INEE

Inter-Agency Network for Education in Emergencies

Annual Report 2008

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Letter from the Chair

The Inter-Agency Network for Education in Emergencies (INEE) has continued to grow at a remarkable pace this year. The network now serves and brings together over 3,200 members working in more than 114 countries for government ministries, non-governmental organizations, UN agencies, multilateral development banks, research institutions and schools.

INEE's growing maturity as a network can be seen through several major achievements. The process of strategic planning and priority-setting undertaken in 2007 began to bear fruit in 2008. INEE's success in deepening the adoption and application of the *INEE Minimum Standards* was acknowledged through Sphere's companionship agreement with INEE. 2008 has also seen immense progress for the Inter-Agency Standing Committee Education Cluster. The Education Cluster Working Group was formally established and INEE is contributing to and strengthening the Cluster Work Plan through its linkages, resources and training materials.

In response to the growing emphasis in the sector on prevention and mitigation, 2008 saw the establishment of the INEE Working Group on Education and Fragility. The new Working Group has driven forward increased collaborative action on in the areas of advocacy, policy and research on the role of education in mitigating fragility, enhancing resilience and building peace.

Services to network members have grown strongly during 2008. The INEE listserv has become an even more valuable communication tool, with regular concise updates on crucial issues. INEE's Task Teams and special initiatives continue to facilitate inter-agency work on matters of vital concern to emergency educators.

I would like to pay tribute to the outstanding work of the INEE Secretariat: Allison Anderson, Director; Marian Hodgkin, Network Services Coordinator; Jennifer Hofmann, Minimum Standards Coordinator; and Kerstin Tebbe, Education and Fragility Coordinator. Much of the progress you will read of in this Annual Report is due to their commitment, enthusiasm, strategic sense and intelligence, supported by a dozen volunteer interns.

Despite all the gains INEE made during 2008, we have experienced one immeasurable loss. On 13 August, with shock and great sorrow, we received news of the murder of four colleagues, working for the International Rescue Committee (IRC) in Afghanistan. Those killed were Dr. Jackie Kirk, Ms. Nicole Dial, Ms. Shirley Case, all education and child protection specialists, and their driver, Mr. Mohamed Aimal. Jackie Kirk, a passionate and superb advocate, academic and technical specialist, worked tirelessly within INEE with colleagues all over the world on a wide variety of issues, notably the INEE Gender Task Team, which she convened for IRC, and the Teachers' Compensation Initiative. Jackie's death is a loss to her many personal friends within INEE, to the whole education in emergencies community and to the children, teachers and communities who will continue to benefit from her tremendous contributions to the field.

INEE members continue to honour Jackie, Nicole, Shirley and Aimal by applying the same commitment and passion in our work as they did in theirs, and by continued dedication to the cause they pursued so relentlessly: the provision of education for children and communities affected by conflict and disasters.

Christopher P. Talbot
Chief, a.i., Education in Post-Conflict and Post-Disaster Situations
Division of Educational Strategies and Capacity Building
UNESCO

Overview of INEE

Since its inception in 2000, the Inter-Agency Network for Education in Emergencies (INEE) has grown to become an open global network of over 3,200 practitioners, students, teachers and staff from UN agencies, non-governmental organisations, donors, multilateral development banks, governments and universities, who work together to ensure the right to education in emergencies and early recovery. INEE has successfully created a vibrant and dynamic inter-agency forum that fosters collaborative resource development and knowledge sharing, and informs policy through consensus-driven advocacy.

Mission and Vision

Our purpose as the Inter-Agency Network for Education in Emergencies is to serve as an open global network of members working together within a humanitarian and development framework to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

The Inter-Agency Network for Education in Emergencies envisions a world where:

- all people in crisis-affected and fragile states have access to quality, relevant and safe education opportunities;
- education services are integrated into all humanitarian responses;
- governments and donors ensure sustainable funding for education preparedness, crisis response, mitigation and recovery;
- all education programmes responding to emergencies, chronic crises and reconstruction are consistent with the *INEE Minimum Standards* and accountable for quality and results.

INEE seeks to achieve this collective vision through the soft power of a convening community, which serves to strengthen and amplify key advocacy messages, and practically support those working to ensure education for all affected by crisis.

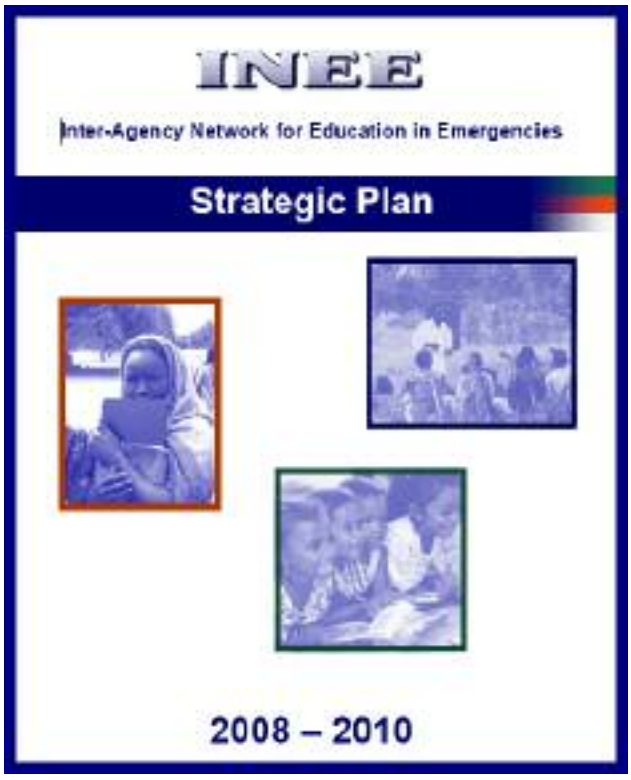
Strategic Plan

In 2007, INEE undertook a strategic planning process to determine the Network's strategic goals

and core initiatives for the next three years. In this process, INEE recommitted to its core Mission and Vision and identified three strategic goals which will further these foundational commitments:

- Strengthen institutional coordination to ensure education for all affected by crisis.
- Enhance global knowledge and capacity in order to support education in crisis and post-crisis settings.
- Promote a dynamic membership to advance the field of education in emergencies.

INEE's work within these areas in 2008 built upon our successes to date and consolidated and strengthened inter-agency collaboration. It has driven forward emerging trends, commitments and initiatives that further the network's mission to better meet the educational rights, needs and aspirations of all persons affected by crisis. Download the INEE Strategic Plan at: www.ineesite.org/strategicplan



I am a Moroccan teacher of English and an international educator. I would like to express my gratitude for all the work you have been doing to make our world a better place.

Oubit Sidi Mohamed

Selected Accomplishments in 2008

INEE's collective work in 2008 made strong contributions towards the realisation of the network's vision. INEE is proud to highlight the following selected accomplishments.

Enhancing Institutional Coordination, Policy Dialogue and Advocacy

- **The INEE Working Group on Education and Fragility** was established as an inter-agency mechanism to coordinate diverse initiatives, catalyse collaborative action on education and fragility and engage with new, strategic education and cross-sectoral stakeholders, such as the Organisation for Economic Cooperation and Development's Development Assistance Committee (OECD-DAC), the Association for the Development of Education in Africa (ADEA) and the Education For All (EFA) Coordination Team and Global Monitoring Report.
- INEE convened a **Policy Roundtable on Education Finance in States Affected by Fragility** at the European Commission that brought together a diverse group of 45 representatives from donor agencies, UN and NGO practitioners, government representatives and researchers/ academics.
- The INEE Policy Roundtable's discussion and recommendations influenced a **broader discussion on issues of financing education in states affected by fragility,** including inputs into the Norwegian "EFA Forum: Financing of Education in Fragile Situations: Challenges and Innovations" and the Doha meeting on "Financing Education to Achieve the Education for All Goals".
- INEE supported the **Fast Track Initiative** (FTI), including the development of a progressive framework resource package and support of the development of UNICEF/FTI Education Transition Fund.
- INEE ***Guidance Notes on Teacher Compensation*** were launched; they were developed in a widely consultative manner to address a critical challenge to quality education and provide a suggested framework for compensating and supporting teachers.
- Strategic support was provided to the **Inter-Agency Standing Committee's (IASC) Education Cluster** through facilitating ways for the INEE membership to provide guidance, technical assistance, standards and tools in support of the implementation of the IASC Cluster Approach for greater quality, predictability and partnership. This, in turn, has increased the application of INEE tools in emergency contexts.
- INEE facilitated member input into the **UN Special Rapporteur on the Right to Education's report on Education in Emergencies** and the

Committee of the Rights of the Child's Day of General Discussion on Education in Emergencies, which released recommendations for Member States and represents a new avenue for partnership to further the network's vision.

