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بعنوان

**The Degree of the (INEE) Minimum Standards of Education  
in Emergencies Application in Gaza.**

درجة تطبيق الحد الأدنى من معايير (INEE) للتعليم في حالات الطوارئ في غزة

إعداد

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## The Degree of the (INEE) Minimum Standards of Education in Emergencies Application in Gaza.

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### • ملخص الدراسة:

هدفت الدراسة لإيجاد درجة تطبيق الحد الأدنى من معايير INEE للتعليم في حالات الطوارئ في غزة. ومن تحقيق هدف الدراسة، صممت استبانة لجمع المعلومات وتحليلها. كانت الاستبانة في خمس محاور وهي: الحد الأدنى من المعايير، توفير البيئة التعليمية، عملية التعليم والتعلم، المعلمون والعاملون في مجال التعليم، سياسات التعليم. تكونت مؤشرات هذه المحاور الخمس من 111 مؤشراً.

بلغت عينة الدراسة والتي تم اختيارها عشوائياً 14 شخصاً من صناع القرار في التعليم. بعد جمع المعلومات تم تحليلها إلى نسب مئوية لإيجاد النتائج. وبناءً على نتائج هذه الدراسة الوصفية التحليلية، توصل الباحث إلى النتائج التالية: جميع المعايير والمؤشرات التي حصلت على درجة قليلة من التطبيق كانت لها علاقة مباشرة بمشاركة المجتمع في جميع نشاطات العملية التربوية عند تطبيق الحد الأدنى من معايير (INEE) للتعليم في الطوارئ.

## **The Degree of the (INEE) Minimum Standards of Education in Emergencies Application in Gaza.**

- **Abstract:**

The purpose of this study was to examine the perceptions of the education decision makers regarding the application (INEE) minimum standards of education in emergencies Application in Gaza. A questionnaire design was employed in this investigation to collect and analyse the data in five domains; the minimum standards, access learning environment, teaching and learning, teachers and other education personnel and teaching policy in 111 indicators.

Fourteen of the education decision makers were randomly selected to participate in the study. The data was tested through the application of the percentage analysis to find the results. Based on the findings, derived from the result of this descriptive analysis study, the researcher reached the following conclusions; all items and domains related to the community participation in all educational process activities have got the lowest degrees when applying the (INEE) minimum standards of education in emergencies.

**Introduction:**

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from the generation to the next through storytelling, discussion, teaching, training and/or research ( Dewey, 1944).

The 1960 UNESCO Convention against Discrimination in Education, Article 1 (2) considered Education as one of the most essential rights for human beings as: "all types and levels of education, (including) access to education, the standard and quality of education, and the conditions under which is given (Beiter, 2005).

Article 26 of the Universal Declaration of Human Rights and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights are devoted to recognition of the right to education, and sets out some of the principles applicable to this right. First, education should be free at least in the elementary and fundamental stages, secondly, it is stated that this elementary education will be compulsory. Finally, as regards higher education, we are told that access to it shall be equally accessible to all on the basis of merit ( Isa De Feyter, 2006: 105 ).

According to Save the Children (2008), there are 72 million children out of school worldwide and more than half of them live in conflict-affected fragile states. Around 750,000 children have their education disrupted or miss out entirely on education owing to humanitarian disasters each year.

According to Save the Children (2008), the 2008 annual report of Vernor Munoz, UN Special Rapporteur on the Right to Education, focuses on education in emergency situations and " urges the international community to commit more wholeheartedly to the implementation of the right to education in emergencies".

For UNESCO, an educational emergency is a crisis situation created by conflicts or disasters which have destabilized, disorganized or destroyed the education system, and which require an integrated process of crisis and post-crisis support ( UNESCO, 1999). UNICEF has used the term 'emergency' to include natural disasters such as floods and earthquakes, and human-made crises such as civil strife and war, as well as 'silent emergencies' such as HIV/AIDS, extreme poverty and children living on the streets (Pigozzi, 1999).

