

INEE

Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ



Annual Report

Promoting access to quality and safe
education for all affected by crisis

2009

Contents

Letter from the Chair	1
About INEE	2
Select Accomplishments	4
Strengthening Institutional Coordination, Policy Dialogue and Advocacy	6
IASC Education Cluster	6
Education and Fragility	7
Engagement with the UN	8
Teacher Support and Compensation	9
Select Presentations and Facilitated Trainings by the INEE Secretariat	10
Select Articles Developed by the INEE Secretariat	11
INEE Global Consultation	12
Enhancing Global Knowledge and Capacity	15
INEE Minimum Standards	15
INEE Minimum Standards Update Process	17
Implementation of the INEE-Sphere Companionship Agreement	18
Teaching and Learning Initiative	19
Disaster Risk Reduction	20
INEE's Strategic Research Agenda	21
Promoting Membership Development	22
INEE Task Teams	22
INEE Language Communities	24
INEE Website, Blog and Listserv	26
Expenditure Report	27
Acknowledgement of Support	28
INEE Organigramme	30

Cover photograph © Save the Children UK

Fansony, 13, studies the second module of an Accelerated Learning Programme in Quilemba village, Kuansa Sul Province, Angola. In rural Angola many children have missed out on school due to a lack of infrastructure, trained teachers and teaching materials. The country is still recovering from 27 years of war that destroyed most of the infrastructure, including most of its schools. The Ministry of Education, in partnership with Save the Children, is supporting a pilot Programme for Accelerated Learning, where children who have missed out on school can begin their education and complete two levels in one year.

Letter from the Chair



In the past year we have seen significant achievements and growth of the Inter-Agency Network for Education in Emergencies (INEE).

Throughout 2009 the network has continued to play an important role in promoting the right to education for those living in the midst of emergencies, in crisis-affected and fragile states through collaborative action in the areas of advocacy, policy and research. INEE is now reaching out to more than 4,000 members at various levels from practitioners in the field, who have regular contact with affected populations, to policymakers in governments and at the UN.

In this annual report you will read about the numerous achievements of INEE, such as the *Guidance Notes on Safer School Construction*, the *Guidance Notes on Teacher Compensation*, and the *Pocket Guide to Inclusive Education*. To respond to research gaps, the INEE Strategic Research Agenda was launched in October and will help to identify emerging research needs and gaps, and support the professionalisation of this field and its capacity both to produce and be informed by sound research.

Furthermore, a new Working Group on Minimum Standards has been established to continue promotion and application, and not least to guide the update process of the Minimum Standards for Education in Emergencies to be launched in 2010. The Education and Fragility Working Group has continued to successfully promote and draw attention to issues around education in fragile situations, through, among other activities, analysis of financing modalities.

The INEE Global Consultation held in Istanbul, Turkey, from 31 March to 2 April was a remarkable peak of 2009. Focusing on Bridging the Gaps: Risk Reduction, Relief and Recovery the consultation brought together more than 250 delegates representing donor agencies, UN agencies, governments, NGOs, research institutions and teachers' unions, as well as youth groups. This global event provided an opportunity for diverse groups, both from the humanitarian and the development fields, to come together to discuss key challenges, share experiences and learning, and identify issues to explore and promote in the years to come. I would like to thank all the participants at this event for their professional and dedicated contributions, and in particular acknowledge the extraordinary work of Mary Mendenhall, INEE consultant, who was in charge of organising this global consultation with support from the INEE Secretariat and some Steering Group members.

Special honour and compliments also go to the excellent work of the INEE Secretariat: Allison Anderson, Director; Marian Hodgkin, Network Services Coordinator; Jennifer Hofmann, Minimum Standards Coordinator (until October 2009); Tzvetomira Laub, Minimum Standards Coordinator (from October 2009); Elizabeth Sweet, Project Manager; and Kerstin Tebbe, Education and Fragility Coordinator. I am amazed by the professionalism, dedicated and hardworking efforts that this team is able to carry out across different locations and time zones. The great achievements, progress and growth described in this annual report would not be possible without this outstanding team, including volunteers and interns.

I encourage all INEE members, and others interested in this field, to continue to engage with the network, use the new INEE website and blog, and be inspired by the achievements summarised in this report.

A handwritten signature in dark ink that reads "Kjersti Okkelmo".

Kjersti Okkelmo
INEE Steering Group Chair

About INEE

The Inter-Agency Network for Education in Emergencies (INEE) was conceived in 2000 following the recognition that humanitarian crises are a major obstacle to the fulfillment of the global commitment to “Education for All”. The network was established as a communication mechanism for advocacy, knowledge sharing and the distribution of materials to promote improved collaboration and effectiveness in the context of education in emergencies for the agencies involved in emergency response and post-crisis recovery. Nine years on, it has become a vibrant and dynamic inter-agency forum that fosters collaborative resource development and knowledge sharing and informs policy through consensus-driven advocacy among over 4,000 members from non-governmental organisations, UN agencies, donors, practitioners, researchers and individuals from affected populations.

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 people the right to quality and safe education in emergencies and post-crisis recovery.

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

- ◆ all people affected by crisis and instability have access to quality, relevant and safe education opportunities;
- ◆ education services are integrated into all emergency interventions as an essential life-saving and life-sustaining component of humanitarian response;
- ◆ governments and donors provide sustainable funding and develop holistic policies to ensure

education preparedness, crisis prevention, mitigation, response and recovery;

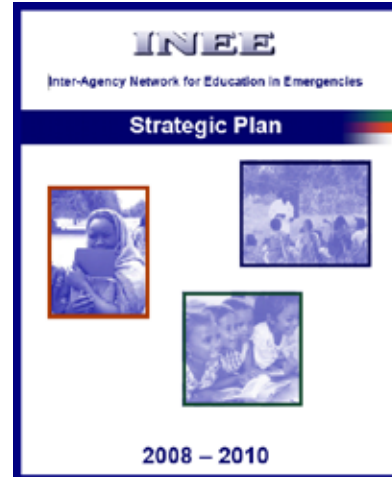
- ◆ all education programmes responding to emergencies, chronic crises and reconstruction are consistent with the *INEE Minimum Standards* and accountable for quality and results.

The network furthers this vision by promoting the values and standards of quality and accountability defined by the members of the network; organising and managing information; and, through research and advocacy, enhancing understanding of critical messages and amplifying them amongst the network’s partners and key audiences. The network also helps members carry out their activities more efficiently and effectively through the provision of a wide range of learning opportunities, and facilitates and coordinates collective action as it convenes different, distinct groups of actors.

Strategic Plan

INEE's work in 2009 has been guided by the goals within its Strategic Plan (2008-2010):

- ◆ 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.



Read the plan at www.ineesite.org/strategicplan.

INEE Case Study: A Community of Practice, a Catalyst for Change

INEE as a network, and the field of education in emergencies as a whole, are relatively young, yet both have undergone substantial changes in the past nine years. The INEE Steering Group hired a team from the Overseas Development Institute to carry out research for a unique network case study in order to document these changes along with INEE's role and the network's concomitant development and growth over the course of time. The case study examines the network's development, its main functions and INEE's value as a network. In addition, the study examines whether INEE is meeting its strategic goals of strengthening institutional coordination, enhancing global knowledge and capacity, and promoting a dynamic membership to advance the field of education in emergencies.

Overall, the study concludes that the network has been successfully working towards these goals and will continue to grow in these three areas to support the growth of the field of education in emergencies and serve the agencies and individual practitioners leading quality and innovative education responses in crisis contexts. While the network is governed by a small number of large agencies that make up the Steering Group, a wealth of value is also being created by a wide range of other actors involved with the network. In fact, the greatest value is created by collective action in formal and self-organising groups engaged in the production, translation and sharing of knowledge. In this process, the network has successfully created a sense of community within and through the collaborative development and support to application of common standards and tools, and significantly contributed to the professionalisation of the field.

INEE remains a strong network thanks in large part to the maintenance of an advantageous balance between the formal governing structures, such as the Steering Group, and Working Groups, and members participating in various more flexible and evolving initiatives, such as the development of guidance notes or the network's Task Teams. The supportive relationship between the Secretariat and the membership to move forward these initiatives is made possible by a number of planned and emergent spaces, providing the network with the capacity to adapt and reshape its functional balance, with marginal changes to its structure.

The growth and structure of INEE and the role it has played in the field of education in emergencies serves as a useful study for networks operating in other humanitarian response, education and development sectors. The case study also provides a series of recommendations that have been – and will continue to be – used by the INEE Steering Group and Secretariat to provide a historical perspective and points for discussion around the current and future work of the network.

Select Accomplishments

INEE's collective work in 2009 has made strong contributions towards the realisation of the network's vision. INEE is proud to highlight the following select accomplishments.

- ◆ INEE's **membership continued to grow** in 2009; the network is now made up of over 4,000 members, more than 1,200 of whom actively participate in network groups, including INEE's five Task Teams and four Language Communities.
- ◆ INEE **launched a redesigned website** in 2009, with a user-friendly design and a variety of new features, including the INEE blog and a searchable membership database. www.ineesite.org.
- ◆ INEE **convened a Global Consultation**, attended by over 250 INEE members and key stakeholders, in order to share and build knowledge, leverage achievements and experience across agencies and facilitate inter-agency policy dialogue and advocacy. INEE published an outcome report and launched an online platform with findings, recommendations and supporting documents from the event.
- ◆ INEE **launched the *Pocket Guide to Inclusive Education***, which has received praise from users for its ease of use and practical advice. Some 1,500 copies have been requested and disseminated, and a reprint and translations are underway.
- ◆ INEE **launched the *Guidance Notes on Safer School Construction*** at the United Nations International Strategy for Disaster Reduction's Global Platform and has created and utilised training materials on disaster risk reduction and education in regional and national trainings around the world.
- ◆ INEE **launched the revised *Guidance Notes on Teacher Compensation***, and held training workshops in Francophone Africa; the initial run of 5,000 copies has been distributed and a reprint is underway.
- ◆ INEE **played a leadership role in the UN General Assembly thematic dialogue** on access to education in emergency, post-crisis and transition situations caused by man-made conflicts or natural disasters.
- ◆ The Working Group on Minimum Standards **launched the *Minimum Standards update process*** at the INEE Global Consultation and has engaged 12 Focal Points in mainstreaming 10 crosscutting issues with over 150 reference group members; over 40 consultative workshops with more than 520 participants have been held, including with Ministry of Education officials and young people around the world.
- ◆ The network continued to **provide strong support to the application of the *INEE Minimum Standards***, particularly through the collection and compilation of training adaptations for various contexts and audiences and an application visit in the Democratic Republic of the Congo (DRC), working with the cluster to train and work better in emergencies.
- ◆ The network has **moved forward the operationalisation of the *Sphere-INEE Companionship*** through development of an e-learning module with

Sphere and contributions to the *Sphere Handbook* revision process.

