

Feedback on Promotion and Use of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction 2008

GLOBAL

Action for the Rights of Children (ARC) Steering Committee hired a consultant to review all ARC Education Training Modules to make them compatible in design and layout and above all to strengthen the rights-based approach. The INEE Minimum Standards are highlighted as a key set of standards and framework within the education module.

Eva Ahlen, UNHCR HQ Geneva

Brookings-Bern Project on Internal Displacement referenced the INEE Minimum Standards in their *Operational Guidelines & Field Manual on Human Rights Protection in Situations of Natural Disaster*. On page 40, the education chapter recommends to "Implement internationally recognized education standards, such as the INEE Minimum Standards for Education in Emergencies and other international standards on education in emergencies, at all stages of the disaster response." *Brookings-Bern Project on Internal Displacement*

Education Action works in post-conflict countries and we believe the work of INEE, including the INEE Minimum Standards, is applicable to the countries/contexts we work in. The INEE Minimum Standards are widely recognised as the key international standards in this sector and therefore we make it a priority to discuss relevant INEE principles and standards with our partners and when in discussion with Ministries of Education. Moreover, in developing new programmes, we seek to build on the assessments and work carried out by major agencies such as UN agencies and large international NGOs who should all have followed the INEE Minimum Standards in conducting their needs assessments. We draw upon international legal frameworks and standards such as those developed by INEE to ensure that our programmes are consistent with humanitarian principles. As part of strengthening our evaluation and dissemination activities, our approach to evaluation will draw upon, and benefit from, the frameworks set out in the INEE Minimum Standards and other INEE tools.

Alan Wells OBE, Education Action

The INEE Working Group on Minimum Standards developed a document with Frequently Asked Questions (FAQ) about INEE and the INEE Minimum Standards. This document gives brief answers to many common questions and was developed to clarify misconceptions about the INEE Minimum Standards. The FAQ provides a reader-friendly overview of the purpose and content of the INEE Minimum Standards as well as how/why/when to implement them. The FAQs can be used as a reference document, as talking points, or as a handout in workshops and meetings and is intended to be shared widely amongst colleagues and partner organisations.

INEE Secretariat

Open Society Institute's Education Support Programme organised an assessment of its education programs in crisis/post-crisis countries along the INEE Minimum Standards categories and consulted INEE for our position on education in post conflict. I put together the Terms of Reference for research into OSI's education programmes in post conflict and fragile states and INEE posted it on their website and included it in an INEE listserv message. The research clarifies some of the intended and unintended impacts and spin-offs according to the different categories of the INEE Minimum Standards (Community Participation and Analysis, Access and Learning Environment, Teaching and Learning, Teachers and other Education Personnel and Education Policy and Coordination). Furthermore, OSI is devoted to engagement with INEE and is planning to develop a concept note for the INEE Lusophone Community in order to assist in strengthening the linkages within and collaboration among educationalists working in Lusophone crisis, post crisis and recovery contexts.

Ian Macpherson, Soros/Open Society Institute Europe

Save the Children UK developed an Education Cluster Capacity Mapping Trail with different tools to ensure the cluster is utilising its full capacity and meeting set standards. Tool Two: *Organisational Capacity Tool: The 'Organisation CV'* follows the same categorisation as that of the INEE Minimum Standards. This stems from feedback we have received from education practitioners using the INEE Minimum Standards. The intention is to address key areas of technical expertise that an agency might aspire to in the context of education in emergencies.

Rachel Houghton, Save the Children UK

The Evaluation Partnership was commissioned by the European Commission Directorate General for Humanitarian Aid (DG-ECHO) in Brussels, to undertake a study entitled "A Methodology for the Monitoring of Humanitarian Aid", which includes a monitoring template with an education checklist for monitoring good practices in humanitarian response, based on the INEE Minimum Standards. Users of the template are also strongly encouraged to refer to the INEE Minimum Standards. Both the monitoring template and the education checklist are currently being translated into French, Spanish and Arabic.

Graham D. White, The Evaluation Partnership

Unbound Philanthropy is asking potential grantees to detail in their proposal for funding how they are using/meeting the INEE Minimum Standards in their work on education. By including the INEE Minimum Standards in their work plans and in their concept notes for applications, applicants are generating a greater chance of support from Unbound Philanthropy.

