INEE MINIMUM STANDARDS

INDICATOR
FRAMEWORK

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

About
The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE's work is founded on the fundamental right to education.

Cover Image
Pakistan, 2010 © IRC

FOREWORD

Introduction

The Indicator Framework provides indicators for each INEE Minimum Standard. It has been developed so that organizations can measure the extent to which their programs align with and are making progress on the INEE Minimum Standards. The indicators are not intended to be compulsory; they are simply examples of how projects might demonstrate how the INEE Minimum Standards are being employed within their programming. Donors and organizations have their own indicator banks and requirements, and we are not advocating to replace these. The Indicator Framework draws from existing indicator lists (including Education Cannot Wait (ECW), European Civil Protection and Humanitarian Aid Operations (ECHO), the Global Education Cluster, the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), UNESCO, Teachers in Crisis Contexts), and proposes new indicators where there are gaps.

Rationale

Since the introduction of the INEE Minimum Standards (INEE MS), a range of organizations and individuals have used them as a framework for their work, whether to guide the response planning in acute emergencies or to monitor and evaluate programs being delivered. Organizations may claim they are either working under or meeting the INEE MS. However without associated indicators it has not yet been possible to measure an organization's or program's alignment with the INEE MS. The Indicator Framework gives organizations the opportunity to measure their alignment with and progress against the INEE MS to better understand what they are doing well and what needs improvement. These indicators are intended to support a process of good practice across the sector in order to improve the quality of EiE provision and strengthen accountability to populations affected by emergencies.

Who is the Indicator Framework for?

The Indicator Framework is intended for any organization involved in delivering education in emergency settings, including national governments, donors, coordinating bodies, UN agencies, and local and international civil society organizations.

Possible Uses

This Indicator Framework can be used as a monitoring and evaluation (M&E) tool to measure an organization's or program's alignment with the Minimum Standards or its progress towards the Standards. Donors may embed targets based on these indicators in their proposal requirements.

The Framework can also be used at program proposal or design stage, for implementation, monitoring and evaluation, and advocacy, among other activities. Contextualizing the framework for each setting and purpose will be essential—see the following section.

We recognize that the Foundational Standards and Education Policy domain do not lend themselves well to indicators, given their process nature. Thus the suggestions included are more like checklists than traditional indicators.

Contextualization and Implementation

The Indicator Framework is designed so that organizations can adapt it to their specific contexts and needs. As such, it is not intended to be used for cross-country comparisons, nor is it mandatory in any way. Organizations would not be expected to report on all indicators or disaggregate every indicator for all groups.

The intention is for organizations to adapt the Framework for their own use while still working under the overall framework of the INEE Minimum Standards. It is for organizations to decide what information is most relevant to collect and share for their own use, or for reporting to donors and/or emergency-affected communities. Go to https://inee.org/collections/inee-minimum-standards-contextualizations to see examples of how the Minimum Standards themselves have been contextualized.

Indicators are only as good as the capacity of teams to understand what is being asked in terms of measurement, and the quality of tools available to measure. Within the Framework, there are linked tools for some of the indicators. Again, these are not compulsory, and they will require adaptations; however, they do provide examples of what could be used. Some indicators need example tools—examples are being sourced, and links will be updated when they become available. Please do get in touch (minimum.standards@inee.org) if you have any tools you feel would be helpful and are willing to share them. These will be vetted by INEE members and made available on the INEE website.

The INEE Secretariat is working to include the indicators within training modules and competency frameworks. Ongoing professional development on monitoring and evaluation is essential to increase the quality of M&E.

Parallel Processes

The development of this Indicator Framework has been led by the INEE Standards and Practice Working Group. Other initiatives seeking to enhance the sector's ability to measure progress in education in emergencies include the INEE Data and Evidence Collaborative, the EiE Data Reference Group to drive progress on the outcomes of the 2019 EiE Data Summit, and work by UNESCO on improving uses of Emergency Monitoring and Information Systems (EMIS) in emergency settings.

