



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

Talking Points: Education in Emergencies, INEE and the INEE Minimum Standards

Education in Emergencies

- Wars and natural disasters deny generations the knowledge and opportunities that an education can provide. Education in emergencies, chronic crises and early reconstruction must be seen in a broad context; it is education that protects the well being, fosters learning opportunities, and nurtures the overall development (social, emotional, cognitive, and physical) of people affected by conflicts and disasters.
- Education in emergencies is a necessity that can be both life-sustaining and life-saving, providing physical, psychosocial and cognitive protection. It sustains life by offering structure, stability and hope for the future during a time of crisis, particularly for children and adolescents, and provides essential building blocks for future economic stability. It also helps to heal bad experiences by building skills, and supporting conflict resolution and peace-building. Education in emergencies saves lives by directly protecting against exploitation and harm, and by disseminating key survival messages, such as landmine safety or HIV/AIDS prevention.
- Education is a right. This right is articulated in various international humanitarian and human rights instruments, including the Geneva Conventions, which apply in times of war, as well as the Convention of the Rights of the Child, the Universal Declaration of Human Rights and many regional rights instruments.
- Education is prioritized by communities. Communities often start up some kind of education/school themselves during an emergency. However, maintaining this during a crisis is difficult when there is less local capacity and resources. Emergencies offer opportunities to improve the quality of and access to education.

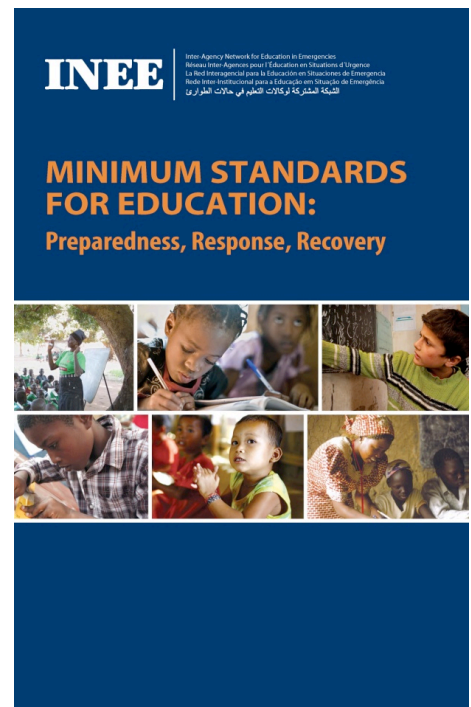
Gaps in the Provision of Quality Education Endangers a Peaceful Future

- There are many gaps in the provision of education in emergencies. These range from a lack of access, quality and response coordination in general to the exclusion of specific groups within the populations, such as girls or adolescents. Another key gap concerns a lack of funding; traditionally, education in emergency situations has been seen, not as a humanitarian priority, but as a long-term development activity. For instance, according to UNOCHA, education received only 1.6% of total humanitarian aid contributions in 2005.
- The result of these gaps is that education falls through the cracks. Uneducated children and adults are vulnerable to a future of poverty and violence and lack the more complex skills needed to contribute to their society's peaceful reintegration, reconstruction and sustainable development. In particular, without the stability and structure that education provides in emergency situations, children and adolescents are more vulnerable to exploitation and harm, including abduction, child soldiering and sexual and gender-based violence. Educational learning environments (whether formal or non-formal) are one of the most significant social structures in young people's lives. In the midst of loss and change, absence of learning and schooling intensifies the impact of conflict.

The Inter-Agency Network on Education in Emergencies (INEE)

- The Inter-Agency Network on Education in Emergencies (INEE) is an open network of UN agencies, NGOs, donors, practitioners, researchers and individuals from affected populations working together to ensure the right to education in emergencies through to recovery.