The International Network for Education in Emergencies (INEE) argues that education is critical for all children, but urgent for tens of millions of children affected by emergencies; disaster and crisis, the right to education remains an unfulfilled promise:

- approximately 57 million children are out of school worldwide. More than half of them are living in conflict-affected states. 55% of the children living in conflict zones are female. Millions more are living in situations affected by natural disasters.

- 20 million adolescents of lower secondary school age not enrolled in schools live in conflict-affected countries. 11 million of these adolescents are female. Girls only account for 30% of refugees enrolled in secondary school.

- The world faces a shortfall of 3.3 million primary school teachers and 5.1 million lower secondary school teachers by 2030 and areas of great need of education personnel are countries affected by emergencies and disasters. Due to the previous global situations and from 2008 till 2014, 3 wars were committed with their crimes against Gaza strip. People stayed in shelters for about 51 days, people still till writing this report live in shelters. From here, the study asks:

### **Study questions**

What are the INEE minimum standards of education in emergencies?

What is the degree of the implementation of the ( INEE ) minimum standards of education in emergencies?

### **Study objectives**

The study aims at:

1. Identifying the INEE minimum standards of education in emergencies.
2. Highlighting the degree of implementation of the ( INEE ) minimum standards of education in emergencies in Gaza.
3. Suggesting some programmes to improve emergency education in Gaza.

### **The importance of the study:**

1. It can be considered as the first study focuses on emergency education in Gaza.
2. The study can help decision makers design different types of programmes to improve education in emergencies in Gaza.
- 3.

**Limitations of the study:**

1. The study focuses only on the degree of the implementation of the (INEE) minimum standards of education in emergencies.
2. The study focuses only on education in emergencies in Gaza.
3. The study focuses on education decision makers.

**Definition of operational terms:****Degree of implementation:**

It's a judge about how much a process, system or program was being applied for improvement or development purposes. Normally, this judgment occurs in ranking or positioning styles.

**The ( INEE ) Minimum Standards**

The Minimum standards of education in emergencies are the standards were designed and put by the INEE ( International Network of Education in Emergencies ) in 2010. The Minimum standards include 5 domains; community participation, access and learning environment, teaching and learning, teachers and other teaching personnel, and education policy.

**Emergency education:**

Emergency education refers to education for populations affected by unforeseen situations such as armed conflict or natural disasters (Sinclair, 2007).

**Theoretical background**

Emergencies cause major disruption of education systems. schools and colleges are often damaged during armed conflict, or used for temporary shelters of the homeless or the displaced people.

Education in emergencies has become a main subject of interest in teaching and learning science also due to the apparent increase in natural disasters occurred over the last century ( EiE - Wright, 2012).

UNESCO has identified training for natural disaster preparedness as a core issue aims at enabling the learners to protect themselves and to behave correctly during such blasting events. Several studies confirm the necessity of this training as a part of the national primary and secondary school curricula and be included in several school subject, such as geography, social sciences, biological sciences, forensics, physics, history and domestic sciences ( Stoltman, 2004).

**The reasons behind designing education in emergencies program as INEE are:**

1. Humanitarian relief typically involved the provision of food, shelter, water and sanitation and healthcare. If the conflict resumes for over times and families remain in refugee camps or shelters, it is clear that education cannot wait for stable times to reconstruct education system.
2. In emergency situations, quality education provides physical, psychosocial and cognitive protection.
3. Education is one of the human rights according to the Universal Declaration on Human Rights (1948) and the Convention on the Rights of the Child (1981). It is an enabling right; gaining and utilizing the knowledge and skills.
4. Education in emergencies programmes offer opportunities to build back better education systems and improve the quality of and access to education; work with communities, add excluded groups like females and disabled children. New topics are added to the new programmes; peace, tolerance, conflict resolution, human rights, and environmental conservation.
5. In crisis, communities often start up some kind of education themselves with less capacity and fewer resources. However, the most important two responses are essential, recreation which is often valued by children during and after the crisis and establishing the space for education to supplies to play recreation activities.
6. Identifying the challenges and strategic opportunities as part of a UN background.
7. The need for a safe and protective educational environment as direct attacks on school facilities, children and teachers attending school are common around the world despite the fact that schools are protected under a range of international conventions and International Humanitarian Law.
8. Crises offer an opportunity to build back better and work with governments and communities for social transformation by creating more equitable educational systems and structures which allow excluded groups; young children, females, adolescents, disabled children, refugees and internationally displaced people, to attend

school. Vocational training programs opportunities, life skills; communication skills, dangerous diseases awareness, leadership development and conflict mediation training shall also take place in education emergency.

