



Strategic Framework

for Education



Overview

Article 26 of the United Nations Universal Declaration of Human Rights highlights education as a fundamental human right.

According to UNESCO, Education remains inaccessible for over 600 million children and youth around the world¹. The COVID-19 pandemic further deteriorated education advancements made in the last 20 years as the pandemic forced school closers.

An estimated 101 million children and youth fell below the minimum reading proficiency level over the course of the global pandemic.

Barriers to education such as gender equality, poverty, inequality, disasters and conflict have become more prevalent in our world, which has further deteriorated gains – especially in girls' education.

IDRF recognizes how vital Education is in the role of alleviating poverty and improving the lives of vulnerable populations around the world. IDRF has identified four key focus areas to improve education outcomes.

The listed focus areas are consistent with the Inter-Agency Network for Education in Emergencies (INEE) minimum SPHERE standards and advance the **Sustainable Development Goal 4: Quality Education**.

**SUSTAINABLE
DEVELOPMENT
GOALS**



1. Promote access to learning in Emergencies

It is important that in emergencies, children and youth continue to have access to education. Re-establishing education services play a vital role in normalizing the environment for children and youth and aids in minimizing the psychological impact of disasters.

Furthermore, education in emergencies establishes protective safe environments for children and youth away from exploitation and abuse in the wake of emergencies - especially in armed conflict situations.

IDRF will focus on creating and developing existing mechanisms for learning for refugee children and youth, internally displaced children & youth and children and youth in conflict-sensitive regions across the world. All Education in emergencies will follow the INEE minimum SPHERE standards (Refer to Annex for details).

In the next five years, IDRF aims to focus on :

- Work with communities & local partners and utilize local resources to develop a region-specific framework for education in emergencies that ensures responses are appropriate to the needs of the affected population and is able to adapt to changing environments.
- Improve and promote access to learning in emergencies by incorporating Health, WASH, and Food/Nutrition outcomes in our education programming
- Develop a quality curriculum and Training-of-Trainers guide for educators in emergencies to ensure communities are able to supplement their learning



1.1 Gender Considerations

It is widely understood that Gender is a limiting factor in emergencies. Girls, boys, women and men often experience troubles differently. In regions affected by conflict, girls are more than twice as likely to be out of school, and current stats indicate that girls' education is the weakest in conflict-affected regions of the world. In other contexts, boys are likely to be forced into the armed forces, child labour or are pressured to support household economic activities.

To ensure that IDRF's EiE programming is relevant and effective, a gender lens will be applied to every stage of programming. This includes addressing issues of School-related Gender-based Violence, discriminatory gender norms, ensuring the availability of female teachers, adequate sanitation facilities, biased curriculum and harmful teaching practices.

Considering these gender dynamics and social norms will ensure that education for all crisis-affected populations is inclusive and equitable. IDRF will utilize the EiE GenKit to incorporate this consideration in our EiE programming (Refer to Annex or details).



2. Strengthening local Education Systems

Strengthening local education systems is vital in advancing SDG4: ensuring all children & youth have access to quality education. Education Systems include everything needed to ensure children and youth has access to quality learning, such as policies & regulations, funding & resource allocations, adequate school facilities & transportation infrastructures, qualified educators & staff, and books, computers, and teaching resources & other learning materials.

Local actors and stakeholders must be empowered to improve education outcomes for children & youth. The Covid-19 pandemic has highlighted the many gaps in education systems that limit learners and educators worldwide.

In the next five years, IDRF aims to focus on :

- Support teachers and educators with professional development
- Support the rehabilitation of education infrastructures, learning materials and equipment

2.1 Strengthening Curriculum Development and Holistic Learning

IDRF will focus on developing innovative and creative learning practices with educators to ensure high retention of education materials among students. We believe quality education fosters creativity and knowledge retention and promotes high-level cognitive skills in literacy, numeracy, problem-solving analytics, and interpersonal and social skills.

It is essential that all IDRF education programming for improving access to learning include the development of a quality curriculum that aids students in learning and acquiring relevant skills for their future.