- ◆ INEE **constituted a new Working Group on Minimum Standards** of 20 international and national NGOs, UN agencies and donors, including new stakeholders such as Oxfam, NORAD, ActionAid and Plan International, to move forward the translation, dissemination, promotion, application and update of the Minimum Standards.
- ◆ The network **launched the initial stage of the network's Strategic Research Agenda** with questions on key INEE thematic issues and a report on key research challenges, gaps and ethical and methodological issues.
- ◆ The network **engaged over 250 stakeholders in a highly collaborative process to develop *Guidance Notes and Resource Pack on Teaching and Learning***; once finalised in 2010, these tools will provide a comprehensive framework for approaching issues of teaching and learning more effectively.
- ◆ The **Working Group on Education and Fragility released an issue paper entitled *Capacity Development for Education Systems in Fragile Contexts*** jointly with the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) and the European Training Foundation.
- ◆ The **Working Group on Education and Fragility released with the International Institute for Educational Planning (IIEP)/UNESCO the first in a series of four situational analyses of education and fragility**, entitled *Education and Fragility in Afghanistan: A Situational Analysis*, and undertook data collections for two other studies in Cambodia and Liberia.
- ◆ The **Working Group on Education and Fragility developed an analysis paper on financing modalities entitled *Appropriate and Effective Financing Modalities and Channels for Education in Fragile Situations***, which includes country case studies of Afghanistan, Ethiopia, Nepal, Pakistan, Sierra Leone and Somalia, and is being used as the basis for the consultative process to develop an INEE Information Pack on Financing Modalities, involving more than 40 financing experts, to be launched in 2010.
- ◆ The **Network continued to support the Inter-Agency Steering Committee (IASC) Education Cluster** through the Secretariat's close collaboration with the IASC Education Cluster Unit and the chairing of two Education Cluster Working Group Task Teams. The Secretariat strategically integrated relevant INEE activities into the cluster work-plan and supported the continued use of the *INEE Minimum Standards* as the Cluster's foundational tool.
- ◆ INEE **worked with the Overseas Development Institute to carry out research for a unique network case study in order to document changes in the field of education in emergencies** and INEE's role and concomitant growth over the course of time, reviewing and refining the network's structure and goals in accordance with the findings to increase the effectiveness and value of INEE as a network.

The network has grown exponentially and with that growth has come a greater confidence in what it can do, as well as an increasing sense of ownership among the membership—the sense that INEE is first and foremost our network.

Eric Eversmann, INEE Member and Senior Technical Advisor in Education for Catholic Relief Services

Strengthening Institutional Coordination, Policy Dialogue and Advocacy

IASC Education Cluster

The Inter-Agency Standing Committee's (IASC) Cluster system is the central mechanism through which the international community coordinates action during humanitarian crises. The IASC Education Cluster was established in 2007 and is co-led by UNICEF and the International 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, and 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.

The IASC Education Cluster continued to develop and scale up its response to crises both at the global and national levels in 2009; it is now active in 37 countries worldwide. In 2009, INEE increased its support to the cluster and Secretariat staff played a leadership role through participation in the cluster's Working Group, as well as 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 network has provided a number of communication services to the Education Cluster, including sharing information with members about the cluster's response to acute crises and highlighting INEE tools and resources relevant for cluster partners and other education practitioners. The network has also participated in several cluster advocacy initiatives, work-

ing with the humanitarian response communities to ensure that education is funded as part of emergency responses, the content and results of which were shared with the wider INEE community.

The INEE Secretariat continues to work very closely with the Education Cluster Unit, meeting regularly and taking on various elements of the Education Cluster workplan, in line with INEE's broader Strategic Plan. In particular, the INEE Secretariat is participating on all four core areas of work of the Education Cluster Working Group—field support, capacity development, knowledge management and global oversight, advocacy and liaison—playing a leadership role in the latter two areas, and contributing substantially to the others. Some highlights from INEE's work with the Education Cluster in 2009 include:

- ◆ **INEE Secretariat members continued to chair the Knowledge Management and GOAL Task Teams**, providing strategic direction as the groups developed and moved forward projects within the workplan, and ensuring regular communication with team members and with the Education Cluster Unit.
- ◆ The **INEE membership was involved in the finalisation of the Education Cluster's Joint Education Needs Assessment Toolkit** in 2009.
- ◆ **INEE provided direct technical support on the application of the INEE Minimum Standards to field-level education clusters** in Goma, Bunia and Bukavu, DRC, and training and technical support to education clusters in Indonesia and Nepal.

- ◆ The **INEE Secretariat participated in a knowledge management field mission** to Indonesia, representing the Education Cluster's Knowledge Management Task Team. The visit, which included two workshops in Jakarta and Aceh, helped to inform the cluster's Knowledge Management Strategy and the development of the Joint Education Needs Assessment Toolkit.
- ◆ The **INEE Gender Task Team worked with the Education Cluster on a new INEE Pocket Guide to Gender**, which will bring together the tools and good practices developed over recent years in one easy-to-access and useable format (for more information see p. 23).
- ◆ **INEE worked with the Education Cluster to disseminate various network tools to Education Clusters** working at the national level, such as the *INEE Guidance Notes on Teacher Compensation* and *Guidance Notes on Safer School Construction*, as well as *INEE Minimum Standards* handbooks and related tools, helping to guarantee a scaffold of technical knowledge, tools and good practices with which to address capacity gaps and bring actors together at country and global levels.
- ◆ **INEE worked with the Education Cluster to successfully recommend edits to the existing CERF Guidelines** that will allow for more flexible funding to education in emergencies.

Education and Fragility

The INEE Working Group on Education and Fragility continued its work under a two-year mandate (April 2008 to May 2010) 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 fragility through education while ensuring equitable access for all;

- ◆ support the development of effective quality education programmes in fragile contexts;
- ◆ promote the development of alternative mechanisms to support education in fragile contexts in the transition from humanitarian to development assistance.

The Working Group met twice in 2009 – in Istanbul, Turkey, in April, and in Washington, DC, USA, in November – and continued to work towards achievement of the activities in its workplan throughout the year. (For a full list of Working Group member organisations, see Organigramme, p. 30.)

Strengthening the Evidence Base: The Working Group's objectives include strengthening the evidence base for understanding education and fragility, particularly the impact of education on mitigating or exacerbating fragility. The main project supporting these goals is the Working Group's research programme entitled *Situational Analyses of Education and Fragility*. The research programme includes four situational analyses, each of which involves a country case study of education's impact on fragility based on:

- a) understanding the fragility context;
- b) understanding the education sector response to fragility, including via sector assessment, planning, service delivery, resource mobilisation and system monitoring;
- c) summarising the impact of education sector responses and programmes on fragility; and
- d) developing lessons and recommendations for education sector response.

In early 2009, the Working Group completed a working version of the analytic framework for education and fragility that served as the basis for data collection and analysis in the situational analyses. The analytic framework synthesises existing tools and resources (including the US Agency for International Development (USAID) Education and Fragility Assessment Tool, the Progressive Framework, etc.) and was used to examine the linkages between education and

You guys at INEE are really doing a great service to those of us involved in education in the field. Keep up the excellent work.

Luis Ma. Ongsiapco, INEE member in Myanmar

fragility in policy, planning, finance and programming.

Research teams undertook field-based data collections in Cambodia (June) and Liberia (September), hosted by UNESCO and UNICEF respectively. Final situational analysis reports for both countries are forthcoming in early 2010. Desk study situational analyses of education and fragility were also developed to complement the field-based case studies in Afghanistan and Bosnia-Herzegovina. Each analysis will facilitate the development of recommendations for policy, planning, strategies and good practice, which will be outlined in a synthesis report to be released in 2010.

Additionally, an issues paper on capacity development was released in July by INEE, GTZ and the European Training Foundation entitled *Capacity Development for Education Systems in Fragile Contexts*. The Working Group also provided technical guidance and support via a reference group to the forthcoming European Commission “Study of Governance Challenges for Education in Fragile Situations”.

Informing Decision-Making Processes for Effective Education Funding Modalities in Situations of Fragility:

Following recommendations from the 2008 INEE Policy Roundtable on Education Finance in States Affected by Fragility, the Working Group is developing an INEE Information Pack on financing modalities entitled *A Guide to External Education Financing in Low Income and Fragile Countries*. The guide, scheduled for launch in mid-2010, will serve as a user-friendly tool for country-based stakeholders, particularly national governments.

The Working Group developed “Appropriate and Effective Financing Modalities and Channels for Education in Fragile Situations,” which forms the basis for the forthcoming Guide to External Education Financing in Low Income and Fragile Countries. The

I just wanted to congratulate you for this excellent consultation: the organisation, the variety of people and agencies represented, the quality of interventions and discussions, everything was just amazing!

Nicolas Servas, INEE member in Geneva

background analysis includes six country case studies – on Afghanistan, Ethiopia, Nepal, Pakistan, Sierra Leone, Somalia – and will be released in early 2010.

Supporting Policy Development Related to Education and Fragility:

The Working Group provided ongoing support to the EFA Global Monitoring Report (GMR) Team, including review and feedback on draft documents for the 2010 GMR and extensive inputs into the conceptualisation of the 2011 GMR on education and conflict. The Working Group also participated in and contributed to organising a GMR/INEE/ Brookings consultation event in Washington, DC, and a GMR consultation session at the Working Group’s biannual meeting.