Standard Setting, Knowledge Generation and Capacity Building

- INEE facilitated inter-agency **Regional Capacity-Building Workshops** for Asia and for Europe, the Caucasus and North America, which brought together 45 education and humanitarian practitioners and policy-makers from 26 countries to hone their skills for providing quality education in emergencies and recovery contexts, including developing national and regional plans of action.
- INEE Training of Trainers graduates, Capacity-Building Workshop graduates and INEE members facilitated **more than 50 follow-up workshops on the INEE Minimum Standards** in 2008, training over 1,000 staff worldwide. The INEE Secretariat provided training support, technical advice and materials to ensure quality.
- The **INEE Minimum Standards Toolkit** and **Reference Guide** were launched in partnership with the IASC Education Cluster to help field staff and Ministry of Education officials implement the standards; over 5,000 copies were disseminated to members around the world.
- Eighty-six respondents participated in the **evaluation of the INEE Minimum Standards in Uganda** and helped assess awareness, use, institutionalisation and impact for ensuring greater quality and predictability in inter-agency responses in education.
- **INEE and the Sphere Project signed a Companionship Agreement,** whereby the *INEE Minimum Standards* Handbook will be used as companion to the *Sphere Handbook, Humanitarian Charter and Minimum Standards in Disaster Response.*
- In partnership with the United Nations Girls Education Initiative (UNGEI), UNICEF and the International Rescue Committee (IRC) in Geneva, Switzerland, the INEE Gender Task Team/IASC Education Cluster Gender Working Group built the capacity of more than 20 participants from 18 countries to **address gender inequalities** in and through education in emergencies, post-crisis and contexts of fragility, which will result in a training pack for others to use in 2009 and beyond.

Network Services and Membership Development

- INEE now has **more than 3,200 members,** an increase of 40% over the past year, and continues to represent and be relevant to a diverse range of UN and NGO practitioners, government officials, donors, academics, youth leaders, teachers and students from around the world.
- In 2008, **members engaged more actively than ever before with INEE,** which is illustrated through its expanded number of participatory bodies: two Working Groups (Minimum Standards and Education and Fragility), five thematic Task Teams (Adolescents and Youth, Early Childhood Development, Gender, HIV/AIDS, Inclusive Education and Disability) and four Language Communities (Arabic, French, Spanish, Portuguese).

Thank you very much for all your fine work on behalf of children in need in post-conflict settings.

Dr. Goss-Power, Partners for Education in Sierra Leone.

Institutional Coordination, Policy Dialogue and Advocacy

IASC Education Cluster

In 2008, INEE continued to support and contribute to the Inter-Agency Standing Committee's (IASC) Education Cluster through facilitating ways for the INEE membership to provide guidance, technical assistance, standards and tools in support of the implementation of the IASC Cluster Approach. The IASC Education Cluster was established at the start of 2007 and is co-led by UNICEF and Save the Children Alliance. The overall Education Cluster goal, in accordance with the IASC guidance on responsibilities for global clusters, is to strengthen system-wide preparedness and technical capacity to respond to humanitarian emergencies, including the early recovery phase. It is also responsible for ensuring greater predictability and more effective inter-agency responses in education in the main areas of standards and policy setting, building response capacity and operational support.

As of mid-January 2009, there were a total of 28 countries or territories having formally activated the Education Cluster. There is an Education Cluster active in 22 countries with a Humanitarian Coordinator: Afghanistan, Burundi, Central African Republic, Chad, Colombia, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, Guinea, Haiti, Indonesia, Iraq, Kenya, Myanmar, Nepal, the Occupied Palestinian Territories, Pakistan, Somalia, Sri Lanka, Sudan, Timor Leste and Uganda. There are also Education Clusters in six countries with a Resident Coordinator, but not a Humanitarian Coordinator: Lebanon, Madagascar, Mozambique, Philippines, South Africa and Tajikistan.

While established later than other clusters, the Education Cluster has a strong foundation on which to build through INEE's own technical tools, information-sharing, capacity-building and the normative *INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* (*INEE Minimum Standards*). Indeed, in 2008 the network's tools, such as the *INEE Minimum Standards* Handbook and Toolkit, were used by Education Clusters around the world to facilitate the development of shared objectives between stakeholders, to promote holistic preparedness, risk reduction and response, to support capacity-building efforts and to foster inter-agency policy dialogue, coordination and advocacy. For instance, the Education Clusters in Uganda, Sierra Leone and Madagascar have used the *INEE Minimum Standards* to frame and enhance their emergency preparedness plans. The Education Clusters in the Philippines and Côte d'Ivoire also reported that the *INEE Minimum Standards* provided members with a common framework of reference, thereby improving dialogue and coordination.

There is regular communication between the INEE and IASC Secretariats, in which INEE briefs members of the IASC Education Cluster Support Unit on INEE activities and strategic initiatives linking into the cluster mandate and work plan, including new INEE resources, advocacy and research initiatives, and training and capacity-building opportunities.

The INEE Secretariat participated in the Advisory Group for the cluster, composed of INEE, the International Rescue Committee (IRC), Christian Children's Fund (CCF), the UN High Commissioner for Refugees (UNHCR), the World Food Programme (WFP) and UNESCO, providing guidance and technical expertise, engaging in the development

INEE and IASC Working Together to Address Gender Inequalities in Education

The INEE Gender Task Team/IASC Education Cluster Gender Working Group developed training materials and resources on gender and education in emergencies, which were piloted during a one-day workshop on April 4 in Manila, Philippines following the Asia Capacity Building Working on the *INEE Minimum Standards*. INEE, IRC, UNICEF and UNGEI then organised a workshop in September in Geneva, in which 21 participants from 18 countries — those working in areas as geographically distant and contextually diverse as Afghanistan, Zimbabwe, Occupied Palestinian Territories and Timor Leste — were trained. In both workshops, participants considered their own personal conceptualisation of gender and the way emergencies impact on gender dynamics, and undertook activities to design assessments, programmatic strategies and indicators. The workshops also highlighted how the *INEE Minimum Standards* provide a holistic and sustainable framework, mainstreaming attention to gender through all components of education and how they are helpful in identifying key strategies for addressing inequalities in ways which promote long-term change in gender-power dynamics.

and timely delivery of key products and securing engagement of a wider group of partners. In particular, INEE actively participated in the Human Resource Development Mapping initiative and organised the Regional Capacity Building workshops for Asia (April) and for Europe, the Caucasus and North America (May). The workshops proved to be an integral part of the cluster work as they contributed to increasing the predictability and effectiveness of emergency education response, planning and management via the implementation of the *INEE Minimum Standards*.

An Education Cluster Working Group was established at the end of 2008 to succeed this Advisory Group. The INEE Secretariat participated in the first Education Cluster Working Group meeting in September, contributing to the development of four strategic Task Teams: Global Oversight and Liaison Task Team; Knowledge Management Task Team; Capacity-Building Task Team; and Field Operations Task Team. The INEE Secretariat actively contributes to the first three.

In addition, materials produced by INEE Task Teams, which focus on cross-cutting or key "gap" areas, including gender, HIV/AIDS, early childhood development, adolescents and youth, and inclusion and disability, contribute directly to the work of the Education Cluster. The Secretariat staff of INEE and the IASC Education Cluster worked with the INEE Task Team conveners to ensure these technical groups are able to contribute their expertise to the activities of the Education Cluster Working Group.

By drawing on its membership and dedicating technical expertise and human resources to the Education Cluster Advisory Group, Working Group and related projects, INEE contributed to furthering humanitarian accountability and predictability and ensuring immediate response to the education needs of those affected by crises.

Education and Fragility

In early 2008, a Working Group on Education and Fragility was established within INEE as an inter-agency mechanism to coordinate diverse initiatives and catalyse collaborative action on education and fragility. The Working Group's goals are to:

- strengthen consensus on what works to mitigate state fragility through education while ensuring equitable access for all;
- support the development of effective quality education programmes in fragile states;

Seeking Empirical Evidence of the Effects of Education on Fragility

To support the formation of the Working Group, INEE commissioned a team of researchers from Oxford University's Conflict and Education Research Group (CERG) to carry out a desktop study in early 2008 to investigate the effects of education on fragility. The central question asked was: How can provision of quality education mitigate fragility and contribute to peace building, peace dividends, state building, the resilience of institutions and state stabilisation?

Drawing on quantitative and qualitative data, the research confirmed that education does have the potential to mitigate fragility. Specific findings from the research include:

- State educational provision is a necessary condition for overcoming fragility.
- Education can enhance stability by contributing to social cohesion.
- Secondary education is an effective contribution to overcoming state fragility.
- Education can measurably reduce the risk of civil unrest and violent conflict.
- The perception of inadequate educational services often becomes a grievance that exacerbates state fragility.
- Education systems can be a prime site of corruption and a suitable place to establish transparency.
- Political manipulation of educational provision and content may increase state fragility.
- Education is highly desired by populations affected by state fragility.
- Peace education can have positive effects on students' attitudes.

