INEE

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

INEE Global Consultation Outcome Report

Bridging the Gaps: Risk Reduction, Relief and Recovery
March 31–April 2, 2009

2009

Table of Contents

Acronyms **3**

Executive Summary **4**

Individual Session Summaries, Recommendations and Next Steps **6**

Day 1 (31 March 2009) **7-22**

Opening Plenary: Bridging the Gaps 7

Plenary: Addressing Gaps within the Global Architecture of Education in Emergencies 9

Commonwealth-ADEA Ministerial Roundtable: Education and Gender in Conflict, Forced Migration and Post-Conflict Reconstruction 11

Learning Session (Block 1) 11

Bridging the Quality Gap: Launch of the INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Crisis Recovery 11

Education for Social Cohesion and Peace: Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights 12

Orientation on the INEE Minimum Standards Handbook and Toolkit 13

Promoting Safe Learning Environments: Minimising Violence in Schools 13

Increasing Inclusion in Emergency Education: Key Issues from the INEE Inclusive Education and Disability Task Team 14

Learning Session (Block 2) 15

Researching Education and Protection in Humanitarian Emergencies 15

Introducing the Education Cluster 16

Certification of Learning Achievements of Refugee and Displaced Students: Successes, Challenges and Recommendations 17

Have We Made a Difference? INEE Minimum Standards 4 Years On 17

Closing the Learning Gap: The Potential and Pitfalls of Accelerated Learning Programmes in Emergency and Post-conflict Settings 19

Integrating Quality Education within Emergency Response for Humanitarian Accountability: The Sphere-INEE Companionship 19

From Emergency Reforms to Sustainable Development of Education Systems in Afghanistan and Angola 21

Day 2 (1 April 2009) **23-36**

Plenary: The Hidden Emergency: Education in Fragile Situations 23

Learning Session (Block 3) 24
Capacity Development for Educational Systems in Fragile Contexts 24
Effective Education Financing in Fragile Contexts: Challenges and Opportunities 26
Forced Migration in Conflict: Impact on Teacher Quality and Effectiveness 26
Psychosocial Programming After the Emergency Phase: A Look at Emergency Education Programmes in Transition 27
Strategies to Increase & Improve Educational and Skills Building Opportunities for Displaced Youth 28
Personalising and Localising Community-Based Disaster Prevention Education: Personal and Professional Tools 29
Working Session (Block 4) 30
Updating the INEE Minimum Standards Handbook: Opportunities to Shape the Process and the Content 30
Evidence for Change in Fragile Contexts: Research, Analysis and Advocacy 30
Programmatic Responses to Ensuring Access to Education in Armed Conflict 31
The Quality Imperative Within Education for All: Teaching and Learning Essential Skills for Peaceful and Productive Societies 33
Comprehensive Approaches to VET and Youth Livelihoods Tools for School Disaster Reduction: Learning by Doing 34
Tools for School Disaster Reduction: Learning by Doing 35
Reaching Gender Equality In and Through Education in Emergencies, Chronic Crisis and Early Recovery 36
Day 3 (2 April 2009) 37-48
Working Session (Block 5) 37
The Path of Most Resilience: Early Childhood Care and Development in Emergencies 37
Understanding the Impact of International Financial Institutions' Policies and the International Legal Context on Teachers and Teaching Quality: Evidence from Uganda and Burundi 38
Inclusive Education in Emergencies: What Can We Do in Practice? 39
Opportunities and Challenges in Building Capacity in the Education Cluster 40
Towards a Strategic Research Agenda for Education in Emergencies, Chronic Crises, Early Recovery, and Fragile Contexts 41
INEE Minimum Standards: What Are the Next Steps? 42
Mainstreaming HIV and AIDS in Education in Emergencies 42
Closing Plenary: The Way Forward 43
Final Delegate List 49-58
Appendices 59-60
Global Architecture Maps for 2000 59
Global Architecture Maps for 2009 60

INEE Mission and Vision

Our purpose as the Inter-Agency Network for Education in Emergencies (INEE) is to serve as an open global network of members working together within a humanitarian and development framework to ensure all persons the right to quality and safe education in emergencies and post-crisis recovery. INEE 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 preparing for and responding to emergencies, chronic crises and recovery are consistent with the INEE Minimum Standards and accountable for quality and results.

List of Acronyms

ADEA	Association for the Development of Education in Africa
AIDS	Acquired Immune Deficiency Syndrome
ALP	Accelerated Learning Programme
AYTT	Adolescent and Youth Task Team
CAFF	Children Associated with Fighting Forces
CAFS	Conflict Affected Fragile States
CBOs	Community-based Organisations
CCA	Common Country Assessment
CCF	Christian Children's Fund
CERF	Central Emergency Relief Fund
CERG	Conflict and Education Research Group
CHAP	Common Humanitarian Action Plan
CIDA	Canadian International Development Agency
COGSS	Coalition for Global School Safety
CRS	Catholic Relief Services
DPE	Disaster Prevention Education
DRR	Disaster Risk Reduction
DRC	Democratic Republic of Congo
ECCD	Early Childhood Care and Development
ECHA	Executive Committee on Humanitarian Affairs
EENET	Enabling Education Network (based at University of Manchester)
EFA	Education for All
EPF	Education Pooled Fund (Liberia)
ETF	Education Transition Fund
ETF	European Training Foundation
GFDFF	Global Facility for Disaster Reduction and Recovery (World Bank)
GTZ	Gesellschaft für Technische Zusammenarbeit
HIV	Human Immunodeficiency Virus
IASC	Inter-Agency Standing Committee
IATT	Inter-Agency Task Team (for HIV and AIDS)
IAWG	Inter-Agency Working Group
ICT	Information Communication Technology
IDP	Internally Displaced Person
IE	Inclusive Education
IIEP	International Institute for Educational Planning (UNESCO)
IMF	International Monetary Fund
INEE	Inter-Agency Network for Education in Emergencies
IRC	International Rescue Committee
ISDR	International Strategy for Disaster Reduction
MDGs	Millennium Development Goals
MDTF	Multi-Donor Trust Fund
MOE	Ministry of Education
MRMs	Monitoring and Reporting Mechanisms
NGOs	Non-Governmental Organisations
NRC	Norwegian Refugee Council
OCHA	Office for the Coordination of Humanitarian Affairs
ODI	Overseas Development Institute
OECD	Organisation for Economic Co-operation and Development
PRSP	Poverty Reduction Strategy Paper
SDF	Sector Development Framework
SGBV	Sexual and Gender-based Violence
SIP	Sector Investment Programme
SWAps	Sector Wide Approach
SZOP	Schools as Zones of Peace
TEP	Teacher Emergency Package
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDG	United Nations Development Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations Refugee Agency
UNICEF	United Nations Children's Fund
UNSC	United Nations Security Council
USAID	United States Agency for International Development
WG	Working Group

Executive Summary

The third Global Consultation hosted by the Inter-Agency Network for Education in Emergencies (INEE) 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 *Bridging the Gaps* theme was squarely situated within the strategic goals guiding the network:

- Strengthening institutional coordination, policy dialogue and advocacy to ensure education for all affected by crisis
- Enhancing global knowledge and capacity in order to support education in crisis and post-crisis settings
- Promoting a dynamic network to advance the field of education in emergencies

A diverse group of delegates participated in the event and represented donor agencies, consulting firms, foundations, international cooperations, ministries of education, national and international non-governmental organisations (NGOs), networks, regional organisations, research institutes, teachers' unions, United Nations' agencies, universities, and a youth advisory group (the latter coordinated by the Women's Refugee Commission). The wider INEE community of over 3400 members also contributed to the consultation by proposing suggestions on topics to be covered and critical questions to be discussed at the event. Delegates who had participated in previous INEE Global Consultations in 2000 and 2004 noted the significant growth and diversification of the INEE membership in attendance at the 2009 event. Several delegates also complimented the substance and organisation of the consultation, stating that it was one of the most engaging and productive events they had ever attended.

> *I just wanted to congratulate you for this excellent consultation: the organization, the variety of people and agencies represented, the quality of interventions and discussions. Everything was just amazing!*
>
> **Nicolas Servas, Programme Development Officer, The Foundation for the Refugee Education Trust (RET)**

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 also 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 at the national level, show 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 other organisations.

In recognising these accomplishments, several other areas of work emerged as priorities for INEE and its members. A recurring finding throughout many consultation sessions was a call for an enhanced focus on teachers as the keystone for expanded access and improved quality in the classroom. Broader engagement with teachers' unions and partnerships with development actors as strategic leverage points for work with teachers and Ministries of Education were repeatedly voiced. During these conversations, emphasis increasingly shifted from looking at the macro-level challenges related to the fragility or vulnerability of a country to the micro-level realities of the school, the classroom and the individual learner—an area INEE and its members will continue to explore and address through the new Teaching and Learning initiative that was launched at the consultation.

While educational support has been provided across the humanitarian-development spectrum in an increasingly coherent and coordinated manner over the last decade, delegates highlighted the need for continued professionalisation and capacity development of the field by broadening the knowledge and skills base for those individuals and organisations providing, supporting, studying, teaching and researching education in emergencies. Part of this process entails the need for more effective monitoring and evaluation systems and related tools, resources and capacities to carry out this work as well as substantive collaboration with academic partners. These efforts would strengthen the evidence base, and in turn inform future work as well as identify ongoing needs for the field of education in emergencies.

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 also 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 and utilising the network's materials and tools with partners around the world.

> *[T]his is our network and therefore the burden of energy and effort to move forward those things that we are passionate about rests primarily with us.*
>
> **Eric Eversmann, Senior Technical Advisor, Education, Catholic Relief Services**

Finally, delegates expressed concern about the use of terms like "fragile states" within INEE's nomenclature, given the negative and contentious connotations often associated with this terminology, and recommended more positive and future-oriented terms such as "stability" and "resilience." INEE has already taken these suggestions into consideration and where possible has revised statements accordingly (*see INEE Mission and Vision statement, inside front cover*). In particular, the INEE Working Group on Education and Fragility has spent considerable time exploring the advantages and disadvantages of using the fragility terminology. As a result of these deliberations, fragility as interpreted by the Working Group implies *an investigation into the aspects of education that can mitigate fragility and produce a transformative and positive effect on society*. As such, it has been agreed by the Working Group that the concept of fragility has merit within the global paradigm of international development, diplomacy and security discourse and that it focuses on the need for a distinct yet systematic response and intervention on education provision that is transformative.

The informative and meaningful debates and discussions that took place during the three-day consultation reinforced the critical importance of education as a protective and enabling right, and the multitude of ways that education can promote human rights, mitigate disasters, enhance stability and foster peaceful and sustainable development. While many accomplishments have been achieved by INEE and its members, there is more work to do especially as the 2015 target for meeting Education for All (EFA) goals looms large.

The outcome report presented here captures the key findings that emerged during the consultation. Summaries for all plenary, learning and working sessions are presented along with specific recommendations for moving the work and the field forward. Additional information is also offered about how to access key resources referenced during the consultation and to connect with INEE and other organisations' initiatives on related topics. A variety of presentation materials, talking points and video messages are also available on the INEE website (www.ineesite.org/globalconsultation).

Individual Session Summaries, Recommendations and Next Steps

During the three-day Global Consultation, delegates participated in numerous plenary, learning and working sessions. Learning Sessions provided delegates opportunities to learn about a topic through short presentations and discussion. Working Sessions allowed participants to engage more deeply with a topic through mini-trainings or task-oriented activities. The plenary sessions that took place each day of the consultation created spaces for the larger group of delegates to come together to listen to keynote addresses and panel discussions with various representatives from the INEE community. The plenary sessions also provided opportunities for delegates to raise questions about and clarify INEE's strategic objectives and plans moving forward.

The information that follows includes brief narrative summaries for each session that took place at the consultation, including specific recommendations for moving the work forward as well as next steps for members to take in order to access available resources and/or to get involved in activities related to the topics presented during the session. Specific materials or documents referenced in the report include, where possible, active hyperlinks that will direct you to the original source by simply clicking on the title.

Please visit **www.ineesite.org/globalconsultation** for session materials and **www.ineesite.org/resources** for additional tools and resources of relevance to the various issues discussed.

Tuesday, March 31, 2009

Welcome and Opening Plenary: Bridging the Gaps

Summary:
Speakers for the opening plenary session at the 2009 Global Consultation introduced the theme of the event—*Bridging the Gaps: Risk Reduction, Relief and Recovery*—and further expanded upon it by exploring both the challenges and opportunities currently facing the field of education in emergencies. The comments and reflections offered by all speakers clearly indicated that critical gaps remain across the humanitarian-development spectrum and that improved coordination and collaboration as well as further professionalisation of the field of education in emergencies are needed. Highlights from individual presentations are noted below.

In his welcome address, ***Dr. Abdussamet Arslan, Deputy Undersecretary for Ministry of Education in Turkey,*** spoke of his country's experiences with natural disasters and the devastating effects on the educational system. With an average of one major earthquake occurring every eight months in Turkey, Dr. Arslan illustrated the importance of planning, preparedness and building quake-resistant structures to help mitigate potential crisis. He also cited the importance of opening schools again quickly after a crisis in an effort to provide structure and meaning during difficult times as well as to resume the learning process. The impact on schooling during and after natural disasters such as earthquakes cannot be underestimated.

In welcoming delegates on behalf of the Commonwealth Secretariat and in partnership with the Association for the Development of Education in Africa (ADEA), ***Mmasekgoa Masire-Mwamba, Deputy Secretary-General for the Commonwealth Secretariat,*** spoke specifically of governments' roles in bridging the education gaps in emergencies and cited the Mombasa Declaration (2004) and the commitment that Ministers of Education from Africa have made to utilise their education systems as "agencies and forces for peace-building, conflict prevention, conflict resolution and nation building." She further stated that "these Ministers recognised that despite the differences in the cause or catalyst of the conflict or emergency, the solutions and strategies for education delivery had many similarities." In the Commonwealth Secretariat's ongoing work on these solutions and strategies, Deputy Secretary-General Masire-Mwamba stated that the Commonwealth Secretariat will also emphasise the critical importance of addressing the differential impact of conflict, natural disasters and forced migration on men, women, girls and boys.

Finally, ***Archbishop Emeritus Desmond Tutu*** provided a heartfelt pre-recorded video message to consultation delegates, and fervently reminded the audience that there is much work to do: "There are 75 million children worldwide who do not go to school. Forty million of these [children] are in conflict affected areas. If we are going to have any chance at all of achieving the Millennium Development Goals, then it is going to be through our concerted efforts that we ensure that those 40 million children get educated."

As one of the Nobel Peace Laureates who called for urgent action to implement quality education and build peace for the 40 million children who live in conflict-affected and fragile states and do not have access to education, he stated that: "If we want genuine peace, there is no question at all that you must have justice. And how can we expect children to learn to be just, to be fair, to be tolerant with one another, if not at school? So we deny 40 million children the opportunity of gaining this knowledge. How could anyone even pretend that this is just?"

In closing, Archbishop Emeritus Tutu stated that: "Too often the children are the greatest number of victims and unfortunately are almost always the last in the queue of those who get help. So I appeal to you in joining me in providing the lifeline of education, through our efforts towards disaster prevention, humanitarian response and development. Quality education can and should be provided even in situations of natural disaster and emergencies."

Christopher Talbot, Chief of Education in Post-Conflict and Post-Disaster Situations at UNESCO, offered welcome remarks and his personal reflections about INEE's accomplishments since its inception. He spoke of the network's immense growth and development from 300 members in its first year to more than 3400 at the time of the consultation. He highlighted

INEE's contribution to advocacy and policy-making and cited the creation of the IASC Education Cluster as one example of the network's impact. Talbot also remarked on the enormous success surrounding the development of the INEE Minimum Standards, the first global normative framework that defines a minimum level of quality education for people affected by crisis, and the ongoing capacity building efforts that the INEE Secretariat and Working Group on Minimum Standards have facilitated. In closing, he paid special tribute to INEE's dear colleagues from the International Rescue Committee who were killed in Afghanistan in 2008: Mohammed Aimal, Shirley Case, Nicole Dial and Jackie Kirk.

