***Uses of the INEE Minimum Standards Case Studies***

Example 1: School rehabilitation in Iraq: Following fighting that had led people to flee their homes, the INEE Minimum Standards were used to inform the rehabilitation of five public schools in the city of Fallujah. In 2007, students, parents and teachers, both returnees and people who had stayed during the fighting, took part in focus group discussions to identify priority areas in the school rehabilitation programme. Drawing on the guidance in the Community Participation standards and Access and Learning Environment domain, water and sanitation and preparation of classrooms were prioritised, and a Community Education Committee (CEC) was formed. To ensure the participation of women in the CEC, female project staff met with mothers and young female students in their homes to identify reasons for low female enrolment in school. Concerns about safety for girls going to school were addressed by arranging for female students to walk to school together or with an escort. Unease about single male teachers working in schools

led the CEC to work with the school administration to increase the transparency of recruitment procedures. This reassured families that teachers could be trusted to act responsibly with their children and helped to increase enrolment.

Example 2: Inter-agency coordination in the aftermath of the Indian Ocean tsunami: Indonesia sustained the worst human losses and physical damage in the earthquake and tsunami of December 2004. In the province of Aceh, over 44,000 students and 2,500 teachers and education personnel were killed, and 150,000 surviving students lost access to proper education facilities. In the response, the INEE Minimum Standards were widely accepted asa relevant design and implementation tool, enabling a greater level of coordination and improved practice during the emergency phase. Using the Minimum Standard on Coordination, local authorities and international agencies formed an Education Coordination Committee, which met regularly in Banda Aceh. An inter-agency Minimum Standards Working Group trained agency staff to use the minimum standards, sharing experience and good practices. The handbook was swiftly translated into Bahasa Indonesian and used by the Aceh Provincial Ministry of Education. A key lesson learned was the importance of staff continuity in maintaining the pace of coordination and implementation in an acute emergency. The systematic inclusion of the INEE Minimum Standards trainings in the orientation of new staff has had a significant impact on improving coordination in such emergency contexts.

**Example 3: Strengthening donor policy:** Norway is one of five donors which directly refer to education as part of their humanitarian policy, and has been very supportive of INEE and the Minimum Standards. In 2007, the Norwegian Ministry of Foreign Affairs (MFA) created an Emergency Education Team, which is committed to ensuring increased awareness, practical application and systematic utilisation of the INEE Minimum Standards by the Norwegian Agency for Development (NORAD), the MFA and their partners. The Emergency Education Team advises the MFA and NORAD on grant allocations for education and shares relevant information from INEE Bulletins with appropriate colleagues. It recommends that organisations applying to NORAD for financial support should describe their use of the INEE Minimum Standards. The INEE Minimum Standards were included in the terms of reference of an annual joint donor mission to Southern Sudan in 2008, which included UNICEF, the World Bank and the European Union. NORAD thus promoted the use and institutionalisation of the INEE Minimum Standards by partner donor organisations and the Ministry of Education of South Sudan, which is responsible for the reconstruction of the education sector. NORAD has been supported in its institutionalisation of the Minimum Standards by key Norwegian NGOs which are members of INEE. The Emergency Education Team in turn encourages other Norwegian NGOs and research institutions to adopt and refer to the standards in their programme development. The Government of Norway’s support for INEE and its application of the INEE Minimum Standards reflect its leadership in global discussions and debates on education, in particular on teachers, gender and emergencies.

For more examples on the application and impact of the INEE Minimum Standards around the world, go to: [www.ineesite.org/MScasestudies](http://www.ineesite.org/MScasestudies).