-style-type: none"> Within 2 days after Disaster

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
all relevant stakeholders in DRM.	<p>students through local decision-making concerning education in emergency planning and implementation.</p> <ul style="list-style-type: none"> To establish institutional structures, processes and co-ordination for education in emergencies with clear guidelines of roles and responsibilities; To ensure that a system for pre and post-crisis information and data management, including school mapping is in 	with PDMO.		arranged with PDMO	
		15. Secure commitments from humanitarian partners in responding to needs and filling gaps, ensuring an appropriate distribution of responsibilities within the sectoral group, with clearly defined focal points for specific issues where necessary.	<ul style="list-style-type: none"> TEES, MEHRD, NDMO 	<ul style="list-style-type: none"> % of needs and gaps covered by donor commitments and partners Responsibilities allocated within sectoral group Focal points identified for specific issues 	<ul style="list-style-type: none"> 1 week after Disaster
		16. Ensure that TEES is linked with other sectoral groups.	<ul style="list-style-type: none"> MEHRD, TEES, PDMO, NDMO 	<ul style="list-style-type: none"> Disaster response activities are addressed coherently in collaboration with other sectors 	<ul style="list-style-type: none"> 1 week after Disaster
		17. Make available personnel, if necessary, for conducting multi-sectoral assessment	<ul style="list-style-type: none"> MEHRD, TEES, NDMO, consultants 	<ul style="list-style-type: none"> # persons available for multi-sectoral assessment 	<ul style="list-style-type: none"> Within 2 days after Disaster
		18. Share data from education sector assessment with relevant stakeholders including NDMO	<ul style="list-style-type: none"> TEES 	<ul style="list-style-type: none"> Data shared from education sector assessment with relevant stakeholders 	<ul style="list-style-type: none"> On going as data is available
		19. Recruit and deploy or redeploy relevant personnel ensuring teachers and other education personnel or paraprofessionals have clearly defined conditions of	<ul style="list-style-type: none"> MEHRD, TEES, EAs, TSD 	<ul style="list-style-type: none"> 100% teacher coverage 100% education personnel coverage Clearly defined work conditions Adequate compensation 	<ul style="list-style-type: none"> Within 4 weeks after disaster and TLS set up

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
	place and is maintained through SIEMIS during and after emergencies;	work, are appropriately compensated and that supervision and support mechanisms are established and are used on a regular basis (assessment team, volunteer teachers, etc.)		for 100% of teachers and education personnel • Supervision and support mechanisms operational	
	• To strengthen capacity at national, provincial, school and community level to develop, implement and monitor education in emergency plans.	20. Mobilize existing financial resources	• MEHRD, TEES, Accounts & other donor partners	• 100% existing financial resources mobilized	• Within 4 weeks after disaster
		21. Apply for external funding e.g. CERF, Flash Appeal	• MEHRD, TEES and DPs (UNICEF, SCA, World Vision etc)	• Amount of external funding applied for as a % of the needs/gaps	• Within 4 weeks after disaster
		22. Distribute education kits and emergency education curricula, including psychosocial materials, according to response plan based on education sector assessment	• MEHRD (ERU), TEES, NMDO	• 100% of education kits and emergency curriculum items distributed	• Within 4 weeks after disaster
		23. If necessary, distribute teachers' guides, textbooks and other teaching and learning materials from the formal curriculum	• MEHRD (ERU)	• 100% formal curriculum materials distributed	• Within 4-6 weeks after disaster
		24. Analyze education component of multi-sectoral assessment	• MEHRD (PCRU), TEES, consultants	• Analysis completed of education component of multi-sectoral assessment	• Within 2 weeks after completion of multi-sectoral assessment
To ensure that an effective information management system is in place for DRM					