- History: At a Strategy Session on Education in Situations of Emergency and Crisis at the World Education Forum (EFA) in Dakar in April 2000, a decision was taken to develop a process of inter- agency communication and cooperation in order to improve response to education in emergencies. INEE was then founded with the aim of promoting access and completion of quality education for all persons affected by emergencies, crises or chronic instability, within the framework of the Convention on the Right of the Child, the EFA Declaration and the Dakar Framework. In order to accomplish this aim, INEE’s objectives were to:
 - Share knowledge and experience
 - Promote greater donor understanding of education in emergencies
 - Advocate for education to be included in emergency response
 - Make teaching and learning resources available as widely as possible
 - Ensure attention to gender issues in emergency education initiatives
 - Document and disseminate best practices in the field
 - Move towards consensual guidelines on education in emergencies

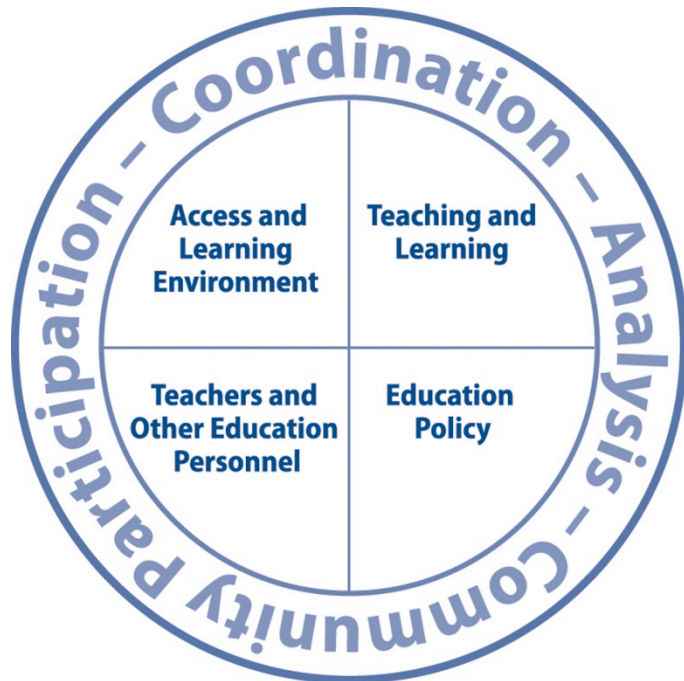


- INEE was not defined as a distinct agency with bureaucratic functions, but rather as an open network based on the principles of collaboration and information sharing, with specific attention to avoiding needless duplication. INEE supports agencies, organisations, communities and individuals in their ongoing work by collating and disseminating information, learning materials, guidelines, and in some cases, providing training opportunities. As a network, INEE is a flexible and responsive mechanism which brings organisations and individuals together to share resources and experiences, including good practices, tools and research, and, through advocacy, to urge institutions and governments to work together to ensure the right to education of those affected by conflict and natural disasters. INEE also identifies and fills technical resource gaps, encouraging the development of these resources through Task Teams convened by INEE organizational members.
- As of 2010, INEE has over 5,000 individual members. At the present time, the Steering Group is composed of representatives from CARE International, ChildFund International, International Rescue Committee, Save the Children, Open Society Institute, the Foundation for the Refugee Education Trust (RET), UNESCO, UNHCR, UNICEF and the World Bank. INEE has received financial support from over forty agencies and partners to date, including AusAid, ChildFund International, CIDA, DFID, ISAC Education Cluster, Norwegian Ministry of Foreign Affairs, Norwegian Refugee Council, Save the Children, Unbound Philanthropy, UNESCO, UNHCR and UNICEF..

Development of Global Minimum Standards: Building from the Ground Up

- To promote education as a key pillar of emergency response as well as to develop a tool for effective action to meet the education rights of affected populations, INEE facilitated a consultative process in 2003 and 2004 involving over 2,250 individuals from more than 50 countries, including students, teachers and staff of NGOs, UN agencies, donors, governments and universities, to develop global education standards. This process was undertaken in an effort to complement the Sphere Project's Standards which focused on the following sectors, but excluded the delivery of education services: water supply and sanitation; food security, nutrition and food aid; shelter and site management; and health services. The Sphere Project's model and lessons learned were used to inform INEE's process and to strengthen the ties between these two sets of standards. In December 2004, INEE launched the *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*, the first global tool to define a minimum level of educational quality in order to increase coordination, transparency and accountability.