Taryn Higashi, Unbound Philanthropy

ZOA Refugee Care is developing a global policy on education to increase the quality of its work, especially in education. The INEE Minimum Standards Handbook is a valuable tool which we refer to in developing this policy.

Willeke Meindertma, ZOA Refugee Care

AFRICA

Chad: I developed a Code of Conduct for teachers in Chad, referring to the INEE Minimum Standards and its sample code of conduct. The Code of Conduct was translated from English into both Arabic and Beria languages. In addition, I developed a similar code of conduct in Sri

Lanka. Following this, I submitted a brief report on the development process to INEE who will turn my report into a case study which will be shared with INEE members globally and help others who are planning to develop a Code of Conduct.

Paola Grazia Retaggi, UNICEF Kenya

Chad and Nigeria: At the conference "*Investing in Young People's Health and Development: Research That Improves Policies and Programs*" in Abuja, Nigeria on 27-29 April 2008, I gave a presentation on the RET Chad programme. In my presentation I introduced and advocated for INEE, the INEE Minimum Standards and the new INEE Adolescent and Youth Task Team as effective avenues for young people's integration in education in emergencies, chronic crises and early reconstruction.

Benoît d'Ansembourg, the Foundation for the Refugee Education Trust (RET)

Democratic Republic of the Congo: Currently, together with a team of Congolese statisticians and consultants, I am carrying out a needs assessment of the beneficiaries in 5 camps around Goma, DRC. I have been working in Eastern DRC since 1992, mainly assisting NGOs building local capacity but also conducting trainings, undertaking consultancies and household surveys in the region for international humanitarian and development NGOs. To help us better understand the situation, we are studying the guidelines of the INEE Minimum Standards and will also be using some INEE case study narratives of similar assessments to guide our work.

Jannes van der Wijk, MDF-Afrique Centrale

Democratic Republic of the Congo and Gabon: Caritas DRC organised a workshop on DRC's 2008 Humanitarian Plan and the Sphere Minimum Standards for Disaster Response, on 19-23 May 2008. The workshop included a session on the INEE Minimum Standards. In addition, I conducted a training on gender in eastern DRC in November 2008 and another one in Libreville, Gabon at the end of January 2009. In both workshops, I shared information on the INEE Minimum Standards. I then asked the INEE Coordinator for Minimum Standards to send an email to workshop participants with information on INEE Minimum Standards resources related to gender based violence and gender equality issues. She highlighted that gender is a cross-cutting issue throughout the INEE Minimum Standards and shared the INEE Thematic Guide on the topic.

Boniface Nakwagelewi, Caritas DRC

Gambia and Malawi: The Sphere Project conducted two Sphere Training of Trainers in early November in Gambia and Malawi. In both trainings we were able to share with the trainers a number of INEE handouts including the INEE Talking Points on education's key inter-sectoral linkages with other humanitarian sectors. Since the recent companionship agreement between INEE and the Sphere Project, we have also highlighted this linkage and shared some key messages from INEE during new trainings. Our intention is to address the practical implications for humanitarian workers and affected populations, as well as facilitating brief activities on the practical benefits of the companionship.

Veronica Foubert and Laura López-Bech, The Sphere Project

Somaliland: I have been using the INEE Minimum Standards and it has indeed proven to be beneficial to our work at Fida. In addition, I have introduced INEE to other partner NGOs such as Pentecostal Foreign Mission of Norway (PYM), which manages community development and humanitarian projects in partnership with the Norwegian International Development Cooperation. The humanitarian department of PYM and I have spoken about INEE and PYM is planning to apply the INEE Minimum Standards in one of their projects in the Horn of Africa.

Prakash Lal, Foundation for International Development, Africa (Fida)

Somaliland: NRC in Somaliland used the sample teacher's code of conduct included in the INEE Minimum Standards Handbook to develop a teacher's code of conduct for the teachers involved in NRC programs in Somaliland. In collaboration with INEE we have now produced a case study on the development of the code of conduct and the implementation process of it within NRC Somaliland. *Silje Sjøvaag Skeie, Norwegian Refugee Council (NRC)*

South Africa: UNICEF South Africa and the South African Department of Education are in the process of implementing the Child Friendly Schools (CFS) concept. In an effort to promote good practice benchmarking for CFS programming, we distributed copies of the INEE Minimum Standards Handbook to all stakeholders in the CFS Programme roll out process in South Africa, including the Department of Education at national, provincial and district levels; schools and school officials; school governing bodies; school communities; parents and children. The INEE Minimum Standards provide us with a critical opportunity to share insights, thoughts, lessons learnt and strategic logic that has previously guided CFS strategy and thus providing for future benchmarking.

