



EDUCATION IN EMERGENCIES COMPETENCY FRAMEWORK

The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of UN agencies, NGOs, donors, governments, universities, schools, and affected populations working together to ensure all persons the right to quality education in emergencies and post-crisis recovery. To learn more please visit www.inee.org

Published by:
Inter-agency Network for Education in Emergencies (INEE)
c/o International Rescue Committee
122 East 42nd Street, 12th floor
New York, NY 10168
United States of America

INEE © 2020
This document is licensed under a Creative Commons Attribution-ShareAlike 4.0. It is attributed to the Inter-agency Network for Education in Emergencies (INEE).



Citation: Inter-agency Network for Education in Emergencies (INEE). 2020. Education in Emergencies (EiE) Professional Development Competency Framework. New York, NY. www.inee.org License: Creative Commons Attribution ShareAlike 4.0.

Cover image © Andrew Quilty/IRC

Table of Contents

Acknowledgements	4
Foreword	4
About INEE	5
INEE Minimum Standards	5
Education in Emergencies Competency Framework	6
Purpose	6
Competency Domains	7
Competency	8
Competency Levels	8
Humanitarian Guiding Principles	9
Foundational Standards	10
Access and Learning Environment	12
Teaching and Learning	14
Teachers and Other Education Personnel	16
Education Policy	18
References	19



© Melissa Winkler/IRC

Acknowledgements

This framework was commissioned by the Professional Development Workstream under the INEE Standards and Practice Working Group. Additional input and guidance was provided from the INEE Secretariat, the INEE Policy and Advocacy Working Groups. We are grateful for the valuable input provided from the following individuals: Marco Grazia (WVI), Sonia Gomez (NRC), Helena Sandberg (FCA), Minna Peltola (FCA), Caroline Keenan (War Child), Andrea Diaz-Varela (Right to Play), Susan Hirsch-Ayari (Creative), Nadezhna Castellano (Fordham), Kiruba Murugaiah (IRC), Arlo Kitchingman (SCI), Barbara Moser-Mercer (University of Geneva), Jeffrey Dow (SCI), Luca Fraschini (GEC), Charlotte Bergin (INEE), Natalie Brackett (INEE).

Foreword

Education is an essential life-saving and life-sustaining component of humanitarian response. A key responsibility of the education and humanitarian actors is ensuring all people affected by crisis and instability have access to quality, relevant, and safe education opportunities. This includes advocacy for sustainable financing, the development of holistic policies to ensure education preparedness, crisis prevention, mitigation, response, and recovery and the provision of education programs consistent with the Inter-Agency Network for Education in Emergencies Minimum Standards (INEE MS) that are accountable for quality and improved learning.

The Education in Emergencies (EiE) sector faces the challenge of a qualified workforce and presently lacks a harmonized, inter-agency approach to professional development. Furthermore, the protracted nature of crises represents a shift in education service delivery practices which demands an increasingly diverse array of competencies amongst educators and humanitarians. Recent studies on EiE sector workforce development practices and market demand and supply reiterate the need for competency framework to enable EiE stakeholders – in particular practitioners, recruitment managers, and service providers – to better understand and offer what is most relevant for sustaining education in crisis contexts (INEE, 2015; INEE, 2017; UNICEF, 2018).

While there already are a number of agency-specific professional development models for the sector, they are not integrated into a wider, systematic framework. Hence, in line with the above mentioned recommendations, INEE has developed this **Education in Emergencies Competency Framework** (EiE CF) grounded on the INEE Minimum Standards to articulate a common set of competencies. The objectives of the competency framework are to operationalize the INEE Minimum Standards, harmonize capacity building for the sector and directly improve implementation and practice as part of preparedness, response and recovery.

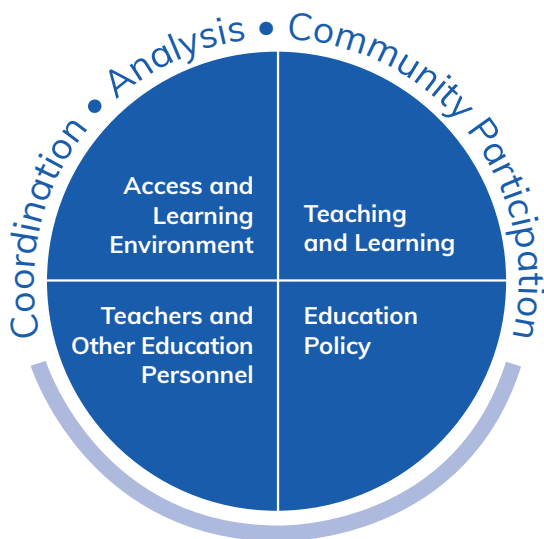
About INEE

The INEE **Strategic Framework 2018-2023** guides the network to play an ever more effective role in the delivery of quality, safe, and relevant education for all those affected by emergencies and protracted crises. The framework focuses on four strategic priorities:

- **Strategic Priority 1:** Provide thought leadership and global advocacy
- **Strategic Priority 2:** Strengthen capacity to deliver quality, safe, relevant, and equitable education for all
- **Strategic Priority 3:** Provide, curate, and organize knowledge to inform policy and practice
- **Strategic Priority 4:** Strengthen and diversify INEE membership

The EiE CF supports the network in fulfilling Strategic Priority 2 as a key capacity building and professional development activity prioritized by INEE members.

INEE Minimum Standards



The INEE Minimum Standards aim 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 in crisis contexts. The Standards serve as a guideline to practitioners and policy makers. They are applicable to a wide range of global crisis response, including natural disasters and armed conflicts, in diverse environments including rural, urban, spontaneous settlements and camps. At the core of the Standards is the community's agency and needs, while providing a harmonized framework to coordinate the educational activities of national governments, other authorities, funding agencies, and national and international agencies.



© Andrew Quilty/IRC



© Ned Colt/IRC

Education in Emergencies Competency Framework

PURPOSE

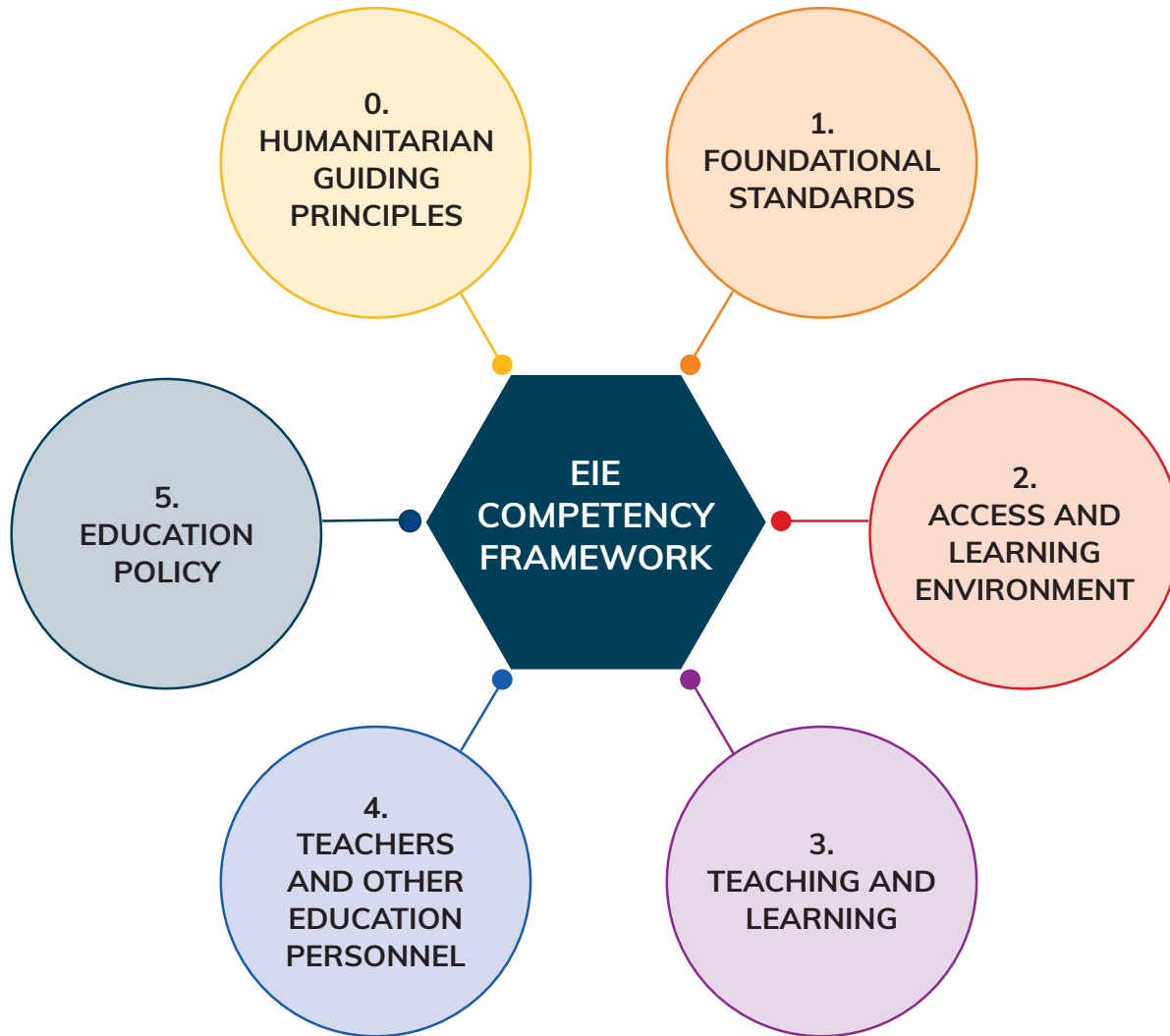
The EiE Competency Framework builds on the INEE Minimum Standards to articulate a set of required, valued and recognized competencies for the humanitarian and education in the emergencies sectors. It broadly describes expected standards of performance across a number of competencies that can be applied to different roles within an organization or sector. The framework provides a common lexicon for core humanitarian and technical competencies and defines expected knowledge, skills and attributes for each.