The second half of the opening plenary entailed a moderated discussion chaired by Christopher Talbot. During this portion of the opening plenary, a panel of speakers was asked to consider the most critical challenges facing the field of education in emergencies and possible steps education practitioners and education authorities could take to overcome these challenges.

Susan Nicolai, Education Cluster Coordinator, Save the Children, opened the dialogue by observing that there has been a "step change" in terms of resources being made available and prioritised for education in emergencies, there is still an overall lack of resources for this sector as well as significant rifts between currently existing humanitarian, development and transition funding sources and mechanisms. Related to this challenge is also the need to more effectively partner across individuals, organisations and initiatives—including Education for All (EFA), Millennium Development Goals (MDGs), and IASC Clusters, to name a few—in order to provide more seamless technical, material and financial support from acute crisis to post-crisis recovery and development.

In responding to a question about ways to discourage attacks on schools, Nicolai pointed to the fact that education is increasingly a part of peace negotiations and that the protection of educational spaces, personnel and students may be included as commitments that warring parties might make in discussions with international organisations. Security Council Resolution 1612 also classifies attacks on schools and educational institutions as grave violations. Despite these improvements, there is great need for ongoing advocacy and better reporting mechanisms.

Khin Htway, Member of Youth Advisory Group from Burma/Myanmar (coordinated by the Women's Refugee Commission), spoke eloquently about her personal experiences fleeing from Burma to Thailand and the challenges she faced in trying to continue her formal education. Since Htway was not recognised as a political refugee she was unable to attend Thai schools or work. In her decision to live outside of UNHCR-sponsored refugee camps and relinquish any protection afforded by the agency, she lived an uncertain and insecure existence. Despite these challenges, Htway taught herself English, participated in trainings offered by NGOs working in Thailand, and is currently pursuing higher education in the United States.

In reflecting on the primary challenges for young people, Khin Htway called for more education programmes and job training for this population, including guest youth worker programmes, income-generation activities and skills trainings including human rights, empowerment and capacity building. She highlighted the need for young people to know their rights and have opportunities to participate in decision-making processes that may directly affect their lives. Htway also called on the international community to address the root causes of the conflict and to apply more pressure on the Burmese government in order to peacefully resolve the political challenges facing the country.

Gary Ovington, Senior Emergency Specialist, Education, Asia-Pacific Shared Services Centre at UNICEF, discussed the sea change that has taken place within the humanitarian arena about the growing consensus that education plays a lifesaving role in frontline response. He also emphasised the paradigm shift that has occurred in recent years as we move from 'knee jerk' response to significant efforts in risk reduction, mitigation, prevention and preparedness. Despite these accomplishments, Ovington spoke of the need to focus on the "whole child" and the "whole school." Although donors and governments often value structures that are easily quantifiable, he stated that "a physical structure does not make a school."

Whereas education is now part of frontline response, preparedness and mitigation, Ovington sees neglect in the following areas: early childhood development and learning systems; educational opportunities tailored for adolescents; marginalised populations, including women, ethnic minorities, people living with disabilities and migrants; and psychosocial well-being, which he stated cannot be an "add-on," but must be focused on the "total well-being of the child." He stressed that children have needs that cannot necessarily be categorised as part of humanitarian or development plans and that donors need to be sufficiently flexible to respond to these needs. He also suggested that "preparedness is not just about making contingency plans, but it is about strengthening systems." He proposed that delegates and others working in this field ask: "What can you do in your work to focus on the whole child and the whole school?"

In response to a question from the moderator on the "real impact on enrolment, completion and learning" in educational programmes supported by NGOs and UN agencies, Ovington stated that in general evaluation has

been conducted poorly. There is typically a lack of baseline data making it difficult to assess impact. More work needs to be done to develop monitoring and evaluation processes that build upon needs assessments and related tools. In his reflections on a question about how to foster community resilience and the psychosocial well-being of youth, Ovington stated that emergencies impact communities and individuals in variable ways and that more needs to be learned about what leads one community to cope better than another. He also stated that there is no such thing as a "natural" disaster and that "risk + hazard + community resilience" are key components that need to be considered in answering that question.

Closing the panel in a pre-recorded video address, ***Ellen Johnson Sirleaf, President of the Republic of Liberia,*** recognised that her country will *not* succeed in achieving some of the key Education for All goals by 2015 due to the heavy toll that the 14-year civil conflict had on the education sector. Nevertheless, nation-wide consultations for the country's poverty reduction strategy clearly stated that, along with health and roads, the people of Liberia wanted education placed at the top of the government's agenda.

In response to the voices of the Liberian people, President Johnson Sirleaf launched a multi-donor trust fund (MDTF) in May 2008—the first public-private partnership for education financing in the world. The president stated that "growth and enrolment will continue as increasing numbers of school-aged and older children enrol in school, but limited capacity, scarcity of available resources and the difficulty of accessing some remote communities will be barriers to be overcome by 2015."

Despite these challenges, President Ellen Johnson Sirleaf knows that "without the education of my people, the recovery and development process will be very slow and painful. It is for this reason that we are paying particular attention to the education of our women. For those outside the school system, in addition to the standard interventions, innovative approaches are being employed such as providing literacy and basic numeracy training as micro-credit programmes."

Consultation delegates at opening plenary

To view the video presentations provided by Archbishop Emeritus Desmond Tutu and President Ellen Johnson Sirleaf, please visit the INEE website: www.ineesite.org/index.php/post/welcome_and_opening_plenary/

Plenary: Addressing Gaps within the Global Architecture of Education in Emergencies

This plenary session examined how the global architecture for education in emergencies has taken shape, including the role of institutions, networks and the myriad of initiatives in this rapidly emerging field. ***Mitch Kirby, Senior Regional Education Advisor for USAID,*** served as Chair for the session and suggested that the discussion would help generate a shared understanding of the evolution of the field in order to help guide the discussions and collaborative work to be carried out during the consultation and beyond.

In mapping the field of emergency education and providing an historical perspective on the role of institutions and networks, ***Peter Buckland, Lead Education Specialist at the World Bank,*** stated that "aid architecture" is a misleading metaphor due to the fact that the field was not designed by architects, but rather resembles an informal sprawling settlement or squatter camp. "We are more town planners than architects," he stated.

Buckland noted that there have been important tectonic shifts in the global aid architecture for education in the past decade. These underlying forces that have shaped our field include: the Dakar Promise 2000 that promised resources to any country "seriously committed" to education; the Monterrey Consensus 2002 that introduced the concept of compact between development partners and national governments that promote good governance; the Paris Declaration on Aid Effectiveness in 2005 that introduced principles of ownership, alignment, harmonisation, results and accountability; the OECD-DAC Principles of Engagement in Fragile States 2007 that focused specifically on the challenges of supporting work in fragile contexts; and the Accra Agenda for Action 2008 that expressed a commitment to predictability, use of country systems, conditionality and untied aid.

In the slides presented (*see Appendix I and the PowerPoint presentation available on the INEE website*), two diagrammatic representations ("maps") of the global architecture were shown for 2000 and 2009. The "maps" depict humanitarian coordination mechanisms, UN coordination and EFA follow-up at both global and country level. Buckland emphasised that the "maps," which provide a snapshot of the "INEE Decade" and the enormous growth of the network, have significantly changed since 2000.

In the map for 2009 key actors in terms of humanitarian coordination include the Education Cluster Working Group and country level clusters. Key players and factors in EFA follow-up include the Local Education Group, the EFA sector plan, and the Fast Track Initiative (FTI) education transition fund currently under development.

Buckland pointed out that INEE in principle encompasses the entire map, making linkages and passing information between the different levels and actors. However, he also pointed out the following changes that have not been adequately captured in the map:

- The role of NGOs has become increasingly significant since 2000
- Donors have come to play a more proactive role in shaping architecture since Dakar 2000
- The next tectonic shift will come as a result of the economic crisis

Allison Anderson, Director of the INEE Secretariat, briefly narrated the evolution of INEE including accomplishments to date, recent developments and future prospects. She focused on how the network's inter-agency services, policy dialogue, advocacy, capacity building and tool development are helping to bridge risk reduction, relief, recovery gaps within the global architecture but also among practitioners and policy-makers. She highlighted the improvement in the quality of network services through increased opportunities for member collaboration and the promotion of balanced, responsive and sustainable network growth, citing the extraordinary growth and diversity of the INEE membership and the increased collaboration between members due to their participation in the network's activities as well as the tools, resources and knowledge created as a result. Anderson provided examples of the ways in which INEE Task Teams and Language Communities have helped bridge the gaps by creating contextualised tools in local languages.

She pointed to INEE's core initiatives for enhancing global knowledge and capacity that focus on deepening the implementation, institutionalisation and evaluation of the INEE Minimum Standards; integrating Disaster Risk Reduction (DRR) into INEE resources and tools; and shaping the research agenda on education in emergencies, chronic crisis and early recovery. Anderson spoke at length of the success of the INEE Minimum Standards, which are now being used in 80 countries, translated into 16 languages, and prepared over 2500 trainers as a result of regional training and capacity-building workshops. She also discussed the network's efforts to strengthen institutional coordination, a major gap facing the field. These efforts entail contributing to the work of the IASC Education Cluster, leading inter-agency policy dialogue and advocacy on topics related to effective financing, teacher compensation, and safer school construction and feeding into reports and events organised by the UN Special Rapporteur on the Right to Education, the Committee on the Convention on the Rights of the Child and the United Nations General Assembly.

In its efforts to respond to gaps facing the field of education in emergencies, Anderson highlighted INEE's continued work through the update of the INEE Minimum Standards, and its application and contextualisation processes; a teaching and learning initiative that seeks to develop guidance on numeracy, literacy and life skills curriculum; focus on a strategic research agenda and education and fragility country-specific case studies that serve to build the field's evidence base; and integrating disaster risk reduction into INEE resources and activities.

Marla Petal, Co-Director of RiskRED and Co-Chair for the Coalition for Global School Safety and Disaster Prevention Education, demonstrated the ways in which disaster prevention is situated within the global emergency education architecture. She stated that the impact that disasters has on education is physical, economic, educational and psychosocial. Despite this impact, she reinforced the idea that disasters can be prevented and that there is no such thing as a "natural disaster."

Since 2000, nine major disasters have resulted in 28,000 children losing their lives in unsafe school buildings. According to Petal, there are five basic things to do to prevent disasters in the future:

1) Create safe learning environments
2) Maintain safe learning environments
3) Teach disaster prevention in the curriculum
4) Teach disaster prevention in the community
5) Build a culture of safe access and prevention

To succeed, it is time to *share* and *test* existing material. Although there are some good materials available, steps need to be taken to improve the overall quality of resources. Petal opined that there is too much talk about process and much too little on the actual content of educational activities that support disaster prevention. Petal suggested that we improve our use of e-learning technology and make openly available existing tools and knowledge on disaster prevention education. Finally, she advocated for the use of "disaster prevention" versus "risk reduction" as the latter does not translate well into everyday language or guide action.

INEE Members are encouraged to join and work with the Coalition for Global School Safety (http://cogssdpe.ning.com), a voluntary social network, and to subscribe to their bi-monthly newsletter found on the site. An important resource at www.preventionweb.net is the new Educational Materials

collection found under professional resources. More than 1,500 disaster reduction related educational materials for general public, children and teachers are catalogued there.

Commonwealth-ADEA Ministerial Roundtable

Education and Gender in Conflict, Forced Migration and Post-Conflict Reconstruction: Implications for Development

Chair:
Mmasekgoa Masire-Mwamba, Deputy Secretary-General for the Commonwealth Secretariat

In 2004, African Ministers of Education adopted the 'Mombasa Declaration' on Education in Conflict and Difficult Circumstances, setting out a framework on how to improve education delivery. This declaration was profiled at the first two INEE Global Consultations in 2000 and 2004, respectively. Within the framework of the Mombasa Declaration, participants at the 2009 Ministerial Roundtable in Istanbul, Turkey shared specific examples of achievements that have been made as well as the challenges that continue to confront the education sector in conflict, forced migration and post-conflict situations.

The Ministerial representative from the Democratic Republic of Congo spoke of the ways in which their government promoted teacher-sensitive policies in an effort to raise morale within the teaching profession following 10 years of conflict in the Eastern part of the country. Representatives from Kenya spoke about the post-election violence that affected the country in 2008 and the ways in which the Ministry of Education demonstrated flexibility by relaxing examination regulations in order not to disrupt education for students affected by the unrest, introduced a peace education curriculum to teach peaceful co-existence and help prevent future conflict, and resolved to develop an Emergency Response and Mitigation policy.

Participants cited challenges facing the education sector, with a particular emphasis on gender. In Pacific countries, it was stated that women continue to be excluded in post-conflict decision-making. The lack of teachers in Sri Lanka and its impact on overall quality of education were also discussed. In crisis-affected contexts in which women are slower to return to the labour market, participants suggested including economic empowerment programmes within educational initiatives.

> *In emergencies and post-conflict circumstances, the delivery of education must take a holistic approach, with a particular emphasis on gender, drawing on ... the needs of the children affected.*
>
> **Roli Degazon-Johnson, Education Adviser at the Commonwealth Secretariat**

Suggestions were also proposed to develop a Gender Plan of Action to ensure that experts on gender and education are involved in communicating needs on the ground to donors.

In conclusion, participants discussed the need for governments to adhere to regulations that protect the right of children to education in emergencies and to adhere to restructuring education systems in the aftermath of a crisis in ways that avoid rebuilding failure.

Concurrent Learning Session Block 1

Bridging the Quality Gap: Launch of the INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery

Chair:
Allison Anderson, Director, INEE Secretariat

Presenters:
Laura Brannelly, Researcher/Consultant, CfBT Education Trust
Kathy Hurley, Senior Vice President for Strategic Partnerships, Pearson Foundation
Rachel McKinney, Consultant, UNICEF Zimbabwe
Jenny Perlman Robinson, Senior Program Officer, Women's Refugee Commission
Shewaye Tike, CYPD Coordinator, International Rescue Committee

Summary:
The INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery (INEE Guidance Notes on Teacher Compensation), which were launched at the INEE Global Consultation, address a critical challenge to quality education by providing a suggested framework for compensating teachers based on lessons learnt from practice around the world. The Guidance Notes cover not only the management and financial aspects of teacher compensation, but policy and coordination as well as issues of teachers' motivation, support and

supervision as forms of non-monetary teacher compensation. Based on the recent experience of utilising these Guidance Notes to inform discussions and action on teacher compensation in Zimbabwe, it is clear that the introduction of this resource at the country level must be strategic—including ample time to discuss implications and recommendations for the given context—in order to ensure effective coordination between the Ministry of Education, donors, teachers' unions, United Nations agencies and NGOs.

Recommendations:

- Discussions on teacher compensation, utilising these Guidance Notes as a framework for collaborative action and adapting them to address context-specific issues, should be carried out in consultation with a wide variety of partners. The Guidance Notes should be introduced, disseminated and discussed at education sector meetings that bring together multiple actors, such as IASC Education Cluster meetings, donor coordination meetings, and education sector coordination and planning meetings.
- Ultimately the responsibility of paying teachers lies with the government; as such, it is critical that international organisations coordinate with governments early in the planning and payment process in order to ensure government ownership and sustainability.
- Donors working at country level have a powerful role to play in ensuring adequate and coordinated teacher compensation; these representatives should use the INEE Guidance Notes as a framework for discussion.
- Whilst working with teachers' unions may be pose challenges, this will help to ensure better teacher buy-in and support to teacher needs. As such, organisations and governments should develop a better understanding of the ways in which teachers' unions can help improve the situation for teachers, including compensation and non-monetary support. Moreover, members of teachers' unions could serve as trainers on and advocates for the holistic framework presented within the INEE Guidance Notes on Teacher Compensation.
- INEE and the initiative's Advisory Group (International Rescue Committee, Save the Children, UNESCO, UNHCR, UNICEF and the Women's Refugee Commission) should develop short briefs about the Guidance Notes specifically for donors and for teachers' unions that can be used in targeted advocacy around this issue.