INEE MINIMUM STANDARDS DOMAINS

1.0 FOUNDATIONAL STANDARDS

This domain details Standards for Community Participation: Participation and Resources; Coordination; and Analysis: Assessment, Response Strategies, Monitoring and Evaluation. They are the basis for the application of the Standards for Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy.

2.0 ACCESS AND LEARNING ENVIRONMENT

The Standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical linkages with other sectors, such as child protection, health, water, sanitation and hygiene (WASH), nutrition, and shelter all of which help to enhance security, safety, and physical, cognitive, and psychological well-being.

3.0 TEACHING AND LEARNING

These Standards focus on the critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.

4.0 TEACHERS AND OTHER EDUCATION PERSONNEL

The 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.

5.0 EDUCATION POLICY

The Standards in this domain focus on policy formulation and enactment, planning, and implementation.

1.0 FOUNDATIONAL STANDARDS

PARTICIPATION

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

1.1 Percentage of parents actively participating in the conception and implementation of education in emergencies services

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of parents consulted	Number of parents	To be defined by program	Gender	Based on OCHA Indicator Registry	Program documentation	No tool required; INEE MS and indicator definitions sufficient	All stages

1.2 Percentage of parents satisfied with the quality and appropriateness of response at the end of the project

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of parents satisfied with the quality and appropriateness of response at the end of the project	Number of parents	100%	NA	Based on OCHA Indicator Registry	Program documentation	Tool required	All stages

RESOURCES

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

1.3 Analysis of opportunity to use local resources is carried out and acted on

Scale	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Scale 1-5 (1 = low, 5 = high)	5	NA	New	Program/ procurement documentation	Tool required	All stages

1.0 FOUNDATIONAL STANDARDS

COORDINATION

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

1.4 Percentage of regular relevant coordination mechanism (i.e., Education Cluster, EiEWG, LEGs) meetings attended by program team

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of regular relevant coordination mechanism (i.e.; Education Cluster, EiE Working Group (WG), Local Education Group (LEG) meetings attended by program team	Number of regular relevant coordination mechanism (i.e. Education Cluster, EiEWG, LEGs) meetings held during organizational presence	100%	NA	New	Meeting records	No tool required; INEE MS and indicator definitions sufficient	All stages

ASSESSMENT

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

1.5 Percentage of education needs assessments, carried out by the relevant coordinating body the program has participated in

These include initial rapid and ongoing/rolling assessments

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of assessments organization contributed to	Number of possible assessments organization could have contributed to	100%	NA	New	Assessment records	No tool required; INEE MS and indicator definitions sufficient	All stages

Foundational Standards — Access and Learning Environment — Teaching and Learning — Teachers and Other Education Personnel — Education Policy

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1.0 FOUNDATIONAL STANDARDS

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.

1.6 Strength of analysis of context, of barriers to the right to education, and of strategies to overcome those barriers

Scale	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Scale 1-5 (1 = low, 5 = high)	5	NA	New	Program documentation	Tool required	All stages

MONITORING

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

1.7 Percentage of education needs assessments carried out in defined time period

Frequency to be defined by organization. Monitoring measures should be relevant to the desired program outcomes

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of education needs assessments carried out per year	Number of education needs assessments required per year	100%	NA	New	M&E plans and results	No tool required; INEE MS and indicator definitions sufficient	During program implementation

EVALUATION

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

1.8 Number of evaluations carried out

Total Number	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of evaluations carried out	NA	NA	New	M&E plans and results	No tool required; INEE MS and indicator definitions sufficient	Program completion

1.9 Percentage of evaluations shared with parents

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of evaluations shared with parents	Number of evaluations	100%	NA	New	M&E plans and results	No tool required; INEE MS and indicator definitions sufficient	Program completion

2.0 ACCESS AND LEARNING ENVIRONMENT

EQUAL ACCESS

All individuals have access to quality and relevant education opportunities.