Rosaria Kunda, UNICEF South Africa

Sudan: In order to ensure the quality of Save the Children's Accelerated Learning Programme (ALP), Save the Children designed a programme plan which is in line with the INEE *Minimum Standards for Education in Emergencies, Chronic Crises, and Early Reconstruction*. We developed a concept note on the process of incorporating the INEE Minimum Standards within the ALP programme plan as well as monitoring and evaluating their application to enhance programme quality and learning. Furthermore, Save the Children UK conducted a workshop with its education staff in Southern Sudan and developed an action plan for their utilisation and institutionalisation in the ALP programme. A mid-term evaluation as well as an end-of-project evaluation will be undertaken to ensure the transparency of the implementation and institutionalisation of the INEE Minimum Standards.

Katy Webley, Save the Children UK

Sudan: Save the Children UK conducted an education assessment to refine the organisation's three year strategy. We incorporated the INEE Minimum Standards in our strategy as well as in our implementation activities in Sudan. We are also working on the institutionalisation of the INEE Minimum Standards in our education programme, such as the Rewrite the Future Thematic Programme Plan led by Save the Children UK in collaboration with Save the Children US and Save the Children Sweden.

Andriy Dubovyk, Save the Children UK

Uganda: The humanitarian clusters in Uganda launched a website in June 2008 which, in its Education Cluster section, includes links to the electronic version of the INEE Minimum Standards as well as a presentation of INEE. The overall goal of the education cluster in Uganda is to restore normalcy in the lives of children, provide safe access and improved quality of education – including early learning, formal and non-formal education opportunities – in emergency settings.

Uganda Education Cluster

ASIA AND THE PACIFIC

Afghanistan: The Community-Based Education Forum was established by sixteen community-based education organisations in Afghanistan who agreed to form a working group which would meet regularly to contextualise the INEE Minimum Standards. The contextualisation process was captured in a case-study that highlights key lessons learnt, good practices and recommendations to be used by others planning to contextualise the INEE Minimum Standards. The contextualised indicators will be used by CBE providers to guide their work in communities as well as by the Ministry of Education who will be able to use them to monitor the work of partner organisations.

Anita Anastacio, PACE-A

Afghanistan: During a stakeholders' meeting in Kabul I gave a presentation on the INEE Minimum Standards, which was followed by a discussion on how to build capacity for education in emergencies and of our Afghan staff. There is a group in Kabul which works with the different INEE Minimum Standards and I introduced them to the web-based INEE Minimum Standards Toolkit that also includes the draft Dari translation of the INEE Minimum Standards Handbook.

Inga-Maj Carlsson, Save the Children Sweden

Bangladesh: UNESCO Bangladesh, the Disaster Forum and the Commonwealth Education Fund developed an illustrated version of key indicators of the INEE Minimum Standards with bullet point text in Bangla/Bengali. The illustrated version was launched during a Disaster Forum sponsored workshop about the INEE Minimum Standards. Next steps for raising awareness of, implementing and institutionalise the illustrated translation were discussed and a dissemination plan of the translated version was developed.

Reza Mahmud Al Huda, CARE Bangladesh

China: During a conference a colleague and I presented some lessons learnt from the Pakistan earthquake. I focused on the macro picture (why education in emergencies is needed; the importance of common standards and of holistic capacity building programmes; and on using the humanitarian response as an opportunity for preparedness) whilst my colleague followed up with more details on what actually constitutes Disaster Risk Reduction education in a disaster response. In both presentations, we made references to the INEE Minimum Standards. In addition, we facilitated a half-day workshop for the Chinese Ministry of Education on Disaster Risk Reduction and the INEE Minimum Standards. For this training we adapted the INEE Training Workbook which generated a few questions on contextualisation of the INEE Minimum Standards. As a response I highlighted the case study on contextualisation of the INEE Minimum Standards by community education providers in Afghanistan and provided participants with the link to the contextualisation section of the INEE website.