Next Steps:

To request a copy of the INEE Guidance Notes on Teacher Compensation (available in English, French, Spanish and Arabic), talking points and/or to report how you are using the Guidance Notes, please contact admin@ineesite.org. To download the documents, visit www.ineesite.org/teachercomp.

Education for Social Cohesion and Peace: Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights

Chair:

Rüdiger Blumör, Director Sector Project, GTZ

Presenters:

James Kearney, Doctoral Candidate, Edinburgh University
Dr. Beebi Hajarjhan Jhan Mohamed Khan, Director of Education, Social Cohesion and Peace Education Unit, Ministry of Education, Sri Lanka
Margaret Sinclair, Project Lead, Education in Conflict, Office of Her Highness Sheikha Mozah Bint Nasser Al-Missned

Summary:

There is great need to incorporate life skills, respect for diversity, human rights, peace and active citizenship into emergency education programmes. Nonetheless international organisations have difficulties accomplishing this due to the fact that these concepts are often treated separately, can be difficult for schools to manage, and prove challenging to evaluate. A new tool—*Learning to Live Together: Design, Monitoring and Evaluation of Education for Life Skills, Peace and Human Rights*—has been created through a collaboration between UNESCO's International Bureau of Education and Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) to support these efforts. Work carried out by the Sri Lankan Ministry of Education in developing a national policy on education for social cohesion and peace was used to inform the development and later implementation of this tool in Sri Lanka.

The *Learning to Live Together* guidebook moves from a review of national educational goals relating to learning to live together to the delineation of a curriculum framework covering basic interpersonal, intrapersonal and cognitive competencies. During the panel discussion, it was pointed out the *Learning to Live Together* guidebook can be adapted for programme design or for design of monitoring and evaluation schemas. The guidebook also covers evaluation of teaching methodologies and textbook preparation.

Whilst this tool demonstrates a positive new development in the field, there are numerous challenges to be overcome in carrying out this work. Discussions highlighted that multicultural education is not inherently good and programmes need to be carefully evaluated. Peace education work can also be threatening to teachers and authorities. Experiences shared from Rwanda's *Ingando* camps in which social cohesion is promoted at all costs with no room for questioning and debate may lead to longer-term resentment despite short-term successes.

Social cohesion programmes need to be carefully monitored and evaluated in ways that include assessing what is happening in the school, the community and the home.

Recommendations:
- International organisations are encouraged to pilot the *Learning to Live Together* guidebook in schools and monitor its impact.
- UNESCO International Bureau of Education (IBE) and GTZ, and/or other international organisations, should consider developing a teacher training programme to accompany the *Learning to Live Together* guidebook.
- International organisations need to integrate work being conducted on life skills, citizenship, peace and human rights into monitoring and evaluation systems through structures of partner countries as well as INEE member organisations.

Next Steps:
Access the *Learning to Live Together: Design, Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights* tool on the INEE website (www.ineesite.org/uploads/documents/store/Learning_to_Live_Together.pdf) and inform authors of any plans to pilot the guidebook by contacting Rüdiger Blumör at ruediger.blumoer@gtz.de.

Orientation on the INEE Minimum Standards Handbook and Toolkit

Chair:
Helge Brochmann, Programme Specialist, UNESCO Beirut and Norwegian Refugee Council

Presenters:
Jennifer Hofmann, Coordinator for Minimum Standards, INEE
Dean Brooks, Programme Manager, Norwegian Refugee Council, Lebanon
Bente Sandal-Aasen, Adviser Education in Emergencies, Save the Children Norway
Helge Brochmann, Programme Specialist, UNESCO Beirut and Norwegian Refugee Council

Summary:
In recent years, awareness of the need for non-formal and formal education programmes in emergency situations has increased. Two issues in particular have come to the fore: how to ensure a certain level of quality and accountability in emergency education; and how to 'mainstream' education as a priority humanitarian response. In 2002, INEE began looking at the Sphere Project's example of how to accomplish these two objectives. The Sphere Minimum Standards represent consensus on key technical indicators and guidance for: Water Supply, Sanitation and Hygiene Promotion; Food Security, Nutrition and Food Aid; Shelter, Settlement and Non-Food Items; and Health Services, but does not address education services.

The INEE Minimum Standards constitute the first global tool to define a minimum level of educational quality in order to provide assistance that reflects and reinforces the right to life with dignity. The INEE Minimum Standards are founded on the Convention on the Rights of the Child, the Dakar Education for All (2000) framework, the UN Millennium Development Goals (MDG) and the Sphere Project's Humanitarian Charter. In addition to reflecting these international rights and commitments, the standards are an expression of consensus on good practices and lessons learned across the field of education and protection in emergencies and early reconstruction situations.

Recommendations:
- INEE members should use the INEE Good Practice Guides for specific guidance on key technical areas of the INEE Minimum Standards.
- INEE members and other users should take strides to contextualise the indicators in the INEE Minimum Standards Handbook in order to develop locally-relevant and quantifiable indicators.
- INEE members and other users should use the INEE Minimum Standards across relief, recovery and risk reduction exercises and contexts.
- In the next edition of the INEE Minimum Standards, the INEE Secretariat and Working Group on Minimum Standards should highlight who the duty-bearers are and the ways in which they are responsible and accountable for ensuring the rights codified in the handbook.
- INEE Secretariat and Working Group on Minimum Standards should explore other cross-cutting issues (in addition to gender, HIV and AIDS, disability and vulnerability, and child rights) during the update of the INEE Minimum Standards.

Next Steps:
To request a hard copy of the INEE Minimum Standards Handbook (available in English, French, Spanish, Arabic and other languages), please contact minimumstandards@ineesite.org. To access the handbook online, and find training and implementation resources, please see www.ineesite.org/standards.

Promoting Safe Learning Environments: Minimising Violence in Schools

Chair:
Eva Ahlen, Senior Education Officer, UNHCR

Presenters:
Martin Hayes, Child Protection Specialist, Christian Children's Fund
Audrey Nirrengarten, Associate Education Officer, UNHCR
Barry Sesnan, Consultant, Echo Bravo
Jennifer Sklar, Education Technical Advisor, International Rescue Committee

Summary:
From a review of the UNHCR participatory assessments of the refugee programmes and evaluations, it has been found that refugees lack access to education largely due to school-related exploitation and abuse. It has also been revealed that in these contexts it is challenging for some students to pay school fees, or to receive diplomas and high grades. Corporal punishment also seems to be a common disciplinary method. To address the objective on safety and quality, increase access and prevent drop-out, one of our members developed and produced the Safe Learning Environment which has currently been used by staff and partners when planning the education programme. To learn more about this issue there were presentations highlighting different aspects and challenges on this concept and case studies.

Panellists focused on the protective dimension of education; highlighting some of their strategies for addressing the challenges of ensuring safe spaces. In doing so, they offered various methods which could be useful for practitioners. An overview of this session included presentations from a number of members. UNHCR offered a general framework for both defining and promoting safe learning environments in refugee settings. With its Guiding Principles, the organisation focused on the challenges of a safe learning environment, using examples in Malawi and Namibia. The International Rescue Committee (IRC) presented its piloting of training materials in Chad and shared information about some of the types of violence and strategies for reducing violence in schools. Lastly, Christian Children's Fund (CCF) presented the findings of its recent impact assessment on child friendly spaces and highlighted the lessons learnt and good practices in establishing safe learning environments for child friendly spaces.

Recommendations
- Assessment, monitoring and evaluation need to be integrated into systematic research programmes involving beneficiaries, which will enhance advocacy messages.
- Ensure that baseline data are collected to guarantee reliability of research and programme effectiveness; pre-intervention assessment should include community analysis.
- Due to the overarching goal of these initiatives' protection and safe learning environments, various methods for child participants have become vital; often there are differing perceptions between adults and children over the well-being or sense of security in the schools. The most important aspect to remember is that the child's view is equally important.

Next Steps:
To access additional information about safe learning environments, please visit the following resources:
- Safe Schools Guidelines: www.unhcr.org/protect/PROTECTION/4677981a2.pdf
- Psychosocial and Protection Outcomes of Child Centered: Research on Young Children in Northern Uganda: www.christianchildrensfund.org/uploadedFiles/Public_Site/news/Publications/CSS_Uganda_2008_copy.pdf

For a range of tools and resources relating to education and protection please see the INEE Minimum Standards Toolkit Thematic Guide on Protection and Well-Being: www.ineesite.org/implementation.

Increasing Inclusion in Emergency Education: Key Issues from the INEE Inclusive Education and Disability Task Team

Chair:
Sara Lim Bertrand, Education and Child Protection Senior Specialist, Save the Children

Presenters:
Susie Miles, Lecturer in Inclusive Education, EENET and Manchester University
Helen Pinnock, Education Advisor, Save the Children

Summary:
The session introduced the recent work of INEE's Inclusion and Disability Task Team, highlighting the concerns and issues that brought the team together and introducing the key learning and guidance that the team has developed. The session introduced and discussed advocacy issues for humanitarian and donor agencies to promote inclusive education in emergencies. It also captured participants' own views on the barriers to inclusion in education emergency response.

Findings:
- There was discussion on what terminology for disability and other discrimination issues is appropriate. ('People with' is often preferred, but is not always relevant linguistically) It is important to recognise and work with local definitions and understandings of disability.
- Is promoting a broad nondiscrimination and inclusion agenda unhelpful for disabled people's issues and rights? This issue continued to be discussed throughout the week, and the consensus was that promoting a broad understanding of nondiscrimination/inclusion and how discrimination can play out in emergency and chronic crisis is important. At the same time,

however, highlighting the pressing issues affecting disabled people and other excluded groups is crucial if they are not to fall off/be pushed off the agenda.
- There is demand for specific advice on supporting people with different forms of disabilities in emergencies.
- There is also demand for INEE to focus on discrimination affecting ethnic and linguistic minorities. There should ideally be focal people and areas of activity within a broader Inclusive Education Task Team on several particularly excluded groups.
- To what extent can INEE advocacy focus on some of the larger capacity and attitude gaps identified, which affect education outside as well as inside emergencies, particularly those in chronic crisis? This question should continue to be addressed.
- In its resource materials, the Task Team has focused primarily on emergency practitioners, with the implication that these are not part of the long term education system – reflecting the demand from INEE membership. This focus should expand.
- It is important to recognise that there are deep seated beliefs among local people with power that certain children/people do not have the right to be in school (especially minorities and disabled people).
- Current state of the knowledge base and capacity for education in emergencies is the result of anecdotal evidence. There is a need for more resources and support to strengthen the evidence base.
- Governments provide most of the resources for education, whether in emergencies or non-emergency situations. Their monitoring systems, and the international emergency monitoring tools they feed into, are those which require greatest attention if we want to increase the focus in emergency monitoring on inclusion and equity. Disabled people are often the least visible in local monitoring systems.

Recommendations:
- Circulate the Task Team's draft inclusive education advocacy brief and solicit feedback.
- Ensure tools are focused on a "bottom-up approach" and that local partners are involved in their development in order to ensure grassroots emphasis; include voices of learners to ensure that inclusion/exclusion are really understood.
- Develop case studies of good practice for advocacy purposes, and that target donors and governmental authorities.
- Develop donor strategies/guidelines for review of funding proposals.
- The Task Team should engage in the production of the IASC Education Cluster Joint Assessment Toolkit.
- Request that "barriers to access" be addressed in IASC Education Cluster assessment tools and contribute to development process.
- Identify ways to answer difficult donor questions (e.g. how much funding is needed to include smaller populations?).
- Contribute to revision of INEE Minimum Standards, especially the assessment chapter.
- Expand Task Team to include point persons for other areas of vulnerability/discrimination or find another forum for issues to be raised.
- INEE should take forward more engagement with national education and/or emergency training providers.
- INEE should focus efforts on provision for local level capacity development with strong inclusion and equity – in local languages.

Next Steps:
To join the Task Team contact convener Helen Pinnock h.pinnock@savethechildren.org.uk; to find a more detailed report on Task Team plans for the next year visit or to download the INEE Pocket Guide to Inclusive Education in Emergencies visit www.ineesite.org/inclusion

Concurrent Learning Session Block 2

Researching Education and Protection in Humanitarian Emergencies

Chair:
Lesley Bartlett, Associate Professor, Teachers College, Columbia University

Presenters:
Jenny Perlman Robinson, Senior Program Officer, Women's Refugee Commission (*on behalf of Safaa El-Kogali, Regional Director, Population Council*)
Dana Burde, Assistant Professor, New York University
Stephanie E.L. Bengtsson, Doctoral Student / Lead Research Assistant, Teachers College, Columbia University / UNICEF

Summary:
Jenny Perlman Robinson presented the study on the *Protective Role of Education in Darfur, Sudan* on behalf of Safaa El-Kogali. The study is a two-year joint Population Council-Women's Refugee Commission research and advocacy project that seeks to identify measures that make and keep schools safe, as well as factors leading to insecurity in schools that must be addressed, in a diverse range of internally displaced communities in West and North Darfur. Perlman Robinson discussed the project overview, initial findings and shared some of the challenges and lessons learned in conducting such research in a conflict environment, noting the importance of collaboration and involvement of stakeholders, flexibility in planning and allowing extra time for implementation given the unpredictability of the situation. Preliminary findings gave a snap shot of the community and school environment in the displaced camps of North and West Darfur. The findings also reflected the importance that the various members of the different communities, irrespective of age, gender or position,

assign to education as protection both in terms of physical space in schools and as an investment to secure a safer future for children.

Dana Burde presented methods, barriers, and findings from her research in Afghanistan. This study used a randomised trial to examine how community-based schools affect children's educational outcomes in rural Afghanistan. Professors Dana Burde and Leigh Linden formed a partnership with the US-based nongovernmental organization Catholic Relief Services (CRS) to implement random assignment of schools and programme interventions to eligible villages (where no government schools existed). Based on analysis conducted thus far, the introduction of the community-based schools has had a significant impact on children's participation levels and significantly reduces the existing educational disparities between boys and girls.

Stephanie E.L. Bengtsson, doctoral student at Teachers College, discussed a five-country research project for UNICEF, *The Learning Plus Initiative: Schools as Centres for Care and Support*. In addition to providing an overview of this multi-year project, Bengtsson shared details of the development of a research instrument, the Learning Plus Index and child-friendly research methods.

In addition to presenting specific findings and elements of research design, the panellists discussed the importance of attempting to include traditionally marginalised voices in a respectful, ethical way when undertaking research in this field. The session also addressed some of the common difficulties experienced whilst conducting research on these topics and collecting data in the field. The level of preparation required and the complexity of the logistical arrangements, from authorisation of research methods to the translation of instruments and access to basic services such as phone and internet was a common experience. The safety and security of both researchers and participants in the study was a major concern in several of the studies described. The strengths and limitations of partnerships between academic, NGOs and government ministries was also discussed, including the tensions inherent in the differing goals, audiences and concepts of methodological rigor.

Recommendations:
It was suggested that a forum for academics and practitioners to share their experiences and discuss the ethical and methodological challenges associated with research in this field would be of value. The need for more effective dissemination of research data and findings in order to inform policy and programmes was also recommended.

Next Steps:
INEE's forthcoming online research portal will facilitate collaborative research partnerships, provide a forum for the dissemination of current research, and collate key research questions. For more information please see www.ineesite.org/research or contact research@ineesite.org.