The desk study confirmed that while education can mitigate fragility, considerable gaps in research and understandings of the effect of education on fragility remain; there is a need for increased empirical evidence on which to develop effective education strategies and programming.

- promote the development of alternative mechanisms to support education in fragile states in the transition from humanitarian to development assistance.

Currently chaired by the World Bank, the INEE Working Group on Education and Fragility is comprised of 21 organisations engaged in programming, policy development, funding, research and advocacy relating to education in situations of fragility. (See Organigramme, p. 28.)

The Working Group held its first meeting in Istanbul, Turkey, in April 2008 and, building from the Conflict and Education Research Group (CERG) desk study (see box above) and an extensive review of opportunities to leverage ongoing work in the field of education in situations of fragility, developed a work plan based on the areas of advocacy, policy and research. This included supporting use of the Progressive Framework through the development of a resource package to support its implementation and organising the successful 2008 INEE Policy Roundtable on Education Finance in States Affected by Fragility, including the development of a widely disseminated framing paper and outcome report. The Working Group also contributed to the research agenda by developing an annotated list of research questions that outlines gaps in education and fragility research and undertaking a full mapping of research and researchers from which a research brief on trends in research and funding to research is forthcoming.

At the second biannual meeting of the Working Group at the end of October, the group revised its work plan including incorporating follow-up on recommendations from the INEE Policy Roundtable held 27-28 October. The Working Group began activities in late 2008 for the following priority areas:

- Strengthening the evidence base for understanding education and fragility by developing an analytic framework of education and fragility that will shape data collection and analysis and undertaking comprehensive situational analyses of the impact of education on fragility in up to three specific fragile contexts. Additionally, through its members GTZ and the European Commission, the Working Group is supporting the development of an issue paper on capacity development for education systems in situations of fragility and a major study on education and governance in fragile contexts.
- Informing decision-making processes on effective education funding modalities in situations of fragility through an in-depth analysis paper, which will be utilised in the development of INEE Guidance Notes to serve as a tool for country-level actors to make decisions on effective funding modalities and their implementation.
- Advocating for policy change based on an analysis report on the economic case for investing in education in states affected by fragility.

2008 INEE Policy Roundtable

In October 2008, INEE convened a *Policy Roundtable on Education Finance in States Affected by Fragility* held in Brussels, Belgium. The event was organised by the INEE Working Group on Education and Fragility and was hosted by the European Commission and funded by the Canadian International Development Agency and UK Department for International Development.

The Policy Roundtable brought together 45 representatives from donor agencies, UN and NGO practitioners, government representatives and researchers/academics. The goals of the event were to:

- review existing and new financing modalities for education in situations of fragility and chronic crises to determine how these modalities can better respond to the challenges faced by the sector, including the most effective mix and phasing of modalities;
- draw upon experience and knowledge of financing modalities in other sectors and cross-sectoral linkages between education and other sectors to develop lessons learnt and improvements to financing modalities for education in fragile states;
- develop advocacy strategies and targeted policy recommendations on the use of different existing and emerging aid modalities to effectively support the provision of education in situations of fragility.

CfBT Education Trust, a member of the Working Group on Education and Fragility, drafted a framing paper for the event, *INEE Framing Paper: Education Finance for States Affected by Fragility.* The framing paper presented an overview and analysis of mechanisms for financing education in states affected by fragility within the parameters of the *OECD-DAC Principles for Good International Engagement in Fragile States and Situations.*

Major points of discussion at the event included the need for simple, flexible and quick funding mechanisms; issues of trust gaps between donors and recipient countries; the role of new sources of fragility, such as the impending global recession, in driving fragility and potentially reducing funding to education; lack of capacity and knowledge at the country level to make effective choices about utilisation of financing modalities; challenges of shadow alignment; and uncertainty over the role of civil society in financing education in fragile contexts.

The INEE Working Group on Education and Fragility will take up some of the strategic recommendations from the event in its work plan. It will develop analysis and guidance notes for country-based actors to make informed decisions on effective financing modalities. Additionally, the Working

Garnering Increased Support for Teachers within the Education for All (EFA) Movement

The INEE Secretariat used the *Guidance Notes on Teacher Compensation* to advocate for greater attention to and investment in teacher remuneration, motivation and support throughout the year, including with the Education for All Task Team on Teachers. One result is that the final declaration adopted by the High-Level Group on Education for All endorsed the creation of an international task force on "Teachers for EFA", a voluntary alliance of EFA partners working together to address the global, and growing, shortage of teachers. The Oslo declaration states:

"Without adequate numbers of professionally qualified teachers, including female teachers, who are deployed in the right places, well-remunerated and motivated, adequately supported and proficient in local languages, we cannot offer the world's children quality education".

Group will address the adverse effects of global recession via advocacy for funding education in fragile contexts. Finally, it will support the Education Transition Fund to ensure that it becomes a simple, flexible and quick funding mechanism.

The broader contributions of the Policy Roundtable and the framing paper have been extensive. The framing paper has been distributed over numerous listservs and has served as a background document for additional events, including an Education for All (EFA) Forum in Oslo in November on financing of education in fragile situations. The paper and the recommendations from the event contributed to discussions at the EFA Forum as well as at a meeting in Doha in late November on financing education to achieve the EFA goals. Finally, through the Policy Roundtable, INEE was able to expand its recognition with numerous actors new to INEE and the network's activities. New relationships with the participants have been developed that will contribute to future INEE activities, including a projected collaboration with ADEA in 2009 regarding the planned development and roll-out of guidance notes for country-based actors to make decisions on effective financing mechanisms.

Teacher Compensation Initiative

Building upon the recommendations of the 2006 INEE *Roundtable on Teacher Compensation in Fragile States, Situations of Displacement and Post-Conflict Return,* in 2008 INEE continued to work with members to move forward an inter-agency initiative on teacher compensation. INEE has worked to engage a diverse group of stakeholders in the development of *Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Return* (*INEE Guidance Notes on Teacher Compensation*) to address this critical policy issue.

Working with an Advisory Group made up of members of the network (the International Rescue Committee, Save the Children Alliance, the Women's Refugee Commission, UNESCO, UNHCR and UNICEF), the *INEE Guidance Notes on Teacher Compensation* were developed and refined with the input of hundreds of INEE members and key stakeholders working on issues directly related to teacher compensation around the world. The initial draft, drawn up by a team of consultants from CfBT Education Trust, built upon the strategies and lessons learnt on teacher motivation and compensation. Moreover, INEE members contributed 12 country case studies that were used to inform and enhance the good practices and lessons learnt cod-

ified within the *Guidance Notes*.

Once drafted, the INEE *Guidance Notes* were shared with a diverse group of resource experts via email and also in person through a series of consultative workshops. Resource experts and participants at the workshops included representatives from conflict-affected communities and government ministries, teachers, field staff from international and local NGOs, UN agencies, the World Bank, donors and experts from other civil service sectors, ensuring that diverse experiences and expertise were reflected in the *Guidance Notes.* The consultant team from CfBT Education Trust incorporated feedback from these workshops and individual input in order to create this more comprehensive tool to address teacher compensation challenges.

Developed in this widely consultative manner in order to address a critical challenge to quality education, the *INEE Guidance Notes on Teacher Compensation* provide a suggested framework for compensating teachers. Intended for education authorities and staff within UN agencies, teachers unions, community-based organisations, NGOs and donors, the INEE *Guidance Notes* provide points for stakeholders to reflect upon as they plan and implement education programmes. They are organised around the following three themes:

- policy and coordination of teacher compensation:
- management and financial aspects of teacher compensation;
- teachers' motivation, support and supervision as forms of non-monetary teacher compensation.

Under each theme, there are a number of points for consideration illustrated with examples of illustrative strategies and lessons learnt from a range of refugee, internally displaced person (IDP), returnee and overall population contexts to assist the reader in identifying which approaches are likely to be effective in their particular situation.

Field testing and advocacy around the *Guidance Notes* took place at the end of 2008, and an official launch of the final *Guidance Notes* will take place at the INEE Global Consultation in Istanbul in March 2009; the launch will be accompanied by an advocacy campaign to encourage use of the *Guidance Notes* among governments, local communities, operational agencies and donors.

Strategic Advocacy and Policy Engagement with United Nations: Special Rapporteur on the Right to Education and the Committee on the Rights of the Child

The UN Special Rapporteur on the Right to Education, Mr. Vernor Muñoz, released his 2008 general report on the right to education in June 2008. He focused the report on education in emergencies. The report was written through a consultative process, whereby contributions were accepted in questionnaire form from a wide range of individuals, including many INEE members and member organisations.