2.1 Net attendance rate

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of crisis-affected school-age children who attended school during the previous academic week	Number of crisis-affected school-age children	100%	Level of education Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	OCHA Indicator Registry	Government or cluster reporting, school or household-based surveys, M&E mechanisms, school records	DHS	All stages

2.2 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

What defines adequate progress in learning outcomes depends on many factors, such as emergency context, age group, and program aims. This indicator is one that will need to be contextualized according to identified factors.

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of students who meet minimum proficiency levels in reading and mathematics, and/or demonstrate adequate progress in academic, vocational, and/or SEL skills	Number of students	100%	Level of education Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	New	Learning outcome measures	INEE Measurement Library	Once program implementation has begun

PROTECTION & WELL-BEING

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

2.3 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

This indicator reflects the provision of holistic PSS services to children in need, as opposed to "shallow," unstructured activities that are unlikely to yield outcome-level results. The PSS intervention will have to feature at least three of the four following attributes: a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different sub-groups of vulnerable children.

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted learning spaces featuring PSS activities for children that fulfil at least three of the four following attributes: a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different sub-groups of vulnerable children	Number of targeted learning spaces	100%	Could be disaggregated by a), b), c), and d) Formal vs non-formal	New	Program documentation, school policies, school observations. Figures provided can be based on surveys or estimates. Reference should be made to in-country standards for provision of PSS services, or, if the latter do not exist, refer to INEE standards and guidelines.	Tool required	All stages

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2.0 ACCESS AND LEARNING ENVIRONMENT

PROTECTION & WELL-BEING

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

2.4 Percentage of targeted learning spaces with disaster risk reduction (DRR) processes/measures in place

Existence of up-to-date school-level contingency/emergency preparedness plans, or conduction of simulation drills for example

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted learning spaces adopting and operationalizing DRR policies/practices	Number of targeted learning spaces	100%	Formal vs non-formal	OCHA Indicator Registry	Program documentation, school policies, school observations	Tool required	All stages

2.5 Percentage of children, teachers, and other staff who report feeling safe in school and on the way to/from school

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of children, teachers, and other staff who report feeling safe in school and on the way to/from school	Number of children, teachers, and other staff in school	100%	Children/teachers/other staff Level of education Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	New	Survey of students and staff	Tool required	All stages

FACILITIES & 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

2.6 Percentage of targeted learning spaces that meet EiE access, quality, and safety standards for infrastructure

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted learning spaces meeting EiE access, quality, and safety standards for infrastructure	Number of targeted learning spaces	100%	Formal vs non-formal	OCHA Indicator Registry	Learning space inventories, program documentation, cluster reporting, EMIS	Guidance notes on safer school construction	All stages

2.0 ACCESS AND LEARNING ENVIRONMENT

FACILITIES & 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

2.7 Percentage of learning spaces with gender- and disability-sensitive WASH facilities

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of learning spaces with gender- and disability-sensitive WASH facilities	Number of targeted learning spaces	100%	Formal vs non-formal	OCHA Indicator Registry	Learning space inventories, program documentation, cluster reporting, EMIS	UNRWA Education in Emergencies Indicator Bank, page 19	All stages

2.8 Percentage of targeted learning spaces that offer school meals

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted learning spaces that offer school meals	Number of targeted learning spaces	100%	Formal vs non-formal	New	Program documentation	No tool required; INEE MS and indicator definitions sufficient	All stages

2.9 Percentage of targeted learning spaces that offer referrals to specialized health, psychosocial, and protection services

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted learning spaces that offer referrals to specialized health, psychosocial, and protection services	Number of targeted learning spaces	100%	Formal vs non-formal	New	Program documentation	No tool required; INEE MS and indicator definitions sufficient	All stages

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3.0 TEACHING AND LEARNING

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.

3.1 Pupil-textbook ratio

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of students	Number of textbooks	1:1	Level of education Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status *As relevant*	New	School administrative data	Right to Education Monitoring Guide	All stages

3.2 Percentage of targeted learning spaces whose learning materials meet minimum quality standards

Curricula, textbooks, and other learning materials should be inclusive, conflict-sensitive, gender-transformative, promote SEL and PSS, etc.