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
		25. Mobilise education sector assessment team and ensure assessors have been trained for this specific assessment	<ul style="list-style-type: none"> MEHRD (PCRU, Admin/HRD), TEES 	<ul style="list-style-type: none"> 100% assessors trained for education sector assessment and mobilised 	<ul style="list-style-type: none"> Within 3 weeks after disaster
		26. Review logistical arrangements (transport, finances) for education sector assessment	<ul style="list-style-type: none"> MEHRD (PCRU, Admin/HRD, Accounts), TEES 	<ul style="list-style-type: none"> Logistical and financial arrangements reviewed for education sector assessment 	<ul style="list-style-type: none"> Within 1month after disaster
		27. Develop plan of action for conducting education sector assessment	<ul style="list-style-type: none"> MEHRD (PCRU, Admin/HRD), TEES, consultants 	<ul style="list-style-type: none"> Plan of action developed for education sector assessment 	<ul style="list-style-type: none"> Within 3 weeks after disaster
		28. Analyze collected data from education sector assessment as a prelude to developing a Response Plan	<ul style="list-style-type: none"> MEHRD (PCRU/ICU, CDD, ERU), TEES, consultants 	<ul style="list-style-type: none"> Data analysed from education sector assessment 	<ul style="list-style-type: none"> Within 5-8 weeks after Disaster
		29. Develop Response Plan based on data from education sector assessment, including M&E framework.	<ul style="list-style-type: none"> MEHRD (PCRU), TEES 	<ul style="list-style-type: none"> Response Plan developed 	<ul style="list-style-type: none"> 2-3 months after the disaster
		30. Conduct regular M & E, ensuring that information is fed back into Response Plan in order to ensure that strategies are adapted to meet the needs	<ul style="list-style-type: none"> MEHRD (PCRU), TEES (provincial TEES), NGOs 	<ul style="list-style-type: none"> M & E visits conducted with reports Response plan adapted based on M & E information 	<ul style="list-style-type: none"> ongoing

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
		31. Complete relevant reports for MEHRD, NDMO, DPs and other organizations	<ul style="list-style-type: none"> • M&E Teams & relevant agencies 	<ul style="list-style-type: none"> • reports completed on time and submitted to TEES and DPs 	<ul style="list-style-type: none"> • Quarterly

AFTER EMERGENCY: Recovery

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
Continued access To ensure that all children and teachers have access to a safe temporary teaching and learning space and know where this is located and to basic health services, nutrition and assistance to address their psychosocial and protection needs.	<ul style="list-style-type: none"> To ensure continued access, attendance, retention and wellbeing of students across all school years during and after emergencies; To ensure that all children have access to a safe learning space before, during and after emergencies. 	1. Review TLTS needs on basis of ongoing education sector assessments and the progress made with construction and rehabilitation	<ul style="list-style-type: none"> School Committee or Board, project management team 	<ul style="list-style-type: none"> TLTS needs reviewed 	On going
		2. Review needs for school construction and rehabilitation on basis of ongoing education sector assessments	<ul style="list-style-type: none"> School Committee or Board, project management team 	<ul style="list-style-type: none"> School construction and rehabilitation needs reviewed 	On going
		3. Reconstruct and rehabilitate schools according to priorities, construction plan, standards and designs	<ul style="list-style-type: none"> School Committee or Board, ICU, TEES or project management team 	<ul style="list-style-type: none"> 100% schools reconstructed or rehabilitated after 2 years of the disaster 	<ul style="list-style-type: none"> 1 -2 year after disaster strike On going
Continued Quality To ensure that all relevant stakeholders have the capacity to plan and to implement appropriate measures for: -putting in place appropriate recovery	<ul style="list-style-type: none"> To maintain and enhance quality education for all through the provision of education during and after emergencies; 	4. Review psychosocial needs on basis of ongoing assessment	<ul style="list-style-type: none"> Teachers, EAs 	<ul style="list-style-type: none"> Psychosocial needs reviewed in 100% of TLS and schools 	On going
		5. Review needs for emergency education curriculum themes on basis of ongoing education sector assessments	<ul style="list-style-type: none"> MEHRD (TTDD, CDD), SICHE/SOE 	<ul style="list-style-type: none"> Emergency education curriculum needs reviewed in 100% of TLS and schools 	On going

