

Inter-Agency Network for Education in Emergencies 2008 Activities and Accomplishments

Since its inception in 2000, the Inter-Agency Network for Education in Emergencies (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. In 2008 INEE continued to grow at a remarkable pace. The network now brings together and serves over 3,200 members, an increase of 40% over the past year, who are working in more than 114 countries for government ministries, non-governmental organizations, UN agencies, bi- and multilateral donors, research institutions and schools. Moreover, in 2008 members engaged more actively than ever before with INEE, illustrated through the network's expanded number of participatory bodies: two Working Groups (Minimum Standards and Education and Fragility), five thematic Task Teams (Adolescents and Youth, Early Childhood, Gender, HIV/AIDS, Inclusive Education and Disability), and four Language Communities (Arabic, French, Spanish, Portuguese).

INEE 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's activities in 2008 made strong contributions toward the realisation of the network's objectives of strengthening institutional coordination to ensure education for all affected by crisis, enhancing global knowledge and capacity in order to support education in crisis and post-crisis settings, and promoting a dynamic membership to advance the field of education in emergencies. 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 in 2008 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".

The INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery were launched; they were developed in a widely consultative manner to address a critical challenge to quality education. The INEE Guidance Notes

provide a suggested framework for the policy and coordination of teacher compensation, the management and financial aspects of teacher compensation, and teachers' motivation, support and supervision.

The network provided strategic support 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 Annual Report 2008 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 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.

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 hard 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.

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.

INEE is pleased to acknowledge the following agencies which have given support to the network since its creation in 2001 up to the present time: Academy for Educational Development * American Institutes for Research * Anonymous * AVSI * BEFARe * Canadian International Development Agency * CARE * Carnegie Mellon * Catholic Relief Services * Christian Children's Fund * IASC Education Cluster * International Rescue Committee * International Save the Children Alliance * Mission Laïque Française * Norwegian Ministry of Foreign Affairs * Norwegian Refugee Council * Organisation Internationale de la Francophonie * Save the Children Alliance * Swedish International Development Cooperation Agency * Unbound Philanthropy * UNESCO * UNESCO Beirut * UNESCO Islamabad * UNESCO IIEP * UNICEF * UNICEF East Asia and the Pacific Regional Office * UNICEF Pakistan * UNICEF TACRO * UNICEF West and Central Africa Regional Office * UNHCR * USAID * US Contribution to UNESCO for Post-Conflict Reconstruction of Education Systems * The World Bank * UN World Food Programme * Women's Refugee Commission * World Education *