The framework is intended to inform staff recruitment, learning and professional development, performance management, planning, and organizational design. It is a sector-wide guidance to advance the accountability, effectiveness, and predictability of educational preparedness, response and recovery for affected populations.

The framework is primarily intended for use by EiE practitioners in humanitarian contexts. However, it is also relevant at the global level or in development settings in support of planning and emergency preparedness. It is best used in conjunction with the Core Humanitarian Competency Framework (CHCF) and where applicable, the Child Protection in Humanitarian Action (CPHA) Competency Framework. It is transferable across people, countries, and cultures and can be a valuable tool for entry-, mid-, and senior level professional development.

COMPETENCY DOMAINS

A competency domain is a set of related competencies around a common thematic or area of focus. The EiE Competency Framework is defined across the following six domains.



© Aubrey Wade/IRC



© Andrew Quilty/IRC

COMPETENCY

A competency is a measurable set of knowledge, skills or attributes required to effectively perform a role in an organization or sector. Competencies can be defined for technical knowledge or ability, interpersonal skills, and personal attitudes or values. An individual could inherently possess certain competencies but are expected to intentionally develop them as part of their professional development.

COMPETENCY LEVELS

Competency levels describe a progressive growth in ability for each competency. For this framework each competency is associated with three competency levels that are indicative of the knowledge and experience commensurate with the competency.

- **Level 1** describes individuals who are rather new to the field and implementing EiE programming as part of a team.
- **Level 2** describes individuals with some experience in the field gained from a few assignments across different EiE contexts. They have experience in using contextual information to adapt and operationalize various EiE programming.
- **Level 3** describes individuals who are experts in the field creating, designing or adapting EiE programming and able to train others.

● 0. HUMANITARIAN GUIDING PRINCIPLES

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
0.1 Humanitarian principles	The four humanitarian principles (Humanity, Neutrality, Impartiality, Independence) upheld in all aspects of EiE programming and implementation in humanitarian and fragile contexts	Explain the four humanitarian principles: humanity, neutrality, impartiality, independence; Humanitarian Charter and ICRC Code of Conduct	Apply humanitarian principles to all aspects of EiE programming and implementation	Evaluate/advise on the application of humanitarian principles in complex settings to resolve humanitarian dilemmas
0.2 Humanitarian standards	INEE and humanitarian standards upheld in all aspects of the response	Describe INEE and humanitarian standards and their purpose	Apply INEE and humanitarian standards (including CPMS) to EiE programme design, implementation and monitoring	Verify core standards used in response for quality and accountability
0.3 Rights based approach	A rights based approach applied to all aspects of EiE programming and implementation in humanitarian and fragile contexts	Explain how key rights instruments, particularly CRC, apply to EiE programming	Apply a rights based approach to programme design, implementation and decision making	Verify rights based approach is used in all aspects of response
0.4 Do no harm	Education in emergency programmes do no harm and are conflict sensitive	Describe the humanitarian concept of do no harm and apply in all activities	Describe the INEE Guiding Principles on Integrating Conflict Sensitivity in Education Policy and Programming and apply to EiE programming across the program cycle	Verify do no harm and conflict sensitivity applied in all aspects of response
0.5 Humanitarian-development nexus	Humanitarian programming connected to development policies and planning	Describe development frameworks such as SDG4, national sector plans and their connections to humanitarian response	Use contextually relevant development frameworks, approaches, actors in design and implementation of EiE response	Collaborate with relevant stakeholders to connect EiE responses with long term development frameworks