Eli Wærum Rognerud, UNESCO

Nepal: Child Welfare Scheme in Nepal is in the process of developing a set of minimum standards based on the *INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Recovery*. The intention is to follow the outline of the INEE Minimum Standards Handbook and the accompanied INEE Minimum Standards Toolkit to develop CWS specific minimum standards that will work as a compliment to the INEE Minimum Standards.

Marjolein Vink, Child Welfare Scheme

Pakistan: In an effort to mainstream the INEE Minimum Standards in education and training, UNESCO ISB drafted an Outcome Matrix of Disaster Risk Management Programme under the One UN Reform. Certain activities are particularly relevant to the INEE Minimum Standards: 3.1.2.1 Assist MOE and HEC to develop a Plan of Action for review of the existing curricula and capacity in Intermediate, Diploma and Bachelors (B. Ed and B.S.) level courses on Education for introduction of DRR and Response contents covering educational policy and planning; 3.2.1.1 Develop a multi-sector Plan of action for all vulnerabilities to meet the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction, Health in Emergency, and protection of children, women, elderly and disabled; 3.2.1.7 Incorporate the INEE Minimum Standards in existing pre-service and in-service training modules and learning achievement indicators for teachers and education managers; and 3.2.1.8 Train a cadre of Master Trainers from PITE, DEE and other relevant institutions in relevant provinces / areas of Pakistan.

Vickram Chhetri, UNESCO Islamabad

South Korea: I attended a three-day Sphere training workshop in Seoul with around 20 participants who were all either Korean NGO activists or Government staff. I was able to give a PowerPoint Presentation to introduce the INEE Minimum Standards to them which was great as many of them manage education projects within their respective organisations.

Hyun-Jeong Chung, UNHCR

Thailand: Per request from ZOA, I facilitated a session on the INEE Minimum Standards at an Education Conference in Bangkok which was organised by ZOA with support from UNICEF. ZOA has begun a “phase-over” where – over the next 2-3 years – they will transfer much of what they do to Community Based Organisations in the Thai-Burma border camps as well as some other NGOs and perhaps a local foundation. As ZOA reconfigures the nature of their support, they would like to include a focus on standards and thus a presentation of the INEE Minimum Standards was highly beneficial. In total there were about 70-80 participants, representing NGOs, the education council in Thailand and the Ministry of Education. There was a big interest in INEE and continuous capacity-building and therefore I will conduct a follow up training in 2009.

Fred Ligon, World Education Thailand

Thailand: Plan Asia has furthered its engagement with INEE and the institutionalisation of the INEE Minimum Standards within Plan Asia's programming. We have proposed an education and emergency review/guideline development initiative which will represent the organisation's initial steps towards a participatory review, reflection and documentation process of our emergency education programming which is in line with the INEE Minimum Standards. The intention is to use the recommendations from the education and emergency review to develop contextualised and practicable technical programming guidelines. We fully recognise the imperative and value of working closely with the INEE on this from the earliest stages, in terms of the operationalisation, application and assessment of the INEE Minimum Standards in emergency education.

Anne-Marie Davies and Jorgen Haldorsen, Plan Asia Regional Office

Thailand: I facilitated an orientation session on the INEE Minimum Standards at the annual National Health and Education Committee (NHEC) Conference at Mae Salit Resort about 2 hours north of Mae Sot in North-western Thailand. NHEC is a long-standing exile committee dedicated to finding multi-ethnic approaches to health and education issues in Burma. There were 42 participants, including representatives from the Karen Education Department, the

Karenni Education Department, the Karen Refugee Committee as well as 3 NGOs and those with connections to organizations working in Burma. The response to the presentation was positive and there will likely be follow-up presentations.

Fred Ligon, World Education Thailand

Timor Leste: I gave a presentation on Education in Emergencies and Disaster Risk Reduction, as part of a national teacher training workshop regarding curriculum training. During this training I was able to disseminate the INEE Minimum Standards, promote INEE and its Lusophone Language Community and advocate for the emerging area of Education in Emergencies. This teacher training workshop was organised by UNICEF and the Ministry of Education, and was facilitated by trainers from La Escola Superior de Educação de Viana do Castelo in Portugal.