Introducing the Education Cluster

Chair:
Susan Nicolai, Education Cluster Coordinator, Save the Children

Presenters:
Brenda Haiplik, Senior Specialist in Education in Emergencies, Save the Children
Zuki Karpinska, Deputy Chair, Conflict and Education Research Group (CERG), University of Oxford
Susan Nicolai, Education Cluster Coordinator, Save the Children
Bente Sandal-Aasen, Adviser Education in Emergencies, Save the Children
Ellen Van Kalmthout, Senior Education Specialist, UNICEF
Roger Wright, Education Cluster Coordinator, UNICEF

Summary:
The IASC Education Cluster, co-led by UNICEF and the International Save the Children Alliance and working in close collaboration with other leading agencies and INEE, is working to promote and enable continuity of quality education in emergencies and emergency-prone situations. Ultimately, its goal is to strengthen comprehensive preparedness and technical capacity to respond to humanitarian emergencies, including the transition to early recovery, and ensure greater predictability and more effective responses in education, in the main areas of standards, policy, response capacity and operational support. Using the Education Cluster Gaza-crisis experience with conducting a rapid needs assessment as a case, participants highlighted the importance of the cluster as mechanism for collaboration in crisis situations as well as the Education Cluster's uniqueness, as it has grown out of the collaborative ethos within INEE and is the only co-led UN-NGO cluster. Some of the positive elements of the cluster approach include: 1) education is recognised as an essential component of humanitarian response; 2) all-agency dialogue assists prioritization and iterative learning and responsiveness; 3) education is included within the flash appeals; and 4) the cluster lends legitimacy and structure to coordination efforts. However, challenges include prioritization in acute response and a dearth of local language and capacity to gather information, reach all audiences and interpret information within the local context.

Recommendations:
- There is a need for the Education Cluster Unit and member organisations to develop rapid joint assessment tools that can be adapted to different stages

of emergencies, using the framework of the INEE Minimum Standards.
- Lessons learned and insights regarding success factors of cluster formation and coordination should be documented and shared widely by the Education Cluster Unit and cluster member organisations.
- Increased attention by the Education Cluster Unit is needed to foster a "comparative advantage" perspective among cluster members.

Next Steps:
For more information, including how to participate in the global level IASC Education Cluster Working Group, please contact the IASC Education Cluster Unit: rwright@unicef.org or susan@savethechildren.ch and visit: www.humanitarianreform.org/education

Certification of Learning Achievements of Refugee and Displaced Students: Successes, Challenges and Recommendations

Chair:
Christopher Talbot, UNESCO, Chief, a.i. Section for Education in Post-Conflict and Post-Disaster Situations

Presenters:
Barry Sesnan, Consultant, Echo Bravo
Andrea Berther, Education Specialist (Emergencies), UNICEF WCAR Regional Office
Simon Purnell, Deputy Programme Advisor, ZOA Refugee Care, Thailand
Lyndsay Bird, Programme Specialist, Fragile States, UNESCO IIEP

Summary:
For international agencies and donors, certification, validation and recognition of learning attainments are critical issues for programme quality, impact and sustainability. Moreover, proper certification procedures can increase the economic and social contribution of IDPs, refugees and returnees to their respective communities. There is however a major gap in educational policy and practice, as the qualifications students gain from education programmes conducted in refugee or IDP camps are often not recognised by home or host ministries of education. The lack of clear policy guidance means that children are frequently open to arbitrary treatment or cannot move forward with their education. For refugee and IDP pupils and their parents, this is one of the most frequently expressed frustrations and a major obstacle to educational and economic advancement. The positive impact of education is compromised if there is no certification, validation or official recognition of successfully completed studies.

Challenges include language, ethnicity, and national identity; size and length of stay of the displaced community; government policy and capacity. Moreover, a crucial challenge—and determinant—of certification is choice of which curriculum to follow. Sometimes sound pedagogical approaches will conflict with the demands of a Ministry of Education, if refugee or IDP learning is to be certified. An example: On the Thai-Burma border, for example, there has been pressure from NGOs to drop the teaching of three languages from the Kindergarten curriculum, for pedagogical reasons; however, this may compromise certification of the learning. Following a rigid 'relief' model for education in emergencies can also lead to challenges because the refugees are seen purely as a short-term issue. Consideration of longer term-needs should be built in at early stage.

Recommendations:
- Education practitioners, donors and policy makers must be proactive and focus on issues of certification and validation at the outset of a crisis rather than only in the recovery and reintegration phase. This will benefit the learners in the long run, and it will also lead to an immediate improvement in the quality of teaching and learning.
- Education practitioners should develop clear policy guidelines on certification and include them in refugee policies; establish formal agreements between partners regarding the certification of learning; work with other partners (as well as those with formal agreements) to ensure sufficient coordination of the process; certify learning according to refugee communities' education choices; promote and develop multiple pathways to educational certification; and maintain programme continuity by ensuring validation of learning in chronic crisis situations and repatriation. A regional certification body could be helpful to facilitate standardization between refugee curricula.
- Refugees need to understand the process of certification and validation of learning.

Next Steps:
To read the 2009 study *Certification Counts: Recognizing the Learning Attainments of Displaced and Refugee Students,* published by IIEP and available on the INEE website: www.ineesite.org/resources.

Have We Made a Difference? INEE Minimum Standards 4 Years On

Chair:
Ken Rhodes, Senior Program Officer, Africa Education Team, Academy for Educational Development and Chair of the Applications and Analysis Subgroup of the INEE Working Group on Minimum Standards

Presenters:
Eli Rognerud, Programme Specialist, Education in Post-Conflict and Post-Disaster Situations, UNESCO
Huma Safi, Assistant Program Manager, Catholic Relief Services Afghanistan
Fred Ligon, Director, World Education Thailand
Julia Dicum, Senior Analyst, Education;
Health and Education Directorate; Sectors and Global Partnerships Branch; Canadian International Development Agency (CIDA)

Summary:
Since its launch in December 2004, the INEE Minimum Standards Handbook has been translated into over sixteen languages and is being used in over 80 countries around the world for programme and policy planning, assessment, design, implementation, monitoring and evaluation as well as advocacy and preparedness. Users relate that the INEE Minimum Standards provide a common language, facilitating the development of shared visions between different stakeholders, including members of affected communities, humanitarian agency staff and governments. They are being used as a training and capacity-building tool: over 200 educational, protection and emergency trainers have been trained on the standards, and are training hundreds of others through a cascade training model. The standards are also being used to promote holistic thinking and response and to frame and foster inter- and intra-agency policy dialogue, coordination, advocacy and action for the provision of quality education in emergencies, chronic crises and early recovery.

The Working Group on Minimum Standards developed a three-tier research methodology to evaluate awareness, utilisation, institutionalisation, and impact. Key findings from evaluations in Pakistan, Uganda and Sudan have revealed that awareness does not automatically lead to utilisation and that there is a need for more implementation tools, case-studies, application support, training, and institutionalisation. However, presenters and participants provided concrete examples of how INEE Minimum Standards have made a difference in their work in the following areas:

- ***Programmes in field (Thailand and Afghanistan):*** World Education in Thailand developed an internal reflection tool based on the INEE Minimum Standards which will be used to conduct annual audits of the education programs implemented by an inter-agency group of organisations on the Thai-Burma border. PACE-A in Afghanistan contextualized the INEE Minimum Standards to develop locally-relevant standards and indicators that will be used by community-based education providers to guide their work as well as by the Ministry of Education who will monitor the work of partner organisations.
- ***Donor behaviour and proposal selection (CIDA):*** While CIDA policy documents, proposal guidelines or other education programming tools do not explicitly mention the INEE Minimum Standards, CIDA officers and education specialists who review proposals from partner NGOs and other civil society organisations advise them to refer to the INEE Minimum Standards and to use them in their overall education programming as a "reference document" and an "analytical framework."
- ***Child-friendly spaces (Darfur):*** The INEE Minimum Standards were used by an INEE member in Darfur to ensure that child-friendly spaces provided for children's protection and well-being (Access and Learning Environment category).
- ***Community assessment (Indonesia):*** The INEE Minimum Standards provided a valuable and relevant tool for programme design, implementation and coordination that guided the inter-agency education response during the emergency phase of the Tsunami. The standards relating to Education Policy and Coordination were crucial in maintaining a transparent coordination mechanism for emergency education activities and effective information sharing between stakeholders. The INEE Minimum Standards also guided local authorities and international agencies in the establishment of an Education Coordination Committee.
- ***Teacher education programme (Uganda):*** The Norwegian Refugee Council incorporated the INEE Minimum Standards in its training for teachers and head teachers in its Youth Education Programme in northern Uganda. In addition, NRC developed a classroom observation form to monitor education activities outlined in each category of the INEE Minimum Standards Handbook.
- ***Inter-agency coordination (OPT):*** The INEE Minimum Standards were used in the occupied Palestinian territories to design and implement an inter-agency programme aiming at ensuring educational access for children in the West Bank whose education was disrupted by a teachers' strike. The programme referred to standards on Community Participation and Access and Learning Environments.
- ***Monitoring and Evaluation:*** The European Commission's Directorate-General for Humanitarian Aid created a monitoring template for education that allows field agencies to rate themselves from 1-5 depending on their respective achievement of the INEE Minimum Standards in their field programme. The template also includes an "action required" space where implementing staff can make notes on how to fill the gaps needed to fully achieve that particular INEE Minimum Standard.

Recommendations:
- Education and humanitarian stakeholders should use the INEE Minimum Standards to ensure quality programmes and policies along the preparedness-relief-early recovery–development continuum as a means to ensure quality and accountability.

- INEE members and others to consider using the INEE Minimum Standards with other groups such as migrant populations.
- Governments are duty bearers for providing education. It is necessary to ensure that governments are held accountable, not just international agencies who sometimes substitute for the government in providing education, particularly in emergency settings.
- The INEE Minimum Standards are not a blueprint; they give education practitioners and policy-makers a direction, a goal, and a starting point. They must be adapted and contextualised in each setting.

Next Steps:
To request guidance on how to implement the INEE Minimum Standards in your work or to share your experience in applying them, please contact minimumstandards@ineesite.org

You can access implementation tools here: www.ineesite.org/implementation and implementation case studies here: www.ineesite.org/index.php/post/implementation_cs

Closing the Learning Gap: The Potential and Pitfalls of Accelerated Learning Programmes in Emergency and Post-conflict Settings

Chair:
Nathalie Fiona Hamoudi, Education Specialist, UNICEF Iraq

Presenters:
Helge Brochmann, Education Adviser, Norwegian Refugee Council
Emily Echessa, Education Adviser, Children in Conflict, Save the Children
Nathalie Fiona Hamoudi, Education Specialist, UNICEF Iraq

Summary:
Accelerated Learning Programmes (ALP) and approaches are commonly implemented in emergency and post-conflict settings to provide children and youth who have missed enrolling in schools at the stipulated official age a faster way back into the formal education system or other alternative vocational and technical training programmes.

An example from Turkey explained that the transition from ALP to formal education is clearly defined in the MOE guidelines. Only children between the ages of 10-14 are allowed to enrol in the ALP, which cannot last over four years. A monitoring and evaluation mechanism has been set up to monitor students' attendance and retention. Students enrolled in the last grade must be transferred to the formal education system.

Challenges with ALP include:
- Lack of evidence-based research on quality, learning outcomes and impact of programme.
- Arrangements for the transition from ALP to formal education and collaboration between the implementing agency, the MOE as well as the community are often unclear (e.g. recognition of student certification in transition to formal education).
- While ALPs are supposed to be alternatives to ordinary schools, in some cases they are the only schools or programmes in the village/town.
- There is a lack of a clear and coherent policy framework to support implementation of ALP programmes in fragile contexts.

Recommendations to organisations involved with ALPs (funding as well as implementing):
- Conduct evaluations of Accelerated Learning Programmes, assessing student performances and drop out, and share results widely for all INEE members to learn from.
- ALPs need to focus on quality, not only on the access of children and youth; organisations involved with ALPs should carry out baseline evaluations on the quality of education offered in ALPs.
- Introduce innovative methods such as information communication technology (ICT) and participatory, active teaching and learning.
- Advocate and be aware of the need for strengthened coordination among organizations to minimise duplication of services/programmes and for government support to ALP.
- Where the conditions are right, consider integrating ALP into ordinary schools.
- Ensure examination and certification from the government for ALP graduates so that they can enroll in ordinary schools.
- Adapt the curriculum and tailor it to the needs of the children enrolled in the ALP; include psychosocial and life skills into the ALP curriculum.

Next Steps:
For more information on Accelerated Learning, go to: http://go.worldbank.org/TL87B10SM0.

See also INEE Minimum Standards Toolkit, Toolkit sections on Access and Learning Environment (Equal Access Standard 1) and Teaching and Learning: www.ineesite.org/toolkit.

Integrating Quality Education within Emergency Response for Humanitarian Accountability: The Sphere-INEE Companionship

Chair:
Alison Joyner, Consultant (Sphere Project Manager till February 2009)

Presenters
Alison Joyner, Consultant (Sphere Project Manager till February 2009)
Allison Anderson, Director, INEE
John Hatch, Education Specialist, USAID
Moustafa Osman, Head of Humanitarian Department, Islamic Relief Worldwide and INEE Arabic Language Community Facilitator

Summary:
A 'Companionship Agreement' was signed in October 2008 between the INEE and Sphere Secretariats, to promote the use of the *INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* (INEE Minimum Standards) and the Sphere Project *Humanitarian Charter and Minimum Standards in Disaster Response* (Sphere Handbook) as 'Companion Standards.' The agreement represents an important partnership to support the provision of quality, equitable and relevant education in acute emergencies through to development. Session participants agreed that there is strength in the continued separateness of the INEE and Sphere Handbooks and that the Companionship Agreement will strengthen both tools. Effective use of the two handbooks side by side supports coordination between the Sphere sectors (Water, Sanitation and Hygiene Promotion; Food Security, Nutrition and Food Aid; Shelter, Settlement and Non-Food Items; Health Services) and education, including integrated proposal design and a more comprehensive approach. For example, increased school attendance by girls has resulted from improved school sanitation facilities.

The Sphere revision and INEE Minimum Standards update processes (2009-10) will be critical to facilitating the use of the two sets of standards together. The two handbooks will be cross-referenced, and issues and approaches to humanitarian response that are relevant to both, particularly Disaster Risk Reduction, will be highlighted. Key to improving the provision of education in emergency contexts is commitment from host governments and donors. Many donors still do not fund emergency education, and the 'companionship' between INEE and Sphere should help make the case for education as a critical component of humanitarian response. Funding for the delivery of other services through schools, and for risk reduction, has been made available, particularly at national or regional levels. The potential provided by such examples should be exploited. While host governments are often wary of standards coming from 'outside', the incorporation of emergency preparedness and response within national education plans is a key advocacy and policy target. To these ends, better engagement with donor and host governments, including awareness-raising and training on Sphere and INEE, is essential. Children and young people can be the strong advocates for changes in government policy.

Recommendations:
Work with governments, both donors and those local to disaster contexts, to incorporate education within national response to emergencies, and to raise awareness about Sphere and INEE Minimum Standards:
- In line with the Paris declaration, ensure that governments own the processes even if it takes time for governments to develop understanding and interest. The revision and update processes for Sphere and INEE Minimum Standards will be opportunities to involve government representatives.
- Train key government people (national and local level); be aware it requires time and patience. Donors should train their own staff to advocate with other national governments.
- Promote inclusion of preparedness and response to crisis situations in education sector plans in disaster prone countries.
- Understand funding institutions by talking to donors at field level to identify possible funding opportunities related to education (e.g. child protection). It is possible, if not likely, that this could filter up the institution. In particular, donors need to see that investment in risk reduction can save money in the longer term.
- Involve children and young people in advocacy.
- Document research to show where education has proved to be lifesaving and incorporate examples into advocacy.