A number of general recommendations and specific recommendations to States, donors, intergovernmental organisations and civil society organisations are made in the report, including strong support for INEE and a recommendation that donors, NGOs, intergovernmental bodies and the IASC Education Cluster utilise the *INEE Minimum Standards.* The Special Rapporteur urges the international community to commit more wholeheartedly to the implementation of the right to education in emergencies and recommends as a first step that this right should be recognised by States, donors, multilateral agencies and organisations as an integral part of the humanitarian response to conflicts and natural disasters.

Following the launch of the Special Rapporteur's report, the Human Rights Council adopted by

consensus *Resolution A/HRC/8/L.5 on the Right to Education.* The resolution, proposed by Portugal, is the first text regarding the right to education adopted by the Human Rights Council.

This resolution explicitly makes reference to the right to education in emergencies, urging all states "to ensure that the right to education is respected in emergency situations and, in this regard, underlines the importance of this right being realized by States to the maximum of their available resources, and, where necessary, by international organizations, to the extent possible, and based, *inter alia,* on assessed need by the State concerned, as an integral part of their humanitarian response to emergency situations".

The resolution also welcomes "the establishment of the Education Cluster by the Inter-Agency Standing Committee in November 2006 as an important mechanism to assess and address, in a coordinated manner, educational needs in emergency situations, including by promoting the implementation of the minimum standards for education in emergencies developed by the Inter-Agency Network for Education in Emergencies, and calls on donors to support it financially".

The UN Committee on the Rights of the Child, the body of independent experts responsible for reviewing progress made by States parties in implementing the Convention on the Rights of the Child, devoted its 2008 Day of General Discussion in September 2008 to articles 28 and 29 of the Convention dealing with the right to education, focusing upon the education of children in emergency situations. (See box below.)

The 2008 Day of General Discussion was intended to provide States and other actors with more comprehensive guidance as to their obligations to promote and protect the right to education as outlined in articles 28 and 29.

INEE's Submission to the UN Committee on the Rights of the Child Day of General Discussion on Education in Emergencies

INEE's submission highlighted the following recommendations to ensure the continuation and/or reconstruction of educational systems and the content and quality of education for children in emergency situations:

- The UN Committee on the Rights of the Child should refer any State party in need of technical assistance on education in emergencies to INEE to receive adequate tools, resources and facilitated access to support from the INEE membership.
- Governments should institutionalise and use the *INEE Minimum Standards* as a basis for good practices in establishing educational activities in crisis and recovery contexts. Where relevant, country reports submitted to the UN Committee on the Rights of the Child should report on how the governments are meeting the *INEE Minimum Standards*.
- Governments should support the IASC Education Cluster as the mechanism for determining the educational needs in emergency situations and responding to them in a coordinated manner, for which purpose it should use and develop the tools developed by INEE.
- Governments should utilise the *INEE Guidance Notes on Teacher Compensation* to help frame discussions with partners about teacher compensation in situations where the responsible public authority is unable to effectively coordinate and monitor employment of teachers.

It brought together more than 100 experts from around the world — representing States parties, international organisations and NGOs, as well as individuals — to discuss the situation of children whose lives are affected by emergency situations. INEE was represented by Secretariat staff, who made formal presentations on behalf of the network.

The Committee has released its report, which includes several recommendations for which INEE actively advocated and which are relevant to INEE's mission:

- Calls upon States parties to honor their obligation to fully ensure the right to education for every child within their jurisdiction.
- Calls upon States parties, donors and relief agencies to include education as an integral component of the humanitarian relief response from the outset.
- Urges States parties to fulfill their obligation therein to ensure schools as zones of peace...and to ensure that schools are protected from military attacks or seizure by militants; or use as centres for recruitment.
- Invites States parties, relief agencies and the donor community to draw on the resources of INEE, most notably the *INEE Minimum Standards*....It also urges States parties, United Nations agencies, donors and relief agencies to ensure that *INEE Minimum Standards* are applied at all stages of humanitarian relief response in order to ensure the right of children to education in emergencies.
- Urges States parties, relief agencies and the donor community to support the Interagency Standing Committee Education Cluster as the appropriate mechanism for determining educational needs in emergency situations and responding to them in a coordinated manner.

The complete recommendations can be found at http://www2.ohchr.org/english/bodies/crc/

Finally, the Committee will consider recommending the inclusion of information with regard to the implementation of the *INEE Minimum Standards* in State party reports on the implementation of the Convention and the Optional Protocols where relevant.

Advocacy Events and Articles

INEE Secretariat staff participated in dozens of events in 2008, helping to organise sessions, facilitating member involvement and representing the network. The following is a small selection of speaking engagements by staff on behalf of the network:

- Presentation on challenges and opportunities within the field of education in emergencies at the Expert Meeting on the Right to Education convened by the UN Special Representative on the Right to Education to inform his 2008 report (January, Switzerland).
- Presentation on education as an essential humanitarian response and on the *INEE Minimum Standards* as a key tool to achieve quality and accountability to the Canadian Policy and Action Group for Humanitarian Response (January, Canada).
- Presentation on using the *INEE Minimum Standards* to promote and realise educational equity in fragile contexts at the Comparative International Education Society Conference (March, US).
- Presentation on complementarities between the INEE and Sphere Minimum Standards at the Sphere Global Training of Trainers Workshop in Niger (March, Niger).
- Presentation on mainstreaming education into humanitarian response at the 2008 InterAction Forum (May, US).
- Presentation on the INEE Adolescent and Youth Task Team and relevant INEE tools and

resources at the Thematic Session on Post-Primary Education at the UNHCR Annual NGO Consultations (June, Switzerland).

- Presentation on the findings and recommendations from the desk study on education and fragility and the INEE Working Group on Education and Fragility at internal European Commission training entitled "Education and Health Sector Programmes in Fragile States" (June, Brussels).
- Presentation on INEE and how the *INEE Minimum Standards* support the Human Rights Education agenda to the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (July, Switzerland).
- Presentation on ensuring the continuation and/or reconstruction of educational systems at the UN Committee on the Rights of the Child's Day of General Discussion on Education in Emergencies (September, Switzerland).
- Presentation on INEE, INEE's communication mechanisms, the *INEE Minimum Standards* and the network's training and capacity building work at the IASC Education Cluster Coordination Workshop and IASC Education Cluster Working Group meeting (September, UK).
- Presentations on teacher compensation and support for teachers as an essential component of quality education in fragile contexts to the Education for All Task Force on Teachers and at the Teachers' Seminar for EFA (October, Norway).
- Presentations on education in emergencies and INEE's strategic plan to the Norwegian Ministry of Foreign Affairs and Norad (December, Norway).
- Presentation on how to provide quality education in fragile contexts at the World Bank's Human Development Learning Week, introducing World Bank staff to the network, tools and resources (November, US).

Select articles written by and interviews given by the INEE Secretariat on behalf of INEE:

- *Reseñas — Normas mínimas para la educación en situaciones de emergencia, crisis crónicas y reconstrucción temprana del INEE* in Fundación Dos Mundos Magazine on Education in Emergencies, September 2008. Authored by Jennifer Hofmann.
- Radio and newspaper interviews about *INEE Minimum Standards* training workshop conducted for high-level Ministry of Education representatives in Côte d'Ivoire (June, Côte d'Ivoire). Authored by Jennifer Hofmann.

In addition, the INEE Secretariat and members worked with the UN Office for the Coordination of Humanitarian Assistance's (UNOCHA) IRIN to inform an article that asserts that emergency education is gaining ground as a pillar of humanitarian response, including references to the *INEE Minimum Standards* and IASC Education Cluster: *Emergency education gains ground: Humanitarian policy-makers have endorsed internationally agreed standards on rebuilding education sectors shattered by crises, in a move experts say shows that education is increasingly being regarded as life-saving.* www.irinnews.org/Report.aspx?ReportId=81437

Thank you very much for the huge efforts you are doing as an INEE team to provide such good opportunities for education practitioners and others concerned to gather and exchange ideas in respect to education matters universally.

Hisham Ahmed, Save the Children Sudan

Inter-Agency Network for Education in Emergencies

Standard Setting, Knowledge Generation and Capacity Building

INEE Minimum Standards: Working Group

In 2008, the INEE Working Group on Minimum Standards, which works to deepen the implementation, institutionalisation and evaluation of the standards, focused on assessing their use and impact, supporting their application through tool development and field visits, and continued training support and capacity-building activities. The Working Group's 16 members met in Tbilisi, Georgia in June, and in Bangkok, Thailand in November for its biannual meetings. (See Organigramme, p. 28.)

INEE Minimum Standards: Promotion and Translations

From a university conference in the UK to a gender training in the DRC, to the meeting of a long-standing Burmese exile committee in Thailand, INEE members around the world are promoting the *INEE Minimum Standards* as a key tool to support quality and accountability within education in emergencies and post-crisis settings.