- In 2009-2010, INEE undertook a process to update the INEE Minimum Standards Handbook, mainstreaming key thematic issue, context analysis and reflecting in the text some key developments in the field of Education in Emergencies, such as the establishment of the IASC Education Cluster. More than 1,300 individuals from 52 countries participated in the Minimum Standards update process, strengthening: protection, psychosocial support, conflict mitigation, disaster risk reduction, early childhood development, gender, HIV and AIDS, human rights, inclusive education, inter-sectoral linkages (health, water, sanitation and hygiene promotion; shelter, food and nutrition) and youth. In June 2010, INEE launched the 2010 edition of the Handbook, *Minimum Standards for Education: Preparedness, Response, Recovery*. Regional INEE Tools Launches have been held in Dakar, Washington, New York, Bangkok, Lima, Panama, Oslo, Geneva, Paris, Amman and elsewhere.
- The INEE Minimum Standards are founded upon the UN Convention on the Rights of the Child, the Dakar 2000 Education for All (EFA) goals and the Sphere Project's Humanitarian Charter and the Minimum Standards in Disaster Response. They hold the humanitarian community accountable for providing quality education without discrimination.
- Content: Quality education is an effective and essential form of protection during emergencies, and the INEE Minimum Standards establish a framework to protect and improve learning opportunities by linking education programs to psychosocial support, shelter, health, water supply, sanitation, nutrition and security. The Minimum Standards cover five domains:
 - **Foundational Standards:** these have been revised and expanded to include coordination as well as community participation and analysis. These standards should be applied across all domains to promote a holistic, quality response. These standards give particular attention to the need for good diagnosis at all stages of the project cycle, in order to better understand the context and apply more appropriately the standards in the domains that follow.
 - **Access and Learning Environment:** standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.
 - **Teaching and Learning:** these standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.
 - **Teachers and Other Education Personnel:** 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.
 - **Education Policy:** standards in this domain focus on policy formulation and enactment, planning and implementation.



- The INEE Minimum Standards are not new; rather they are a consensus on good practices around the world. They provide a practical framework and detailed good practice guidelines, following the Do No Harm philosophy, that governments, humanitarian workers and others at all levels can readily use to promote quality, consistency, equity and assess at the design, implementation, monitoring and evaluation stages of education program development. They can help to regulate and standardize the quality of education programs and help hold donors accountable as they build capacity to monitor and ensure quality.
- The INEE Minimum Standards serve as a starting point -- presenting a common language and framework -- for the international community in providing guidance and tools on how to reach a minimum level of educational quality.
- The INEE Minimum Standards expresses a commitment that all individuals – children, youth and adults – have a right to education. The standards articulate the minimum level of educational quality and access in emergencies through to recovery. They can be used as a capacity-building and training tool for humanitarian agencies, governments and local populations to enhance the effectiveness and quality of their educational assistance. They help to enhance accountability and predictability among humanitarian actors and improve coordination among partners, including education authorities.
- Evaluation feedback reveals that the INEE Minimum Standards are being used in over 80 countries to:
 - Frame and foster inter-agency policy dialogue, coordination, advocacy and action on how to reach a minimum level of quality, access, accountability and coordination
 - Guide and develop advocacy and policy making
 - Plan, implement, monitor and evaluate quality and relevant education, protection and psychosocial projects
 - Promote education as a priority humanitarian response internally and externally to humanitarian organizations, governments, donors and populations affected by crisis
 - Build capacity and technical expertise to enhance education management and effectiveness, including strengthening the capacity and resilience of education ministries
 - Enhance accountability and predictability among humanitarian actors
 - Improve coordination among partners, including education authorities

Implementation of the INEE Minimum Standards

- The 2004 edition of the INEE Minimum Standards Handbook has been translated into 23 languages including Arabic, Bahasa Indonesian, Bangla/Bengali, Burmese/Myanmar language, Chinese, Dari, English, French, Hindi, Japanese, Khmer, Portuguese, Russian, Sinhala, Spanish, Tajik, Tamil, Thai, Urdu and other languages.. As of November 2010, the updated edition of the INEE Minimum Standards is being translated in 14 languages, including Arabic, French, Spanish, Portuguese, Chinese, Dari, Pashto, Urdu, Sero-Croatian and other languages. The Minimum Standards are being used in over 80 countries around the world for programme and policy planning, assessment, design, implementation, monitoring and evaluation as well as for advocacy and preparedness. Users relate that the INEE Minimum Standards provide a common language, facilitating the development of shared visions between different stakeholders, including members of affected communities, humanitarian agency staff and governments. They are being used as a training and capacity-building tool: over 200 educational, protection and emergency trainers have been trained on the standards, and are training hundreds of others through a cascade training model. The standards are also being used to promote holistic thinking and response and to frame and foster inter- and intra-agency policy dialogue, coordination, advocacy and action for the provision of quality education in emergencies, chronic crises and early reconstruction. To request a hard copy of the INEE Minimum Standards Handbook, please email materials@ineesite.org .
- Training Materials and Workshops: Modular Training Materials, modeled on the Sphere materials, were developed in 2005 and were used in 2006-2010 in a series of INEE Training of Trainers (ToT) workshops on the INEE Minimum Standards, organized regionally and linguistically: Anglophone Africa, Francophone Africa, South Asia, Southeast and East Asia, South America, Central America, the Caribbean, the Middle East and North Africa, North America, the Indian Ocean and Europe. As a