The Working Group chair and coordinator served as members on an expert consultative group for the World Bank’s World Development Report (WDR) thematic paper on service delivery, facilitating inputs and feedback from the Working Group to the WDR Team.

Shaping and Deepening the Education and Fragility Discourse: The Working Group organized four sessions on education and fragility at the INEE Global Consultation:

- ◆ Effective Education Financing in Fragile Contexts: Challenges and Opportunities (learning session);
- ◆ Capacity Development for Educational Systems in Fragile Contexts (learning session);
- ◆ The Hidden Emergency: Education in Fragile Situations (plenary session);
- ◆ Evidence for Change in fragile contexts: research, analysis and advocacy (working session).

At its biannual meeting in November, the INEE Steering Group approved a one-year extension of the Working Group’s two-year mandate, which was scheduled to end in May 2010. The Working Group will undertake an independent review to measure and enhance the functioning, effectiveness and accomplishments of the Working Group for the extension year.

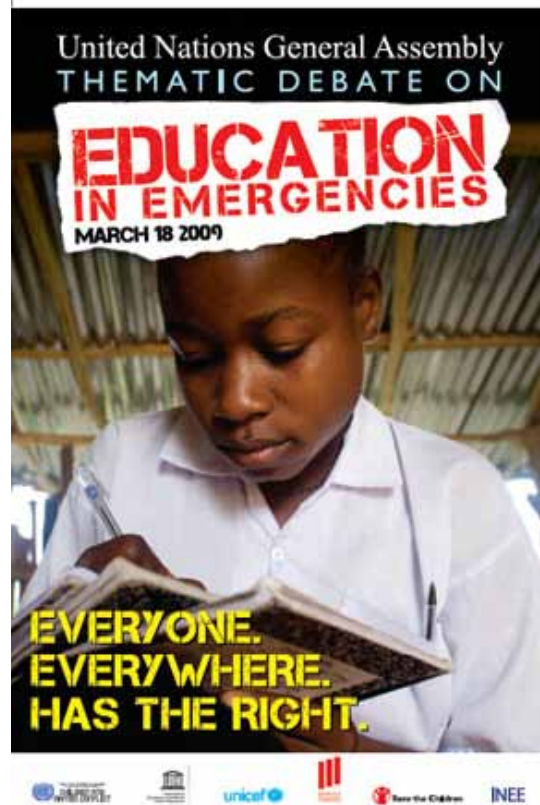
Read more at www.ineesite.org/educationfragility.

Engagement with the United Nations

On 18 March 2009, the President of the United Nations General Assembly (UNGA) convened a thematic dialogue on access to education in emergency, post-crisis and transition situations caused by man-made conflicts or natural disasters. The day included a series of high-level presentations, including an address by H.E. Ban Ki-moon, Secretary-General of the United Nations, and three interactive panel discussions, including an INEE representative. The panels brought together Member States, United Nations system experts, academia, civil society, teachers and learners.

INEE played a leadership role in the conception of the event through the development of a background document on education in emergencies for Member States. The dialogue succeeded in raising awareness among Member States and partners that States must increase and sustain their commitment to quality education in emergencies, without which the right to education will not be upheld and the Education For All and Millennium Development Goals will not be met. Member States called upon each other and made commitments to redouble their own efforts to honour the obligation to fully ensure the right to education for every child within their jurisdiction, without any discrimination, throughout all stages of emergency situations, including the phases of emergency preparedness and reconstruction. The following recommendations were voiced by many speakers throughout the day:

- ◆ Member States should include education as an integral component of the emergency response within humanitarian policies, and should prioritise sustained attention to and funding for education within basic relief assistance through to recovery. Moreover, States, donors and implementing partners are encouraged to utilise the harmonised framework of principles and paths of action within the *INEE Minimum Standards* to enhance coordinated action and accountability for establishing safe, quality educational activities throughout the relief to recovery continuum.
- ◆ Member States should ensure a protective educational environment, safeguarding learners, educational personnel and facilities.



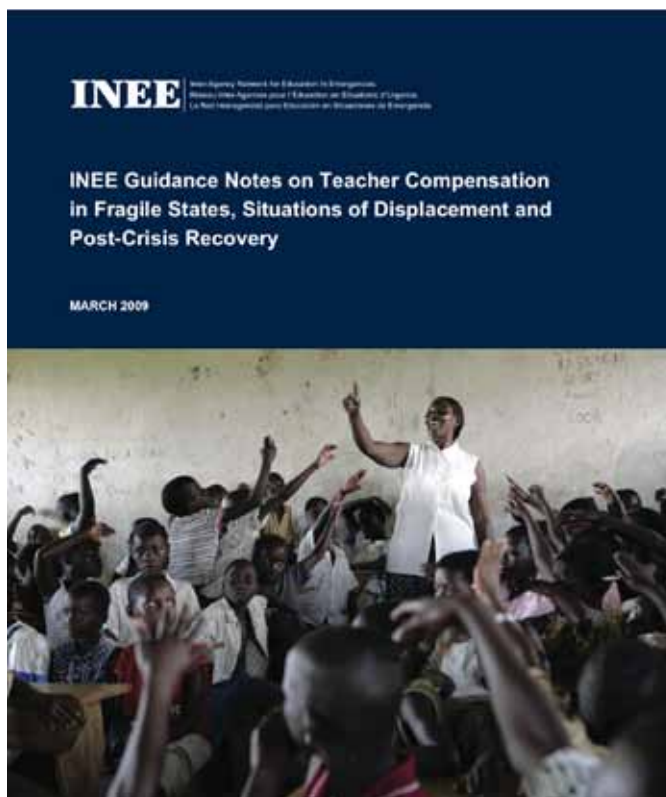
Member States should strengthen commitment to quality education in emergencies and the financing of policies and programmes that support and promote education for all affected by crisis.

- ◆ Peace processes and agreements should include provision for equitable and safe education.

Read more at www.ineesite.org/index.php/post/ga_debate/Background_note_thematic_debate_EiE.doc.

Teacher Support and Compensation

Qualified teachers are critical for the provision of quality and protective education; however, in fragile contexts, situations of displacement and post-crisis recovery, teachers are often underpaid or not paid at all. The *INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery* represent the first collaborative effort to map the challenges and provide guidance to policy makers and practitioners grappling with the issue of teacher remuneration and support in these contexts.



Developed in a widely consultative manner over two years under the leadership of an interagency advisory group and with inputs from consultations and case studies prepared by INEE members working in Afghanistan, the DRC, Ethiopia, Guinea, Pakistan, Sierra Leone, Somalia, Sudan, Tanzania, the Thai-Burma border and Uganda, the *Guidance Notes* provide a framework for discussing the complex issues surrounding the compensation of teachers based on lessons learnt from practice around the world.

The document provides practical guidance on:

- ◆ 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.

The INEE Secretariat has given targeted support to members to help them share and utilise the *Guidance Notes* with education authorities at national, county and district levels, UN agencies, bilateral and multilat-

eral donor agencies, NGOs and community-based organisations, teachers and teachers unions and within education sector groups and/or clusters. Feedback received to date has been positive, stating that the tool has successfully guided inter-agency discussion and has informed collaborative advocacy on issues related to teacher compensation and support.

Read more at www.ineesite.org/teachercomp.

Select Presentations and Facilitated Trainings by the INEE Secretariat

- ◆ Presentation on the implementation of the *INEE Minimum Standards* as an example of operationalisation of humanitarian guidelines at the World Conference on Humanitarian Studies (February, the Netherlands).
- ◆ Presentation on the “Macro-Level Contributions of Education to Peace and Stability” at Save the Children’s Where Peace Begins International Conference entitled “The Pivotal Role of Education for Lasting Peace” (March, Bosnia).
- ◆ Presentation on the concepts and contexts of education and fragility during a panel on “An Analytic Framework for Education and Fragility: Expanding Evidence and Improving Practice” at the Comparative and International Education Society Annual Conference (March, USA).
- ◆ Presentation on adapting the *INEE Minimum Standards* and *Guidance Notes* on Teacher Compensation to support quality education and build resilience in fragile contexts at the Fast Track Initiative (FTI) Partnership Meeting (April, Denmark).
- ◆ Presentation on how the *INEE Minimum Standards* can be used as a tool to support preparedness and response strategies to ensure the educational rights and needs of young children are met during times of crisis at the Asia-Pacific Early Childhood Development in Emergencies Workshop (April, Thailand).
- ◆ Presentation on INEE and the *INEE Minimum Standards* at the opening plenary of UNESCO’s Expert Seminar on Protecting Education from

Attack (September, France).

- ◆ Presentation on the issue of teacher support and compensation in crisis and post-crisis settings, including on the *INEE Guidance Notes on Teacher Compensation*, at the Tenth Session of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (September, France).
- ◆ Facilitated dozens of trainings on education in emergencies and the *INEE Minimum Standards* around the world.

Select Articles Developed by the INEE Secretariat

- ◆ “Education in Crisis through to Development: The Gender Implications”, by Allison Anderson and

Marian Hodgkin in the *Commonwealth Ministers Reference Book 2009*.

- ◆ “Global Trends for Education to Support Stability and Resilience: Research, Programming and Finance”, by Kerstin Tebbe in the *Journal of Education for International Development 2009*.
- ◆ “Classrooms in Conflict,” by Allison Anderson in *The World Policy Journal*, Special Issue on Human Security. Volume XXVI, No2. 2009.
- ◆ *Integrating Quality Education within Emergency Response for Humanitarian Accountability: The Sphere-INEE Companionship*, by Jennifer Hofmann and Alison Joyner for the INEE Global Consultation 2009.



The *INEE Minimum Standards Handbook* is now available in 23 languages, including Hindi, Tajik and Arabic.