Júlio Gonçalves dos Santos and Rui da Silva, Escola Superior de Educação de Viana do Castelo in Portugal

Timor Leste: I conducted a brief training on child protection in armed conflict situations during a larger training course at the Office of the Assistant Secretary for Preparedness and Response (ASPR) in Dili, East Timor, which included one afternoon session on emergency education. During this session I introduced participants to INEE and the INEE Minimum Standards.

Bartholomeus Vrolijk, UNICEF

EUROPE

Norway: The Government of Norway, including the Norwegian Ministry of Foreign Affairs (MFA) and the Norwegian Agency for Development Cooperation (Norad) implemented *the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* in their work. To capture this implementation process, the INEE Secretariat and I developed a case study which identifies some lessons learnt, good practices and recommendations for consideration and application by other donor agencies planning to institutionalise the INEE Minimum Standards.

INEE Secretariat and Andriy Dubovyk, Independent Consultant

Sweden: Within our work in the psychosocial field, we are in the process of developing a website which will include a “Facilitator’s Guide”. We are working on adding links in this guide to the INEE Minimum Standards e.g. when discussing topics such as disaster preparedness and risk reduction as well as to the cross-cutting issues of human and children’s rights, gender, HIV/AIDS and disability.

Else Berglund, Church of Sweden

Switzerland: Following the presentation of the Special Rapporteur's report on Education in Emergencies, I made a statement in the Human Rights Council, solely focusing on raising awareness of the INEE Minimum Standards and asking the Special Rapporteur to keep encouraging governments to implement the INEE Minimum Standards: “Whilst recognizing that you will now chose a new focus of study for your work in the coming year, we would like ask you whether you have any further plans to continue to encourage all States to adopt and better implement the INEE Minimum Standards as a foundational part of their emergency response, as we consider that you are a vital advocate in the raising of awareness and understanding of the pivotal role that the Standards should have”.

Jennifer Philpot-Nissen, World Vision International Switzerland

United Kingdom: I gave a talk at Oxford University about INEE and the INEE Minimum Standards. For this purpose I had ordered a number of INEE Minimum Standards Handbooks which I was able to share with participants.

Margaret Sinclair, Oxford University

United Kingdom: We have had many requests for copies of the INEE Minimum Standards Handbook from our programmes over the past couple of months, as there have been a number of workshops on education in emergencies. We have also been providing copies to new starters in the organisation as part of their induction.

Michelle Ringer, Save the Children UK

United Kingdom: The Conflict and Education Research Group (CERG) of Oxford University organised a series of education and conflict related seminars during the academic year. Every seminar brought together at least 40 participants and presented very high-level speakers. We shared INEE resources with participants and have also been able to disseminate more INEE resources to a high number of UK-based events which CERG attends and facilitates each year.

Julia Paulson, Conflict and Education Research Group, University of Oxford

NORTH AMERICA

Canada: The Policy and Action Group for Emergency Response (PAGER) is a consortium of Canadian NGOs, CIDA and the Department of Foreign Affairs and International Trade. The agenda for the monthly meeting in January focused on education in emergencies and as such I was invited to give a presentation on the Inter-Agency Network for Education in Emergencies (INEE) and the *INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*. In my presentation I advocated for education as a humanitarian response and the INEE Minimum Standards as a key tool for assuring quality and accountability when planning and implementing educational programmes in fragile contexts. The presentation, which brought together representatives from CARE, Plan, Red Cross, Save the Children, UNICEF and others, generated interest in participating in trainings on the INEE Minimum Standards.

Jennifer Hofmann, INEE Secretariat

Canada: The Canadian International Development Agency (CIDA) implemented and institutionalised *the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* in their work. A case study was developed to capture this process and it identifies some lessons learnt, good practices and recommendations for consideration and application by other donor agencies planning to institutionalise the INEE Minimum Standards.