In addition to presentations carried out by the INEE Secretariat staff on the *INEE Minimum Standards*, members themselves have been making record numbers of presentations, for instance within orientation sessions on the *INEE Minimum Standards* and the links between the INEE and Sphere Minimum Standards at the Sphere Global Training of Trainers (Niger, Venezuela, Gambia and Malawi) and at the annual National Health and Education Committee Conference in northwestern Thailand.

The INEE Secretariat staff and members have also developed several resources to aid in the promotion and complement the application of the *INEE Minimum Standards:*

- Frequently Asked Questions on INEE and the *INEE Minimum Standards*;
- *INEE Minimum Standards* Reference Tool in Portuguese (by UNICEF East Timor);
- User-friendly matrix of the *INEE Minimum Standards* (by Fundacion dos Mundos in Colombia);

"I am glad to inform you that the RET [Refugee Education Trust] has been invited to present on its Chad programme during the "Investing in Young People's Health and Development: Research That Improves Policies and Programs" conference that will be held in Abuja, Nigeria, April 27-29, 2008. The conference is hosted by the Bill and Melinda Gates Institute for Population and Reproductive Health at the Johns Hopkins Bloomberg School of Public Health. My objective is not only to talk about displaced youth in Chad but elsewhere, and to draw attention to the needs for advocacy and resource development. I plan to mention 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)

- Brief on the linkages between the *INEE Minimum Standards* and Food for Education programs;
- *INEE Minimum Standards* Toolkit Thematic Guides, which highlight the most useful resources contained within the toolkit on themes relevant to the work of INEE members.

Four years after their launch, the *INEE Minimum Standards* are now available in 15 languages. Select examples of translations in 2008 include:

- Production of the *INEE Minimum Standards* Handbook in French, supported by UNHCR and CCF.
- Translation and production of the *INEE Minimum Standards* Handbook in Chinese, supported by UNESCO China.
- Translation and production of the *INEE Minimum Standards* Handbook in Bangla, supported by the Disaster Forum and UNESCO Bangladesh with the assistance of Commonwealth Education Fund.
- Translation of the *INEE Minimum Standards* Handbook in Myanmar language, supported by UNICEF Myanmar.

INEE Minimum Standards: Training and Capacity Building

Training and capacity-building activities not only provide key opportunities for promotion and dissemination of the *INEE Minimum Standards*, but they are also crucial in supporting their concrete and effective implementation by members around the world.

In 2008, INEE organised two regional capacity-building workshops, which brought together delegates to share challenges, lessons learnt and good practices in the training and implementation of the *INEE Minimum Standards*. Delegates participated in refresher trainings on how to use the *INEE Minimum Standards* and were introduced to new tools for the utilisation and institutionalisation of the *INEE Minimum Standards*, including the *INEE Minimum Standards* Toolkit and the INEE Adoption Strategy Checklists. Additional information presented to delegates included the IASC Education Cluster process, the inter-agency initiative to develop *INEE Guidance Notes on Teacher Compensation*, education-focused Disaster Risk Reduction and the 2009 INEE Global Consultation. Discussion around these issues contributed to the development of concrete individual, inter-agency and national action plans to further promote, train on, implement and institutionalise the *INEE Minimum Standards* in order to provide access to safe, quality, relevant and inclusive education to all persons affected by crisis.

2008 Capacity-Building Workshops

INEE regional **capacity-building workshop for Asia,** 1-3 April, in Manila, Philippines
Co-hosted by: UNICEF, Save the Children, and Christian Children's Fund

INEE regional **capacity-building workshop for Europe, the Caucasus and North America,** 27-30 May, in Tbilisi, Georgia
Co-hosted by: UNICEF, UNHCR and the Norwegian Refugee Council

Follow-up Trainings Completed in 2008

Between 2005 and the end of 2008, the INEE Secretariat has documented and supported more than 140 training workshops on the *INEE Minimum Standards*. In 2008 alone, over 50 training workshops were conducted and documented in countries around the world. Participants included government ministries, UN agencies and NGOs. The willingness of humanitarian organisations to contribute staff time and resources to the training process is a testament to the growing importance of education in emergencies within humanitarian agencies and the *INEE Min-*

Select examples of recent training workshops on the INEE Minimum Standards

- UNICEF, Save the Children and CCF in Philippines, 6-7 April 2008: Training workshop for the education cluster focused on using the *INEE Minimum Standards* as a tool for inter-agency coordination and framework for emergency preparedness and contingency plans.
- Ministry of Education in Côte d'Ivoire, with support from UNICEF, 18-20 June 2008: Training workshop on the utilisation and institutionalisation of the *INEE Minimum Standards* by the Ministry of Education, which was attended by all education regional directors, directors at the central level and Ministry of Education cabinet advisors.
- Ministry of Education in Antananarivo, Madagascar, with support from UNICEF, 10-12 December 2008: This training workshop brought together members of the education cluster from UNICEF, NGOs and the Ministry of Education at central and district level. It introduced participants to using the *INEE Minimum Standards* for disaster preparedness, response and risk reduction.
- UNICEF, Save the Children and the International Rescue Committee in Sierra Leone (in Freetown, 19-21 August and in Bo, 26-28 August 2008): These two training workshops aimed at improving the management and coordination of education activities in Sierra Leone by the Ministry of Education, Youth and Sports, UNICEF, Save the Children, IRC and partners, should an emergency occur.
- CARE India in Andaman, India, 22-23 September 2008: this training workshop on disaster management targeted 24 participants: staff from the government, NGOs and CARE, as well as the Director of Disaster Management in the Andaman and Nicobar Administration. The Director committed to encourage the local government to incorporate the *INEE Minimum Standards* into the Andaman and Nicobar Disaster Management Guidelines.

imum Standards as a key tool for quality and accountability within emergency interventions.

INEE Minimum Standards: Evaluation

Evaluation of the *INEE Minimum Standards* has been ongoing since their launch, through feedback forms, the global questionnaire on the *INEE Minimum Standards* and in-country evaluations. In 2008, the INEE Working Group on Minimum Standards oversaw an evaluation in Uganda in order to enhance understanding of the awareness, utilisation, institutionalisation and impact of the *INEE Minimum Standards*. Feedback was collected from 86 education practitioners and policy-makers in Kampala, Gulu, Lira and Kitgum, Uganda. Approximately two-thirds of study participants were aware of the existence of the *INEE Minimum Standards* Handbook and 20 percent reported using the handbook in their work. This is a substantial increase over the baseline study conducted in 2006.

The levels of implementation investigated were the following:

- Awareness by members and/or clients of organisations: How did they learn about the standards?
- Utilisation: Are the standards being used? If so, how?
- Institutionalisation: Are the standards incorporated in the policies or procedures of an organisation?
- Impact: What is the impact on educational access and quality? On a holistic and well-coordinated transition from emergency to early reconstruction?

Key recommendations include continuing to support *INEE Minimum Standards* trainings, in particular those targeted at Ministry of Education staff; updating the *INEE Minimum Standards* Handbook, including explicit encouragements to contextualise the indicators; greater advocacy to increase the institutionalisation of the standards; and organising a focus group discussion in Uganda to discuss the evaluation report and develop a local plan for their dissemination and implementation.

INEE Minimum Standards: Application

The *INEE Minimum Standards* are being used in over 80 countries around the world for policy development and implementation; assessment, programme design, monitoring and evaluation; advocacy; research; preparedness and risk reduction. Users relate that the *INEE Minimum Standards* provide a common language facilitating the development of shared visions between different stakeholders, that they ensure holistic thinking and response, and that they frame and foster inter- and intra-agency policy dialogue, advocacy and action for the provision of quality education in emergencies, chronic crises and early recovery.

To address the key findings and recommendations of the evaluation of the *INEE Minimum Standards* in Uganda, the INEE Coordinator for Minimum Standards conducted a follow-up application visit to Kampala, Kitgum and Pader in 2008. Meetings were held with UN agencies, local and international NGOs, bilateral donor agencies, representatives from the Ministry of Education at central and district level and the education cluster at national and field level to discuss the application of the *INEE Minimum Standards* to support access to quality education in Uganda, in particular the crisis-affected northern part of the country. The visit enabled stakeholders to identify relevant and concrete ways in which they can utilise and institutionalise the standards; for instance, within the government's blueprint for the reconstruction of the education system in northern Uganda, the education cluster's emergency preparedness plan, or simply in NGO education staff's terms of reference.

INEE also disseminated tools and *INEE Minimum Standards*-related resources to the Education Clusters in Myanmar, Kenya and Georgia, including the *INEE Minimum Standards* Handbook and Toolkit, relevant associated thematic guides and the INEE Adoption Strategy Checklist for using the standards within inter-agency coordination mechanisms.