● 1. FOUNDATIONAL STANDARDS

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
1.1 COMMUNITY PARTICIPATION				
1.1.1 Community participation	Community members and resources (time, labour, in kind) contribute to all stages of the project cycle (analysis, planning/ design, implementation/ monitoring and evaluation)	Explain the importance of and the different types of community participation. Follow a community mobilization plan.	Integrate and implement a range of community mobilization options across the project cycle to maximise community contribution to education delivery	Analyse project for mobilization coherence and intersector synergies. Identify potential for increased efficiency and propose use of appropriate and innovative tools.
1.1.2 Community participation in school management	Community members mobilised and capacitated to participate effectively in school management	Identify and use context relevant mechanisms to support community participation in school management	Build community capacity to participate effectively in school management. Design and implement programs that make use of existing skills and knowledge in the community to deliver education	Analyse how community-based local education action plans integrate with government education policies. Strengthen community participation in the dialogue with education authorities to address needs, rights and concerns of emergency-affected population
1.1.3 Children/youth participation	Children/youth involved in decision making during all stages of the project cycle (analysis, planning/design, implementation/ monitoring and evaluation)	Describe children and youth participation techniques and make use of them in project implementation	Use child and youth participation strategies in the design, implementation and evaluation of EIE projects	Integrate children/youth participation and decision making in education response strategy and create opportunities for child and youth participation in advocacy efforts
1.2 COORDINATION				
1.2.1 Coordination mechanisms	Comprehensive education responses coordinated with humanitarian and development actors	Describe IASC Cluster system and UNHCR refugee coordination model. Participate in Education Cluster or Working Group meetings.	Participate in the development of response strategies lead by the Education Cluster or Working Group, including the HRP, HNO, RRP processes	Lead relevant coordination mechanisms (e.g. Education Cluster or Working Group)

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
1.2.2 Cross-sectoral collaboration	Collaboration across sectors to ensure	Describe cross sectoral approaches and their relevance to EiE response	Participate in and coordinate with clusters and working groups relevant	Facilitate coordination across sectors for optimal humanitarian response
1.2.3 Education authorities	Collaboration with education authorities for a coordinated and comprehensive education response effective, efficient and integrated response	Describe the education authorities within an education system and identify their roles within an EiE response	Engage with education authorities at district and central level to deliver education response in line with community needs and rights for EiE	Work with education authorities to define and implement a comprehensive education response strategy
1.3 ANALYSIS				
1.3.1 Assessment	Participatory methods and rigorous analysis used to assess educational needs of crisis affected children and youth	Identify culturally appropriate methodologies to assess type and scale of education needs	Use participatory methods and rigorous analysis to comprehensively assess educational needs	Use assessment analysis to identify priorities and recommend key response modalities
1.3.2 Monitoring	Monitoring systems in place; education response activities regularly monitored and response adjusted according to evolving needs of target population	Identify relevant indicators to monitor EiE activities; follow a Monitoring and Evaluation plan	Design and use context specific M&E system (both quantitative and qualitative) in alignment with sector response strategy. Adjust programs according to evolving needs of target population.	Negotiate and coordinate within the humanitarian architecture on the most appropriate M&E system (both quantitative and qualitative) to monitor the evolving needs of targeted population and direct the education response implementation
1.3.3 Evaluation	Interventions systematically and impartially assessed to determine their efficiency, effectiveness, impact; findings used to strengthen response	Select impartial and participatory M&E systems to document the impact of the EiE programs. Record best practices and lessons learnt for enhancing response strategy	Implement lessons learnt exercises to adapt and improve response interventions based on feedback received by affected population and the use of rigorous evaluation methods	Use evaluations and lessons learn to redefine response strategies in coordination with the humanitarian architecture, the local education authorities and affected population