result, more than 225 trainers have been trained in nine ToT workshops that have been held thus far. Each trainer, who is trained at an INEE ToT workshop, is required to conduct a minimum of 2 local, national or regional trainings for managers and practitioners in education and emergency work in the 12 months after the INEE workshop. Consequently, over 1000 follow-up workshops have been carried out as a result of these ToTs, with dozens more planned in 2007-8. For more information on the trainings and updated training materials, please go to: www.ineesite.org/training .

- The IASC Education Cluster, established at the end of 2006 and co-led by UNICEF and Save the Children with the participation of a Strategic Advisory Group (UNESCO, WFP, UNHCR, International Rescue Committee, ChildFund, INEE and others), has adopted the INEE Minimum Standards as a guiding common framework for work at global and country levels. As such, the implementation and institutionalization of the INEE Minimum Standards will be carried out in partnership with the IASC Education Cluster, providing INEE with an opportunity to bring the standards to a wider audience in a more systematic way. The work of the IASC Education Cluster will serve to strengthen capacity and preparedness of humanitarian personnel and government authorities to plan, coordinate and manage quality educational programmes in emergencies.

Next Steps in Implementation

Based on evaluations in Uganda, Pakistan and Darfur, recommendations from INEE Minimum Standards training workshops and feedback received from members globally, INEE is prioritising the following activities:

- *INEE Toolkit:* INEE has created a CD-Rom and web-based Toolkit on the INEE Minimum Standards, containing the INEE Minimum Standards Handbook and Training Materials, including all translations, as well as a toolkit to help field staff and Ministry of Education officials operationalise the standards. The toolkit contains a select group of the most practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific standards for help in contextualising the indicators within that standard. The toolkit also includes a pull-out reference guide to the standards. The 2010 updated edition of the INEE Toolkit also includes resources to help with the implementation of other key INEE tools. For an electronic copy of the INEE Toolkit, please go to: <http://www.ineesite.org/toolkit>.
- *Contextualisation:* The INEE Minimum Standards are most effective when they are contextualised to each individual setting. The standards define the goals for access to quality education in universal terms, while the key actions represent specific steps that are needed to achieve each standard. Since every context is different, the key actions in the handbook must be adapted to each specific local situation. The Contextualisation Package was developed by the International Rescue Committee, a member of the INEE Working Group on Minimum Standards, to help adapt key actions into locally acceptable contextualised actions. The package includes *Steps to Contextualise the Minimum Standards*, sample framework for the contextualization process, and a sample of the contextualised standards for Afghanistan Community Based Education. For more information, please go to: http://www.ineesite.org/index.php/post/know_contextualization_of_the_minimum_standards.
- *Institutionalisation:* INEE has created a series of *Adoption Strategy Checklists for organizations using the INEE Minimum Standards* for NGOs, for UN Agencies, and for donor and government agencies (<http://www.ineesite.org/page.asp?pid=1056>), which articulate a variety of suggested actions that organisations can utilise when applying the standards internally and in bi- and multi-lateral work

INEE encourages all organizations and individuals to be involved in the promotion and implementation of the INEE Minimum Standards. INEE's website and listserv present a forum for communication and networking, facilitating members' access to a clearinghouse of relevant publications, training materials, good practice guides, lessons learned, case studies, policy briefs, country profiles and other helpful links. While the main language of network is English, INEE posts materials in all languages and its members communicate in Spanish, French and Portuguese via Language Communities, which establish mechanisms for information- sharing, feedback and collaboration across different linguistic groups. To become a member of INEE and receive bi-monthly resource updates and contribute to our community go to: www.ineesite.org.

To share how you have used the INEE Minimum Standards, please contact the INEE Coordinator for Minimum Standards, minimumstandards@ineesite.org.