In the next five years, IDRF aims to focus on :

- Promote more play and creative learning methodologies to Educators
- Promote the incorporation of Mental Health, Human Rights and Disaster Preparedness learning in the core curriculum to build communities that are more resilient.

3. Reduce and remove barriers to learning

Barriers to education and learning continue to persist – especially in the aftermath of the pandemic. 20 years of global education gains are now at risk of disappearing.

Disparities in access to education and learning outcomes are the highest among vulnerable and marginalized groups (such as Person with Disabilities, Minority group, etc.) and those that live in rural regions of the world.

IDRF believes that inclusion and equity are vital for transformative education services and is committed to addressing all forms of exclusion, marginalization, disparities and inequalities in accessing, participating and learning for all. IDRF also recognizes the need for a multi-sector & thematic approach to achieving education outcomes by addressing Gender Equality, Health & Nutrition, and WASH components as barriers to education.

In the next five years, IDRF aims to focus on :

- Promote access to education and learning for women and girls worldwide by addressing underlying barriers and inequalities
- Support the development of adequate WASH interventions at schools to create a more inclusive environment
- Develop nutritional interventions in schools and education centers
- Increase financial support and scholarships to youth for higher education
- Increase Hostel and Accommodation support for students in remote communities
- Support specialized education institutions in providing quality education for children with disabilities



4. Promote skills development and learning for all

IDRF believes that everyone should have the right to access lifelong learning opportunities, including equitable access to quality technical and vocational education and training.

It is important that learners from all age groups and at all education levels have the opportunity for higher learning.

In the next five years, IDRF aims to focus on :

- Support youth and adults –especially girls and women in achieving functional literacy and numeracy proficiency levels
- Support youth and adults –especially girls and women in acquiring life skills, digital skills, transferable skills and job-specific skills by accessing adult learning, education and training opportunities





It is important that learners from all age groups and at all education levels have the opportunity for higher learning.



Annex

Sustainable Development Goals

Targets:

4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Inter-Agency Network for Education in Emergencies Minimum Standards

IDRF will adhere to the Inter-Agency Network for Education in Emergencies (INEE) minimum standards to ensure the rights of vulnerable populations to education in emergencies and post-crisis reconstruction is realized. The INEE minimum standards include:

- **Foundational Standards:** the inclusion of essential areas of community participation and the use of local resources when applying the standards; ensuring that emergency education responses are based on initial assessment which is followed by appropriate and continued monitoring and evaluation;
- **Access and Learning Environment:** the inclusion of partnerships to promote access to learning opportunities and inter-sectoral linkages (such as Health, WASH, Food/Nutrition, Shelter) to enhance security and physical, cognitive and psychological well-being
- **Teaching and Learning:** highlights standards on critical elements that promote effective teaching and learning: a) curriculum, b) training, c) instruction and d) assessment
- **Teachers and other Education Personnel:** the standards surrounding the administration and management of human resources in the field of education, including recruitment and selection, conditions of service and supervision and support
- **Education Policy and Coordination:** the standards on policy formulation and enactment, planning and implementation, and coordination.

INEE Minimum Standards Indicator Framework

IDRF will utilize the INEE minimum standards Indicator Framework to ensure that our EiE program design and implementation adhere to INEE MS. IDRF will refer to the list of indicators:

Foundational Standards

- Percentage of parents actively participating in the conception and implementation of education in emergencies services
- Percentage of parents satisfied with quality and appropriateness of response at the end of the project
- Analysis of opportunity to use local resources is carried out and acted on
- Percentage of regular coordination mechanism meetings attended by program team
- Percentage of education needs assessments, carried out by the relevant coordinating body the program has participated in
- Strength of analysis of context, of barriers to the right to education and of strategies to overcome those barriers
- Percentage of education needs assessment carried out in defined time period
- Number of evaluations carried out
- Percentage of Evaluations shared with parents