● 2. ACCESS AND LEARNING ENVIRONMENT

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
2.1 EQUAL ACCESS				
2.1.1 Barriers to education	Barriers to access, retention and transition at each level of education identified, analysed and addressed	Describe key barriers facing out-of-school and in-school children. Follow an implementation plan to support access, retention and transition.	Work with community to identify OOSC, analyse barriers preventing access, retention and transition, and apply strategies to overcome these barriers	Synthesize and design strategies that reduce multi-dimensional barriers preventing children from accessing, transitioning within and staying in education
2.1.2 Vulnerable groups	Inclusive programme response designed and implemented to support the most vulnerable groups, and to minimises barriers to access, retention and transition at each level of education.	Describe the types of marginalisation and vulnerability facing learners in EiE settings. Follow an implementation plan to support marginalised children and youth	Identify and implement inclusive program responses to support access, retention and transition for marginalised children and youth	Design and evaluate inclusive program responses so marginalised children and youth positively transition through different levels of education
2.1.3 Out of school children	Flexible, accredited and relevant non-formal education opportunities provided for out-of-school, over-age children and youth, supporting transition to formal schooling	Describe relevant Non-Formal Education (NFE) opportunities for OOSC (including over-aged children and youth). Follow an implementation plan to support provision of NFE opportunities	Implement flexible, accredited and relevant NFE programmes for OOSC (including over-aged children and youth)	Work with education authorities so that flexible, accredited and relevant NFE opportunities are available for OOSC (including over-aged children and youth)
2.2 PROTECTION AND WELL-BEING				
2.2.1 Protection	Protection risks identified and programme responses implemented to promote physical and emotional safety of learners accessing and attending education activities	Collaborate with Child Protection to identify protection risks facing learners attending education activities. Use relevant referral pathways.	Collaborate with Child Protection to apply strategies which seek to reduce protection risks facing children, and improve learners' physical and emotional safety. Use referral pathways for children who may need specialist care.	Collaborate with Child Protection to evaluate and design strategies which reduce protection risks facing children and improve learners' physical and emotional safety. Validate that effective referral pathways are in place for children who may need specialist care.

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
2.2.2 Well-being	Psychosocial support and social-emotional learning programmes provided to promote well-being of learners	Explain the role of psychosocial support and social emotional learning programmes in promoting student wellbeing	Identify and implement relevant psychosocial support and social emotional learning programmes which seek to promote student wellbeing	Design and train others on specialized psychosocial support and social emotional learning programmes which seek to promote student wellbeing
2.3 FACILITIES AND SERVICES				
2.3.1 Learning environment	Facilities and services are safe, inclusive and accessible, and meet minimum national and/or SPHERE standards	Describe the characteristics of safe and inclusive learning environments that meet minimum national and/or SPHERE standards	Work with community and children to identify and reduce risks and create safe, inclusive learning environments that meets minimum national and/or SPHERE standards	Design and train others on risk reduction and participatory school improvement methodology which promote and meets minimum national and/or SPHERE standards for safe and inclusive learning environments
2.3.2 Cross-sectoral services and referrals	Sector working groups, local authorities and partners collaborate to ensure full spectrum of relevant services (health, mental health, nutrition, water and sanitation, child protection) available to children and youth	Identify referral and inter/cross-sectoral services (e.g. health, mental health, nutrition, water and sanitation, child protection) available for children and youth	Apply strategies that support referrals and inter/cross-sectoral service delivery for children and youth	Evaluate existing referral systems available for children and youth, and design/improve upon existing systems so that referrals are effective and efficient