9. Coordination between government, communities and NGOs in emergencies ought to be of high levels for prevention, preparedness and responses purposes.
10. Education in conflict-affected and fragile states is grossly underfunded by effective links between humanitarian and development policy and financing is challenging for donors.

In 2003, a team work was established for developing the minimum international standards for education in emergencies. The initiative was hosted within the International Network for Education in emergencies (INEE). INEE is formed from UN organisations, NGOs, donating organisations, physicians, researchers, affected groups, to insure the right of education of people who suffer from emergencies, and to insure rebuilding in post crisis times.

**The INEE minimum standards of education in emergencies:**

The world's education ministers endorsed the principals of the children's right to get education in emergencies during the World Education Forum in Dakar in 2000. Their goal was to meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help prevent violence and conflict (UNESCO, 2000). The technical following-up consultation in November, 2000 led to the creation of the Inter-agency Network for Education in Emergencies (INEE). The INEE gathers in one net the institutions and individuals with an interest in education in emergencies. The governing body comprises UNHCR, UNICEF, UNESCO, the World Bank and leading NGOs.

The INEE organises regional and global consultations, leading to the widely endorsed Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction ( INEE, 2004). These standards are currently being disseminated through national, regional and global trainings.

## **Emergencies ( UNICEF, 2006):**

### **a. Natural disasters:**

Floods are most frequent in Africa, Asia and Europe. Windstorms are most common in the Americas and Oceania. Windstorms are the second most frequent cause of disasters in Asia and Europe and floods in the Americas and Oceania. Half of all earthquakes and tsunami disasters occur in Asia.

### **b. Epidemics, Pandemics and HIV/AIDS**

Health emergencies can have a devastating impact on education systems. In Africa, for example, HIV/AIDS has had a terrible impact, leading to increased teacher attrition and absenteeism for teachers and students alike. Children drop out of school due to changes in family circumstances when they are forced to become heads of households. Because of the stigma of HIV/AIDS, orphans are often excluded from school. All these effects need special planning and programmes to address them. The impact of a potential Human Influenza Pandemic would require that educational systems be shut down for months, making preparations for home and distance learning essential.

### **c. Armed Conflict**

Armed conflict traumatizes children, leaving deep and lasting scars that can remain far longer than the violence. Even when children do not experience the direct consequences of the violence, they may become orphans, experience sexual abuse or exploitation, suffer landmine injuries or death, or be forced to join in the fighting. Once the conflict ebbs, they may have to battle disease, inadequate shelter, or limited or no access to basic essential services. Conflict has a notable impact on children's schooling as students often have interrupted attendance because of insecurity, lack of teachers, or attacks directed at schools and teachers are now the leading cause of world hunger.

## **UNICEF's Principles and Frameworks for Action**

Education in emergencies is not only important as a fundamental right of children, but as a means for both psychological recovery and social integration. Children are empowered through education. Access to education in emergencies is important because:

- Education is a fundamental right of all children in all countries and in all situations. It is essential to the normal development of children in all circumstances. The psychosocial aspects of education and schooling are particularly important to a child's overall development.
- Regular schooling is one of the most important means of restoring a sense of normality to the lives of children in disrupted communities, and it contributes significantly to overcoming the psychological and other forms of distress that many will have experienced.
- Children in emergencies have the same rights as any other children to education of good quality that meets their basic learning needs. Modes of delivery, approaches and content may have to reflect the contextual realities, but the goal is to strive for the highest possible quality of learning experience for children.
- Emergencies often create additional urgent learning needs that must be incorporated into the learning activities, including messages about safety and protection, health, hygiene and sanitation, HIV/AIDS and mine awareness.
- Equal access for girls is a necessary but not sufficient condition for gender equality in education. The entire education system, not just the curriculum, must be gender-sensitive and attentive to equity and diversity issues.
- Education programmes in situations of crisis or chronic instability should include provision for the needs of children at risk, such as children with disabilities, unaccompanied minors, street children, children affected by HIV/ AIDS, child soldiers, and child labourers.
- An education in emergencies programme should have a long-term development perspective and not merely be a series of stop-gap measures. Simple initial steps should be designed to contribute to the ultimate rebuilding of the education system.