INEE Global Consultation

The third INEE Global Consultation convened 258 delegates in Istanbul, Turkey, from 31 March–2 April, 2009. The theme—Bridging the Gaps: Risk Reduction, Relief and Recovery—and the event objectives provided the opportunity for participants to:

- ◆ collaboratively explore emerging issues in the fast-changing field of education in emergencies, chronic crisis and early recovery;
- ◆ share experiences, tools and innovative approaches to programming, advocacy, policy development and research;
- ◆ network with policymakers, teachers, leaders from the humanitarian and education communities, and fellow INEE members;
- ◆ identify key challenges and gaps in programming and policy, and devise strategies for moving forward, based on recommendations for meeting those challenges.

The event attracted a diverse group of delegates representing donor agencies, consulting firms, foundations, international corporations, ministries of education, national and international NGOs, networks, regional organisations, research institutes, teachers' unions, UN agencies, universities and a youth advisory group (the latter coordinated by the Women's Refugee Commission). The wider INEE community of over 3,900 members (at that time) contributed to the consultation by proposing topics and critical questions to be discussed.

After very, very busy week in Istanbul, I just wanted to tell you that the entire week was a grand success. WELL DONE! Thank you for making the INEE such a vibrant, high quality network. I am so proud to be a member.

Brenda Haipik, INEE member in Sri Lanka



Chris Talbot, outgoing INEE Steering Group Chair, at the opening plenary of the Global Consultation.

The Global Consultation theme of bridging the gaps between risk reduction, relief and recovery framed numerous sessions that took the form of plenary, learning and working sessions in an effort to provide varied opportunities for information exchange, learning and strategy development. Points of discussion included broader issues facing the field of education in emergencies, such as financing and effective funding mechanisms, as well the research needs for this evolving field and the need to more strongly mainstream preparedness, mitigation and prevention. The challenges and opportunities for bridging gaps were addressed through discussions on specific topics related to adolescents and youth, certification, early childhood, HIV/AIDS, inclusion and teacher compensation, to name a few.

Discussions throughout the consultation demonstrated key accomplishments for INEE, its members and the wider field of education in emergencies since the first global consultation in 2000, which marked the conception of the network. The establishment of the IASC Education Cluster and the work being carried out by the global co-leads Save the Children and UNICEF, as well as the range of other organisational and governmental partners collaborating

I continue to be inspired by our actions, our progress, our energy and commitment as a world community as expressed through the INEE network, a remarkable commons for collective exchange and action on behalf of our 70+ million children out of school.

Michael Gibbons, INEE Member and Education Consultant

at the national level, demonstrate that education is now considered a critical component of humanitarian relief. The establishment of the INEE Working Group on Education and Fragility has created opportunities to advocate, influence and shape policy regarding the role that education can play in contributing to resilience, stability and peace in countries affected by crisis.

The enormous success of the *INEE Minimum Standards* and the ongoing capacity-building efforts that accompany this tool illustrate the benefits of the collaborative and consultative process that was fostered during the development of the standards, and the need for ongoing work toward the institutionalisation of the good practices within the standards and their contextualisation and application in different countries. There was strong consensus among delegates that the consultative process encompassing the *INEE Minimum Standards* should, where possible, be replicated for future initiatives facilitated by INEE as well as by other organisations.

The call for INEE to broaden its reach was simultaneously tempered with the need for the network to maintain a strategic focus, expending its energy where it is most effective, and serving as a conduit to other partners better placed to advance certain areas

of work. Delegates were reminded that the effectiveness of the network and its related tools and resources ultimately relies on INEE members and the work they undertake on a daily basis at the local, national, regional and global levels. As such, members recommitted themselves to raising awareness about the network's mission.

The Outcome Report, containing key findings, lessons learnt and recommendations, is available on the INEE website (along with presentations and tools) [inee.org/global-consultation]. The INEE Secretariat, Steering Group, Working Group member organisations and other partners have shared and utilised relevant findings and recommendations from the report for advocacy, programming and policy on a myriad of issues, from protecting education from attack to updating the *INEE Minimum Standards*.



Yahoko Asai, Member of the INEE Inclusive Education and Disability Task Team presenting during a workshop at the Global Consultation.

I found all the sessions I attended today interesting and inspiring.... This is the first time I've attend this consultative meeting and I found the meeting of practitioners, academics, policy makers and donors refreshing.

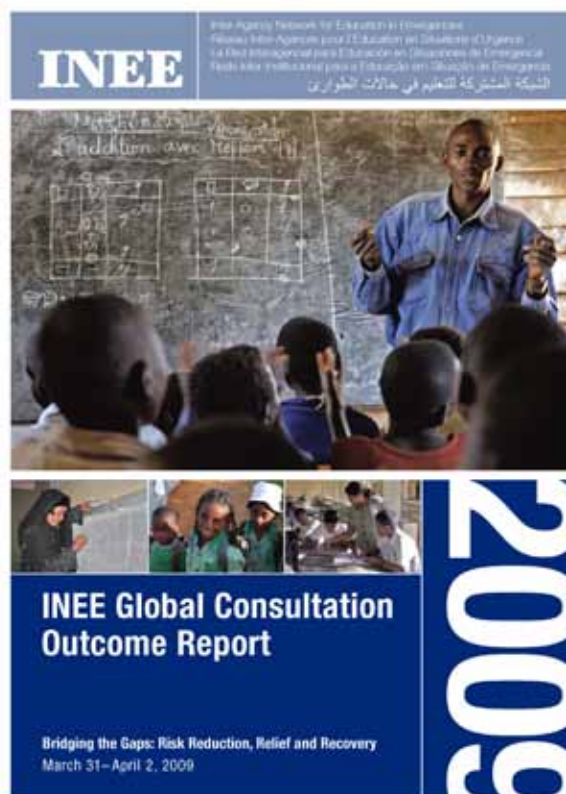
Ragnhild Dybdahl, Director of Education and Research Department at the Norwegian Agency for Development Cooperation (NORAD)



Chenor Bah, Women's Refugee Commission Youth Advisor.

By convening members from around the world and across agencies, the Global Consultation helped drive all of the network's goals and core initiatives as articulated within the Strategic Plan. Moreover, the informative and meaningful debates and discussions that took place during the consultation laid the groundwork for initiatives that have since been taken forward by partners. One example is the October 2009 UNESCO Global Seminar on Protecting Education from Attack, which built upon the momentum and recommendations from the Global Consultation's session on Programmatic Responses to Ensuring Access to Education in Armed Conflict. Another example is the INEE Teaching and Learning Initiative, which was launched at the INEE Global Consulta-

tion session: The Quality Imperative within Education for All: Teaching and Learning Essential Skills for Peaceful and Productive Societies, during which key stakeholders provided concrete input into the content for and process to draft INEE *Guidance Notes and Resource Pack* for quality teaching and learning in emergencies. This initiative has since taken off, with tremendous partnership across actors, and the products are expected to be finalised and launched in the spring of 2010 (see page 19).



I just wanted to congratulate you for this excellent consultation: the organisation, the variety of people and agencies represented, the quality of interventions and discussions, everything was just amazing!

Nicolas Servas, INEE member in Geneva

Enhancing Global Knowledge and Capacity

INEE Minimum Standards

The *INEE Minimum Standards Handbook* is the only global common framework providing guidance to governments and humanitarian workers for coordinated action to enhance the quality of educational preparedness and response, increase access to relevant learning opportunities and ensure accountability in providing these services. They are being used in over 80 countries around the world to improve programme and policy planning, assessment, design, implementation, monitoring and evaluation, as well as advocacy and preparedness in order to ensure the right to education in emergencies and post-crisis recovery.

In 2009, the INEE Working Group on Minimum Standards, which leads the implementation and institutionalisation of the standards, continued to focus on supporting their application through tool development and field visits and began the update process of the Minimum Standards Handbook. The second Working Group (2005-2009) held its final meeting in Istanbul, Turkey, in March and completed its work in June. After a transparent selection process, a new Working Group of 20 organisations was constituted as the third iteration of the INEE Working Group on Minimum Standards (2009-2011) to move forward the update, translation, dissemination, promotion and application of the *INEE Minimum Standards*. Working Group members convened their first meeting in Geneva in October. (For a full list of Working Group members, see Organigramme, p. 30.)

INEE Minimum Standards: Promotion and Translations—Five years after their launch, the *INEE Minimum Standards* are now available in 23 languages. To support the increasing number of translations of the handbook, the Working Group on Minimum Standards developed guidelines for the translation and reproduction of the handbook. Examples of transla-

tions and production of the *INEE Minimum Standards Handbook* in 2009 include Russian, Tajik and Uzbek (supported by UNICEF CEE/CIS); Hindi (supported by UNICEF India); and Sinhala and Tamil (supported by UNICEF Sri Lanka). For more information, see www.ineesite.org/translations.

INEE Minimum Standards: Training and Capacity Building—In early 2009, the Working Group sent a survey to Training of Trainers (TOT) and Capacity-Building Workshop (CBW) graduates.



Nathalie-Fiona Hamoudi, Co-Facilitator at the INEE Minimum Standards Training of Trainers in Amman, Jordan, summarising the collective action plan developed by participants.

- ◆ 48% of respondents indicated they conducted at least one follow-up training.
- ◆ 63% of trainings conducted brought together participants from Ministries of Education at district or provincial level.
- ◆ The vast majority of trainings conducted (94%) were inter-agency, involving participants from one or more NGO, governmental or UN agency.

Responding to INEE members' demand for more diverse training materials, the INEE Secretariat and the Working Group on Minimum Standards adapted the original *INEE Minimum Standards* three-day training package into over 15 training packages with a focus on:

- ◆ Disaster Risk Reduction
- ◆ Education Cluster Coordination
- ◆ Gender
- ◆ Acute Crisis
- ◆ Early Reconstruction
- ◆ Repatriation
- ◆ Urban/Rural Issues
- ◆ Chronic Food Crises
- ◆ Emergency Response Group Activity
- ◆ Safe Learning Environment
- ◆ Teacher Crisis in Zimbabwe
- ◆ Regional Adaptations for Gaza, Sierra Leone and Elsewhere

In addition, the INEE Secretariat supported the translations of more than 10 INEE training material packages by INEE members in Nepali, Portuguese and Somali.