Facilitate the use of the Sphere and INEE Minimum Standards Handbooks side by side:
- Provide tools such as one-page matrices for the links between education and the Sphere sectors, practical activities on ways to integrate the two, documentation of successful programme experiences.
- Integrate key education questions in initial joint rapid assessment. This can be the basis for joint or complementary work on establishing baselines including Sphere sectors and Education, case studies and monitoring and evaluation.
- Bring Sphere sector and Education people together for training to learn about each others' standards, including ensuring that cluster training includes both Sphere and INEE.
- Involve children/young people through integration of humanitarian response into schooling and other education opportunities, particularly in contexts where there are recurrent disasters. This would be truly lifesaving, through effective preparedness and prevention of death.
- Carry out and document research on the use of the two sets of standards, and build on the lessons from this for ongoing promotion and training (see also above Recommendation 1).

Next Steps:
A background paper and PowerPoint presentation prepared to support this session at the Global Consultation are available at: www.ineesite.org/index.php/post/session_overview_the_sphere-inee_companionship/. For further information on the Sphere and INEE Handbooks and companionship, please contact Jennifer Hofmann (INEE Coordinator for Minimum Standards), jennifer@ineesite.org or John Damerell (Sphere Project Manager), john.damerell@ifrc.org.

From Emergency Reforms to Sustainable Development of Education Systems in Afghanistan and Angola

Chair:
Rüdiger Blumör, Director Sector Project, GTZ

Presenters:
Susan Wardak, Senior Policy Advisor and General Director of Teacher Education, Ministry of Education Afghanistan
Michael Hirth, Head of Basic Education Program for Afghanistan, GTZ
Mary Mendenhall, Global Consultation Consultant, INEE

Summary:
Afghanistan and Angola are recovering from two of the most destructive and protracted wars in history. Despite educational reform efforts to repair the damage, major ongoing challenges include: unequal access to education for learners; insufficient quantity and quality of teaching personnel, including shortages of female teachers; limited to non-existent educational infrastructures; educational reforms initiated by the Ministries of Education that have suffered from severe delays or have not been effectively institutionalised into ministerial structures; and the threat of violence against teachers and pupils (Afghanistan only).

Amidst these challenges, presenters proposed options for possible ways to bridge the gaps between emergency response programmes and the transition to post-conflict reconstruction as well as how to incorporate measures and responses into education policies and programmes that mitigate the effects of challenges associated with the post-war contexts of Afghanistan and Angola.

In the case of Afghanistan, challenges caused by security threats, extremely slow pace of personnel and institutional capacity development, discontinuation of reform activities, collapse of temporary parallel structures, and lack of strategies for transition from emergency reforms to sustainable development were discussed. GTZ's work in Afghanistan illustrated ways to overcome these challenges through the success and effectiveness of generating ownership and sustainability when international organisations work in equal collaboration with national governments.

In the case of Angola, the efforts of the Norwegian Refugee Council (NRC) to sustain the Teacher Emergency Package (TEP) both during and after the conflict that affected the country for 27 years indicated that government involvement and ownership from the beginning phases of development do not necessarily ensure continuity and sustainability of an educational programme once the situation stabilises and international humanitarian organisations begin to withdraw. The NRC TEP case indicated that it is important for international organisations to maintain a presence at both the local and national levels in order to communicate effectively with the Ministry of Education and its authorities about the effectiveness and relevance of educational programmes being implemented throughout the country. The Angolan case also demonstrated that new opportunities for sustainability can surface in that certain elements versus an entire educational programme can be absorbed by the Ministry of Education (e.g. transfer of teachers onto government payroll and into formal education teaching corps).

Sustainability, as indicated by the ownership of the educational programme by the Ministry of Education, is most effective when bottom-up and top-down processes are put into place by international organisations. Nevertheless, unpredictable factors related to turnover of committed education personnel within the Ministry, changing governmental ideologies (decentralisation vs. centralisation) and new educational reforms can counteract efforts made by international organisations to ensure a programme's sustainability.

Recommendations:
- International organisations need to consider ownership of educational programmes implemented at both local (school, community) and national (Ministry) levels and to foster this process from the early stages of development.
- International organisations must continue to explore better ways to coordinate their efforts to ensure that governments, communities, teachers and learners are not adversely impacted by duplicate programmes (e.g. teacher training).

Next steps:
To access presentation materials, please visit the INEE website: www.ineesite.org/globalconsultation

To access Mary Mendenhall's doctoral dissertation—*Education and the Relief-Development Transition in Post-Conflict Countries: The (Un)Sustainability of Educational Support Provided by International Organizations*—please click here: www.ineesite.org/ uploads/ documents/store/Education%20and%20the%20 Relief-Development%20Transition%20in%20Post-Conflict %20Countries.pdf

To access FTI Guidelines for Capacity Development in Education Sector: www.danidadevforum.um.dk/ NR/ rdonlyres/D60F310A-2F1D-41B2-8449-82C7F252A631/ 0/GuidelinesAssessmentCapacityEducationSector.pdf

To access Education Policy and Coordination Resources within the INEE Minimum Standards Toolkit: www.ineesite.org/toolkit

Wednesday, April 1, 2009

Morning Plenary:

The Hidden Emergency: Education in Fragile Situations

The ***Hidden Emergency Plenary*** captured the ongoing debate about the contentious nature of the terms "fragility" and "fragile states" and considered their usefulness for the field of education in emergencies. Session chair, ***Rebecca Winthrop, Senior Technical Advisor for Education at the International Rescue Committee,*** stated that these terms may be considered contentious because they carry a negative connotation, are resisted by countries being labelled as such, and are confusing due to the lack of agreement about the definitions and their development. Nevertheless, the OECD definition about the "limited capacity and/or will on the part of the state to provide basic services to its populations" is widely referenced.

In her opening remarks, Winthrop discussed three possible approaches that may be useful in thinking about fragility and the field of education in emergencies. First, there is a *categorisation approach* that 'develops multiple categories of fragility based on distinguishing characteristics, which then could be used to classify different contexts. An example of this approach is the OECD-DAC categories of fragile states, which include "deteriorating," "arrested development," "post-conflict transition," and "early recovery."

Second, there is a *unifying problem approach* that 'rejects as too difficult the attempt to categorise states because of the innumerable contextual differences across states and contexts of fragility. Instead, this approach looks for a characteristic or problem that unifies fragile contexts as a group. An example of this approach is Gene Sperling's articulation of "trust-gaps" as the common problem in delivering educational assistance in fragile contexts.'

Third, a *core functions* approach 'seeks neither to categorise nor to uncover a unifying problem. Rather it identifies core functions that must be performed in any context to provide education and allows for nuanced contextual analysis by ranking how strong or weak a state or other actor is in each function. An example of this approach is the FTI Progressive Framework, which identifies core functions – "planning and coordination," "resource mobilisation and financial management," "service delivery," and "monitoring system improvement" – and provides a spectrum for each with which to do contextual analysis.'

While the fragility terminology may be "awkward," Winthrop suggests that these approaches may provide a useful conceptual lens for bridging gaps across the relief-development spectrum, highlighting the bi-directional nature of education and fragility (i.e. education's role in instigating or mitigating fragility), and accounting for unintended consequences of an organisation's educational programming and interventions.

The introduction of the terminology and approaches was followed by a question-and-answer session with three panellists, each of whom was posed a specific question to respond to with additional feedback added by the other two panellists.

When asked to reflect on the challenges for education in fragile situations, ***Honourable Maker Mwangu Famba, Minister of Education from the Democratic Republic of Congo (DRC),*** provided an illustrative example when he pointed to a photo that INEE used on the cover of the consultation programme. The photo included a schoolteacher from DRC standing in front of a blackboard upon which the French words and phrases that he most likely had written contained errors. Issues of teacher training and quality are often some of the most difficult challenges for education in fragile situations.

For his question, ***Alan Smith, UNESCO Chair at University of Ulster,*** considered to what degree the fragility terminology was useful and added value to development work. Smith suggested caution in using the term fragility. Terminology always carries implicit messages about power relations. Fragility may be a construct that is useful to donors, but may also stigmatise those to whom it is applied. He accepted that the terminology provides a discursive space, but it can oversimplify and conflate very different contexts thereby making it unhelpful for international organisations to tailor their responses. On a related point, ***Ginny Kintz,***

Project Manager for CARE International, has found in Timor Leste where she is currently working that the role of education is often excluded in discussions about fragility, and that this leads to resources being allocated to other areas such as security, democracy and governance as a means to ensure stability.

Audience members suggested that INEE focus on issues around "vulnerabilities" and "susceptibilities" or more positive terms such as "resilience" and "stability." Ultimately, however, Minister Famba stated that these semantic differences do not necessarily make it any easier for countries to deal with crisis on the ground.

In consideration of the bi-directional relationship between education and fragility and the ways in which education can contribute to peacebuilding, statebuilding and stability, Alan Smith pointed to the fact that conflict is part of the human condition and it is the use of violence in response to conflict that is dysfunctional. The challenge, he stated, is how education can play a 'transformative role' in relation to conflict. Education has a crucial role to play in terms of providing equal access to educational opportunities, but it also has an important role in modelling shared or separate development to successive generations. Smith provided examples of countries in which the education system has become a victim of peace agreements. In Bosnia, for example, the Dayton agreement led to a constitution that recognises the existence of three constituent peoples. However, the devolution of educational administration to multiple authorities and separate schooling means that young people are being educated to think of themselves as different nationalities rather than common citizens and this may ultimately become a future security threat.

Ginny Kintz, through a story about a mother and her dreams for her children, articulated the sense of hope that education provides in its contributions to the development of a country and that conversely hopelessness contributes to frustration and potential for violence.

In considering the ways in which INEE as a network can further contribute to ensuring quality and accessible education in fragile situations to support stability and peace, Ginny Kintz pointed to the acknowledgement of education in emergencies as a growing field and that INEE needs to stay current by connecting with new and emerging policies, such as the fragile states agenda. No crisis is the same as the other and organisations working in this field need concrete programmatic support, specifically related to effective peace education programmes and monitoring and evaluation. She stated that INEE ensures cohesiveness of the field by "letting field practitioners into the club." Alan Smith pointed to the need for more effective investments that focus on content during the curriculum development process and the provision of values-based education.

Hon. Maker Mwangu Famba, Ministry of Education, Democratic Republic of Congo; Alan Smith, Ulster University; Ginny Kintz, CARE International; Hidden Emergency Plenary Panellists

For countries experiencing pockets of fragility, it was suggested that INEE can contribute to developing a more ample evidence base as well as multi-level advocacy among donors, governments and international organisations in an effort to balance the needs of one aspect of a state whilst protecting the others.

The INEE Steering Group has taken note of the widespread attention to the debate around "fragility" labels, metrics and issues and is resolved to provide a neutral and pragmatic forum for further discussion and clarification around this important topic, especially within the Working Group on Education and Fragility.

Concurrent Learning Session Block 3

Capacity Development for Educational Systems in Fragile Contexts

Chair:
Rüdiger Blumör, Director Sector Project, GTZ

Presenters:
Lynn Davies, Professor of International Education, University of Birmingham
Susan Wardak, Senior Policy Advisor and General Director of Teacher Education, Ministry of Education Afghanistan
Keith Holmes, Education Specialist, Operations Department, European Training Foundation (ETF)

Summary:
It is now well documented and recognised that a lack of capacity is one of the bottlenecks preventing the harmonious development of education systems in developing countries. Given this challenge, the Fast Track Initiative (FTI) for Education for All recently issued guidelines to support decision-making and planning of capacity development strategies in its partner countries. Building on this work and on empirical observations, a working paper on *"Capacity Development for Education Systems in Fragile Contexts"* has been developed,

which could serve as a basis for further practical work for country-oriented support. The working paper was presented and discussed. Experience on capacity development for teacher education in Afghanistan was also shared.

Capacity development is defined as going beyond the technical knowledge and skills of individuals to a process which attempts to improve organisational performance, administrative culture and ultimately the social, economic and political context. In fragile contexts, the capacity challenge is even sharper and may take different dimensions, namely based on the following considerations:

i. Many human resources have fled the country or been destroyed by conflict;
ii. Organisational and implementation capacities have generally been dramatically reduced (including the capacity of public education service provision);
iii. Institutional capacities are subject to the survival of the State and its fulfilment of the core regulation functions;
iv. Simultaneously, there is a pressing need and demand for restoring the basic social services, and especially education, in acceptable time frames.

Lynn Davies presented the draft working paper, commissioned by the European Training Foundation and GTZ, on *"Capacity Development for Educational Systems in Fragile Contexts."* The paper was conceptualised as an input to the deliberations of the INEE Working Group on Education and Fragility. It identifies state-building as a key concern whilst recognizing that education itself can contribute to conflict as well as peace. Capacity development is defined broadly, beyond technical knowledge and skills workshops, to include wider processes which strengthen performance and administrative cultures, and the curriculum for social cohesion.

The presentation highlighted important choices for capacity development which depend on the specific context, whether in terms of principles of engagement, or step-wise approaches of issue-based approaches. There are also choices around the roles of donors, alignment and the most appropriate relationships with governments.

The presentation focused on the human aspects of capacity development: the physical infrastructure of education institutions was beyond the scope of the paper. Among the points raised by participants in the session was the 'band-aid', temporary approach to many capacity development workshops, and how donor staff themselves may not have the capacity to conduct training in addition to their existing responsibilities. The question of roles of the state and donors in capacity development remains problematic, and it was noted that education system recovery/development can take decades. One participant noted that external technical advisors deployed with the intention of promoting skills transfer to government ministries often find themselves doing the work themselves, with minimal skills transfer in reality. Strategies for short, medium and long term capacity development may differ. While there are donor funds available for capacity development, the question is how best to proceed.

Susan Wardak discussed capacity development for teacher education in Afghanistan. The presentation demonstrated several reform initiatives involving international experts who worked closely with civil servants for several years. Yet, the capacity to take over the reform work was not always developed among the government employees. Parallel structures created and supported by some donors can be impediments to institution-building and individual capacity-enhancement. The presentation emphasised the value of clear capacity development objectives as part of all interventions and on-the-job coaching, mentoring and support as a core of personnel capacity development. An important observation according to Wardak is the necessity of comprehensive reform versus reform in one department which may neither fit well nor withstand the test of time. Despite many challenges in Afghanistan, the presentation reported an extraordinary determination by the Teacher Education department to develop both male and female teachers in a highly patriarchal society. One issue which arose in the discussion was about the roles of teachers and how teachers' views can be better represented in capacity development initiatives.

Given the abovementioned context specificities of fragile environments, the strategic approach recommended for developing countries may not be appropriate. The method for building effective and sustainable capacity development strategies needs to be adapted, with an in-depth assessment of situations as the starting point.

Recommendations:
- Enhance policy dialogue on capacity development for education systems in fragile contexts at country, regional and global levels (including INEE).
- Support country-led initiatives for developing and implementing a context specific capacity development strategy for the education sector.
- Build in clear capacity development goals as part of every intervention.
- Situation analysis to be included in the process of developing a capacity development strategy.
- Linking capacity development strategies to breaking cycles and amplifications of fragility.

Next Steps:
To access "Capacity Development for Education Systems in Fragile Contexts: Draft Working Paper": www.ineesite.org/educationfragility

To access FTI Guidelines for Capacity Development in Education Sector: www.danidadevforum.um.dk/NR/rdonlyres/D60F310A-2F1D-41B2-8449-82C7F252A631/0/GuidelinesAssessmentCapacityEducationSector.pdf

Effective Education Financing in Fragile Contexts: Challenges and Opportunities

Chair:
Joris van Bommel, Education Advisor, The Netherlands Ministry of Foreign Affairs

Presenters:
Laura Brannelly, Researcher/Consultant, CfBT Education Trust
Ellen van Kalmthout, Senior Education Specialist, UNICEF
Emily Echessa, Education Adviser, Children in Conflict, Save the Children

Summary:
Recent activities of the INEE Working Group on Education and Fragility have focused on issues of effective financing for education in fragile contexts, including the October 2008 Policy Roundtable on education financing in states affected by fragility. The session built on this existing work with the presentation of the INEE Policy Roundtable Framing Paper prepared by CfBT Education Trust, which explores current knowledge about financing in fragile contexts and builds on that knowledge through research to provide a picture of the state of education financing in fragile contexts today. The cases of both the Liberia Education Pooled Fund (EPF) and the multi-donor trust fund (MDTF) in Southern Sudan were presented to contextualise the challenges and complexities of aid modality implementation.