- Emergency situations often present opportunities to 'build back better' by introducing innovations and change to the system, curriculum and teaching/ learning practices, and building construction codes.
- This does not mean building a new system from scratch, but rather starting with what is familiar while identifying the issues and practices that need to be transformed.
- Parents and community should be respected key initiators in the reestablishment of learning, and key partners in its subsequent development. Community resources should be included as part of the 'package' of learning materials.
- Education in emergencies responses must, wherever possible, be conducted in partnership with whatever local authorities exist - be they local education committees, camp committees, the local government education authorities, or the government of the host country in the case of refugees. Planning should provide for reintegration of education in emergencies activities into the normal national education system, and should establish links, in the case of refugees, with the educational authorities in the country of origin, wherever practical and possible.
- The right of adolescents to basic education, which may have been disrupted by conflict or emergency, must be accommodated. Non-formal and formal approaches may be used to meet the basic learning needs of youth.

### **Previous studies:**

#### **1. Sommers, 1998**

This report can be the first line of emergency educators during a humanitarian crisis. The research took place in Burundian refugee camps in Tanzania and internally displaced communities in Colombia in 1998 after war. It argues that, before international educators either visit a humanitarian emergency site or import assistance there, many refugee and displaced communities are already educating their children themselves.

The central focus of ' Education in emergencies for Children ' is primary school-level education activities taking place during humanitarian emergencies. The study tool was the interviews with refugee and displaced educators, parents and children, local government officials, and key members of the international humanitarians. Refugees' responses were collected about the United Nations ' Teacher Emergency Package ( TEP ) or School-in-a Box.

The study recommended the policy makers to promote education programming in emergencies in cooperation with local communities, educators, administrators, experts and offer training for all education in emergencies members.

## **2. Sinclair,**

This paper reviews the rationale for education in situations of emergency and crisis, and the basic principles for education in emergencies. It examines how these principles were reflected in some recent emergencies. It also aims at preparing for new population movement such as refugee influxes. As new innovative programmes are being developed for internally displaced populations and for those living in disturbed or temporarily failed states such as Somalia It shows that reasons for education in emergency include the psychosocial needs of children and adolescents affected by trauma and displacement. It also highlighted the rapid response in crisis by using a community-based approach, with capacity-building through training of teachers, youth leaders and school management committees. Recommendations include the strengthening of institutional commitment and preparedness, in terms of policy, staffing arrangements and training, and funding.

### **To answer question 1 of the study which was:**

#### **What are the INEE Minimum Standard of Education in Emergencies?**

The researcher reviewed the INEE website and publications to identify the INEE minimum standards. According to ( INEE, 2010), the minimum standards are;

#### **The INEE Minimum Standards:**

These are qualitative in nature and specify the minimum levels to be attained in the provision of education response.

## **1. Community Participation**

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

### **Standard A: Participation**

Emergency-affected community members actively participating in assessing, planning, implementing, monitoring and evaluating the education programme.

### **Standard B: Resources**

Local community resources are identified, mobilised and used to implement education programmes and other learning activities.

## **2. Analysis**

### **Standard A: Initial assessment:**

A timely education assessment of the emergency situation is conducted in a holistic and participatory manner.

### **Standard B: Response strategy:**

A framework for an education response is developed, including a clear description of the problem and a documented strategy for action.

### **Standard C: Monitoring:**

All relevant stakeholders regularly monitor the activities of the education response and the evolving education needs of the affected population.

### **Standard D: Evaluation:**

There is a systematic and impartial evaluation of the education response in order to improve practice and enhance accountability.

## **3. Access and Learning Environment**

### **Standard A: Equal access**

All individuals have access to quality and relevant education opportunities.