The INEE Secretariat organised a regional TOT Workshop for the Middle East region in May, hosted by UNICEF Amman, and a regional TOT for the Caribbe-

[The Amman] workshop has strengthened my ability to better understand education in emergency situations and gave me the tools to better support our UNESCO Offices all over the world.

Gabriel Khili, INEE member and graduate of the INEE Training of Trainers Workshop in Amman

Select Examples of Supported Trainings on the INEE Minimum Standards

- ◆ CIDA in Toronto, Canada, 2-3 March 2009: This training targeted staff from the Canadian International Development Agency (CIDA) along with Canadian educational partners and key individuals from NGOs based in the US. The focus was on the institutionalisation of the *INEE Minimum Standards* by CIDA, using the case study developed on the topic by the INEE Secretariat.
- ◆ Save the Children, Gaza, oPt, 27-30 May 2009: This training provided an introduction for staff of the United Nations Relief and Works Agency for Palestinian Refugees (UNRWA) and school counselors in Gaza to the *INEE Minimum Standards* and their application in the Middle East.

an region in June, hosted by UNICEF Guyana. Each TOT brought together 25 education practitioners and policymakers, who committed to carrying out at least two follow-up trainings on the *INEE Minimum Standards* in the following 12 months. In addition, more than 40 training workshops on the *INEE Minimum Standards* organised by INEE members in North America, Europe, Africa, Asia, the Middle East, and Latin America took place in 2009. The INEE Secretariat has continued to support these follow-up training workshops by identifying potential trainers, coaching and mentoring INEE members in defining training objectives and agendas, and directly co-organising and facilitating the events.

INEE Minimum Standards: Application—Building on the analysis of evaluations, case studies and individual feedback forms, the Working Group is moving forward a five-point strategy to support the application of the *INEE Minimum Standards*:

- ◆ **Documentation:** through case studies and briefs, documenting the experiences of INEE members using the *INEE Minimum Standards* to support access to quality education in crisis and post-crisis settings.

- ◆ **Tool development:** developing checklists, matrices and other tools to help INEE members translate the good practices codified in the *INEE Minimum Standards Handbook* into concrete programmatic interventions.
- ◆ **Training and capacity building:** facilitating training workshops on the *INEE Minimum Standards* that are relevant to the context and audience at hand, as well as directly linked to specific education in emergencies activities.
- ◆ **Application visits:** supporting INEE members in selected settings to utilise and institutionalise the *INEE Minimum Standards* within their organisations (UN, NGOs, national authorities, etc.), as well as within inter-agency coordination mechanisms (education cluster, donor group, etc.).
- ◆ **Institutionalisation support:** developing tools to support the institutionalisation of the *INEE Minimum Standards* by various types of organisations and providing opportunities for developing institutionalisation plans through sharing challenges, lessons learnt and recommendations.

INEE Minimum Standards Update Process

Five years after the launch of the *INEE Minimum Standards* the network began an update process (2009-2010) to ensure that the handbook reflects new developments in the field of education in emergencies and post-crisis recovery, is user-friendly and incorporates the experiences and good practices of INEE members using the handbook.

The update process, based on evaluation findings as well as recommendations received from users of the *INEE Minimum Standards*, in 2009 has built upon the original multi-tiered, consultative development process that was undertaken in 2004, and has leveraged the strong relationships that INEE has forged since its inception in 2000 with education, humanitarian and development practitioners and policymakers around the world. Key steps in this process, which has involved over 520 people to date, included the review of existing feedback, approval of the update process at the INEE Global Consultation in 2009, an

online consultation and 43 consultative workshops focused on strengthening critical cross-cutting issues, including child protection, psychosocial well-being, conflict mitigation, disaster risk reduction, early childhood development, gender, HIV and AIDS, human rights, inclusive education, inter-sectoral linkages and youth. The update on these thematic issues was led by 12 Thematic Focal Points working closely with 10 reference groups comprising more than 150 technical experts. Given that every context is different, the consultative processes to formulate and then refine the standards involved the broad-based participation of humanitarian workers, educators, governments, education authorities, civil society actors and affected people from different regional, country and local contexts.

The final stages of the update process—when the final text will be consolidated and peer reviewed—will take place in the first half of 2010; the updated handbook is expected to be launched in June 2010.

Read more at www.ineesite.org/standardsupdate.

INEE Minimum Standards Application: A Visit to DRC

In 2009, at the request of the Education Cluster in eastern DRC, the INEE Coordinator for Minimum Standards carried out an application visit to Goma, Bunia and Bukavu. The application visit fostered the promotion, implementation and institutionalisation of the *INEE Minimum Standards* by the Education Cluster and organisations in eastern DRC, in order to support access to safe, relevant and quality education for children and youth in the region. The Coordinator for Minimum Standards promoted the *INEE Minimum Standards* as a key tool for inter-agency coordination, programming, capacity-building, proposal writing and preparedness, and conducted training workshops and side meetings with Education Cluster leads, education authorities and other partners.

Implementation of the INEE-Sphere Companionship Agreement

The Sphere Project's *Humanitarian Charter and Minimum Standards in Disaster Response (Sphere Handbook)*, which was launched in 1997 by a group of humanitarian NGOs and the Red Cross and Red Crescent movement, articulates what people affected by disasters have a right to expect from humanitarian assistance. The *Sphere Handbook* includes the Humanitarian Charter and minimum standards for the core sectors of water supply and sanitation; food security, nutrition and food aid; shelter and site management; and health services.

October 2009 marked the one-year anniversary of the INEE-Sphere Companionship Agreement, through which the Sphere Project acknowledged the quality of the *INEE Minimum Standards* and the broad consultative process to develop the standards. As such, the Sphere Project recommends that the *INEE Minimum Standards* be used as companion and complementary standards to the Sphere Humanitarian Charter and Minimum Standards in Disaster Response. It is crucial to ensure that inter-sectoral linkages between education and the Sphere sectors are made at the onset of an emergency in order to improve the quality of assistance provided to people affected by crisis and enhance the accountability of the humanitarian system in disaster preparedness and response. The use of the *INEE Minimum Standards* as a companion to the *Sphere Handbook* will help to ensure these linkages through multisectoral needs assessments, followed by joint planning and holistic response.

Since signing the companionship agreement, the Sphere Project and INEE have been working together to put the companionship into practice, including developing a joint training module on inter-sectoral linkages, promoting the complementary use of the Sphere Handbook and *INEE Minimum Standards* in emergency contexts and the inclusion of an education module within a forthcoming Sphere e-Learning Tool. The Secretariats of the two bodies have also jointly written a paper entitled *Integrating Quality Education With Humanitarian Response For Humanitarian Accountability: The Sphere-INEE Companionship*,

which examines the history and implications of the companionship, and its promises for greater quality and accountability in humanitarian action. Moreover, the INEE and Sphere Minimum Standards are currently being revised, with a view to launching new, strengthened editions of the two sets of standards in the spring and fall of 2010 respectively. The structure, timeline and process of the *INEE Minimum Standards* update have been aligned with the *Sphere Handbook* revision in order to ensure harmonisation in the processes and allow linkages between the two updated sets of standards. In its capacity as focal point for education in the *Sphere Handbook* revision process, the INEE Secretariat is working to mainstream education throughout the current technical chapters of Sphere. At the same time, Sphere is feeding input from the four technical chapters and the Common Standards into the *INEE Minimum Standards* update.

Read more at www.ineesite.org/sphere_companionship.

Teaching and Learning Initiative

While progress has been made in recent years to ensure that all children and youth affected by crisis have access to educational opportunities, the content of what is taught, the teaching methodologies and the evaluation of learning outcomes are often not adequately addressed. Helping communities, education authorities and aid agencies collectively determine what quality and relevant education entails and how to monitor and evaluate key learning outcomes is a huge challenge still facing many working in the field of education in emergencies.

In response to a call from members for further guidance on teaching and learning, INEE has collaborated with a wide range of partners to develop *Guidance Notes and Resource Pack on Teaching and Learning* to complement and support the attainment of standards set out in the *INEE Minimum Standards*. The *Guidance Notes and Resource Pack* explore practical strategies and processes for meeting the standards within the Teaching and Learning category, relating to curricula, assessment of learning outcomes, instruction and teacher training. The *Guidance Notes and*

Resource Pack will also outline connections between these domains of education and the other Minimum Standards categories: analysis, community participation, access and learning environment, teachers and other education personnel, and education policy and coordination. The *Guidance Notes and Resource Pack* will provide a collation of vetted tools to help users implement the guidance.

Once finalised, the *Guidance Notes and Resource Pack* will provide the field with a comprehensive framework that will enable practitioners and policy-makers to approach issues of teaching and learning in a more systematic way, ensuring balanced education responses that take into account the importance of focusing on quality in addition to access from the beginning of any education intervention. In particular the *Guidance Notes and Resource Pack* will provide:

- ◆ key principles of quality, relevant and inclusive teaching and learning practice;
- ◆ suggested issues to consider when planning and implementing quality education programmes;
- ◆ a collation of resources, including sample tools, teaching materials and case studies.

Working with an advisory group made up of members of the network (including representatives from Save the Children, CARE, UNICEF, UNESCO and the Oxford Conflict and Education Research Group), the *Guidance Notes and Research Pack* are being developed through a consultative process involving an expert resource group, virtual and face-to-face consultations and peer review. Education stakeholders, including representatives from UN agencies, international and national NGOs, teacher organisations, conflict-affected communities and ministries of education, have been engaged to ensure not only sound technical input, but also that the tool is practical and user-friendly.

In 2010, the *Guidance Notes and Resource Pack* will undergo further field testing through focus groups in Colombia and Iraq, along with pilot implementations with targeted Education Clusters. An advocacy campaign will be launched in mid-2010 to raise awareness and encourage use of the *Guidance Notes and Resource Pack* among governments, operational agencies and donors.

Read more at www.ineesite.org/teachinglearning.