Effective financing is not simply a matter of adequate funding levels but also of appropriate aid modalities that can efficiently disburse funds in ways that ensure quality programming within a range of contextual constraints. Though a financing gap currently exists – e.g. only 5 percent of Official Development Assistance goes to education in conflict-affected fragile states (CAFS) as opposed to 13 percent in other low income countries – it is not clear that existing available mechanisms would be able to function effectively to disburse increases in funding. The result of inefficient modalities, particularly for MDTFs, is that funds are promised but delayed or simply not disbursed. Additionally, implementation of these aid modalities faces a range of major challenges in ensuring accountability, contributing to state-building, and bridging the gap between humanitarian and development aid.

Current collaborative aid mechanisms, such as MDTFs and pooled funds, do not necessarily function effectively. A major issue with MDTFs, including in Southern Sudan, is that they become cumbersome and bureaucratic, with insufficient resource flows to civil society. Conversely, where a modality is fit-to-purpose and flexible, as is the Liberia Education Pooled Fund (EPF), successful implementation increases; the experience to date with the EPF has been largely positive. Effective financing mechanisms in fragile contexts require flexibility and two-way accountability between donors and recipients to bridge trust gaps. MDTFs and pooled funds must find means of increasing accountability whilst limiting conditionalities and ensuring flexible distribution and management. Bridging the financing gap requires stronger inter-agency collaboration, as well as inclusion of actors beyond the state such as civil society.

Recommendations:
- Donors must match pledges with commitments – funds promised must be disbursed
- Inter-agency aid mechanisms must learn to be efficient and effective.
- Development of the Education Transition Fund must incorporate lessons on ensuring flexibility and limiting conditionalities whilst increasing accountability.
- Efforts to address the "trust gap" require advocacy from the perspective of what is lost by not investing in education in fragile contexts.
- Donors should engage with less obvious stakeholders (e.g. civil society, multiple levels of governments) to avoid constraints of bureaucracy.

Next Steps:
To engage in the consultative process of development of financing modalities materials being undertaken by the Working Group on Education and Fragility, please contact educationfragility@ineesite.org.

Forced Migration in Conflict: Impact on Teacher Quality and Effectiveness

Co-Chairs:
Dr. Roli Degazon-Johnson, Education Adviser, Commonwealth Secretariat
Ms. Elsie Onubogu, Gender Adviser, Commonwealth Secretariat

Presenters:
Prof. Harendra de Silva, Expert, Sri Lanka
Dr. Leith Dunn, Senior Lecturer/Head, Centre for Gender and Development, University of the West Indies (Jamaica)
Mr. Ramesh Joshi, Municipal teachers Organization of Mumbai, India
Dr. Meera Sethi, Senior Regional Advisor for Sub-Saharan Africa, International Organisation for Migration (IOM)
Ms. Sherill Whittington, Consultant on Gender, Peace and Conflict (Australia)

Summary:
The impact of forced migration can be perilous for the teachers, learners and the education systems from which they come. The loss of dignity and sense of hope experienced by those who are forced to migrate internally and beyond their own borders can have untold detrimental effects. The Guiding Principles on Internal Displacement (1998) caused by forced migration in conflict and emergencies speak to the fact that displaced persons may be discriminated against merely for being displaced and it is more difficult for them to access basic services. They are more vulnerable than other groups to abuse, a fact reflected by the high levels of sexual and gender-based violence in IDP settings.

Foreign teachers recruited to fill the gaps during emergencies ultimately return to their countries of origin, once again creating a deficit among the teaching corps in the crisis-affected country. Governments oftentimes do not have the capacity to reintegrate displaced teachers. Para-teachers or pre-trained teachers are hired under poor contract and working conditions, creating a vicious cycle of poor quality education.

Gender issues related to recruitment, physical security, wage parity and the differential impact they have on female teachers were also discussed. Career promotion (e.g. women should not only be assigned in pre-schools) and other incentives—transportation and collective settlements—must be provided. These scenarios present enormous challenges to governments, Ministries of Education and international organisations striving to improve access and quality of education. Governments and international organisations must pay special attention to these challenges and work in better coordinated ways in order to improve recruitment, training and retention of teachers as well as the overall quality of educational system.

Recommendations:
- Governments and international organisations need to mobilise internal and external return of qualified teachers from the Diaspora of countries affected in crisis and emergencies.
- Governments must develop multi-sectoral and coherent strategies at national level in their work with displaced populations in order to mitigate push and pull factors encompassing teacher migration.
- Government and development partners are requested to respect and support the Mombasa Declaration (2004) in crisis and post-conflict circumstances and to prioritise funding for teachers in order to attract, retain and train them.
- Governments and international organisations need to provide appropriate incentives that support female teachers and do not disadvantage them further.
- During crises, governments must pay special attention to status and conditions of female teachers and students, specifically minimising threats and ensuring that schools are zones of safety.
- Ministries and international organisations conducting rapid assessments need to include categories (with clear definitions) for teachers, including their gender, qualifications and organisational affiliations (i.e. government, NGO, UN)
- Humanitarian and development agencies are encouraged to provide resources to the social sector in times of crisis (e.g. host government provided financial support to teacher training in refugee campus in Kenya); humanitarian organisations should build upon the coping strategies developed by local stakeholders (e.g. teachers' unions in India).
- Governments and international organisations need to consult teachers' organisations at all times, but especially during and after natural disasters and armed conflict; human resources needs should be addressed at onset of emergency through Joint Assessment Missions and other assessment tools that map qualifications and experience.
- Commonwealth Secretariat should include within its Teacher Recruitment Protocol that foreign teachers recruited to countries in which conflict has erupted or natural disasters have occurred have the right to safe return passage to their countries of origin.

Next Steps:
The following resources should be used to complement and support future work in this area:
- To access and review the Mombasa Declaration (2004), click here- www.thecommonwealth.org/education
- To access and review the Protocol for the Recruitment of Commonwealth Teachers (2004), click here: www.ineesite.org/uploads/documents/store/Teacher%20Recruitment%20Protocol.pdf

Psychosocial Programming after the Emergency Phase: A Look at Emergency Education Programmes in Transition

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

Presenters:
Bente Sandal-Aasen, Adviser Education in Emergencies, Save the Children Norway
Ana Diaz, Volunteer Facilitator and Monitoring and Evaluation Specialist, Fundación para la Reconciliación (Colombia)
Michael Wessells, Consultant, UNICEF

Summary:
Psychosocial support in its many manifestations has become a recognised and necessary component of

programming in both emergencies and transitional contexts. Presenters shared experiences from the occupied Palestinian territories, Colombia, Iraq, Jordan and Sudan and explored the role education can have on psychosocial well-being as well as a number of specific psychosocial interventions in educational contexts. All presenters emphasised the importance of the general educational environment on the psychosocial well-being of both learners and teachers, as well as the potential role education can play in scaling-up psychosocial interventions. There was also recognition that not all learners are affected by crises in exactly the same way, suggesting the need for specialised or focused supports for the most severely affected children and wider, holistic supports for all children. The values and culture of a school and the physical safety of education staff and students are a critical influence on psychosocial well-being.

The role of teachers as frontline responders to the psychological impact of crisis on learners was also discussed, with emphasis placed on the importance of supporting teachers, who themselves are affected by crises. It is important to provide teachers with appropriate training, as inappropriately trained or abusive staff can increase the risks to already vulnerable children and youth. The particular impact of chronic violent conflict on the broader community was explored in the context of both Gaza and Colombia, with presenters underscoring the pervasive domestic and criminal violence that can occur in such situations.

Recommendations:

- There is a need for more robust independent and contextualised research on what psychosocial interventions work, and careful analysis of unintended consequences, with special attention to those that cause harm.
- Greater inter-sectoral coordination is necessary in order to meet the needs of the general population affected by crisis as well as the smaller number suffering acute psychological illness.
- Particular attention should be paid to the youngest children, as well as adolescents and youth, who are often overlooked in psychosocial education programming.

Next Steps:

For a range of tools and resources relating to education and psychosocial support please see the INEE Minimum Standards Toolkit Thematic Guide on Psychosocial Protection and Well-Being: www.ineesite.org/implementation

For the IASC *Guidelines for Mental Health and Psychosocial Support in Emergency Settings* see www.who.int/mental_health/emergencies/

Further resources are also available in the INEE Online Resource Database: www.ineesite.org/resources

Strategies to Increase and Improve Educational an Skills Building Opportunities for Displaced Youth

Chair:

Jenny Perlman Robinson, Senior Program Officer, Children and Youth, Women's Refugee Commission

Presenters:

Kelly Bidwell, Country Director, Innovations for Poverty Action, Ghana
Ishmeal Alfred Charles, Youth Advisor, Women's Refugee Commission, Sierra Leone
Christine Lamunu, Youth Advisor, Women's Refugee Commission, Uganda
Eldrid Midttun, Senior Education Adviser, Norwegian Refugee Council
Jenny Perlman Robinson, Senior Program Officer, Women's Refugee Commission
Nicolas Servas, Adolescent and Youth Task Team Co-Chair (AYTT); Programme Development Officer, The Foundation for the Refugee Education Trust (RET)

Summary:

The session focused on strategies to address educational and skills building needs of displaced young women and men. It included discussions around challenges as well as what appears to be working – what are some existing strategies, resources and tools that would contribute to the Global Consultation's overarching goal of enhancing global knowledge.

Some of the challenges discussed included the lack of an evidence base on programme effectiveness, sustainability and bringing pilot programmes to scale. It was also discussed how important—and difficult—it is to prepare young people for their likely futures in a fluid, dynamic environment. One suggestion was to also focus on transferable skills. Related to this was the issue of curriculum of instruction for refugee youth who may or may not be returning home in the near future.

Some key strategies highlighted for strengthening educational and training programmes for displaced youth included: taking a holistic, multi-sectoral approach when it comes to addressing the needs of young people; prioritising teacher training and compensation for women and men—and the importance of a participatory, learner-centred pedagogy and approach; incorporating the necessary steps to build upon pilot projects and reach scale, such as government engagement from the start; linking with the private sector to better ensure that training is market-driven; creating an enabling environment by identifying barriers to young people's participation and addressing them in programme design (e.g. childcare for mothers, working with parents who might not value education, etc.); and consulting local communities, and particularly young people, in all phases of programme design, implementation and monitoring and

evaluation. There was some discussion in terms of increasing the availability of scholarships to sponsor more young people to go to school and the dependency that such schemes might create. In terms of tool development, the need to balance comprehensiveness with simplicity and ease of use in the field was also discussed.

Recommendations:

- Design educational programmes for young people that prepare them for their current realities and likely future prospects.
- Increase attention to demand-side of livelihoods (job creation); to date, there has been much more focus on the supply-side (training).
- Listen to youth and use information to inform interventions that really respond to their needs. Involve young people in all stages from design to implementation and evaluation.
- Identify and address barriers to young people's participation in programmes.
- Involve government from the beginning and throughout in order to contribute to sustainability and ultimately reach scale. This is also important in terms of accreditation and certification.
- Assess market for skills needed before initiating any training.
- Use of experiential learning methodology as opposed to more typical teaching methods, as it gives more room for participation.

Next Steps:

Join INEE's Adolescent and Youth Task Team (AYTT) to share information and resources and participate in joint efforts to increase attention and support for quality and appropriate educational opportunities for crisis-affected young people. Please email Nicolas Servas, AYTT convener, to join: servas@theret.org.

Personalising and Localising Community-based Disaster Prevention Education: Personal and Professional Tools

Chair:

Zeynep Turkmen, Social Development Consultant, Bogaziçi University, Center for Disaster Management

Presenters:

Zeynep Turkmen, Social Development Consultant, Bogaziçi University, Center for Disaster Management
Yasamin Izadkhah, Assistant Professor, International Institute of Earthquake Engineering and Seismology (IIEES) Risk Management Center
Marla Petal, Co-Director, RiskRED and Co-Chair, Coalition for Global School Safety and Disaster Prevention Education
Sanjaya Bhatia, Focal Point Disaster Resilient Schools and Hospitals, World Bank

Summary:

This learning session focussed on localising large scale disaster prevention and offered simple tools for personalising community-based disaster reduction. These tools included the Family and Organisational Disaster Plans, which participants examined and from which they then identified their own disaster preparedness priorities; books, toys and games through which children can learn about risk reduction; and online library of disaster reduction educational materials that will allow educators and humanitarian actors to streamline adaptation and localisation of materials. After examining a wide range of hands-on materials available for disaster reduction education, participants gave feedback on the content, design and interactivity of the materials and tools, including assessing their potential adaptation and localisation, and discussed the importance of raising awareness about the existence of such adaptable tools and materials. Finally, through the presentation of DRR efforts in Iran and India, the importance of incorporating the following vulnerable groups through community-based arts, teacher training and child-led disaster reduction efforts was highlighted: early childhood, people with disabilities and non-literate populations.

Consultation delegates working in small groups during DRR session.

Recommendations:

- Since risk reduction education begins at school, international and national agencies must work more toward the mobilization of child and youth-led disaster reduction efforts, involving teachers and communities.
- Informal tools can help reach wider audiences to raise awareness about the fact that large scale disaster prevention is possible; thus, these tools should be promoted by all actors as should response preparedness tools and strategies.
- While the online library of disaster reduction educational materials is a positive step forward, there needs to be quality assurance through assessment, vetting and improvement/adaptation of existing tools. In addition, there needs to be a multi-lingual learning management system to aid with the translation, adaptation and development of new materials into local languages.

- INEE, COGSS and DPE, ISDR, UNICEF and other actors should develop common advocacy messages and work together to get core messages around the importance of DRR within humanitarian response and within education sector plans to key actors (IASC, FTI, etc).
- DRR should continue to be promoted by the INEE Secretariat via the INEE listserv and website and at various meetings at conferences:
  - www.preventionweb.net/english/professional/publications/
  - http://cogssdpe.ning.com
  - www.drrlibrary.org
  - http://edu4drr.ning.com

Concurrent Working Session Block 4

Updating the INEE Minimum Standards Hanbook: Opportunities to Shape the Process and the Content

Chair:
Pilar Aguilar, Senior Education Advisor, UNICEF

Presenters:
Eric Eversmann, Education Advisor, Catholic Relief Services
Jennifer Hofmann, Coordinator for Minimum Standards, INEE
Jennifer Sklar, Education Technical Advisor, International Rescue Committee

Summary:
The INEE Minimum Standards are being used in over 80 countries around the world to support education programming, policy, advocacy, research and coordination. Since their launch at the end of 2004, users of the handbook have shared concrete feedback with INEE recommending changes to the standards based on their experience utilizing it (2005-2008) and calling for a "light revision". Based on this, the INEE Minimum Standards is going to be updated through a consultative and participatory process in 2009-2010. The purpose of the update process is neither to change the qualitative standards nor to overhaul the handbook. Rather, it is to simplify its format and language whilst strengthening key issues as needed and reflecting new developments in the field of education in emergencies and post-crisis recovery.

Issues to be updated in the next edition of the INEE Minimum Standards include: early childhood development, gender, youth, rights, inclusive education, disaster risk reduction, fragility and conflict transformation, intersectoral linkages, etc. Participants highlighted the need to strengthen guidance on schools as places where children can access other basic social services; and on the rights-based framework, in particular identifying the rights-holders and the duty-bearers. The format of the handbook will also be revisited. Participants suggested using tabs, colour coding, a simpler language, and symbols to draw attention to key issues.