In addition, resources developed in 2008 to support the application of the *INEE Minimum Standards* include:

- Case study on the implementation of the *INEE Minimum Standards* by NRC Somaliland to develop a teacher's code of conduct;
- Case study on the development of contextualised minimum standards for community-based education, building on the *INEE Minimum Standards,* by PACE-A in Afghanistan;
- Case study on the use of the *INEE Minimum Standards* by CIDA;
- Case study on the use of the *INEE Minimum Standards* by the Government of Norway, including the Ministry of Foreign Affairs and NORAD.

INEE/Sphere Companionship

In October 2008, INEE and the Sphere Project signed a companionship agreement whereby Sphere acknowledges the quality of the *INEE Minimum Standards* and of the broad consultative process that led to their development. As such, the Sphere Project recommends that the *INEE Minimum Standards* be used as companion and complementing standards to the *Sphere Handbook, Humanitarian Charter and Minimum Standards in Disaster Response.* This companionship agreement is an important achievement

towards one of the main objectives of the network itself — that education services are integrated into all humanitarian response. This accomplishment has been realised in no small part due to the continuous promotion of education as an essential humanitarian response and the *INEE Minimum Standards* as a key quality and accountability tool for education in emergencies by the INEE Secretariat, Steering Group, Working Groups, Task Teams and the thousands of INEE members around the world.

While the Sphere Project Handbook and the *INEE Minimum Standards* Handbook will remain standalone publications with their own recognisable identity, companionship includes:

- an icon depicting education, compatible with those used in the Sphere Project Handbook;
- linkages in the update processes of and references within the new *INEE Minimum Standards* and Sphere Handbooks;
- formalisation of training linkages, including the development of an education module with Sphere's e-learning tool and of a training package on the companionship;
- strengthened advocacy, promotion and communication linkages between INEE and the Sphere Project.

Linkages with the Disaster Risk Reduction Community

In 2008, INEE actively engaged with the Disaster Risk Reduction (DRR) community, as the INEE

The INEE Director and Sphere Project Manager signing the Sphere-INEE Companionship Agreement at the Sphere Board Meeting, October 2008.

Secretariat continued to represent the network within the International Strategy for Disaster Risk Reduction's (ISDR) Thematic Platform on Knowledge and Education, including participating in the Platform's annual meeting in Davos. The network, via the Secretariat, also contributed to the Coalition for Global School Safety and Disaster Prevention Education (COGSS) strategic planning meeting, sharing lessons learnt from the INEE experience and contributed expertise to help shape the network structure and plans.

The INEE Secretariat continued to liaise with key actors, including national and regional networks, to collect relevant case studies, resources and opportunities to share with members via the INEE listserv and website. In this way, and through promoting risk reduction and prevention as a critical element of the network's vision, the network is amplifying what is known about risk reduction and working to ensure that it is applied within INEE member programmes and policies. For instance, the Secretariat shared in-

"We believe education having been embraced within the Sphere family is a demonstration of the consensus in the humanitarian community that education must be considered as a sector within immediate emergency response," said Alyson Joyner, project manager of Sphere.

"Emergency education gains ground", 13 November 2008. IRIN Africa
http://www.irinnews.org/Report.aspx?ReportId=81437

formation and resources on DRR with key partners in listserv messages, in presentations and at regional capacity-building workshops, advising them to include DRR and the *INEE Minimum Standards* within their emergency preparedness and response plans.

The INEE Gender Task Team/IASC Education Cluster Gender Working Group (GTT) sent a representative to the Gender and Disasters 2008 Workshop, which was held in Turkey in October. The GTT representative from the Forum for African Women Educationalists was able to meet new and valuable stakeholders, learn from and feed into inter-agency, cross-sector initiatives focused on gender and disasters, share and gain feedback on relevant GTT/GWG resources with other actors and identify key gaps and priority needs for further collaborations with regards to gender, education and disaster prevention, mitigation and management. The report from her experiences, including the learning she gained, has been shared widely within the GTT and more broadly with members for others to build upon.

One particular issue that INEE began to focus on in 2008 is the way in which disasters continually destroy or damage school infrastructure. Infrastructure lost to a disaster is a great economic loss for a country and the cost of reconstruction can be a substantial burden on the economy. Moreover, death of the children in these schools causes irreplaceable loss to families, communities and countries. Millions of children suffer life-long injuries. In addition to providing a space for children's learning, schools often serve as centers for community activities and constitute social infrastructure that
is key in the fight against poverty, illiteracy and a disease-free world. The Education for All goals and the vision of INEE — that all people in crisis-affected and fragile states have access to quality, relevant and safe education opportunities — cannot be achieved without the construction of safe and disaster-resilient education facilities.

Therefore, INEE embarked upon a partnership with the World Bank's Global Facility for Disaster Reduction and Recovery to facilitate a consultative process to develop *Guidance Notes for Safer School Construction.* This will be a simple tool composed of: 1) an explanation of key steps to facilitate the planning, design and construction of more disaster-resilient schools; 2) general appropriate building principles; and 3) links to a rich collection of relevant resources that can help country policy-makers in governments, NGOs, donors and other stakeholders to both advocate for and integrate disaster risk reduction into the education sector. The development of these important *Guidance Notes* will continue into 2009 and will require not only strong inter-agency partnership but also inter-sectoral partnership, particularly with shelter design and construction communities. In this, INEE is drawing upon its companionship with Sphere as well as its linkages with ISDR's Knowledge and Education Platform, the Coalition for Global School Safety's, the IASC Emergency Shelter and Education Clusters, and many others.

INEE training workshop in Madagascar, December 2008.

Network Services and Membership Development

INEE's unique catalytic role in the field continued to strengthen in 2008, as membership of the network increased and opportunities for membership communication and collaboration were improved.

INEE Task Teams

2008 saw the launch of four new Task Teams and increased involvement by INEE members. By the end of the year, the network had over 130 members participating in one or more of the network's five Task Teams: Adolescents and Youth; Disability and Inclusion; Early Childhood Development; Gender; and HIV/AIDS. Task Teams allow INEE members to work collectively on specific areas of interest, advocating for these key crosscutting areas and collaboratively developing tools and resources to help practitioners provide inclusive, quality and safe education for all affected by crisis.

INEE Adolescents and Youth Task Team

The INEE Adolescents and Youth Task Team (AYTT) was launched in March 2008 and attracted a very positive response from many INEE members. Building on the work of the INEE Adolescents and Youth Interest Group, the Task Team, which is convened by the Foundation for the Refugee Education Trust (RET) and Christian Children's Fund (CCF), now has over 60 participating individuals, representing more than 50 organisations, and has identified advocacy, research, education for livelihoods and youth participation as four focus areas. Its first task is well underway, with two interns working with the team to develop a Review of Current Literature and Practice. A draft is currently being finalised by the group, and 15 case studies have been collected and edited. The Task Team has established a monthly AYTT Resource Update, which collects and disseminates articles, tools, events and websites relevant to AYTT members.

INEE Disability and Inclusion Task Team

The Disability and Inclusion Task Team, convened by Save the Children UK, launched in February 2008 and has undertaken a number of activities. The team has developed a Pocket Guide to Inclusive Education in Emergencies, which serves as a quick reference guide for anyone working to provide, manage or support education services in emergencies, offering practical actions that stakeholders in education in an emergency can take to improve inclusion, particularly for those who have been traditionally excluded from education. The team also produced an advocacy brief entitled *Achieving inclusive education in emergencies: recommendations for practical change,* with recommendations for operational and funding organisations working in the field of education in emergencies. The theme of UNESCO's International Conference on Education in 2008 was inclusive education, and the Task Team was represented and able to share resources with delegates, including government representatives.

Participants developing response strategies and monitoring plans at the INEE-IRC-UNGEI-UNICEF global training on ensuring gender equality in and through education in emergencies and fragile contexts, September 2008.

We would like to take this opportunity to express our sincere appreciation to you and your colleagues from INEE for your kind support and cooperation which made the translation possible. We are now in the process of discussing with the Ministry of Education about the training on the Minimum Standards and are mobilizing funds from all possible sources.

He Pei, UNESCO China, referring to the translation of the *INEE Minimum Standards* into Mandarin Chinese.

INEE Early Childhood Task Team

This Task Team launched a call for members in April 2008, and has had a productive year since its establishment. The Team, convened by the Consultative Group on Early Childhood Care and Development, contributed to the IASC Education Cluster Capacity Mapping project, ensuing that ECCD questions were mainstreamed, so that current capacities and gaps in emergency education preparedness and response at global and, selectively, at national levels, included early childhood data. The Task Team has been working on the development of a Position Paper and Advocacy Brief which will explore current and emerging issues related to young children affected by crisis, and make recommendations for future action. The team has also revised the INEE Good Practice Guide for Early Childhood Development, which is currently being finalised, and will feed into the revision process for the *INEE Minimum Standards* and be integrated into *INEE Minimum Standards* training materials. Many members of the team met face to face at the annual consultation of the Consultative Group in October, where members shared research and field experiences and developed the group's 2009 work plan.