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted learning spaces where learning materials meet minimum standards of quality	Number of targeted learning spaces	100%	*Formal vs non-formal*	New	Learning material analysis	Tool required	All stages

3.3 Percentage of students in the right grade for their age

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of students at a grade level appropriate to within one year of their age	Number students	100%	Level of education Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status *As relevant*	New	School administrative data	No tool required; INEE MS and indicator definitions sufficient	All stages

3.0 TEACHING AND LEARNING

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.

3.4 Percentage of targeted crisis-affected children and youth benefiting from relevant skills development (SEL / PSS / risk awareness / environmental education / conflict prevention)

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted crisis-affected children and youth benefiting from relevant skills development (SEL/PSS/risk awareness/environmental education/conflict prevention)	Number of identified crisis-affected children and youth needing relevant skills development (SEL/PSS/risk awareness/environmental education/conflict prevention)	100%	Level of education Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	New	Learning outcome measures	Tool required	All stages

3.5 Percentage of targeted learning spaces utilizing curriculum aligned to national standards
In formal settings, the national curriculum should be used. In non-formal settings, the curriculum should be appropriate and compatible with the national curriculum.

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted learning spaces utilizing curriculum aligned to national standards	Number of targeted learning spaces	100%	Formal vs non-formal	New	Program documentation	Tool required	All stages

TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT
Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

3.6 Percentage of teachers who show increased understanding of and practice Teacher's Role & Well-being; Child Protection, Well-being; Inclusion; Pedagogy; Curriculum & Planning; and Subject Knowledge

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers who show increased understanding of and practice Teacher's Role & Well-being; Child Protection, Well-being; Inclusion; Pedagogy; Curriculum & Planning; and Subject Knowledge	Number of teachers	100%	Gender	TiCC	Classroom observation, teacher survey	World Bank's open-source classroom observation tool Teach	All stages

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3.0 TEACHING AND LEARNING

TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT

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

3.7 Teacher satisfaction level with TPD activity/activities they have participated in

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers satisfied with TPD activities they have participated in	Number of teachers	100%	Gender	TiCC	Teacher survey	Tool required	All stages

3.8 Percentage of teachers who report feeling confident in their ability to teach effectively

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers who report feeling confident in their ability to teach effectively	Number of teachers	100%	Gender	TiCC	Teacher survey	Tool required	All stages

3.9 Percentage of teachers and other education personnel benefiting from professional development according to assessed needs

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers and other education personnel benefiting from professional development according to assessed needs	Number of teachers	100%	Gender	New	Program administrative data	Tool required	All stages

3.10 Degree of teacher professional development recognition and/or certification

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers whose TPD is recognized or certified	Number of teachers	100%	Gender	New	Program documentation	Tool required	All stages

3.0 TEACHING AND LEARNING

INSTRUCTION & LEARNING PROCESSES

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

3.11 Percentage of teachers whose training included methods for how to engage all students equally and in a participatory way

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers whose training included methods in how to engage all students equally and in participatory way	Number of teachers	100%	Gender	New	Teacher survey	Tool required	All stages

3.12 Appropriateness of teaching methods to the age, developmental level, language, culture, capacities, and needs of learners

Scale	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Scale 1-5 (1 = low, 5 = high)	5	NA	New	Classroom observation	World Bank's open-source classroom observation tool Teach	All stages

3.13 Percentage of teachers who use structures or routines to manage classroom interactions more effectively

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers who demonsrate effective use of structures or routines for managing classroom interactions	Number of teachers	100%	Gender	New	Classroom observation	World Bank's open-source classroom observation tool Teach	All stages

3.14 Frequency of parental engagement in communications that inform them of learning content and teaching methods

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of parent-teacher engagement sessions	Per year	To be defined by program	NA	New	Program documentation	No tool required; INEE MS and indicator definitions sufficient	All stages

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3.0 TEACHING AND LEARNING

ASSESSMENT OF LEARNING OUTCOMES
Appropriate methods are used to evaluate and validate learning outcomes.