### **Standard B: Protection and well-being**

Learning environments are secure, and promote the protection and mental and emotional well-being of learners.

**Standard C: Facilities:**

Education facilities are conducive to the physical well-being of learners.

**4. Teaching and Learning****Standard A: Curricula**

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency situation.

**Standard B: Training**

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

**Standard C: Instruction**

Instruction is learner-centred, participatory and inclusive.

**Standard D: Assessment**

Appropriate methods are used to evaluate and validate learning achievements.

**5. Teachers and Other Education Personnel****Standard A: Recruitment and selection**

A sufficient number of appropriately qualified teachers and other education personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equality.

**Standard B: Conditions of work:**

Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

**Standard C: Support and Supervision**

Supervision and support mechanisms are established for teachers and other education personnel, and are used on a regular basis.

**6. Education Policy and Coordination****Standard A: Policy formulation and enactment**

Education authorities prioritise free access to schooling for all, and enact flexible policies to promote inclusion and education quality, given the emergency context.

**Standard B: Planning and implementation**

Emergency education activities take into account national and international educational policies and standards and the learning needs of affected populations.

### **Standard C: Coordination**

There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

To answer the second question which was

#### **What is the degree of the (INEE) Minimum Standards of Education in Emergencies in Gaza?**

The researcher designed his study as follows;

**Study methodology:** The researcher implemented the descriptive analysis methodology according to the nature of the study questions and collected data.

**Study sample:** The study sample consisted of 14 persons from education decision makers in Gaza education fields.

#### **Study tool:**

1. The researcher used the questionnaire which was built by the help of the INEE books, publications, and website.
2. The researcher contacted the INEE who supported him with the needed materials.
3. The researcher read the minimum standards of education in emergencies.
4. The researcher read the minimum standards of education in emergencies and then design the questionnaire using Likert scale.
5. The researcher designed the questionnaire deciding that 1: represents the Very low degree of application while 5: represents the very high degree of application.
6. The tool was formed in 111 items distributed into 5 main domains as follows:
  - **Domain 1:** Minimum standards which consists of 36 items.
  - **Domain 2:** Access Learning Environment which consists of 26 items.
  - **Domain 3:** Teaching and learning which consists of 24 items.
  - **Domain 4:** Teachers and other education personnel which consists of 13 items.
  - **Domain 5:** Teaching policy which consists of 12 items.

**The tool validity:**

The researcher employed the questionnaire which represents the indicators of implementing the ( INEE, 2010 ) minimum standards of education in emergencies. The researcher put the indicators in the form of a questionnaire using the Likert scale to measure the degree of the (INEE) minimum standards' implementation in Gaza in five domains with 111 indicators.

**Referee validity:** The tool validity was measured by 5 referees from the university professors and education decision makers. Their comments were taken in consideration.

**Internal validity:** It is correlation between the domains of the questionnaire and the items of each domain. The researcher used the SPSS in order to find the correlation of each domain with the total of the domains as follows:

**Table (1): Domains Correlation with the total**

Domain	Correlation with total
Domain 1	0.877**
Domain 2	0.775**
Domain 3	0.913**
Domain 4	0.698**
Domain 5	0.670**

\*\*Correlation is significant at the level 0.01 level ( 2-tailed).

Table (1) shows that the correlation of all domains with the total was significant. Domain 3 has the strongest correlation ( 0.913 ) while domain 5 has the least correlation ( 0.670 ). Therefore all domains have significant correlation with the total at 0.01 level.

**The tool reliability coefficient:**

Alpha Cronbach was used to measure the reliability coefficient of the questionnaire 0.9739 which indicated very high reliability.

**The study procedures:**

- The researcher contacted the (INEE) website.
- The INEE website supported the researcher with the Minimum standards of education in emergencies.
- The researcher read about emergency education.
- The researcher designed the tool, finding its validity and reliability coefficient.

- The researcher distributed the tool amongst education decision makers.
- The researcher collected the questionnaires from the study sample.
- The researcher analyzed the collected data.

**The statistical styles:**

The researcher used the SPSS in order to find the frequencies, percentages, and means.