Disaster Risk Reduction

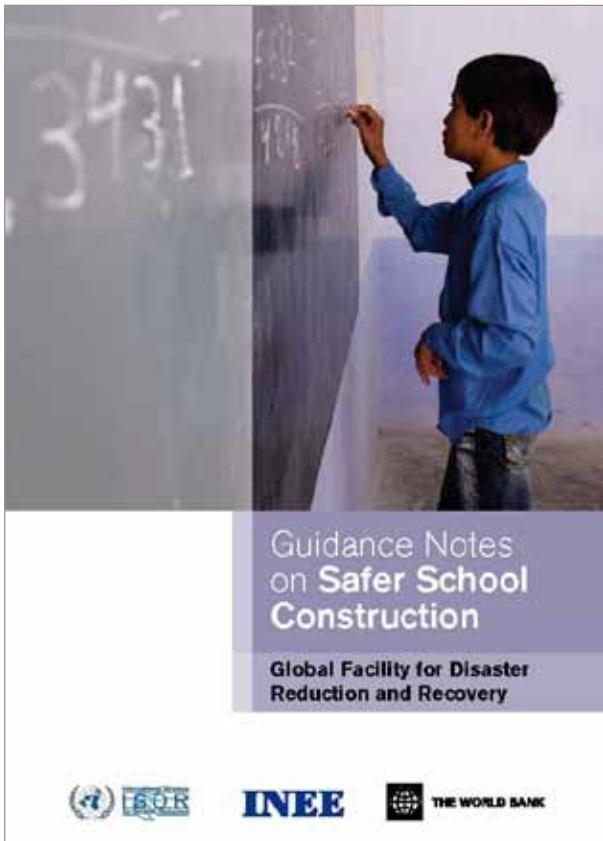
Mainstreaming disaster risk reduction (DRR) and risk management into initiatives and resources across the network was a major undertaking in 2009, including the development and update of the *INEE Minimum Standards Handbook and Toolkit*, the adaptation of the *INEE Minimum Standards* training documents, the *Guidance Notes on Teaching and Learning*, and a *Programming and Policy Brief on Education in Emergencies, DRR and Disability*.

In June, INEE launched *Guidance Notes on Safer School Construction* during a High Level Panel on Safer Schools and Hospitals at the United Nations Global Platform for Disaster Risk Reduction. The event brought together over 1,800 delegates representing nation states, local and international NGOs, UN agencies and civil society representatives, and provided an ideal opportunity to launch this new tool on disaster risk reduction to key stakeholders working around the world.

This landmark tool provides a framework of guiding principles and general steps to develop a context-specific plan to address a critical gap to reaching the Education for All and Millennium Development Goals through the disaster-resilient construction and retrofitting of school buildings. The *Guidance Notes* briefly address the need and rationale for safer school build-

Thanks so much for making this process so participatory—INEE is really a true participatory model other sectors should look at for guidance.

Janet Shirberg, INEE member commenting on the development of the INEE *Teaching and Learning Guidance Notes*



ings, recommend a series of suggested steps that highlight key points that should be considered when planning a safer school construction and/or retrofitting initiative, and identify basic design principles and requirements a school building must meet to provide a greater level of protection. Finally, the *Guidance Notes* provide a list of key resources for more detailed, technical and context-specific information.

The *Guidance Notes on Safer School Construction* were developed in a widely consultative manner in 2008 and 2009 through collaboration between INEE and the Global Facility for Disaster Reduction and Recovery (GFDRR) at the World Bank, in partnership with the Coalition for Global School Safety and Disaster Prevention Education, the IASC Education Cluster and the International Strategy for Disaster Risk Reduction. All copies of the *Guidance Notes* have been distributed and, as demand is extremely high, the INEE Secretariat is raising funds to print additional copies and translate the document into Arabic and French in 2010.

Since the launch of the *Guidance Notes*, INEE has been working in consultation with partners—particularly the technical experts involved in the development process—to promote the Safer School Construction *Guidance Notes*, User’s Guide and Feedback Form in meetings, conferences, trainings and virtually. In this process, INEE is encouraging members to utilise the *Guidance Notes* with a wide range of actors, from policymakers and planners of local, regional and national government bodies to engineers, architects, construction managers and education sector groups and/or clusters, adapting them to the local context in order to guide discussion, planning and design, implementation, monitoring and evaluation of school construction, including strengthening education sector plans and to develop national action plans for safe schools.

Read more at www.ineesite.org/drr.

INEE’s Strategic Research Agenda

By systematically and collaboratively seeking knowledge, bringing together practitioners, policymakers, funders and researchers, distributing useful findings and improving policies and practices based on up-to-date research, INEE is working to improve relevance, maximise the impact of the field’s collective research efforts and act as a catalyst for new research and partnerships. In 2009, significant progress was made on moving forward this new and challenging area of work; work that has been greeted with a great deal of interest and engagement from INEE members and partners from the academic, donor and practitioner communities. The field of education in emergencies has never before sought to systematically consider research possibilities and key thematic areas for study, and the development process has been conceptually challenging. With the leadership of the INEE Steering Group and the involvement of two teams of researchers from the Conflict and Education Research Group (CERG) at the University of Oxford and the Teachers College International Education Research Group at Columbia University, an inclusive and collaborative process to define the scope and shape a Strategic Research Agenda (SRA) that is relevant and satisfies a range of constituencies has been possible.

Working with the INEE Secretariat, the SRA consultant team identified 20 resource experts from around the world, representing a range of universities, NGOs, donor agencies and UN bodies, who have provided guidance and input into the structure and design process. An initial draft of the SRA structure and content was presented at the INEE Global Consultation in Istanbul, Turkey, during the session Towards a Strategic Research Agenda for Education in Emergencies, Chronic Crises, Early Recovery and Fragile Contexts, at which a wide group of educational stakeholders had the opportunity to offer suggestions and feedback on the draft document. A first full draft of the SRA was disseminated in early October and feedback has been solicited from the INEE membership, while INEE Working Groups, Task Teams and experts associated with other INEE initiatives have been working to refine thematic lists of questions relevant to their interests.

Complementing the work on the SRA, the INEE Secretariat has also been supporting a number of major research initiatives through the provision of technical support, facilitating the involvement of members and sharing information and resources. Work has progressed with the UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States on a major research study, *An Investigation of Adolescent and Youth Perspectives on the Impact of Fragility on Education Quality in the CEE/CIS Region*. The INEE Secretariat has supported the conceptualisation of the study and has facilitated the involvement of the Adolescent and Youth Task Team and the Working Group on Education and Fragility. The INEE Working Group on Education and

Fragility has also supported the work of a large-scale study undertaken by the European Commission that is focused on Governance Challenges for Education in Fragile Situations. INEE has also provided technical support to a research project initiated in 2009 by the Population Council on schooling and conflict.

Read more at www.ineesite.org/research.



Ragnhild Dybdahl, Director of Education and Research Department of the Norwegian Agency for Development Cooperation (NORAD) speaking at the Global Consultation.

Thanks for the good work that you people are doing globally. I personally appreciate for what INEE is doing. It is amazing.

Michael M. Sasi, INEE member in Kenya

Promoting a Dynamic Membership

INEE Task Teams

The work of INEE's five Task Teams has been impressive over the past year, with over 250 members participating in at least one team: Adolescents and Youth; Disability and Inclusion; Early Childhood Development; Gender; and HIV/AIDS. The Task Teams have allowed INEE members to work collectively on specific areas of interest, advocating for these key thematic issues and collaboratively developing tools and resources to help practitioners provide inclusive, quality and safe education for all affected by crisis.

Many Task Team members had the opportunity to meet and work together for the first time during the INEE Global Consultation in Istanbul, Turkey. The Task Teams organised eight workshop sessions at the event, in addition to hosting working meetings immediately following the Consultation to develop strategic plans for the year ahead. All five Task Teams have also been highly involved with various INEE initiatives, lending technical expertise and ensuring their area of interest is fully represented. Work to support the *INEE Minimum Standards* update process, the IASC Education Cluster and the development of the INEE Strategic Research Agenda have all provided opportunities for Task Teams to offer focused inputs on tools and resources that impact the work of the wider membership and the field of education in emergencies as a whole.

INEE Adolescents and Youth Task Team: The INEE Adolescents and Youth Task Team (AYTT) was convened in 2009 by the Refugee Education Trust (RET), the Women's Refugee Commission, International Rescue Committee (IRC) and UNICEF, and grew to over 70 participating individuals, representing more than 50 organisations. The Task Team has

developed a Review of Current Literature and Practice and is supporting the work of the IASC Education Cluster by ensuring that the cluster products address the educational needs of adolescents and youth. AYTT members also fed into development of the Education Cluster's Joint Education Needs Assessment Toolkit, where indicators specific to youth are included. At the Global Consultation, the Task Team organised two sessions: Strategies to Increase and Improve Educational Skills Building Opportunities for Displaced Youth and Comprehensive Approaches to Vocational Education and Training and Youth Livelihood. The Global Consultation also allowed Task Team members to work with the Women's Refugee Commission's Youth Advisory Group (YAG), comprised of young people from conflict-affected countries who attended the event, presented and spoke during several plenary debates and workshops. Some YAG members have now also joined the Task Team. The Task Team also established a monthly AYTT Resource Update, which collects and disseminates articles, tools, events and websites relevant to AYTT members and has updated the Adolescent and Youth Task Team webpage on the INEE website: www.ineesite.org/youth.

INEE Inclusive Education and Disability Task Team: The Inclusive Education and Disability Task Team, convened by Save the Children UK, launched its *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 can take to improve inclusion, particularly for those who have been traditionally excluded from education. Over 1,500 copies in English have been produced and disseminated, and translations into Arabic, French and Spanish are in

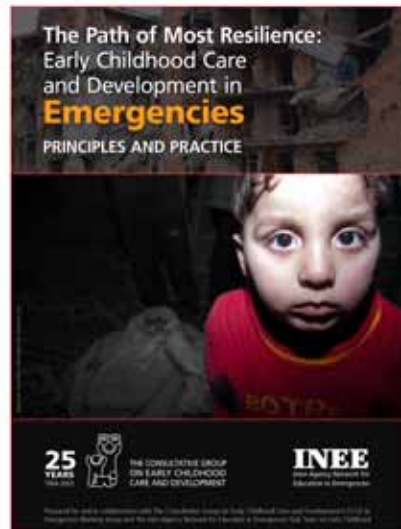
Lovely pocket guide, thank you! This is also useful for an upcoming minorities and disabled children project here in Georgia, especially the parts around teachers and resources. Thanks again!