The INEE Minimum Standards and the Sphere Handbook are undergoing a parallel and simultaneous update and revision process. Participants welcomed the plan to cross-reference the INEE Minimum Standards and mainstream education in the Sphere Handbook.

Recommendations:
- Appoint INEE Minimum Standards focal points or reference group members within Ministries of Education.
- Link with the Sphere Handbook revision process.
- Strengthen the capacity of governments to use the INEE Minimum Standards as a key tool to implement their own education plans/policies/laws.
- Further connect with networks with which INEE has collaborated in the past, for instance during the development of the INEE Minimum Standards.
- Explore feasibility and effectiveness of endorsement of the INEE Minimum Standards by the international community, i.e. United Nations General Assembly, to increase commitment of national governments.

Next Steps:
To learn more about the INEE Minimum Standards Update and how you can participate, contact: msupdate@ineesite.org

Evidence for Change in Fragile Contexts: Research, Analysis and Advocacy

Co-Chairs:
John Hatch, Education Specialist, United States Agency for International Development
Cornelia Janke, Associate Director, Global Learning Group, Education Development Center

Presenters:
Kerstin Tebbe, Coordinator for Education and Fragility, INEE
Alan Smith, UNESCO Chair, University of Ulster
Hisham Abdel-Rahman Mohamed Ahmed, IDPs School Coordinator Mister of Education, West Darfur State, Sudan
Morten Sigsgaard, Intern, UNESCO IIEP

Summary:
Education plays a central and very visible role in all nation-states, including those with fragile contexts. However, we have yet to accumulate sufficient evidence to support programmes that effectively promote education during prolonged periods of crisis or slow recovery. This session explored the notion of education and fragility, asking the critical questions: "what does it mean and

why is it important?" A range of presentations provided an overview of the conceptual framework of fragility and grounded it in experience from fragile contexts.

The Working Group on Education and Fragility's Analytic Framework, developed for the Situational Analyses of Education and Fragility, was presented as a tool to help organise and analyze collected evidence. To illustrate this framework, a desk study from Afghanistan was used as an example of the different types of fragility 'domains' that could be analysed in this way. Participants were then divided to carryout group work related to the five domains of fragility: security, governance, economy, social, and environment. Their task was to investigate the relationship of education to fragility according to their own experience. The aim of the exercise was to try and encourage participants to think through issues affecting education in their own contexts, but with a 'fragility lens'. This required analysing education interventions to determine whether these domains had an impact *on* education or were impacted *by* education. A concrete example of this was environment where at first it appeared difficult to analyse how education might impact the environment positively. Environmental education was presented as one possibility, as was disaster preparedness (e.g. example safe school construction). The consensus of the group was that the framework might be useful but would need careful explanation and framing according to each situation.

Recommendations:
- Ensure that research is not too invasive by providing feedback to communities where the field-based studies are conducted.
- Ensure clarity related to your target audience. Who are the studies for and how will the evidence be used once it is collected?
- Ensure that there is no duplication with other studies/ conflict/fragility assessments that may already be undertaken by other agencies.

Next Steps:
Check the INEE website for more information on the Situational Analyses of Education and Fragility (www.ineesite.org).

To share in-country contacts with the INEE-commissioned research team undertaking the Situational Analyses of Education and Fragility, please contact educationfragility@ineesite.org

Programmatic Responses to Ensuring Access to Education in Armed Conflict

Chair:
Melinda Smith, Consultant, UNICEF ESARO

Presenters:
Jane Kalista, Assistant Programme Specialist, Education in Post-Conflict and Post-Disaster Situations, UNESCO
Mahmoud Abu Mahmoud H. Abudraz, Child Welfare Program Manager, Islamic Relief-Palestine
Sharon Wright, Independent Consultant
Lailoma Hassani, Senior Education Program Officer, Save the Children
Melinda Smith, Consultant, UNICEF ESARO
Zama Coursen-Neff, Deputy Director, Children's Rights Division, Human Rights Watch

Summary:
In armed conflicts, there is often a deliberate use of force in ways that disrupt and deter the provision of and access to education. This violence, targeted against students, teachers, and schools for political, military or ideological reasons can have severe and long term effects on children and education. This violence has included destroying schools, abducting teachers and students, voluntary and forced recruitment of child soldiers, extortion of teachers, occupation of schools as military bases, prevention of attendance, and attacks on students, teachers and other educational personnel.

The engagement of the UN Office of the Special Representative of the Secretary-General for Children and Armed Conflict with the Security Council, and with state and non-state actors, has helped to put children and armed conflict firmly on the peace agenda. UNSC Resolution 1612 (2005) established a Monitoring and Reporting Mechanism for six grave violations against children in armed conflict, of which attacks on schools and hospitals is one. Pursuant to Resolution 1612, formal Task Forces on Monitoring and Reporting Mechanisms (MRMs) have been established in 13 countries, with similar mechanisms in three additional countries, to monitor violations against children and that requires countries to develop and implement concrete, time-bound action plans for the cessation of violations of children's rights or face the imposition of targeted and graduated sanctions. Well-designed monitoring is critical for programmatic responses that focus on preventing schools from being attacked; monitoring threats or other indicators that signal that an attack may occur so preventive steps can be taken as a form of early warning; rapidly respond in order to mitigating the effects of attack (may include infrastructure and school material repair or replacement, new preventive steps, etc.); and to ensure accountability through reliable investigations of those responsible and prosecution where possible. However, challenges remain, including that areas that are most vulnerable and where monitoring is most needed are often the least accessible. There are also motives to deny the problem, from political motives to fear of people who live or work in the community. However, these challenges to the systematic collection of data on attacks

as well as the lack of political and fiscal will at both the national and international level to enforce more robust action against persistent violators must be overcome.

Participants in the INEE Arabic Language Community Meeting

Innovative programmatic responses to ensure access to education for children and education systems both as victims and targets of war were shared with participants, community defense, promotion of education resilience, schools as safe sanctuaries and a number of education programmatic responses to help children make up lost months and years out of school. In Nepal, a programme in Schools as Zones of Peace (SZOP) was initiated involving negotiations among community stakeholders, including the army and Maoist insurgents, to reach agreement on schools as safe sanctuaries. This has included negotiating national and district codes of conduct as well as establishing national advocacy and public relations campaign for SZOP. In Afghanistan, school protection committees are being formed to defend schools against attack and religious and community leaders are advocating for access to education. As part of this process, local mullahs were asked to teach courses on Koran as part of curriculum content and be involved with school governance; with mullahs' support in opposing threats to schools, the programme has succeeded in preventing attacks in some communities. In the Occupied Palestinian Territories, a number of innovative approaches in psychosocial support, educational access through efforts such as the provision of school kits and uniforms for children as well as toys and books for early childhood education, and catch up education have been implemented to respond to chronic lack of access to education. Efforts to improve the school environment through school renovation projects and school feeding programmes have also been facilitated. In the Sudan, innovative methods have also been designed to reach a generation of children denied education and targeted by the conflict, including building community networks with children, teachers, elders, local group leaders. Community support initiatives for children included creation of Social Advocacy Teams and Care Committees, resulting in more children being aware of their rights, family reunification and reintegration of children into communities and schools. Moreover, mobile schools were established during the conflict period, which were prepared to move children, families and teachers to new locations to avoid the fighting and continue access to education.

Recommendations:

- Ensure safe access, enhance links between education and protection in programming and integrate preparedness measures: seek alternative schooling structures to limit interference with education during conflict and provide safe transport/passage of children to school. Where necessary, develop radio-based delivery of education and home based education programmes, including accelerated learning and community based programmes. Moreover, support host communities, not just IDPs or refugees in an emergency; establish home based curriculum modules or education kits to allow students to learn at home should there be an attack; depoliticise schools, through for instance, an end to registration and voting in schools; and encourage systems of volunteer watchmen to protect schools.
- Stakeholders should encourage and facilitate negotiations with communities and all stakeholders, including insurgent groups and others opposed to education, to protect schools from political or ideological conflict and violence. Community involvement is crucial. In this process, "co-opt" potential influential stakeholders into supporting schools as zones of peace and safe schools. For instance, one can interrupt rumours of attacks with media: train journalists in responsible reporting and make allies with them on accurate reporting and monitoring of political interference in schools.
- INEE members should put political pressure on governments to end impunity, pressing all parties to ratify and implement or adhere to relevant international instruments and standards including Articles 24, 50 and 94 of the 4th Geneva Convention of 1949, the Universal Declaration of Human Rights, the Convention on the Rights of the Child and its Optional Protocol on Children in Armed Conflict, the African Charter on the Rights and Welfare of the Child, and the Rome Statute of the International Criminal Court, among others.
- INEE members, the INEE Secretariat and the IASC Education Cluster Unit and Working Group should engage in increased advocacy to end impunity (through strengthened enforcement of existing laws, to see how available mechanisms might be expanded or brought to bear more specifically on attacks on students and education personnel as well as schools) and to better publicise the incidence and prosecution of attacks. support monitoring and enforcement of provisions of 1612. This advocacy should call for the enforcement of provisions of UNSC Resolution 1612: adequately funded, systematic monitoring and data collection and rich analysis of that data. Moreover, education stakeholders need to understand the root causes in a given context in order to most effectively direct funding, policy, and programme development toward preventing such attacks in the first place.

Next Steps:
INEE members should move forward in collecting evidence-based research, sharing best practices and lessons learned based on a deeper understanding of patterns, motives and triggers, and utilising it to enhance the effectiveness of existing response strategies on the ground and in global advocacy. This should be done in a way that builds upon existing mechanisms established by the UN Security Council, General Assembly, Office of the Special Representative on Children and Armed Conflict, the Special Rapporteur on the Right to Education, and the Committee on the Rights of the Child. A forum to move forward this work will be announced in the coming months over the INEE website.

The Quality Imperative within Education for All: Teaching and Learning Essential Skills for Peaceful and Productive Societies

Chair:
Micael Olsson, Senior Education Advisor, World Vision International

Presenters:
Allison Anderson, Director, INEE Secretariat
Micael Olsson, Senior Education Advisor, World Vision International
Margaret Sinclair, Project Lead - Education in Conflict, Office of Her Highness Sheikha Mozah Bint Nasser Al-Missned
Pamela Baxter, Independent Consultant
Yolanda Patricia Hartasanchez Calle, Essential Life Skills Advisor, World Vision International

Summary:
INEE's Teaching and Learning Initiative, launched at the Global Consultation, seeks through dynamic inter-agency exchange of knowledge, experience and teaching and learning materials, to identify realistic approaches and tools that can help field programmes implement the INEE Minimum Standards on Teaching and Learning. The initiative addresses a need for a curriculum framework, as well as textbooks/education aids, for quality teaching and learning that meet the Dakar goals, especially for sustainable literacy, numeracy and life skills (including peace and citizenship).

Early on, the term literacy referred to initial literacy; that is, the point where learners begin to make the sound/symbol correlations and begin to read words, phrases, and sentences, however difficultly. It later came to refer to functional reading skills, skills that enable one to participate meaningfully in his or her own development. The ability to read and fill in a job application was often sighted as a functional level of literacy. More recently it has come to refer to the mastery of reading with comprehension at about 60 words per second. The term numeracy has followed a similar evolutionary course. Initially it referred simply to counting skills but now has come to refer to one's ability to add, subtract, multiply, and divide—the core arithmetic functions.

The etymology of the term life skills in the education development arena has a much shorter history and is still evolving. Shortly after the onset of the HIV and AIDS pandemic, life skills associated with basic hygiene and sex education gained status alongside the improvement of language and math skills as the core of many bilaterally and multilaterally funded education development programmes. Soon after, life skills began appearing in national curricula. It gradually became apparent, however, that there was a certain set of rather fundamental skills and abilities that if attained mitigated not only against HIV and AIDS, but drug abuse prevention and human trafficking as well. Further, not only did these skill sets lead to healthier lifestyles and self-protection but they also improved education performance and resulted in greater economic productivity, better peace building skills, responsible citizenship, and personal fulfillment. A lot of valuable work is now out there but its time to reach consensus on what is meant by essential life skills in order to monitor their attainment as an essential element of Education for All.

The Teaching and Learning initiative also plans to include meeting psychosocial needs of students and teachers, rapid emergency response, early childhood care and development (ECCD), and renewal of secondary and higher education as part of the curriculum framework.

Within the discussion, session participants pointed to the need for assessment tools and teaching and learning resources relevant to crisis situations; existing material is not necessarily either in a form that is accessible or focused to the specific needs of an emergency. Among participants there appeared to be a strong commitment to be a part of the process, with many volunteering to provide case studies and be involved in INEE's Teaching and Learning initiative as Technical Experts.

Recommendations:
- The structure of the Teaching and Learning Guidance Notes should use as its basis the INEE Minimum Standards on Teaching and Learning (structure and content) to ensure consistency of approach from INEE; the Guidance Notes and Resource Pack should support and complement the Minimum Standards. This would mean that the key elements are curriculum and teacher training.
- However the Guidance Notes are divided (whether by the emergency timeline; education timeline; learner dimensions of quality; or content, including methodology, pedagogy, assessment, monitoring and evaluation, and teacher training) there needs to be resource materials that are cross-referenced to the other sections,

such as links between ECCD and protection.
- In terms of the scope for teaching and learning, participants emphasised the need for guidance on three areas: relevance (including peace, psychosocial, disaster risk reduction and health curricula) built through a participatory, accredited and culturally acceptable process, noting that relevance must be revisited as it changes over time; resumption of normalcy, including formal schooling vis-à-vis the recreation, semi-structured, full curricula model; and teachers – the number, quality, ratio and training involved.
- Training guidance should emphasise psychosocial issues; a clear understanding of teachers' needs; the importance of the learning environment; accreditation of teacher training within assessment; and the resource pack should point to guidance on classroom and behavior management;
- Monitoring and Evaluation: measurable learning outcomes need to be clearly defined, including observation checklists, which include learning, curricula, and teaching training (the latter specifically for teachers and educators) from early childhood to senior secondary levels.
- In order to be attainable, INEE will need to keep this scope of work narrow, thus it may not be feasible for the network to take on larger issues of teacher training and measuring learning outcomes. It will be critical for INEE members and partners (IASC Education Cluster, EFA Task Force on Teachers) to take on this work as a complement to the Teaching and Learning initiative.

Next Steps:
To learn more and participate in INEE's Teaching and Learning Initiative please contact teachinglearning@ineesite.org and visit INEE's website at www.ineesite.org/teachinglearning.

Comprehensive Approaches to VET and Youth Livelihood

Chair:
Muriel Dunbar, Director, European Training Foundation

Presenters:
Nicolas Servas, Adolescent and Youth Task Team Co-Chair (AYTT), INEE; Programme Development Officer, The Foundation for the Refugee Education Trust (RET)
Lili Stern, Youth and Livelihoods Technical Advisor, International Rescue Committee
Muriel Dunbar, Director, European Training Foundation
Lida Kita, Kosovo Country Manager and Team Leader for Social Inclusion of Ethnic Groups in Education and Training, European Training Foundation
Natalie Wooller, Global Youth Connectivity Advisor, Chief of Party, Youth Cross-Cultural Exchange Program, Mercy Corps Iraq
Martin Hayes, Child Protection Specialist, Christian Children's Fund

Summary:
The crucial role of education and training in emergencies, post-conflict, and fragile contexts is to cultivate an environment in which all young people have a chance to develop a positive sense of agency and purpose in their lives, and to be actors for peace and stability through access to learning, skills training, and livelihoods.

Currently, youth are underutilised as a resource for recovery in crisis and post crisis contexts and there are few programmes that address their educational and/or employment needs. The programmes that seek to prepare youth for employment often overlook the role of the market in determining the skills young people need. In an emergency or post conflict setting, there are often clear and urgent skills that youth need to access the immediate and unique employment opportunities that are available. Government and non-governmental organizations can play a key role in assuring that these skills are included in training programmes to prepare young people for employment. The findings of the AYTT Literature Review in the area of training for livelihoods were presented, highlighting the lack of programmatic evaluations and the need for more evidence to assess the worth of such programmes. Mercy Corps and IRC presented case studies that highlight participatory approaches and links between youth education and market needs. ETF presented their work with developing and supporting national policies that support youth in recovery.