**The results:**

In order to answer the study second question which was:

**What is the degree of the (INEE) Minimum Standards of Education in Emergencies in Gaza?**

The researcher used the SPSS to calculate the means, standard deviations, and percentages for the questionnaire items and domains. The researcher used the Likert to measure the degree of the implementation the ( INEE ) Minimum Standard of education in emergencies.

The researcher adapted the percentages to find the degree of the implementation as follows:

- ( 80% - more ) is very high.
- (70% - 79 % ) is high.
- ( 60% - 69%) is medium.
- ( 50%-59%) is low.
- ( Less than 50% ) is very low.

The researcher also used the SPSS in order to analyse the five domains degree of implementation as in table (2):

**Table (2) The degree implementation of the five domains**

No.	Domain	Items No.	percentage	Degree
1	The Minimum Standards	36	0.32	Medium
4	Teachers and other education personnel	13	0.12	Medium
3	Teaching and Learning	24	0.22	Medium
5	Teaching policy	12	0.11	High
2	Access Learning Environment	26	0.23	High
	The total	111	100%	

In table (2), the education decision makers in Gaza believe that the first domain, the minimum standards, has the lowest degree, medium, of application as it gains only 0.32% which is more close to the low degree more than the medium itself.

We can also note that Both teaching policy and access learning environment domains have gained the high scores which means that the education decision makers believe that the applied programmes in emergencies are of great benefit in the perspectives of teaching policy and access learning environment.

Domain 1 includes three sub-categories of standards as in table (3) as follows:

Table (3): Percentages and degrees of each sub-categorized standard - domain 1

Domain 1	standards	sub-categorized standards	No. Items	percentage	Degree
The Minimum standards	Community participation	Participation	4	50%	Low
		Resources	3	50%	Low
	Assessment	Coordination	7	65%	Medium
		Assessment	7	61%	Medium
		Response strategies	7	63%	Medium
		Monitoring	5	62%	Medium
		Evaluation	3	61%	Medium
		Total	36	60.83	Medium

In table (3), the education decision makers in Gaza believe that community participation standards of the minimum standards domain have the lowest degree of all domains. The degree of application in this standard stopped at 50% in both participation domain and resources domain.

In a quick reading in these indicators' items, it's obvious that both item (2) and (7) have stopped at 45.7%. Therefore, education decision makers believe that community education committees don't include representatives of all vulnerable groups, and that national authorities, the local community and humanitarian stakeholders don't use community

resources to develop, adapt or deliver education that incorporates disaster risk reduction and conflict mitigation.

As domain 1, the (INEE) minimum standards, has got the lowest degree, domain 2, access and learning environment standard has the highest degree amongst the five domains with a percentage of 74% as in table (4):

Table (4): Percentages and degrees of access and learning environment - domain 2

Domain 2	Standards	No. Items	%	Degree
Access and learning environment	Equal access	9	82%	Very high
	Protection and well-being	7	71%	High
	Facilities and services	10	70%	High
	Total	26	74%	High

Access and learning environment domain has got the high degree of the (INEE) minimum standards application. Also, we can add that highest degrees of application were items (38) and (39) which were both about accessibility of the learning structures and sites to everybody and to remove barriers of enrolment in the education in emergencies process.

Domains (3), (4) and (5) have all balanced degree comparing to domains (1) and (2) as in tables (5), (6), and (7):

Table (5): Percentages and degrees of teaching and learning standards - domain 3

Domain 3	Standards	No. Items	%	Degree
Teaching and Learning	Curricula	9	66%	Medium
	Training professional development and support	6	71%	High
	Instruction and learning processes	4	70%	High
	Assessment of learning outcomes	5	71%	High
	Total	24	69.5%	Medium

In domain (3), the curricula (INEE) minimum standards have the medium degree while other standards have high degrees. Item (63) has the lowest degree which was 58.6 % of the participants view. That means that the education decision makers believe that education

authorities don't lead the review, development or adaptation of the formal curriculum, involving all relevant stakeholders.