INEE Secretariat and Andriy Dubovyk, Independent Consultant

United States: The International Rescue Committee (IRC) often highlights news updates and resources from INEE. In IRC's June-September edition of the Child & Youth Protection and Development Unit's internal newsletter a number of INEE resources of particular relevance to the unit were described and followed by a web link through which one could access the documents. INEE resources which were covered in the newsletter included: the INEE Guidance

Notes on Teacher Compensation Draft; Frequently Asked Questions on INEE and the INEE Minimum Standards; INEE Minimum Standards Thematic Guides on e.g. Adolescents and Youth, Early Childhood Development, Education and Gender Based Violence, Education in Situations of Displacement, Establishing a Safe Learning Facility, Gender, HIV/AIDS, Hygiene Promotion and Water /Sanitation, Inclusive Education, Protection & Well-Being, Psychosocial Protection & Well-Being, Human and Children's Rights, and Teachers and Other Education Personnel. In addition, the newsletter highlighted the training workshop on the INEE Minimum Standards conducted for Ministry of Education staff in Abidjan, Cote d'Ivoire, as well as the INEE Coordinator for Minimum Standards' follow-up visit to Uganda and meeting with LEAP and CYPD teams in Kampala and Kitgum, Uganda.

The International Rescue Committee (IRC)

United States: Christian Children's Fund (CCF) posted an article on its website about the INEE Minimum Standards Toolkit and the INEE Regional Capacity-Building Workshop for Asia, which took place in April 2008 in the Philippines and was co-hosted by CCF.

Martin Hayes, Christian Children's Fund (CCF) USA

United States: During the academic year of 2007-2008, George Washington University's Elliott School of International Affairs in Washington D.C. offered a full length course on Education in Emergencies. The materials used for each class, such as Power Point Presentations, handouts and exercises were strongly linking the INEE Minimum Standards as the only tool for ensuring quality education in emergencies and fragile contexts. In addition, I taught a one session class on education in emergencies that fitted into a semester long course on "Children in Development" at American University's International Development Masters Program. The orientation covered: Introduction to the INEE Minimum Standards (development, content, and implementation); Group work for students to actually use the INEE Minimum Standards (simulation or scenario) and feedback; Q&A, discussion; and how to engage in INEE (INEE membership, academic space, task teams, etc.)

Michael Gibbons, Leadership <> Learning, American University

United States: As part of their class on Emergency Education, graduate students at Columbia University's Teachers College participated in a one-day training on the INEE Minimum Standards facilitated by the INEE Director. Many students expressed an interest in the *Academic Space* which can be found on INEE's website.

INEE Secretariat

United States: The Peace-Building & Development Institute of the School of International Service of American University, D.C. conducted a training workshop entitled Sphere: NGO International Minimum Standards for Humanitarian Relief. The workshop examined the Sphere standards and the INEE Minimum Standards as well as highlighted the companionship agreement between the two. More information on Sphere and the INEE Minimum Standards can be found on INEE's website.

Saji Prelis, Peace building & Development Institute, American University

United States: The INEE Director and the INEE Coordinator for Minimum Standards gave a presentation on INEE and the INEE Minimum Standards for students at New York University in New York. The INEE Secretariat was invited by Professor Dana Burde to hold this guest lecture as part of their regular class entitled *Politics, Education and Conflict* in the department of Humanities and Social Sciences. The session to which the INEE Secretariat was invited to

guest lecture was called “Global Norms and Standards: International Agencies' Principles and Approaches to Working with Children Affected by Conflict”.

INEE Secretariat

United States: InterAction hosted a one-day workshop on Education in Emergencies for its staff in Washington D.C. The workshop, which was facilitated by representatives from the INEE Secretariat and Catholic Relief Services, focused on the INEE Minimum Standards' relation to other quality and accountability initiatives such as the Sphere Project; and how the INEE Minimum Standards Handbook and Toolkit can be used to enhance the quality and sustainability of humanitarian interventions. Workshop participants were informed of the new companionship agreement between Sphere and INEE regarding the two sets of standards.

Eric Eversmann, Catholic Relief Services

United States: George Washington University's (GWU) International Education Association and International Education Program in D.C. organised a one-day workshop on the INEE Minimum Standards. Participants were students from GWU, American University, University of Maryland, other Consortium universities, John Hopkins University's School of Advanced International Studies as well as representatives from USAID, USDOL and others. Facilitators from the INEE Secretariat introduced participants to the work of INEE and how they can get involved themselves; how the INEE Minimum Standards can be used to enhance the quality and sustainability of humanitarian interventions; and how the INEE Minimum Standards can be used to advocate with governments and donor agencies for increased support to education in emergencies and post-crisis recovery.