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
measures	<ul style="list-style-type: none"> To establish clear standards for education in emergencies response. See Annex 3. 	6. Resume formal education at appropriate time depending on outcome of ongoing assessments of children's well-being and progress in relevant technical components as above (e.g. education supplies – teaching and learning materials; curriculum; learning spaces; teacher mobilization & training; psychosocial support & strategies)	<ul style="list-style-type: none"> MEHRD, EAs, School Committee and Board, Communities 	<ul style="list-style-type: none"> Formal education resumed at appropriate time based on ongoing assessments 	Based on situations from school to school and communities
<p>Continued Management</p> <p>To ensure that an effective coordination mechanism is in place that outlines clear roles and responsibilities for all relevant stakeholders in DRM.</p>	<ul style="list-style-type: none"> To establish institutional structures, processes and co-ordination for education in emergencies with clear guidelines of roles and responsibilities; 	7. Ensure that TEES (National and Provincial) remains in place and conduct meetings as necessary to adapt and update Contingency Plans.	<ul style="list-style-type: none"> MEHRD 	<ul style="list-style-type: none"> National TEES remains functional Provincial TEES remain functional 100% provinces update Contingency plans annually 	<ul style="list-style-type: none"> On going
To ensure that an effective information management system is	<ul style="list-style-type: none"> To ensure that a system for pre and 	8. Share information with relevant stakeholders from ongoing education sector	<ul style="list-style-type: none"> TEES 	<ul style="list-style-type: none"> Information shared with relevant stakeholders from ongoing education sector assessments 	<ul style="list-style-type: none"> On going

Policy Priority	Objectives	Actions	Who is Responsible?	Targets/Indicators	Timeframe
in place for DRM	<p>post-crisis information and data management, including school mapping is in place and is maintained through SIEMIS during and after emergencies;</p> <ul style="list-style-type: none"> • To strengthen capacity at national, provincial, school and community level to develop, implement and monitor education in emergency plans. • To increase participation and commitment of parents, communities, teachers and students through local decision-making concerning education in emergency planning and implementation. 	<p>assessments</p>			
		<p>9. Conduct evaluation of emergency response and share findings with relevant partners</p>	<ul style="list-style-type: none"> • TEES 	<ul style="list-style-type: none"> • Evaluation conducted of emergency response and findings shared 	<p>12 months after the disaster</p>
		<p>10. Review and adapt Response Plan, including HR and financial needs on basis of ongoing education sector assessments and M&E.</p>	<ul style="list-style-type: none"> • TEES 	<ul style="list-style-type: none"> • Response Plan adapted on basis of ongoing education sector assessments 	<ul style="list-style-type: none"> • On going

Annex 2. Theoretical Framework and Rationale for the Policy¹

Introduction

The Solomon Islands is highly prone to a variety of natural disasters including cyclones, floods, earthquakes, landslides, tsunami and volcanic eruptions. The 2007 earthquake and following tsunami in Gizo was a poignant reminder of the vulnerability of the Solomon Islands and the vital importance of preparedness. Low intensity, but frequently occurring, small and medium hazards also result in significant economic loss, particularly for poorer communities and households. Climate-related disasters (associated with storms, drought, floods and wet landslides) account for about 85 per cent of the total number of disasters in Asia-Pacific region².

Over the next decade it is estimated that 175 million children globally are likely to be affected each year by climate-related disasters alone³. Disasters impact most on the poorest, the most vulnerable and marginalised children⁴. The increased frequency and intensity of natural hazards, exacerbated by climate change and environmental degradation, and further aggravated by socio-economic disparities, intensifies the levels of vulnerability of the poor and the excluded. Climate-related disasters in poor countries degrade and deplete scarce resources, and create greater pressure on the limited resources available. When a natural disaster occurs in countries which are also affected by conflicts, the devastating effects are compounded. The vulnerability of people and institutions increases in such complex emergencies where there are even fewer resources and safety nets to fall back on. Disasters are a major *humanitarian* concern, most especially for children.