Mary Ellen Chatwin,
INEE member in Georgia,
after receiving the INEE
Pocket Guide on Inclusive Education

production. INEE has received extremely positive feedback about this tool, and will be reprinting the English version due to high demand. The Task Team also organised two very well-attended and highly interactive sessions at the INEE Global Consultation: Increasing Inclusion in Emergency Education and Inclusive Education in Emergencies: What Can We Do in Practice? Following suggestions made in Istanbul, work has now begun on a Teacher's Guide to Supporting Disabled Learners, forthcoming in 2010. Read more at www.ineesite.org/inclusion.



INEE Early Childhood Task Team: The Early Childhood Task Team, convened by the Consultative Group on Early Childhood Care and Development (ECCD), finalised a position paper that explores current and emerging issues related to young children affected by crisis, and makes recommendations for



future action. The Task Team is also supporting the work of the IASC Education Cluster, ensuring that the needs of young children are addressed in all Cluster products and services such as the Joint Education Needs Assessment Toolkit. Many members of the team met at the Global Consultation, organising a successful workshop: The Path of Most Resilience: Early Childhood Care and Development in Emergencies. INEE also supported a major regional event on Early Childhood and Emergencies in March, when UNICEF organised the Asia-Pacific Early Childhood Development in Emergencies Workshop, which included a session on the *INEE Minimum Standards* as a tool to support preparedness and response strategies to ensure that the educational rights and needs of young children are met during times of crisis. Read more at www.ineesite.org/earlychildhood.

INEE Gender Task Team: The INEE Secretariat continues to convene this Task Team while working to identify an institutional convener. The Gender Task Team moved forward a variety of projects in 2009, which have served to strengthen INEE's partnership with a range of key gender networks and partners. In particular, the Task Team has led the development of a project that is part of the Education Cluster work-plan, drawing on the expertise of a GenCap technical specialist. This partnership is currently working on the development of a *Pocket Guide to Gender and Education in Emergencies*, a tool that will draw upon resources and tools produced by the INEE Gender

Task Team and the IASC Gender Sub-Working Group to distill the essential gender equality programming principles for education practitioners and collate and summarise existing good practice. The *Pocket Guide* will be finalised in early 2010. The International Rescue Committee completed the development of a Gender Training Package on behalf of the Task Team, a CD-Rom tool that will be disseminated in early 2010. The Task Team has also played a major role in the development of the education section of the forthcoming IASC Gender e-Learning Tool, which will be launched in early 2010. Finally, in memory of Jackie Kirk, the Task Team's founding convener, and marking the first anniversary of her death,¹ in August INEE launched a commemorative competition. The Jackie Kirk Competition invited participants to submit academic papers of practitioner-authored case studies documenting innovative gender practice in education programming. The winners of the competition were Susan Shepler and Sharyn Routh, who wrote on the effects of teacher training for refugee women in West Africa, and Eva Sajoo who about the significance of investing in female education in the fragile and frequently violent context of post-invasion Afghanistan. Read more at www.ineesite.org/gender.

INEE HIV/AIDS Task Team: The HIV/AIDS Task Team, convened by the UNAIDS Inter-Agency Task Team on HIV/AIDS and Education, undertook significant work to strengthen HIV/AIDS as a cross-cutting issue within the *INEE Minimum Standards*. The Task Team also worked on the development of a guide to support education practitioners, and particularly cluster actors, in mainstreaming issues related to HIV and sexual and reproductive health in educa-

tion responses to emergencies for younger and older adolescents. The guide suggests ways in which education in emergencies can contribute to a reduction in the number of new HIV infections and mitigate the impact of HIV and AIDS on those infected and affected by the virus. The guide is a companion to the Inter-Agency Task Team on HIV and AIDS Toolkit on Mainstreaming HIV and AIDS in the Education Sector, which was produced for non-emergency contexts. The HIV/AIDS Task Team held a workshop session on Mainstreaming HIV/AIDS in Education in Emergencies at the Global Consultation in Istanbul, which in part was an opportunity to consult INEE members on the contents of the guide under development. Read more at www.ineesite.org/hiv.

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. In 2009, INEE's Language Communities have grown immensely and have successfully collated and disseminated key resources in relevant languages and, where gaps are identified, have worked to develop or translate new tools. The Language Communities 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 have supported and facilitated training and capacity-building opportunities for non-Anglophone INEE members.

The **Arabic Language Community (ALC)** has more than 130 members, an almost threefold growth in one year, in part as a result of the *Arabic INEE Minimum Standards* trainings that took place in Amman, Jordan, and in Gaza in the occupied Palestinian territories. A face-to-face meeting at the INEE Global Consultation in April catalysed the work of the ALC, and there have been a large number of trainings in the region in recent months. The ALC is now led by a facilitator and an advisory group who help shape the workplan and priorities of the community. Several translations have also been overseen by the ALC, in-

¹ Dr. Jacqueline (Jackie) Kirk was tragically killed with her colleagues Mohammad Aimal, Shirley Case and Nicole Dial in August 2008 while working for the International Rescue Committee in Afghanistan. Jackie was an extremely active member of INEE and a passionate advocate for quality education in emergencies. A technical specialist in education in emergencies and post-conflict, with a particular focus on gender issues, Jackie founded and convened the INEE Gender Task Team from 2005, representing IRC as the convening organization.

Hola, es extraordinario recibir información en español, no todas las personas manejamos el inglés, de esta forma podremos revisar, actualizarnos y además poder aportar algunas experiencias. Gracias.

Consuelo, INEE Spanish Language Community Member

cluding the translation of the *Pocket Guide* to Inclusive Education in Emergencies, as well as the near-final translation of the INEE *Guidance Notes on Teacher Compensation*. The ALC also facilitated the translation of various documents and communications relating to the *INEE Minimum Standards* update process, ensuring that Arabic-speaking members were able to fully participate in online consultations. The Arabic Language Community Web portal is being updated regularly, and monthly Resource Updates are sent to all members. Read more at www.ineesite.org/arabic.

The **French Language Community (FLC)** has continued to grow, and now has over 550 members. Monthly Resource Updates are sent to members of the FLC, and other major INEE listserv messages were translated and disseminated. The INEE *Pocket Guide to Inclusive Education* has been translated into French and will be produced in early 2010. FLC members have also been active contributors to INEE's online discussion through the INEE, with four blog posts written or translated into French. Other key INEE materials were also produced in French this year, including the updated INEE brochure, the *Teacher Compensation Guidance Notes*, the INEE *Frequently Asked Questions Brief*, and various materi-

als associated with the *INEE Minimum Standards* update process. Read more at www.ineesite.org/francophone.

The **Portuguese Language Community (PLC)** has over 70 members. The facilitators of this Language Community worked with UNICEF in East Timor to conduct trainings for local education practitioners focused on disaster risk reduction and preparedness. The PLC has also supported the *INEE Minimum Standards* update process, and has translated listserv messages and questionnaires into Portuguese to ensure this is a fully inclusive initiative. The PLC has also carried out advocacy with the Portuguese government to ensure that its national development and humanitarian aid policies include education in crisis contexts. Read more at www.ineesite.org/portuguese.

The **Spanish Language Community (SLC)** now has over 280 members, almost doubling in size over the course of the year. In 2009, the SLC has supported the translation and production of the INEE *Teacher Compensation Guidance Notes* and the INEE brochure. The UNICEF Americas and Caribbean Regional Office (TACRO) office has also supported the translation of the INEE *Pocket Guide to Inclusive Education*, which will be produced and disseminated in early 2010. The SLC has continued to keep Spanish-speaking INEE members up to date through the production of monthly Resource Updates, and the translation of key listserv messages into Spanish. Facilitators of the SLC answer technical questions from Spanish-speaking INEE members, and have supported the INEE Secretariat in tracking Spanish-language *INEE Minimum Standards* trainings within the community. Read more at www.ineesite.org/spanish.



Rui da Silva and Julio Santos, facilitators of INEE's Portuguese Language Community.

INEE Website, Blog and Listserv

INEE's redesigned website (www.ineesite.org) was

I've been working in education and development for 19 years now. I've seen a lot in the last few years as a freelance consultant that I've started to ask huge questions about the scope for commitment to quality education. The attention to detail and quality so evident in the INEE website and the 2009 Global Consultation have touched me deeply. You've shown me that there are spaces of opportunity for people who want to do a good job.

INEE member

launched in early 2009 after a major overhaul. The overall look and layout of the INEE website has been significantly improved, and is much more user-friendly and intuitive. The use of images contributed by INEE members has brought web pages alive, and all content was updated and reorganised to ensure that the most relevant and useful elements of the site are accessible and current. The new website includes a number of new features and functionalities, including a searchable online membership database, a more streamlined resource request process and improved site search functions. The website continues to be the go-to site for education practitioners working in crisis contexts, and statistics reflect its growing usefulness and relevance.

Perhaps the most significant addition to the website in 2009 beyond the redesign was the launch of INEE's blog. A trial run of the blog format was conducted during the INEE Global Consultation in March and April, when the INEE Secretariat invited INEE members taking part in the consultation to post content from the event so that members unable to attend could participate virtually and be up to date on the discussions and debate. Following the positive response to this short-term initiative, a fully fledged blog was launched in September. Since its launch, the blog has featured a range of articles written by INEE members.

These opinion pieces raise questions for the community of practice to consider, share experiences around particular issues or respond to a recent news story. Encouraging INEE members to communicate directly with one another on relevant topics has enriched the INEE website and has allowed a deeper discussion of current and critical issues relating to the field of education in emergencies. Visit the blog at <http://ineesite.org/index.php/blog>.