INEE Gender Task Team /IASC Education Cluster Gender Working Group

The INEE Secretariat is working with the International Rescue Committee (IRC), the convener, and other members of the team to carry forward the work of the INEE Gender Task Team/IASC Education Cluster Gender Working Group (GTT) since the tragic death of Jackie Kirk in August 2008. Thanks to Jackie's dedication, and the commitment of others to continue her work, the Task Team has had an impressively productive year — a testament to the team that Jackie established and the work she pioneered.

The GTT carried out two trainings this year — the first in Manila, Philippines, hosted by UNICEF in conjunction with the INEE Regional Capacity Building Workshop (see page 7), and the second, organised in partnership with the United Nations Girls Education Initiative (UNGEI), UNICEF and the IRC, in Geneva. More than 40 practitioners were trained on how to ensure gender equality in and through education in emergencies, fragile and post-crisis contexts. A number of outputs from these trainings are being developed, including a training pack, so

that others can replicate the workshops, a gender strategy sheet on recruiting and supporting male teachers and a collection of mini case studies on gender and education in emergencies.

Other activities undertaken this year by the GTT have included serving as a technical focal point on gender for the IASC Education Cluster Capacity Mapping Project, and on education for the IASC Gender Working Group E-Learning Tool Project.

INEE HIV/AIDS Task Team

This Task Team, convened by the Inter-Agency Task Team on HIV/AIDS (IATT) was formally established in April, and is composed of INEE members and members of the Inter-Agency Task Team on HIV/AIDS. The team has revised the Education Action Sheet for the IASC Guidelines on HIV/AIDS in Humanitarian Response and has advocated for the next IATT meeting to have a session focused on HIV/AIDS education in emergencies.

INEE Language Communities

INEE Language Communities are vibrant forums that foster collaborative resource development and knowledge-sharing among Arabic-, French-, Portuguese- and Spanish-speaking members of INEE. The Language Communities collate and disseminate key resources in the relevant languages, and where gaps are identified, work to develop or translate new tools and case studies. The Language Communities also undertook advocacy and outreach in Arabic-speaking, Lusophone, Francophone and Hispanophone countries, raising awareness about the importance of education for those affected by crisis. Furthermore, the Language Communities support and facilitate training and capacity-building opportunities for non-Anglophone INEE members. Some highlights from the work of the INEE Language Communities in 2008 include:

- The **Arabic Language Community** officially launched in May 2008, and already has more than 50 members. Moreover, the facilitator of this Language Community has conducted a number of trainings and briefings on the *INEE Minimum Standards* in the Arabic-speaking world, including in Kuwait, Qatar, Yemen and Saudi Arabia.
- The **French Language Community** continued to grow, and now has over 350 members. In addition, a French web portal was launched via the INEE website in March, which includes a translation of key INEE web pages and resources.
- The **Portuguese Language Community,** launched in July 2008, has 60 members. The facilitators of this Language Community worked

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Le Réseau inter-agences pour l'éducation en situations d'urgence
Communauté Francophone

Two participants during a session on the INEE Minimum Standards in a Sphere Training of Trainers in Kuwait, April 2008. © Moustafa Osman, Islamic Relief

with UNICEF in East Timor to conduct trainings for local education practitioners, focused on disaster risk reduction and preparedness.

- The **Spanish Language Community** has over 150 members and is connected to other networks in Latin America. In particular, the facilitator of this Language Community answered technical questions from Spanish-speaking INEE members, and has helped the INEE Secretariat track training on education in emergencies in the region.

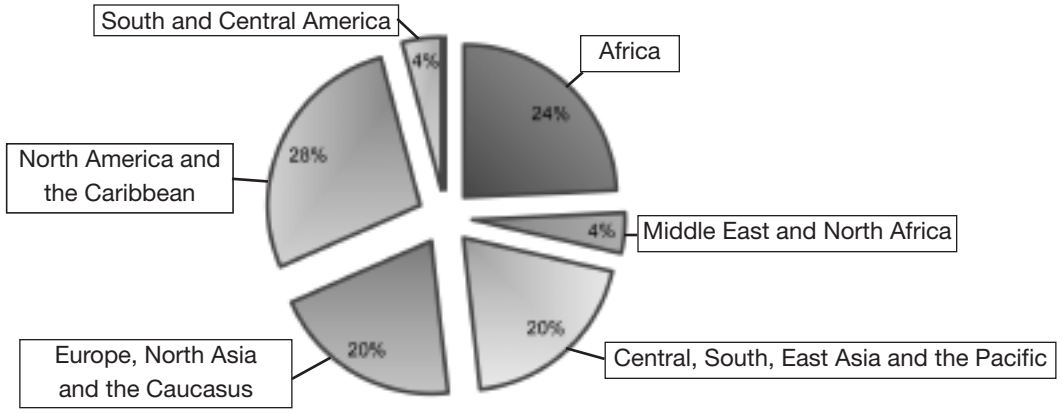
Regular resource updates in Arabic, French and Portuguese have been collated and disseminated to Language Community members throughout the year. In addition, key INEE listserv messages have been translated and sent to INEE Language Communities, including information regarding the Education for All Global Monitoring Report, the INEE Teacher Compensation Initiative and the IRIN Education in Emergencies In-depth Report.

INEE Membership Development

INEE's membership has continued to grow quickly in the past year. INEE now has more than 3,200 members, with an average of 100 new members joining every month. Membership continues to be widely representative geographically (see chart below), with the largest proportions of INEE members working in North America and the Caribbean, and Africa. Informal tracking of membership patterns shows that new and emerging crises and the outreach efforts of INEE Working Group and Steering Group members and Secretariat staff result in increasing membership in specific geographic areas and within targeted organisations.

Throughout 2008, the INEE Secretariat met specific requests from members on a daily basis, including general inquiries about the network and

INEE Membership



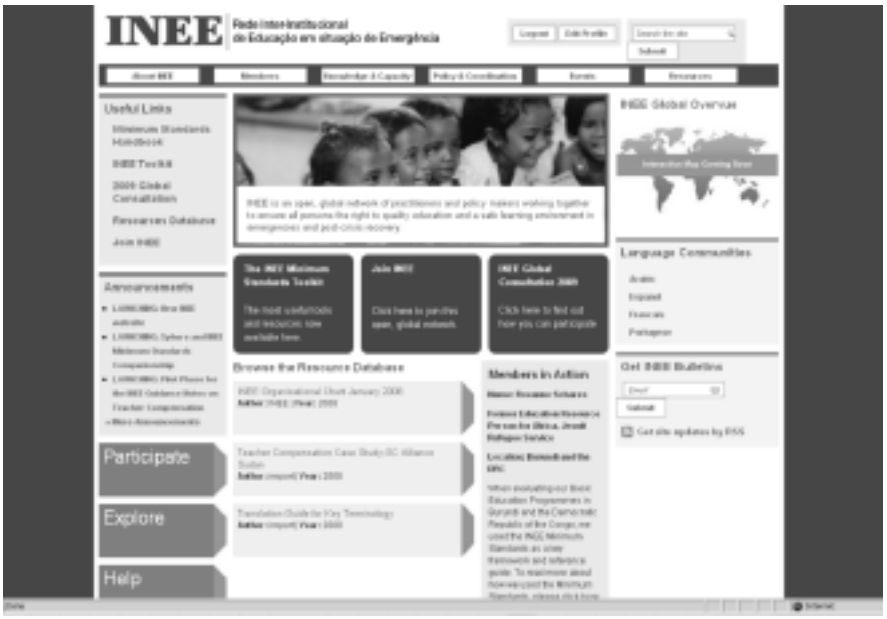
membership, requests for resources, and facilitating linkages and contacts between members and key stakeholders.

INEE Website and Listserv

The INEE website and listserv continue to be the virtual hub of the INEE community, allowing INEE members to share experiences and resources, learn of new developments in the field and participate in global initiatives and contribute to consultations and resource development.

The INEE website was continuously updated throughout the year, and has an increasing number of visitors month on month. New web pages focusing on Disaster Risk Reduction, the Committee on the Rights of the Child Day of General Discussion, Education and Fragility and the INEE Teacher Compensation Initiative have been created. Furthermore, having conducted an online survey with INEE members to determine the function the website serves, the INEE Secretariat has undertaken a full redesign of the website, which will be launched in early 2009. The content management technology supporting the INEE website has been replaced, allowing a more user-friendly experience. A number of new features, including a searchable online membership database, have also been introduced.