Table (6): Percentages and degrees of teachers and other education personnel - domain 4

Domain 4	Standards	No. Items	%	Degree
Teachers and other education personnel	Recruitment and selection	3	67%	Medium
	Conditions of work	4	66%	Medium
	Support and supervision	6	68%	Medium
	Total	13	67%	Medium

In domain (4), all domains of teachers and other education personnel (INEE) minimum standards have the medium degree but the conditions of work standards were least medium standards. Item (92) has the least of conditions of work standards with 60% of the participants view. That means that the education decision makers believe that teachers and other education personnel are not allowed to organize to negotiate terms and conditions of their work.

Table (7): Percentages and degrees of education policy - domain 5

Domain 5	Standards	No. Items	%	Degree
Education policy	Law and policy formulation	7	74%	High
	Planning implementation	5	81%	Very high
	Total	13	77%	High

In domain (5), all domains of education policy (INEE) minimum standards have the high and very high degrees but the law and policy formulation has 74% . Item (111) has the least of planning implementation with 60% of the participants view. That means that the education decision makers believe that financial, technical, material and human resources are sufficient for effective and transparent development of education policy, and for planning and implementation of education programs.

## Discussion

To answer the second question of the study which was:

### **What is the degree of the (INEE) minimum standards of education in emergencies in Gaza?**

- To sum up all domains, it was found that the degree was medium. However, it's more important to study the reasons behind the ( low ) degree of specific domains and indicators related to the lack of the community participation in the learning and teaching process in general and the education in emergencies for specific and to enhance benefiting from the community resources as much as possible.
- It was also found that both ( Teaching policy ) and ( Access learning environment ) have gained high degree of implementation according to the education decision makers in Gaza. This is in great connection to the programmes which are applied before, during and after the emergency situation. Education decision makers believe that access to a vital right and source - education - is often extremely limited but still education plays a crucial role in helping the affected population to cope with their situation by gaining additional knowledge and skills for survival and to regain normalcy in their lives. As well as, governments, communities and humanitarian organisations have the responsibility to ensure that all individuals have access to relevant, quality education opportunities, and that learning environments are secure and promote both protection and the mental, emotional, and physical well-being of learners.
- In addition, it is also found that deciding what is important to teach is difficult for all educators. In an emergency, important decisions will need to be made about the nature of education services offered, whether formal or non-formal; the curricula to be followed, whether from the country of origin or the host country; and priorities for learning, whether focused on survival, vocational skills or academic study. there may also be a need for curriculum revision or development.

- Items, 1, 2, 3, 4, 5, 6, and 7 of the (INEE) minimum standards of education in emergencies are related to the community participation which ensures that the local community members are not involved in the education in emergencies process.
- Items 19, and 31 are of the assessment and monitoring of the community participation insures the previous view which was that the local community are not involved in the process. Item (58) of access and learning environment domain shows also low degree of the local community members including young people participation in the construction and maintenance of the learning environment.
- We can conclude that all (INEE) minimum standards of education in emergences low degrees belong to those who are related to the local community participation in the teaching/learning process.

### **Suggestions**

#### **Based on the findings, the study may suggest the following:**

1. It's very essential to involve the local community members in prioritizing and planning education activities to ensure safe, effective and equitable delivery of education.
2. It's also very important to communicate with all vulnerable groups of the local community representatives when planning, executing, and assessing the teaching/learning activities.
3. It's vital to access the local community representatives participation in all education activities including the development, implementation, monitoring and evaluation of the educational activities.
4. Plans for programs that include the community participation in assessments, context analyses, social audits of education activities, joint budget reviews, and disaster risk reduction and conflict mitigation activities should be implemented.
5. Plans of identifying and mobilizing local community resources for strengthening the access to quality education ought to take place.

6. Education authorities should share the local community and humanitarian stakeholders to recognize the existing skills and knowledge and design education programs to maximize the use of these capacities.
7. Finally, national authorities, the local community and humanitarian stakeholders use community resources to develop, adapt and deliver education that incorporates disaster risk reduction and conflict mitigation.
8. Representatives of the affected population ought to participate in the design and implementation of data collection
9. Vulnerable people ought to be regularly consulted, trained in data collection methodologies and involved in monitoring activities.
10. Community members, including young people, should participate in the construction and maintenance of the learning environment.