

Teaching and Learning in Emergencies, Chronic Crises, and Early Recovery

Tuesday, October 27, 2009, 10:00 am – 4:00 pm

[Center for Universal Education](#) at Brookings, 1775 Massachusetts Ave NW, Washington, DC

In global policy discussions, achieving universal education has primarily become about the quantitative aspects of getting all children into school. Yet, fundamentally, education for all means ensuring that children and youth gain the knowledge and skills they need to improve their own lives and be able to participate in building a better world around them. In contexts of crisis and emergency, resuming education delivery is increasingly regarded as a vital part of the humanitarian response and plays an important role in protecting citizens while laying a sustainable foundation for recovery, peace, and development. While access to education for children and youth affected by crisis and emergencies has increased in recent years, far less attention has been paid to the content of what is taught, the teaching methodologies utilized and the assessment of learning outcomes.

Against this backdrop, the Center for Universal Education convened a consultative workshop on October 27 with the Inter-Agency Network on Education in Emergencies (INEE) focused on the development of the *INEE Guidance Notes on Teaching and Learning in Emergencies, Chronic Crises, and Early Recovery*. INEE is a global, open network of nongovernmental organizations, U.N. agencies, donors, practitioners, researchers and individuals from affected populations working within humanitarian and development frameworks to ensure the right to education in emergencies and post-crisis recovery. INEE's [Teaching and Learning Initiative](#) focuses on the quality and relevance of education for children and youth affected by crisis by developing a framework for local, national and international education stakeholders to use in planning a context-appropriate strategy for effectively resuming and maintaining education delivery. Using input from this consultative workshop and others, the completed *INEE Guidance Notes on Teaching and Learning* are intended as guidance for local education authorities in developing countries, as well as for U.N. agencies, national and international NGOs, faith-based organizations, and teachers' institutions, who are involved in the response and recovery process for effectively resuming education in these contexts.

Thirty technical experts from the U.S. federal government, international nongovernmental organizations, and academic institutions participated in small group analyses of the content of the drafted Guidance Notes, providing experience-based recommendations for how to analyze, develop, and implement within the four intersecting areas of education development: curricula, teacher and instructor training, instruction, and assessment of learning outcomes. In the context of curricula, discussion centered on specific issues that needed further expansion, including adequately addressing the needs of students with disabilities, youth, and adults; appropriate psychosocial responses in different emergency contexts; and support of non-formal educational opportunities. For instruction, participants focused on the need to develop a set of broader analytical questions that would guide instructional models, including determining who are the learners, the teachers, and the supporters as well as what are the goals, needs, and priorities of education in a given situation. Regarding training, discussions addressed how to develop models

that addressed the need for ongoing training and support throughout the duration of a crisis. With respect to assessment, participants noted that there are several types of evaluation that need to be carried out at different times, with different objectives, and for different audiences, including classroom assessments of student learning and external evaluations of program design and implementation.

Plenary-level discussion focused on the initial assumptions being used to develop the Guidance Notes and the target audience for these policy tools and particularly engaged in the issue of context-appropriate responses to the wide-range of situations that can challenge the delivery of quality education. Across all small discussions, the specific needs of learners were emphasized as the central guiding principle for ensuring quality teaching and learning in emergencies.