Disasters are also a significant *development* concern. In a stroke, they can undo the progress made through many years of development efforts⁵. Disasters divert resources away from development. Certain development choices can exacerbate vulnerability and hinder efforts to reduce disparity. Consequently, disaster risks need to be effectively managed as an integral part of development. This entails understanding and identifying the risk factors that cause disasters such as the exposure and vulnerability of society to natural hazards.

Some disasters can be prevented, and their impact mitigated, if government and civil society take steps to reduce risks. Disaster risk reduction (DRR) is essential for reducing vulnerability – in other words, increasing resilience – of individuals, communities and the nation as a whole. It is now recognised that whilst early warning systems, emergency response and humanitarian efforts are important, there is an equally urgent need to reduce underlying vulnerabilities and other risk factors. This can only be achieved through integrating DRR into ongoing development plans and interventions⁶. DRR is also the first line of defence against climate change, making it an essential part of climate change adaptation⁷. Financially, the costs of DRR measures are far less expensive compared with a disaster's socio-economic costs⁸ and pale into insignificance when compared with

¹Adapted from Asia-Pacific Regional Strategy for Mainstreaming Disaster Risk Reduction in Education, UNICEF, Bangkok, December 2010, Hoa Tran.

² ISDR Asia-Pacific Disaster report (2010) from <http://www.unisdr-apps.net/confluence>

³*Legacies of Disasters*, Save the Children UK, 2007

⁴Research from Children in a Changing Climate, www.childreninachangingclimate.org, research by IDS, www.ids.ac.uk; Stone, L & Loft, K (2009) 'Climate Change, Child Rights and Intergenerational Justice, IDS In Focus Policy Briefing 13:2.

⁵ The earthquake caused an estimated US\$5 billion in damage to Pakistan, roughly equivalent to the total development assistance to the country for the preceding three years. UNDG DRR Guidance Note (2009)

⁶Integrating Disaster Risk Reduction in CCA and UNDAF.A Guide for UN Country Teams. UNDG (2009)

⁷Convergence of Disaster Risk Reduction and Climate Change Adaptation. Mitchell, T & Van Aalst, M (2008).

⁸ The World Bank and the US Geological Survey estimates that an investment of \$40 billion would have prevented a global loss of \$280 billion in the 1990s (quoted from Back,E. Cameron,C. & Tanner, T. (2009). A Red Cross study in Nepal on DRR shows that DRR initiatives yielded a cost-benefit ratio of 15:1 in averted costs (Krishna Kumar K.C and Daniel Kull (2009).

the loss of life. Disaster risk reduction efforts not only minimize human and material losses but also increase the prospects of achieving MDG targets.

Disaster Risk Reduction – an Imperative for Education Development

A disaster can literally obliterate hard-won educational achievements, setting back a country’s progress towards achieving Education for All and the Millennium Development Goals. Thus, disaster risks need to be managed as an integral part of education development. And disaster risk reduction is the key to this endeavour.