The INEE listserv service has also continued to grow in 2009, with over 170 messages sent to INEE members over the course of the year. The listserv is one of the most praised elements of INEE membership services, and members appreciate the timely and targeted messages compiled by the INEE Secretariat. Apart from keeping members up to date on ongoing INEE initiatives, the listserv concentrates on delivering messages that highlight tools and resources on particular topics, often associated with relevant international days of celebration, such as World Teacher's Day, International Youth Day or the International Day of Human Rights. The Bi-Weekly Bulletins have also continued to be collated and disseminated, with many INEE members contributing content. Lastly, INEE's job postings, which are now sent on a weekly basis, have become a core recruitment strategy for the leading education in emergencies agencies, and one of our most widely read regular emails.



Expenditure Report Jan. - Dec. 2009

	Contributions to INEE channeled through the International Rescue Committee: from Anonymous, AusAID, ChildFund International, CIDA, IASC Education Cluster, Unbound Philanthropy, UNICEF	Contributions to INEE channeled through UNESCO: from Dfid, UNESCO	Contributions to INEE channeled through the Norwegian Refugee Council (NRC): from the International Save the Children Alliance, the Norwegian Ministry of Foreign Affairs, NRC, UNICEF	Total Direct Contributions to INEE	In Kind (INEE Steering Group, Working Group, Task Team, Language Community and initiative and Advisory Group members)
Strengthen Institutional Coordination, Policy Dialogue and Advocacy	\$156,089.00	\$140,241.00	\$109,441.00	\$405,771.00	\$167,500.00
INEE Global Consultation	\$46,509.00	\$1,531.00	\$109,441.00	\$157,481.00	\$50,000.00
Fast Track Initiative Partnership Meeting	\$407.00			\$407.00	
INEE Policy Roundtable on Education and Financing (2008)		\$16,543.00		\$16,543.00	
Education and Fragility Situational Analysis		\$31,988.00		\$31,988.00	\$97,500.00
Financing Modalities activities (WGEF)				\$36,664.00	\$36,664.00
Working Group on Education and Fragility bi-annual meetings	\$3,227.00			\$3,227.00	\$10,000.00
INEE Steering Group bi-annual meetings	\$1,524.00			\$1,524.00	\$10,000.00
INEE Secretariat staff salaries and benefits (divided between 5 staff)	\$104,422.00	\$90,179.00		\$194,601.00	
Enhancing Global Knowledge, Evidence, Standards and Capacity	\$362,289.00	\$12,500.00	\$217.00	\$374,986.00	\$140,000.00
INEE Teaching and Learning Initiative	\$29,103.00			\$29,103.00	\$20,000.00
INEE Safer School Construction/Disaster Risk Reduction Initiative	\$7,586.00			\$7,586.00	\$20,000.00
Minimum Standards Update Process	\$111,278.00			\$111,278.00	\$20,000.00
Minimum Standards Application, Training and Capacity Building	\$31,770.00	\$12,500.00	\$217.00	\$44,487.00	\$15,000.00
Minimum Standards Material Production, Dissemination and Translation	\$35,105.00			\$35,105.00	\$50,000.00
Working Group on Minimum Standards bi-annual meetings					\$10,000.00
Strategic Research Agenda	\$31,000.00			\$31,000.00	\$5,000.00
INEE Secretariat staff salaries and benefits (divided between 5 staff)	\$116,427.00			\$116,427.00	
Promoting Membership Development	\$28,399.00	\$0.00	\$219,762.00	\$248,161.00	\$27,000.00
INEE website upgrade, listserv hosting, webmail hosting	\$4,400.00		\$47,400.00	\$51,800.00	
INEE Case Study			\$24,460.00	\$24,460.00	
INEE Annual Report			\$5,990.00	\$5,990.00	
Support to INEE Task Teams (HIV; Gender; Adolescents and Youth; Inclusion and Disability; ECD) and Language Communities (French, Spanish, Portuguese, Arabic)	\$14,861.00		\$51,989.00	\$66,850.00	\$27,000.00
INEE Secretariat staff salaries and benefits (divided between 5 staff)	\$9,138.00		\$89,923.00	\$99,061.00	
Enabling Effective Network through Functioning INEE Secretariat	\$186.00	\$2,115.00	\$3,492.00	\$5,793.00	\$100,000.00
Overhead and other administrative costs (Secretariat staff office space, supplies, wire transfer, bank fees, development of Secretariat-wide financial tracking system)	\$186.00	\$2,115.00	\$3,492.00	\$5,793.00	\$100,000.00
SUBTOTAL	\$546,943.00	\$154,856.00	\$332,912.00	\$1,034,711.00	\$434,500.00
Overhead/ICR (IRC 10%, UNESCO 13%, NRC 8%)	\$54,694.30	\$20,131.28	\$33,291.20	\$108,116.78	
TOTAL	\$601,637.30	\$174,987.28	\$366,203.20	\$1,142,827.78	\$434,500.00

Acknowledgement of Support

INEE is pleased to acknowledge the following support from which the network drew funds in 2009:

Anonymous (via IRC, December 2008- November 2010)	\$360,000
AusAID (via IRC, July 2009- June 2010)	\$45,775
ChildFund International (via IRC, January – December 2009)	\$10,000
CIDA (via IRC, March 2009- April 2010)	\$61,030
DFID (via UNESCO, April 2008- April 2009)	\$189,409
(via UNESCO, December 2008- November 2010)	\$290,000
IASC Education Cluster (via IRC, February 2008 – March 2009)	\$46,400
Norwegian Ministry of Foreign Affairs (via NRC, Dec 2008 – March 2010)	\$90,000
Norwegian Refugee Council (via NRC, January – December 2009)	\$10,000
International Save the Children Alliance (via NRC, January – December 2009)	\$10,000
Unbound Philanthropy (via IRC, October 2008 - September 2011)	\$599,995
UNESCO (via UNESCO, January- December 2009)	\$10,000
UNHCR (via IRC, January- December 2009)	\$20,000
UNICEF (via NRC, September 2009-August 2010)	\$158,042
(via IRC, September 2009-August 2010)	\$159,577
(via NRC, June 2008-July 2009)	\$397,949
(via IRC, June 2008-July 2009)	\$201,740

In addition to the above direct financial contributors from which INEE drew funds for support in 2009, INEE would like to extend particular gratitude to Care, the International Rescue Committee, the Norwegian Refugee Council, UNICEF, UNHCR and UNESCO for hiring and hosting INEE Secretariat staff (2001-2009).

INEE is pleased to acknowledge the following agencies which have given financial support to the network since its creation in 2001 until present time: Academy for Educational Development ♦ American Institutes for Research ♦ Anonymous ♦ AusAID ♦ AVSI ♦ BEFARe ♦ Canadian International Development Agency ♦ BEFARe ♦ CARE ♦ Carnegie Mellon ♦ Catholic Relief Services ♦ ChildFund International ♦ IASC Education Cluster ♦ International Rescue Committee ♦ International Save the Children Alliance ♦ Mission Laique Francaise ♦ Norwegian Ministry of Foreign Affairs ♦ Norwegian Refugee Council ♦ Organisation Internationale de la Francophonie ♦ Save the Children Denmark ♦ Save the Children Norway ♦ Save the Children Sweden ♦ Save the Children US ♦ 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

INEE would like to acknowledge the organizations of the INEE Steering Group, Working Group on Minimum Standards, Working Group on Education and Fragility, and the convening organizations of the INEE Task Teams and Language Communities for their leadership and commitment to inter-agency collaboration (see INEE Organigramme on page 30). 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: www.ineesite.org/acknowledgments.

INEE would also like to acknowledge the excellent work done by interns: Sally Anderson Ireri, Stephanie Bengtsson, Youssef Benlamlih, Brooke Breazeale, Leah Campbell, Monica Garcia, Ariella Goodman, Catherine Hwang, Toshi Itoka, Lynn Izakowitz, Aygul Kabaca, Luellen Kazan, Thomas Kelly, Pascal Kouame, Jennifer Lauren, Brenna O’Rourke, Matti Saidy, Heidi Sanchez, Rob Shepherd, Gail Wolfmeyer, Barbara Zeus and Vanessa Zuidema.



INEE Steering Group members provide expert guidance to the network and support to the INEE Secretariat. From left to right: Christopher Talbot, UNESCO; Anita Anastacio, the International Rescue Committee; Ellen Van Kalmthout, UNICEF; Peter Buckland, the World Bank; Eva Ahlen, UNHCR; Mary Moran, ChildFund International; Kjersti Okkelmo, International Save the Children Alliance (not pictured: Jonathan Miller, Care).

INEE Organigramme

INEE Membership

Over 4,000 members working in over 114 countries worldwide

INEE Steering Group

- CARE International
- ChildFund International
- International Rescue Committee
- International Save the Children Alliance
- 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 (until Sept 2009) and Tzvetomira Laub (Hosted by UNICEF)
- Coordinator for Education and Fragility – Kerstin Tebbe (Hosted by UNESCO)
- Project Manager – Liz Sweet (Hosted by International Rescue Committee)

INEE Task Teams

- Adolescents & Youth Task Team (Convened by RET, Women's Refugee Commission, UNICEF, and by IRC (until Sept 2009)
- Disability and Inclusive Education Task Team (Convened by Save the Children UK)
- Early Childhood Task Team (Convened by the Consultative Group on ECCD)
- Gender Task Team (Convened to be confirmed)
- HIV/AIDS Task Team (Convened by UNICEF)

INEE Language Communities

- Arabic Language Community
- French Language Community
- Portuguese Language Community
- Spanish Language Community

INEE Working Group on Minimum Standards

- American Institutes of Research
- Academy for Educational Development
- ActionAid
- BEFARe
- Deutsche Gesellschaft für Technische Zusammenarbeit
- FAWE
- International Rescue Committee
- Mavikalem Social Assistance and Charity Association
- Oxfam Novib
- NORAD
- Norwegian Refugee Council
- Plan International
- International Save the Children Alliance
- UNESCO
- UNHCR
- UNICEF
- USAID
- War Child Holland
- World Education
- ZOA Refugee Care

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
- Center for Universal Education, Brookings Institute
- CfBT Education Trust
- 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 (until Nov 2009)
- Reach Out to Asia
- Save the Children
- UNESCO-IIEP
- UNICEF
- UNESCO Chair, University of Ulster
- USAID
- World Bank

INEE