Access and Learning Environment

- Net attendance rate
- Percentage of students who meet minimum proficiency levels in reading and mathematics, and/or demonstrate adequate progress in academic, vocational, and/or social and emotional learning (SEL) skills
- Percentage of targeted learning spaces featuring psychosocial support (PSS) activities for children that fulfil at least three out of the four following attributes: a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different sub-groups of vulnerable children
- Percentage of targeted learning spaces with disaster risk reduction (DRR) processes/measures in place
- Percentage of Children, teachers, and other staff who report feeling safe in school and on the way to/from school
- Percentage of targeted learning spaces that meet EiE access, quality and safety standards for infrastructure
- Percentage of learning spaces with gender- and disability-sensitive WASH facilities
- Percentage of targeted learning spaces that offer school meals
- Percentage of learning spaces that offer referrals to specialized health, psychosocial and protection services

Teaching and Learning

- Pupil-textbook Ratio
- Percentage of targeted learning spaces whose learning materials meet minimum quality standards
- Percentage of students in the right grade for their age
- Percentage of targeted crisis-affected children and youth benefitting from relevant skills development (SEL/risk awareness/environmental education/conflict prevention)
- Percentage of targeted learning spaces utilizing curriculum aligned to national standards
- Percentage of teachers who show increased understanding of and practice Teacher's Role & Well-being; Pedagogy; Curriculum & Planning; and Subject Knowledge
- Teacher satisfaction level with TPD activity/activities they have participated in
- Percentage of teachers who report feeling confident in their ability to teach effectively
- Percentage of teachers and other education personnel benefiting from professional development according to assessed needs

- Degree of teachers professional development recognition and/or certification
- Percentage of teachers whose training included methods for how to engage all students equally and in a participatory way
- Percentage of Appropriateness of teaching methods to the age, development level, language, culture, capacities, and needs of learners
- Percentage of teachers who use structures or routines to manage class-room interactions more effectively
- Frequency of parental engagement in communications that inform them of learning content and teaching methods
- Percentage of teachers capable of assessing learning progress
- Degree of use of accreditation, certification, and recognition
- Learning assessments are available in first languages

Teachers and other Education Personnel

- Education personnel selection process is transparent, based on selection criteria that reflect diversity and equity
- Pupil trained teacher Ratio
- Percentage of male/female teachers/administrators
- Percentage of teachers from minority groups
- Percentage of targeted learning spaces in which a code of conduct (i) exists (ii) is enforced and (ii) teachers and communities are trained in /informed about it application
- Percentage of teachers receiving equal/equitable compensation (based on gender, ethnicity, religion; pending context) for same position
- Percentage of teachers and other education personnel compensated
- Percentage of teachers and other education personnel who have signed a contract specifying their compensation and conditions of work
- Percentage of teachers supported through coordinated conditions of work across education actors/partners
- Percentage of targeted learning spaces that have clear disciplinary actions in place for teachers, school leaders, and administrators who have broken the code of conduct

- Percentage of teachers supported through coordinated compensation agreements across education actors/partners
- Percentage of targeted learning spaces that have clear disciplinary actions in place for teachers, school leaders, and administrators who have broken the code of conduct
- Percentage of teachers supported through coordinated compensation agreements across education actors/partners
- Percentage of teachers who report having adequate teaching and learning materials and teaching and preparation space
- Percentage of teachers reporting being sufficiently supported by school leadership
- Percentage of teaching personnel participating in collaborative opportunities with other teacher/administrators
- Percentage of teaching personnel participating in ongoing coaching/mentoring sessions
- Percentage of Teachers who report having sufficient planning time
- Percentage of teaching personnel evaluated/supported through transparent performance appraisal process

Education Policy

- Degree of engagement in evidence-based policy advocacy
- Degree of adherence to national and international policies and laws
- Level of planning for future and current emergencies

Education in Emergencies Gender Kit

The EiE-GenKit provides a series of tools and practical guidance that helps to ensure education in emergencies interventions and programmes are gender-responsive and inclusive.

See Toolkit for further details: inee.org/sites/default/files/resources/eie-genkit-2021-eng.pdf

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Relief Foundation

23 Lesmill Rd. Suite 300

North York ON M3B 3P6

+1 866-497-IDRF (4373)

Charitable Registration

No: 132542705RR0001

www.idrf.ca

f@official.idrf

  @idrfcanada