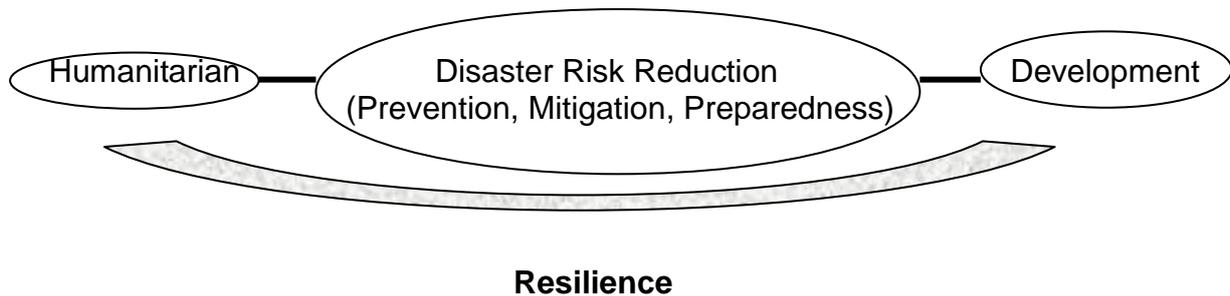
In the education arena, disaster risk reduction is a systematic approach to incorporating the analysis of disaster risks and disaster risk reduction measures in education sector development planning. Disaster risk reduction is a combination of actions, processes and attitudes necessary for disaster prevention, mitigation and preparedness. At the level of the individuals, DRR contributes to strengthening their capacity to adapt to emergency situations, withstand shocks, and rapidly resume learning and life-sustaining activities. At the education system level, DRR enables the system to assess and prevent the risks of natural and man-made hazards, to mitigate the effects of hazards, to maintain basic functions during an emergency, to recover from shocks and quickly restore quality education services for children and youth. DRR provides opportunities to assess existing vulnerabilities, which in turn can help reduce avoidable risks and provide solutions to recurrent small emergencies. In other words, DRR helps build the resilience of the education system, facilitating its uninterrupted development trajectory.

Resilience is strengthened when factors underlying vulnerability are addressed. In education, many factors may accentuate physical, institutional and socio-cultural vulnerabilities. They include poorly built school structures; low capacity of teachers and education administrators in disaster prevention and response; little or no participation of teachers and learners in the school’s emergency response plan; gender discrimination; exclusion; inequitable access to knowledge about risks and skills in risk reduction; lack of an early warning mechanism; insufficient understanding of the root causes of disasters; absence of risks assessment in the planning for education in emergencies and in the overall education sector plan; Disaster risk reduction in education must aim at addressing these underlying drivers of disaster risk.

RESILIENCE	<p>At the learner’s level, resilience is the ability to apply knowledge and skills to assess and minimise risks, to withstand shocks, to adapt to emergency situations, and to rapidly resume learning and other life-sustaining activities.</p> <p>The resilience of an education system is its ability, at each level, to anticipate and minimise disaster risks of natural and man-made hazards, to mitigate the effects of hazards, to recover from shocks, to assume its functions during emergencies and maintain its development trajectory.</p>
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Fundamentally, disaster risk reduction is the critical thread connecting humanitarian assistance with development undertakings. DRR contributes to achieving quality education for all children. The Solomon Islands is struggling to achieve the Education for All and Millennium Development goals. Disasters jeopardize this. To achieve positive outcomes it is vital that both education sector disaster management and education sector development plans incorporate disaster risk reduction. This strengthens the capacity of the education system to cope with disasters and protect its development outcomes.

DISASTER RISK REDUCTION - THE THREAD CONNECTING HUMANITARIAN ASSISTANCE AND DEVELOPMENT



Hyogo Framework for Action (HFA)

The Hyogo Framework for Action (2005-2015) was adopted in 2005 by all UN member countries with the overarching goal of building the resilience of nations and communities to disasters. The Hyogo Framework for Action articulates a worldwide consensus that disaster risk reduction is an integral part of sustainable human development. The HFA identifies five priorities which guide all actions for disaster risk reduction: 1. Make disaster risk reduction a national and local priority with strong institutional basis; 2. Identify, assess and monitor risk and enhance early warning; 3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels; 4. Reduce the underlying risk factors; 5. Strengthen disaster preparedness for effective response at all levels.

HFA Priority 3 specifically refers to education. However, action to promote disaster risk reduction in education should not be limited to providing information and raising risk awareness. Instead, such action must also include the assessment of risks facing learners and the education system, address underlying risk factors, **as well as enhance preparedness and response capacity**. All of this can be achieved only when disaster risk reduction is made a priority for the education sector. In other words, in order to realise the HFA goal of “building a culture of prevention and resilience”, disaster risk reduction in education needs to encompass a wide range of actions that cut across all five priorities of the HFA, rather than just Priority 3.