The INEE listserv has been extremely active in 2008, with an average of three messages sent per week, helping members to organise and manage valuable information and opportunities. INEE has disseminated 24 Biweekly Bulletins, including over 200 publications, tools, events and news stories directly relevant for INEE members, and sent out multiple messages relating to the work of the network and its members. INEE also marked a number of internationally recognised days, including World Teachers Day, World Refugee Day and the International Day for Human Rights. INEE upgraded its listserv technology in 2008, and as a result, listserv messages are now easier to use, with clickable weblinks and the inclusion of images.



The new INEE Toolkit is absolutely fantastic – a tremendous resource that provides a good example to all sectors in humanitarian response of how we can share expertise, policy and resources.

Deborah Haines, Save the Children UK.

Expenditure Report 1 Jan. - 31 Dec. 2008

	Contributions to INEE at IRC	Contributions to INEE at UNESCO	Contributions to INEE at NRC	Contributions to INEE at CARE	Contributions to INEE at UNICEF	Total	In-kind (SG, WG members)
Strengthening Institutional Coordination, Policy Dialogue and Advocacy	$83,003	$89,046	$4,000			$176,049	*$55,000*
INEE Policy Roundtable	$11,000	$7,305				$18,305	*$20,000*
INEE Working Group on Education and Fragility biannual meetings						$15,485	*$10,000*
Development of Guidance Notes on Teacher Compensation	$11,485		$4,000				*$15,000*
INEE Steering Group biannual meetings							*$10,000*
INEE Secretariat staff salaries and benefits (4 staff) - Note: INEE Coordinator for Education & Fragility based at UNESCO began contract April '08	$50,000	$68,758				$118,758	
INEE Secretariat staff travel, including interns	$10,518	$12,983				$23,501	
Building Inter-Agency Knowledge, Evidence, Standards and Capacity	$226,839		$17,424		$42,000	$286,263	*$132,500*
Asia Regional Capacity-Building Workshop on the INEE Minimum Standards and INEE Cluster Training (Philippines)	$14,000					$14,000	*$40,000*
Caucasus, Europe and North America Capacity-Building and Training Workshop on the INEE Minimum Standards (Georgia)	$20,890					$20,890	*$40,000*
INEE Minimum Standards Toolkit CD-Rom and Reference Tool	$4,999		$17,424			$22,423	*$2,500*
INEE Minimum Standards material translation, layout, printing, dissemination	$19,500					$19,500	*$5,000*
INEE Minimum Standards Evaluation and Application in Uganda and Pakistan	$19,416					$19,416	*$5,000*
INEE Minimum Standards Case Studies: Governments and Donors	$16,500					$16,500	
INEE Working Group on Minimum Standards biannual meetings							*$10,000*
Sphere Training of Trainers workshop	$1,250					$1,250	
INEE Secretariat staff salaries and benefits	$114,200					$114,200	
INEE Secretariat staff travel	$16,084				$42,000	$58,084	*$30,000*
Delivering Relevant, Sustainable Services to a Growing Network	$107,448		$129,254	$19,408	$8,000	$264,110	*$23,000*
INEE website upgrade, listserv hosting, webmail hosting	$17,171		$13,550		$8,000	$38,721	
INEE Global Consultation preparation/planning (consultant, logistics)	$12,000		$14,000			$26,000	*$5,000*
INEE Case Study			$13,500			$13,500	
INEE Brochure, Annual Report, Strategic Plan and summary printing	$2,590		$6,300			$8,890	
Support to INEE Task Teams (HIV; Gender; Adolescents & Youth; Inclusion & Disability; ECD) and Language Communities (French, Spanish, Portuguese, Arabic)	$40,000		$2,500			$42,500	*$18,000*
INEE Secretariat staff salaries and benefits	$33,800		$75,586	$19,408		$128,794	
INEE Secretariat staff travel	$1,887		$3,818			$5,705	
Enabling Effective Network through Functioning INEE Secretariat	$8,936	$5,138				$14,074	*$80,000*
Secretariat staff office space, supplies, technical equipment and administrative costs (wire transfer, bank fees, shipping)	$2,000					$2,000	*$80,000*
Secretariat Staff Relocation Costs, Visa and Legal Costs	$6,936	$5,138				$12,074	
SUBTOTAL	**$426,226**	**$94,184**	**$150,678**	**$19,408**	**$50,000**	**$740,496**	***$290,500***
Overhead / ICR (IRC: 10%, UNESCO: 13%, NRC: 8%, UNICEF: n/a)	$42,622.60	$12,244.92	$12,054.24	$1,746.72	$3,500	$72,167.48	
TOTAL	**$468,848.60**	**$106,427.92**	**$162,732.24**	**$21,154.72**	**$53,500**	**$812,663.48**	***$290,500***

Acknowledgment of Support

CARE (via CARE, January – June 2008)	$21,155
Christian Children's Fund (via IRC, January – December 2008)	$10,000
CIDA (via IRC, December 2007 – November 30, 2008)	$74,000
DFID (via UNICEF and IRC, January – June 2008)	$195,000
(via UNESCO, April 2008 – April 2009)	$189,409
(via UNESCO, December 2008 – November 2010)	$290,000
Hewlett Foundation (via Women's Refugee Commission, 2008)	$5,000
IASC Education Cluster (via IRC, February 2008 – March 2009)	$46,400
Norwegian Ministry of Foreign Affairs (via NRC, September 2007– May 2008)	$80,000
(via NRC, December 2008 – November 2009)	$70,000
Norwegian Refugee Council (January – December 2008)	$10,000
Save the Children Alliance (via NRC and IRC)	$10,000
Unbound Philanthropy (via IRC, October 2008 – September 2011)	$599,995
UNESCO (January – December 2008)	$10,000
UNESCO Pakistan (via IRC, February 2007 – January 2008)	$28,924
UNHCR (via IRC, 2008)	$35,000
UNICEF (via IRC, June 2007 – May 2008)	$167,000
(via UNICEF, 2008)	$50,000
(via NRC, August 2008 – July 2009)	$397,949
(via IRC, August 2008 – July 2009)	$201,740

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INEE would like to acknowledge the organisations of the INEE Steering Group, Working Group on Minimum Standards, Working Group on Education and Fragility, and the convening organisations of the INEE Task Teams and Language Communities for their leadership and commitment to inter-agency collaboration (see INEE Organigramme on page 28). Moreover, INEE's inter-agency success is in large part due to the enormous in-kind contributions from its members, including the time and resources that members and their agencies contribute to material production and translations, capacity building and training activities, policy roundtables and more. For an expanded list of acknowledgements, please see the INEE website: http://www.ineesite.org/acknowledgment_of_support

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INEE Organigramme

Inter-Agency Network for Education in Emergencies (INEE)

INEE Membership

Over 3,200 members working in over 114 countries worldwide

INEE Steering Group

- CARE International
- Christian Children's Fund
- International Rescue Committee
- International Save the Children Alliance
- Norwegian Refugee Council
- UNESCO
- UNHCR
- UNICEF
- World Bank

INEE Secretariat Staff

- Director – Allison Anderson (Hosted by International Rescue Committee)
- Coordinator for Network Services – Marian Hodgkin (Hosted by UNHCR)
- Coordinator for Minimum Standards – Jennifer Hofmann (Hosted by UNICEF)
- Coordinator for Education and Fragility – Kerstin Tebbe (Hosted by UNESCO)

INEE Task Teams

- Adolescents & Youth Task Team (Convened by RET and CCF)
- Disability & Inclusive Education Task Team (Convened by Save the Children UK)
- Early Childhood Task Team (Convened by the Consultative Group on Early Childhood Care and Development)
- Gender Task Team (Convened by International Rescue Committee)
- HIV/AIDS Task Team (Convened by UNICEF)

INEE Working Group on Education and Fragility

- Academy for Educational Development
- Australian Agency for International Development
- Canadian International Development Agency
- CARE International
- Center for International Education, Univ. of Massachusetts
- CfBT Education Trust
- Council on Foreign Relations
- Department for International Development, UK
- Deutsche Gesellschaft für Technische Zusammenarbeit
- Dutch Ministry of Foreign Affairs
- Education Development Center
- European Commission
- Fast Track Initiative Secretariat
- International Rescue Committee
- Reach Out to Asia
- Save the Children United Kingdom
- UNESCO
- UNICEF
- University of Ulster
- USAID
- World Bank

INEE Working Group on Minimum Standards

- Academy for Educational Development
- AVSI
- BEFARe
- CARE International
- Catholic Relief Services
- Deutsche Gesellschaft für Technische Zusammenarbeit
- Foundation for the Refugee Education Trust
- Fundación dos Mundos
- International Rescue Committee
- International Save the Children Alliance
- Norwegian Refugee Council
- UNESCO
- UNHCR
- UNICEF
- USAID
- World Education
- World Vision International

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