3.15 Percentage of teachers capable of assessing learning progress

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers who are trained in and use continuous student formative learning assessments	Number of teachers	100%	Gender	New	Classroom observation	World Bank's open-source classroom observation tool Teach	All stages

3.16 Degree of use of accreditation, certification, and recognition
Measures whether students' learning achievements are formally recognized through accreditation, certification, or some other form of recognition. This is particularly relevant when completing levels, such as primrary or secondary

Scale	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Scale 1-5 (1 = low, 5 = high)	5	NA	New	Program documentation	No tool required; INEE MS and indicator definitions sufficient	All stages

3.17 Learning assessments are available in first languages

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of languages available for assessments	Number of first languages	100%	NA	New	Program documentation	No tool required; INEE MS and indicator definitions sufficient	All stages

4.0 TEACHERS AND OTHER EDUCATION PERSONNEL

RECRUITMENT & 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.

4.1 Education personnel selection process is transparent, based on selection criteria that reflect diversity and equity

Scale	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Scale 1-5 (1 = low, 5 = high)	5	NA	New	School / program administrative data / documentation	Tool required	All stages

4.2 Pupil-trained teacher ratio

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of students	Number of trained teachers	Equal to or below the national average	NA	UNESCO	School/program administrative data	No tool required; INEE MS and indicator definitions sufficient	All stages

4.3 Percentage of male/female teachers/administrators

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of male/female teachers and/or administrators	Number of teachers and/or administrators	50%	Gender	ECW	School/program administrative data	No tool required; INEE MS and indicator definitions sufficient	All stages

4.4 Percentage of teachers from minority groups

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers from minority groups	Number of teachers	To be defined by percentage of minority groups in relevant community	Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	New	School/program administrative data	No tool required; INEE MS and indicator definitions sufficient	All stages

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4.0 TEACHERS AND OTHER EDUCATION PERSONNEL

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

4.5 Percentage of targeted learning spaces in which a code of conduct (i) exists (ii) is enforced and (iii) teachers and communities are trained in / informed about its application

Measures the application of codes of conduct for teachers and administrators in programs. Codes of conduct are developed locally and should reflect the different contexts of operations, rather than being "one-size-fits-all." Figures can be provided based on surveys or estimates. To qualify, learning spaces should display all of (i), (ii), and (iii).

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted learning spaces whereby a code of conduct (i) exists, (ii) is enforced, and (iii) teachers and communities are trained in / informed about its application	Number of targeted learning spaces	100%	Formal vs non-formal	ECW	School/program administrative data	Tool required	All stages

4.6 Percentage of teachers receiving equal/equitable compensation (based on gender, ethnicity, religion; pending context) for same position

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers receiving equitable compensation compared to other teachers at the same level	Number of teachers at each level	100%	Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	New	School/program administrative data	No tool required; INEE MS and indicator definitions sufficient	All stages

4.7 Percentage of teachers and other education personnel compensated
Adequate levels of compensation should be defined by the program

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers and other education personnel compensated	Number of teachers and other education personnel	100%	Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	ECW	School/program administrative data	No tool required; INEE MS and indicator definitions sufficient	All stages

4.0 TEACHERS AND OTHER EDUCATION PERSONNEL

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

4.8 Percentage of teachers and other education personnel who have signed a contract specifying their compensation and conditions of work

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Numbers of teachers and other education personnel who have signed contracts specifying compensation and conditions of work	Number of teachers and other education personnel	100%	Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	New	School/program administrative data, teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

4.9 Percentage of teachers supported through coordinated conditions of work across education actors/partners

Job descriptions, descriptions of working conditions, and codes of conduct should be included in contracts. These should specify

- job tasks and responsibilities;
- compensation;
- attendance requirements;
- hours and days of work;
- length of contract;
- code of conduct;
- support, supervision and dispute resolution mechanisms.

