

Achieving Quality Education in Emergencies through a Strategic Partnership: The Education Cluster and INEE

The **Education Cluster** and the **Inter-Agency Network for Emergency Education (INEE)** share a common vision to ensure the provision of safe, quality and relevant education in emergencies for persons, of all ages and levels of education. This vision is grounded in the international right to education and the commitment to the Millennium Development and Education for All goals. The Education Cluster and INEE seek to build upon each other's strengths by collaborating on advocacy, sharing and disseminating resources and information, developing tools, and building capacity.



The Education Cluster

Consists of the Education Cluster Unit based in Geneva (co-leads: UNICEF and Save the Children), 28 global partners in the Education Cluster Working Group, and national Education Clusters.

Global Level Action: Strengthen system-wide emergency coordination and response capacity in the education sector.

Country Level Action: Mobilize and coordinate partners to ensure a more coherent and effective education response during acute emergencies and chronic crisis through conducting needs assessments and analysis, creating response plans, monitoring, application of standards, managing a platform for coordination, liaising with authorities and coordinating preparation of emergency funding appeals.

INEE

Consists of 7,500 individual and organizational members managed by the INEE Secretariat of six. Functions as an open, global network that provides information and technical support for the **prevention of emergencies** through disaster risk reduction and conflict mitigating education policies, as well as education emergency **preparedness, response and recovery** through: the member-led development and distribution of standards and tools including *the INEE Minimum Standards for Education: Preparedness, Response, Recovery*; guidelines on specific thematic areas relating to education in emergencies such as gender, early childhood development and youth; resources including the INEE Toolkit; and advocacy forums to promote the need for education in humanitarian response.

The strategies and methods of INEE and the Education Cluster are complementary. The differences in the functions of INEE and the Education Cluster are best illustrated through their origins and mandates.

Origins of INEE and the Education Cluster

Launched in 2000, **INEE** was created to address a gap within Education for All (EFA) and the Millennium Goals (MDGs). Following the 2000 EFA review in Dakar, recommendations were adopted for special actions to address the education needs of people living in emergencies. A few months later, several UN and NGO organizations met to create an action plan for the formation of INEE. From the start, INEE was to be a lightly structured network accountable to its members – now over 7,000 after ten years of growth. INEE is uniquely situated to provide an interactive platform for all people working or interested in education and emergencies.

Created in 2007, the **Education Cluster** is rooted in humanitarian action and the cluster approach within the UN Inter-agency Standing Committee's (IASC) humanitarian reform process, which seeks to ensure greater predictability, accountability and partnerships in emergency response. The Education Cluster works to strengthen education capacities at country level to prepare for, respond to and recover from humanitarian crises. Education Clusters have been created in 42 countries. UNICEF and Save the Children co-lead the Education Cluster at the global level, and co-leadership is common at country level as well.

Coordination between INEE and the Education Cluster

- **Strategic Planning** In 2010, INEE and the Education Cluster shared a strategic planning process, resulting in the development of individual three-year strategic plans that reinforce and support one another based on each group's foundation and methodologies.
- **Advocacy and Policy** Both groups collaborate and share the responsibility of advocating for greater prioritization of safe, quality education throughout prevention, preparedness, response, and recovery, including advocacy for funding education in emergencies. Both groups are committed to ensuring that consistent quality educational response is part of every humanitarian response, as articulated within the INEE Minimum Standards for Education.
- **Shared Programmatic Tools and Resources** Both groups collaborate on the development and use of technical tools and resources used widely by education in emergency practitioners in the field, most prominently the INEE Minimum Standards, which serves as the foundational tool. These tools standardize information and practice in the field, and also support learning from field experience. Specialized areas include early childhood development (ECD), Disaster Risk Reduction (DRR), youth and protection. INEE's global membership supports a very broad dialogue on the issues.
- **Capacity Development** Training and capacity building is coordinated between the groups to build an increasing cadre of emergency education responders at national and international levels, including through the joint INEE/Education Cluster harmonized Education in Emergencies training package. All trainings and accompanying materials are harmonized with the INEE Minimum Standards.

Support to the Global Education Cluster and INEE

Both the Education Cluster and INEE are made up of, and provide support to, people in the wider education in emergencies field; neither could contribute to the field without the generous support of donor and organizational contributions, both financial and in-kind, including allocation of staff time and other resources to support specific activities, thematic areas or products.

INEE and the Education Cluster look forward to the day when every child and youth has access to safe, quality, relevant education, no matter the circumstances.

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