Education for All (EFA)

The Education for All movement reflects a global commitment to provide quality basic education for all children by 2015. Launched in 1990 and re-affirmed in 2000, UNESCO, UNICEF, UNDP, UNFPA, the World Bank and non-governmental organizations have been working to support countries to achieve the six Education for All goals:

1. Expand early childhood care and education.
2. Provide free and compulsory primary education for all.
3. Promote learning and life skills for young people and adults.
4. Increase adult literacy by 50 per cent.
5. Achieve gender parity by 2005, gender equality by 2015.
6. Improve the quality of education.

EFA goals also contribute to the global pursuit of the Millennium Development Goals (MDGs), two of which relate specifically to education: to achieve universal primary education; and to eliminate gender disparity in all levels of education.

EFA and HFA complement each other. The learning and life skills promoted under EFA contribute towards strengthening learners' resilience. Expanding early childhood care and education, and providing free compulsory primary education for all, help address the underlying factors of

vulnerability of learners on the one hand and, on the other hand, build a resilient community where educated children and youth are a valuable resource. Working towards EFA contributes towards achieving HFA goals. In turn, HFA supports measures to enable children to study in safe schools, learn how to avoid and reduce risks, cope with hazards, and continue learning activities. HFA contributes to protecting education gains and advance government's efforts to achieve Education for All.

Annex 3. The Inter Agency Network for Education in Emergency Minimum Standards for Education⁹

The INEE Minimum Standards is a set of 19 standards developed to enhance the quality of educational preparedness, response and recovery, increase access to safe and relevant learning opportunities and ensure accountability in providing these services.

The focus of the INEE Minimum Standards is on ensuring quality, coordinated humanitarian response which meets the educational rights of people affected by disasters through processes that assert their dignity. It is important to coordinate humanitarian and development aid in the education sector especially in disaster-affected contexts. In these contexts, periods of stability are often disrupted and humanitarian and development organizations often act simultaneously in supporting education. Coordination and collaboration between these stakeholders are critical to support education effectively, including during the transition from humanitarian aid assistance to development assistance.

The INEE Minimum Standards are organized into five domains:

A. Foundational Standards: These standards should be applied across all domains to promote a holistic, quality response. Foundational standards include three key areas of Community participation: participation and resources, Coordination and Analysis: assessment, response strategies, monitoring and evaluation.

1. Community Participation Standard 1: Participation

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

2. Community Participation standard 2: Resources

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

3. Coordination Standard 1: Coordination

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

4. Analysis Standard 1: Assessment

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

5. Analysis Standard 2: Response Strategies

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

6. Analysis Standard 3: Monitoring

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

⁹ INEE Minimum Standards for Education: Preparedness, Response, Recovery

7. *Analysis Standard 4: Evaluation*

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

B. Access and Learning Environment: standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical links with other sectors as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.

8. *Access and Learning Environment Standard 1: Equal Access*

All individuals have access to quality and relevant education opportunities.

9. *Access and Learning Environment Standard 2: Protection and Well-being*

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

10. *Access and Learning Environment Standard 3: Facilities and Services*

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

C. Teaching and Learning: these standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.

11. *Teaching and Learning Standard 1: Curricula*

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

12. *Teaching and Learning Standard 2: Training, Professional Development and Support*

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

13. *Teaching and Learning Standard 3: Instruction and Learning Processes*

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

14. *Teaching and Learning Standard 4: Assessment of Learning Outcomes*

Appropriate methods are used to evaluate and validate learning outcomes

D. Teachers and Other Educational Personnel: standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support.

15. *Teachers and Other Education Personnel Standard 1: Recruitment and Selection*

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

16. *Teachers and Other Education Personnel Standard 2: Conditions of Work*

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

17. *Teachers and Other Education Personnel Standard 3: Support and Supervision*

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

E. Education Policy: standards in this domain focus on policy formulation and enactment, planning and implementation.

18. *Education Policy Standard 1: Law and Policy Formulation*

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

19. *Education Policy Standard 2: Planning and Implementation*

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