INEE Secretariat

LATIN AMERICA AND THE CARIBBEAN

Brazil: UNESCO shared the INEE Minimum Standards with the Brazilian Rapporteur on the Right to Education and as a result the Brazilian Report on the Right to Education includes a recommendation to use and contextualise the INEE Minimum Standards to address education challenges in Brazilian favelas. The recommendation suggests using the INEE Minimum Standards particularly in developing and implementing an action plan to respond to education needs within favelas in Rio de Janeiro affected by conflicts between security forces and drug traffickers.

Denise Carreira, Relatoria Nacional para o Direito Humano à Educação

Colombia: As part of our implementation plan of the INEE Minimum Standards in Chocó, Colombia, we developed a Spanish "user friendly" version of the INEE Minimum Standards Handbook. We organised it in a slightly different way and changed some terminology that does not fit well with the Colombian context. We printed and disseminated it amongst members of the IASC education sub group and teachers and community members in Chocó and Arauca. This user-friendly matrix and other activities regarding the INEE Minimum Standards were also highlighted in our monthly workshops with teachers in Chocó and Arauca. As a first initiative following the development of this user-friendly version, we developed a video together with the teachers of Chocó. The video presents the story of how a displaced community school was created and has developed within the framework of the INEE Minimum Standards.

Amalia Eraso, Fundación Dos Mundos (FdM)

Colombia: Fundación Dos Mundos devoted the September issue of Dos Mundos Bulletin to Education in Emergencies, including a review of the development, content, and implementation of the INEE Minimum Standards, authored by Jennifer Hofmann, the INEE Coordinator for Minimum Standards. The article which was translated from English into Spanish by Fundación Dos Mundos, is entitled *Reseñas – Normas mínimas para la educación en situaciones de emergencia, crisis crónicas y reconstrucción temprana del INEE*. It has been shared widely in the INEE Spanish Language Community.

Amalia Eraso, Fundación Dos Mundos (FdM)

Colombia: Currently I am pursuing a Masters degree in Education and I am writing my thesis on people displaced by violence in Colombia, and the right to education. For this purpose I will use and refer to the INEE Minimum Standards Handbook.

Angela Nieto, Student

Ecuador: UNICEF and Save the Children held meetings in Quito, Ecuador where inter-agency collaborations were discussed. This resulted in an agreement on conducting some joint sessions at the Reunion Regional de Coordinacion DRR en Sector Educacion – LAC, one about education cluster, another one about the INEE Minimum Standards.

Claudio Osorio, UNICEF TACRO

MIDDLE EAST AND NORTH AFRICA

Iraq: During a meeting with UNESCO Iraq, UNICEF ISCA, and UNHCR we took the opportunity to present the work done by INEE, including the INEE Minimum Standards Handbook, INEE Minimum Standards Toolkit and a summary of Training of Trainers workshops conducted around the world. I am also disseminating INEE Minimum Standards Handbooks in Arabic.

Alberto Biancoli, UNESCO Jordan

Iraq: The Inter-agency Information and Analysis Unit (IAU) is a group composed of analysts from different UN agencies and NGOs in Iraq. In the recent report “Access to Education in Iraq: A Gender Perspective”, the INEE Minimum Standards are referred to in the recommendations for enhanced gender equality in education.

Siobhán Foran, OCHA Iraq/UNAMI, Information Analysis Unit

Jordan: The Assistant Director General for Education has created a new section for Education in Emergencies and Post-Conflict with the intention to focus more on INEE activities and programmes. We are working on strengthening the institutionalisation of the INEE Minimum Standards, strengthening the regional network and carrying out more training programmes.

Robert Parua, UNESCO Jordan

Kuwait: I conducted a 3-day Disaster Management training in Kuwait in which I included a presentation on INEE and gave all participants a copy of the INEE Minimum Standards Handbook in Arabic. In addition to the session on INEE and the INEE Minimum Standards, the training included topics on the Theory of Disaster Management; Humanitarian Principles and Values; Sphere Minimum Standards in Disaster Response; Introduction to International

Humanitarian Law; Needs and Resources Assessment in emergencies; dealing with media in emergencies; personal safety and security in the field; and distribution in emergencies.

Moustafa Osman, Consultant and INEE ToT graduate