● 3. TEACHING AND LEARNING

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
3.1 CURRICULA				
3.1.1 Curricula	Identify, adapt, procure or develop culturally, socially and linguistically relevant curricula appropriate to the context, age and developmental levels of learners	Identify the key considerations for curricula selection in EiE settings (e.g. existing curricula, government constraints, cultural norms...)	Analyse the social and linguistic needs of learners. Identify, adapt or develop appropriate curricula to the context, age, and development levels of learners	Evaluate curriculum needs at a policy and programming level. Advocate and influence sector use of relevant curricula appropriate to the context, age, and developmental levels of learners
3.1.2 Teaching and learning materials	Teaching and learning materials are culturally, socially and linguistically relevant and appropriate to context, age and developmental levels of learners	Identify the key considerations for teaching and learning materials in EiE settings. Distribute relevant teaching and learning materials.	Verify that appropriate teaching and learning materials are available to learners in the classroom. Train and support teachers in the use and development of materials	Work with education authorities to increase the availability of teaching and learning resources. Develop training materials to enable teachers to use and develop teaching and learning materials using local resources
3.2 TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT				
3.2.1 Teacher professional development	Needs-based and context appropriate continuous professional development for teachers, using diverse methodologies including training, mentorships and peer learning	Describe the characteristics and explain the importance of quality teacher professional development and support	Analyse teacher training needs and measure teacher progress. Design and/or adapt TPD tools and deliver effective models of teacher professional development and support (via training, mentoring, coaching etc).	Build staff and partner capacity to deliver effective teacher professional development and support. Integrate effective teacher professional development models into all programme design.
3.3 INSTRUCTION AND LEARNING PROCESSES				
3.3.1 Learners' needs	Teachers' capacity to assess and respond to diverse needs (such as mixed academic level, second language, psychosocial issues) of learners in emergency contexts	Describe the ages and stages of child development, and the implications for teaching and learning	Train and support teachers to assess and respond to the diverse needs of learners (physical, emotional, social, cognitive)	Build staff and partner capacity and design and implement programs that respond to the diverse needs of learners and promote inclusive learning environments that support holistic child development

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
3.3.2 Pedagogy	Teachers' capacity to use contextually appropriate, inclusive teaching methods and learning processes that support the learner's well-being and learning	Identify the types of contextually relevant pedagogical practices that support child well-being and learning	Effectively train and mentor teachers to use contextually relevant and inclusive pedagogical practices that support learning and well-being	Informed by global and context specific research, develop tools and training packages and build staff and partner capacity to support effective teaching, well-being and learning
3.3.3 Classroom management	Teachers' capacity to use positive discipline and promote learners' safety and well-being	Describe the barriers to learner safety and well-being in the classroom. Identify positive discipline practices and behaviours	Evaluate disciplinary practices and learner safety. Build teacher capacity to use positive discipline and to promote learner safety and well-being. Use relevant reporting mechanisms.	Design programs that build teachers' capacity to use positive discipline and promote learners' safety and wellbeing. Build staff and partner capacity to support school safety, and advocate for change at the systems level. Verify sure relevant reporting mechanisms are in place.
3.4 ASSESSMENT OF LEARNING OUTCOMES				
3.4.1 Classroom based assessment	Teachers' capacity to use both formative and summative assessment as appropriate to the context	Explain the purpose of and difference between formative and summative assessment and identify different methods of administering them	Build teacher capacity to use a range of formative and summative assessment strategies and to record learner progress. Verify that learners can access appropriate placement and progress tests and any relevant relevant exams.	Collaborate with other stakeholders in development and harmonisation of placement tests, promotion tests and level exams. Advocate for and develop tools to support greater use of formative assessment.
3.4.2 Measuring learning	Standard proficiency assessments used to identify learning outcomes.	Identify standard tools and processes for assessing learning outcomes. Explain when and why different tools should or should not be used	Select, adapt and use appropriate and contextualised tools and processes to assess learning	Use the results from assessments to design instruction programmes and to assess progress. Train others on how to develop, adapt and use culturally relevant and valid tools.

● 4. TEACHERS AND OTHER EDUCATION PERSONNEL

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
4.1 RECRUITMENT AND SELECTION				
4.1.1 Teacher supply	Assess teacher supply needs and collaborate with education authorities, partners and donors to increase supply of qualified teachers in emergency contexts	Describe the teacher supply challenges and opportunities in emergency contexts	Assess teacher supply needs in a given context (including collecting and analysing relevant teacher data and teacher policies)	Work with education authorities, partners and donors to increase supply of qualified teachers in emergency contexts
4.1.2 Recruitment and selection	Teacher and education personnel recruitment using a participatory and transparent process to ensure quality, diversity and equity	Describe the key and context relevant considerations for the recruitment, selection and deployment of teachers in an emergency context	Facilitate and/or conduct teacher and education personnel recruitment and induction using a participatory and transparent process that promotes quality, equity and diversity	Work together with education actors (including national government) to harmonise and improve recruitment and employment practices across the sector
4.2 CONDITIONS OF WORK				
4.2.1 Compensation and conditions of work	Education authorities and partners coordinate to promote harmonised, fair compensation and clearly defined conditions of work for teachers and education personnel	Explain the challenges associated with teacher compensation and working conditions in emergency settings	Assess needs and implement activities to improve compensation and working conditions of teachers in a specific context	Coordinate with education authorities and partners to promote harmonised, fair compensation and clearly defined conditions of work for teachers and education personnel in line with national and international recommendations
4.2.2 Certification	Professional development opportunities lead to certification for teachers and education personnel	Explain the importance of certification for education personnel in crisis contexts. Describe the barriers that prevent certification, and examples of how these barriers can be overcome.	Analyse the professional status and needs of teachers and education personnel in a specific context. Identify and provide certified TPD opportunities wherever possible.	Design initiatives to support and advocate for certified teacher professional development. Work with relevant education authorities to achieve equitation and accreditation (including across borders).