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers supported through coordinated conditions of work across education actors/partners	Number of teachers	100%	Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	New	School/program administrative data, teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

4.10 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

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of targeted learning spaces that have clear disciplinary actions in place for teachers, school leaders, and administrators who have broken the code of conduct	Number of targeted learning spaces	100%	Formal vs non-formal	ECW	School/program administrative data, teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

Foundational Standards Access and Learning Environment Teaching and Learning Teachers and Other Education Personnel Education Policy

4.0 TEACHERS AND OTHER EDUCATION PERSONNEL

CONDITIONS OF WORK

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

4.11 Percentage of teachers supported through coordinated compensation agreements across education actors/partners

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers supported through coordinated compensation agreements across education actors/partners	Number of teachers	100%	Gender Ethnicity Mother tongue Wealth quintile Disability Displacement status As relevant	New	School/program administrative data, teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

SUPPORT & SUPERVISION

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

4.12 Percentage of teachers who report having adequate teaching and learning materials and teaching and preparation space

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers who report having adequate teaching and learning materials and teaching space	Number of teachers	100%	Gender	New	Teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

4.13 Percentage of teachers reporting being sufficiently supported by school leadership

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers who report being sufficiently supported by school leadership	Number of teachers	100%	Gender	New	Teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

4.0 TEACHERS AND OTHER EDUCATION PERSONNEL

SUPPORT & SUPERVISION

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

4.14 Percentage of teaching personnel participating in collaborative opportunities with other teachers/administrators

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teaching personnel participating in collaborative opportunities with other teachers/ administrators	Number of teachers	100%	Gender	New	School/program administrative data, teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

4.15 Percentage of teaching personnel participating in ongoing coaching/mentoring sessions

Ongoing support differentiates from one-off training sessions

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teaching personnel participating in ongoing coaching/ mentoring sessions	Number of teachers	100%	Gender	TiCC	School/program administrative data, teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

4.16 Percentage of teachers who report having sufficient planning time

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teachers who report having sufficient planning time	Number of teachers	100%	Gender	Modified TiCC	Teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

4.17 Percentage of teaching personnel evaluated/supported through transparent performance appraisal process

Numerator	Denominator	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Number of teaching personnel evaluated/ supported through transparent performance appraisal process	Number of teachers	100%	Gender	Modified TiCC	School/program administrative data, teacher survey	No tool required; INEE MS and indicator definitions sufficient	All stages

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5.0 EDUCATION POLICY

LAW & POLICY FORMULATION

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

5.1 Degree of engagement in evidence-based policy advocacy

Where national policies are inadequate, organizations participate in or support evidence-based advocacy for improving national policies.

Scale	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Scale 1-5 (1 = low, 5 = high)	4+	NA	New	Program documentation	Tool required	All stages
Level 1—Organization is not aware of national policy deficiencies and does not seek to improve national policy						
Level 3—Organization engages in policy advocacy but does not rely on evidence-based approaches						
Level 5—Organization understands national policy deficiencies, and either leads or contributes to coalition efforts to strengthen national policies using evidence-based approaches						

5.0 EDUCATION POLICY

PLANNING & IMPLEMENTATION

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

5.2 Degree of adherence to national and international policies and laws

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

Scale	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Scale 1-5 (1 = low, 5 = high)	4+	NA	New	Program documentation	Tool required	All stages
Level 1—Organization does not factor in national or international standards in program design						
Level 3—Organization has understanding of national and international standards but does not meet these standards in program design, implementation, monitoring, or evaluation						
Level 5—Organization uses all relevant national and international standards as a minimum standard in program design, implementation, monitoring, and evaluation						

5.3 Level of planning for future and current emergencies

Plans are up to date and address full cycle of EiE response, from preparedness through response and recovery. This could be broken into sub-indicators for each stage, if relevant.

Scale	Target	Disaggregation	Indicator Source	Data Source	Available Tool	Crisis Phase
Scale 1-5 (1 = low, 5 = high)	4+	NA	New	Program documentation	Tool required	All stages
Level 1—Organization does not have plans for responding to future emergencies						
Level 3—Organization has plans for responding to future emergencies, but plans are either out of date or lack sufficient detail						
Level 5—Organization has detailed plans, that are regularly updated to respond to forseeable emergencies, as well as contingency plans for responding to unforseeable emergencies						

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