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
4.3 SUPPORT AND SUPERVISION				
4.3.1 School management	Build capacity for school leadership and use of effective school management tools and systems	Explain the role of school leadership and management structures, and identify relevant tools, policies and practices	Provide capacity building initiatives to strengthen school leadership and school management committees	Design effective school management tools and systems, and appropriate capacity building initiatives to support their use. Work with education authorities so that appropriate support for school leaders is in place.
4.3.2 Supervision	Ongoing support and supervision provided for teachers and other education personnel	Describe the importance of ongoing support and supervision. Identify examples of effective support and supervision practices (e.g. peer-to-peer support, remote coaching etc).	Analyse the support and supervision needs of teachers and education personnel. Provide ongoing support and supervision for teachers and education personnel.	Design programmes and build capacity so that effective support and supervision for education personnel is provided at all levels. Work with education authorities to embed support and supervision at the systems level.
4.3.3 Well-being	A continuum of staff care is provided that includes favorable working conditions, support and supervision, and psychosocial support	Explain the importance of teacher wellbeing and it's relationship with student outcomes. Identify teacher well-being interventions.	Identify well-being needs amongst teachers and education personnel. Implement interventions that support well-being including; PSS-SEL for teachers, peer-to-peer support and supervision, and favorable working conditions.	Verify a continuum of staff care that includes favorable working conditions, support and supervision, and psychosocial support.

● 5. EDUCATION POLICY

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
5.1 LAW AND POLICY FORMULATION				
5.1.1 Advocacy	Prioritisation of free, inclusive education in emergencies for all children and youth advocated for in law, policy and planning	Explain the role of advocacy in supporting Education in Emergencies. Describe a range of advocacy strategies and approaches	Use a range of advocacy strategies to influence policies and practices in support of Education in Emergencies	Develop effective advocacy strategies, informed by contextually relevant evidence and analysis, to influence national and/or global change processes. Demonstrate leadership in high level fora and collaborate with key stakeholders.
5.1.2 Policy commitments	Global and national legal and policy commitments leveraged to promote continuity of free, inclusive education in emergencies for all children and youth	Describe relevant global and national policy commitments that promote free and inclusive education in emergencies for all	Work with education authorities so that global and national policy commitments are implemented at the local level, in line with SDG 4	Influence relevant policy development at the local/ national/global level in support of SDG 4. Work with education stakeholders so that policies are implemented and that policy makers are accountable.
5.2 PLANNING AND IMPLEMENTATION				
5.2.1 Planning	Education authorities supported to include planning for education in emergencies for all children and youth in sector planning, EMIS and other relevant mechanisms	Describe education and humanitarian planning processes and mechanisms. Explain the importance of collaboration with education authorities and effective use of data for educational planning purposes.	Use (and promote use of) data from education management information systems to support effective EiE planning. Identify opportunities to input into sector planning processes.	Work with education authorities to ensure Education in Emergencies is included in relevant planning processes. Work with education authorities to strengthen information management systems and promote the use of data to support more effective planning.

Competency Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
5.2.2 Implementation	Contribute to capacity development of personnel and development of tools and systems to strengthen delivery of education in emergencies	Describe common implementation gaps, and identify global guidance and tools to address such gaps both during immediate response and in the long term (contingency planning, etc.)	Identify implementation gaps specific to the policy and response context. Develop and/or adapt tools and guidance to address capacity gaps and to strengthen implementation.	Work with education authorities and personnel to address capacity development gaps and to develop tools and systems to support the response. Lead collaboration with education authorities and vocational and tertiary education institutions to ensure long-term capacity building strategies and preparedness.

REFERENCES

UNICEF. 2018. "Education in Emergencies: Workforce Strengthening for Protracted Crisis"
 Findings of the 2014/2015 INEE global consultations, the 2017 INEE Global Capacity Development Mapping and Analysis, and the 2018 UNICEF-funded



**Inter-agency Network for
Education in Emergencies**