Market-driven approaches are not enough to assure that youth are prepared to work. In addition to the loss of educational opportunities, young people often participate in and witness acts of violence, and experience family separation and social upheaval. Mercy Corps discussed the value of connecting young people beyond their community and soft skills training not only as psychosocial support but also as foundation for peace and economic recovery in Iraq and the Middle East. Christian Children's Fund discussed the use of livelihood activities in Sierra Leone to support girl-CAFF's community reintegration.

A number of themes emerged from this session, which explored a large range of issues and heard examples from a variety of geographic contexts and organisational approaches:
- The importance of holistic programming at both individual and systems levels was emphasised during both presentations in interventions during plenary discussion. For individual youth, the importance of not only vocational and technical skills training, but also life skills and knowledge relevant to specific crisis contexts is critical, including information around labour law, human rights, and protection from exploitation. At a system level, workshop participants

drew on experiences in contexts as diverse as Kosovo and South Sudan to make the case for the importance of addressing broad structural issues in order to move from stand-alone short-term programming towards comprehensive and sustainable solutions for youth and their societies. Analysis of, and engagement with, governmental, economic and educational policies, institutions, and processes is necessary. Livelihoods programming must be systematically linked to wider economic development efforts if structural change is to be successful.

- The value of communication and coordination between youths themselves and also the agencies working with them was also explored. Using new technologies such as the internet to facilitate discussions and sharing of experiences and lessons between youth in conflict and non-conflict affected areas was discussed, as well as the potential role of the internet in advocacy and awareness raising. Communication and coordination between organisations working in this field including the sharing of materials and tools, and documenting the success and challenges in youth programming in crisis contexts was encouraged, with several participating agencies pledging to share their programme guides and resources as part of the follow-up to the event.
- Monitoring and evaluation of vocational education and livelihood programming for youth affected by crisis was also a major theme of discussion throughout the session. The lack of systematic programmatic evaluations in this area is a critical gap. The impact of vocational training and livelihood programmes is not fully understood, and there is little evidence on which to base claims of good practice or long-term success. The rigorous design, implementation and dissemination of evaluations and analytical case studies and project reports was emphasised as a key strategy in helping to build the evidence base and strengthen advocacy, inform policy making and accountable programming. Furthermore, evaluations should look at impact more holistically, ensuring that there is not a narrow focus on limited indicators such as income or employment.

Recommendations:

- Agencies should work closely with national and local governments to ensure that programmes for youth affected by crisis address systemic issues as well as individual educational and livelihood needs.
- Agencies and youth organisations should utilise mechanisms such as the INEE Adolescent and Youth Task Team for the sharing of experiences, good practice and tools.
- Agencies should work with youth on the design and implementation of programming, including systematic and rigorous evaluation.

Next Steps:

The INEE Adolescent and Youth Task Team will be addressing many of the issues raised in this session. For more information, or to join the Task Team, please email network@ineesite.org.

Tools for School Disaster Reduction: Learning by Doing

Chair:

Sanjaya Bhatia, Focal Point Disaster Resilient Schools and Hospitals, World Bank

Presenters:

Sanjaya Bhatia, Focal Point Disaster Resilient Schools and Hospitals, World Bank
Marla Petal, Co-Director, RiskRED and Co-Chair, Coalition for Global School Safety and Disaster Prevention Education
Zeynep Turkmen, Social Development Consultant, Boğaziçi University, Center for Disaster Management
Darren Hertz, Consultant on Safer School Construction Guidance Notes, INEE/World Bank GFDRR

Summary:

This working session introduced participants to a range of new guidance materials and tools for school disaster prevention and provided the opportunity for participants to examine and critically assess these resources for practical application in the following areas:

1) For assessment and planning: a School Disaster Reduction and Readiness checklist
2) For physical protection: a prioritization tool for school vulnerability assessment and emerging guidelines for disaster resistant construction
3) For response capacity development: an incident command exercise for convergent responders and guidance materials for school drills

Recommendations:

The following are steps that INEE members can take to disaster-proof education sector projects, build and maintain safe learning environments and thus help bridge the gap between DRR theory and practice:

- Once these tools are revised and finalised, INEE should raise awareness about them to members via the listserv and website and support their adoption and wider dissemination among key partners. Capacity building guidance would be helpful in the utilisation of these tools. INEE members must institutionalise planning following the assessment, and response capacity development should fill gaps left by the assessment, planning and physical protection.
- INEE members who utilise these tools must adapt them to the contexts within the countries in which they are working and share the adaptations back with the INEE Secretariat to post on the website for all to learn from.

- The School Risk Prioritization Tool should be developed as an interactive online tool to supplement school construction guidance.
- INEE members should teach children about physical and environmental protection measures through both formal and non-formal means, such as drama and music. It is critical that children are empowered to identify risks/hazards, speak up, and act.
- Though financial resources are an obvious challenge, it is noteworthy that a number of donors are specifically targeting funds for DRR activities. INEE members should tap these resources.
- Organisations working on DRR should make technical documentation available for wider capacity building efforts. INEE can tap member organisations and help support capacity development for DRR among members.

Reaching Gender Equality In and Through Education in Emergencies, Chronic Crisis and Early Recovery

Chair:
Rebecca Winthrop, Senior Technical Advisor for Education, International Rescue Committee

Presenters:
Rebecca Winthrop, Senior Technical Advisor for Education, International Rescue Committee
Jyotsna Jha, Advisor, Gender and Education and HIV/AIDS, Commonwealth Secretariat
Moira Wilkinson, Education Specialist, UNICEF
Martha Muhwezi, Uganda National Coordinator, FAWE
Carl Triplehorn, Independent Consultant
Narges Nemat, Youth Advisor, Women's Refugee Commission, Afghanistan
Sradda Thapa, Youth Advisor, Women's Refugee Commission, Nepal

Summary:
It is critical to establish gender-responsive education programmes throughout the emergency-preparedness-relief-recovery continuum. Not only do girls and boys, women and men, experience conflict and natural disasters differently, but these crisis contexts can also provide opportunities for systemic change that can increase gender equality within communities and national systems as they recover and rebuild. Increased focus should be paid to identifying and supporting these opportunities so that openings for transforming gender roles that happen during crisis can be sustained and further developed in peace. For example, the confidence and management skills Nepali women commanders develop should be recognised, transferred to constructive activities such as leading community development efforts, and supported over time. Additionally, the way in which " must be increasingly inclusive of boys and men, otherwise one risks systematic undermining and backlash. There are also two major gaps that should be investigated: the specific vulnerabilities of boys in and through crisis and the voice and role of youth in addressing gender equality. The differentiated needs of boys should be explored more in depth – including initial data that show boys suffer much more at the hands of corporal punishment as well as the highly under-reported (and often taboo) subject of sexual abuse and exploitation of boys in these contexts. Youth have an important role to play in promoting gender equality and should be increasingly involved in substantive ways.

Recommendations:
- The Gender Task Team should to work to gain a clearer understanding of the ways in which gender roles of males and females operate during emergencies in order to identify the unique vulnerabilities for each group as well as the opportunities to transform gender roles.
- The Gender Task Team should actively seek out youth participants to be contributing members.
- The Gender Task Team should include in its work plan a renewed focus on how to leverage "opportunities in crisis," that is opportunities for sustaining over time transformative gender roles that open up in times of emergency. Case studies and strategies for communities, civil society, governments, and policy-makers would be useful.

Next Steps:
To participate in the Gender Task Team, please contact the INEE Secretariat at network@ineesite.org. To view tools and resources related to Gender and Education in Emergencies, visit www.ineesite.org/gender.

Members of Youth Advisory Group (coordinated by the Women's Refugee Commission)

Thursday, April 2, 2009

Concurrent Working Session Block 5

The Path of Most Resilience: Early Childhood Care and Development in Emergencies

Chair:
Louise Zimanyi, Director, The Consultative Group on Early Childhood Care and Development

Presenters:
Louise Zimanyi, Director, The Consultative Group on Early Childhood Care and Development
Lisa Long, Senior Education Specialist, Early Childhood Development, Save the Children; Co-Convener, ECCD in Emergencies Working Group and INEE Early Childhood Task Team
Arnaud Conchon, Emergency Specialist, UNICEF; Co-Convener, ECCD in Emergencies Working Group and INEE Early Childhood Task Team
Amalia Fawcett, Policy and Learning Advisor, Plan International Australia
Mary Moran, Senior ECD Specialist, Christian Children's Fund
Robert Lindsley, World Education; Harvard University
Jacqueline Hayden, Associate Professor, Macquarie University, Australia
Marine Sukhudyan, Program Coordinator, The Consultative Group on Early Childhood Care and Development

Summary:
Despite accumulating evidence that early childhood programmes can significantly moderate risks, promote protective factors, and positively affect child developmental outcomes particularly for the most disadvantaged (as well as reduce mortality, disease, and under-nutrition during the early years), and the increasing recognition of the contribution of early childhood programmes to reaching Education for All and Millennium Development Goals, many of the conditions including conflict, post conflict and natural disasters that threaten the survival of young children also leave those who do survive at risk, with physical, cognitive, social and emotional conditions from which they may never fully recover. New research suggests ***over 200 million children under the age of 5 years in developing countries are failing to fulfill their potential for development due to poverty, poor health, malnutrition and inadequate stimulation including opportunities for learning.***

No single document specifically and holistically targets parameters of assistance for young children and their caregivers, families, and communities in emergencies. Emergencies can be considered a 'window of opportunity' to introduce early childhood care and development (ECCD) provision and concepts where none existed before. Therefore it is crucial that quality programming, adherence to good practice, and development of minimum standards are a major priority for emergency ECCD response. What is required goes beyond ensuring that humanitarian aid efforts include ECCD programming. Policy makers must rethink the way the emergency response is carried out so that the rights and needs of young children and their families are fully recognised and centred in humanitarian relief. Continued coordinated efforts must be made to make interventions effective and accountable, strengthen collective advocacy, and develop concrete policy and programmatic frameworks to pri¬oritise ECCD as a core intervention in crisis settings.

Recommendations:
- ECCD being cross-cutting by nature (health, nutrition, protection, water and sanitation, education, etc.), can be seen as an entry point for connecting people/sectors/clusters together at different levels. The coordination and collaboration needs to be strengthened in order to ensure that ECCD is on the agenda of other clusters.
- Practice and programs need to be translated into policy, and extend from emergency to development.
- Cost-effective messages for donors are needed highlighting short, medium and long term returns on investment
- More evidence / research is needed to show the difference ECCD interventions make for young children in emergencies, Research should be consolidated, widely available and efficiently disseminated.
- Need for development of professionals in the field of ECCD in emergencies.
- Highlight the key role and importance of a young child's caregiver, consideration of the disruption of support mechanisms that negatively impact parenting in emergencies and importance of well-designed programs to support parents.

- Guidance/information is also needed on working with very young caregivers (as young as 8 years old).
- Developing an MDG-like goal for Early Childhood remains a critical challenge and priority for the broader EC community.
- More case studies leading to more examples of good practice are needed.
- Practical guidelines need to be developed with regards to prioritization of action and activities for each phase of an emergency.
- Key indicators (process and outcome) should be developed in order to quantify what goals should be achieved.

Key current and proposed activities of the Consultative Group's ECCD in Emergencies Working Group and INEE Task Team include:

- Finalise a position paper on ECCD in Emergencies and next issue of *Coordinators' Notebook* on ECCD in Emergencies; disseminate both broadly.
- Develop knowledge database on good practices and lessons learned for improved ECCD programming in emergencies with information and tools from Northern and Southern sources and contexts.
- Develop practical guidelines with regards to prioritisation of action and activities for each phase of an emergency.
- Develop 'How To' guidelines for those in the field without an ECCD specialist – revision of *INEE's Good Practice Guide*.
- Ensure that Child Centered/Friendly Spaces meet the needs of pregnant mothers, children birth to 8 (*discussion in the works re possible training*).
- Increased and more specific inclusion of ECCD in the update of the INEE Minimum Standards.
- Establish formal linkages with five Clusters (Health, Education, WASH, Nutrition, Child Protection), which includes identifying focal points for each cluster; identifying concrete ECCD activities as part of each Cluster Work plan and developing ECCD briefs for each of the aforementioned clusters.
- Establish a research group within the EEWG/INEE task team to:
  - Network with other researchers, research efforts and networks
  - Conduct research on the impacts of emergencies on young children and impacts of current and newly developed models of intervention addressing the holistic needs of young children in emergencies
  - Support research on ECCD in Emergencies through training – development of a framework for manual and training *in progress*
  - Conduct a desk review on good practices and lessons learned for improved ECCD programming in emergencies and establish an ECCD in emergencies knowledge database with information and tools from Northern and Southern sources and context).
- Analysis of emergencies funding that is allocated to early childhood.
- Collect information on countries that have included early childhood in their emergency plans.
- Establish consensus for funding and advocacy priorities.
- Establish formal linkages with five Clusters (Health, Education, WASH, Nutrition, Child Protection), which includes identifying focal points for each cluster; identifying concrete ECCD activities as part of each Cluster Work plan and developing ECCD briefs for each of the aforementioned clusters. Create an ECD Competency profile for cluster coordinators (ToR), and develop an emergency roster of ECD in emergencies experts.

Next Steps:
To join the CGEEWG/INEE Task Team, please email info@ecdgroup.com

For more information and update on activities and progress, see www.ecdgroup.com/emergencies.asp or visit www.ineesite.org/ecd.

Understanding the Impact of International Financial Institutions' Policies and the International Legal Context on Teachers and Teaching Quality: Evidence from Uganda and Burundi

Chair:
Elise Legault, Education Policy Advisor, ActionAid

Presenters:
Charlotte Bazira, Education Lead, ActionAid Burundi
Peter Hyll-Larsen, Right to Education Project Coordinator, ActionAid
Topher Kwiri, Education Lead, ActionAid Uganda
Elise Legault, Education Policy Advisor, ActionAid

Summary:
The panel, composed of representatives from ActionAid country offices in Uganda and Burundi, explored those offices' research and advocacy campaign activities on (a) improving learning outcomes in primary schools and (b) increasing budgetary allocations to education by challenging macroeconomic policies. The session reviewed regional and international trends on teacher recruitment, training, compensation (ii) provided training on national budgets and international agreements (International Monetary Fund (IMF) and World Bank) pertaining/impacting teacher recruitment, training and compensation (iii) explored the impact of these trends and policies on education quality, in particular on gender disparities; and (iv) considered how legal frameworks and instruments can be used to hold the Government accountable. Findings included that the macroeconomic policies from Ministries of Finance and/or the IMF have a big impact on teachers and

therefore education quality; for example, public sector wage bill ceilings encouraged by IMF macroeconomic stability policies often negatively impact education by inhibiting the ability to hire more teachers. However, it is not only desirable but possible to mobilise education actors and communities to advocate/hold governments accountable in conflict areas. Action Aid has done this working in close partnership with local/national education actors including parents, teachers and teachers' unions (see examples from Malawi, Mozambique, Sierra Leone).

Recommendations and Next Steps

- INEE documents/tools are meant to be very practical and useable and there is a trade-off between adding important elements and remaining easy to use and clear. In the future, it is recommended that INEE documents/tools clarify who are the duty-bearers in emergency and post-conflict situations and what are roles and responsibilities of each actor; legal language should be examined and updated in the INEE Minimum Standards. This would help ensure that INEE members are more aware of different legal tools and conventions related to the right to education, and the difference between the law of war and the law of peace to clarify roles and responsibilities in an emergency and post-recovery context.
- INEE should share widely the findings and recommendations of the ActionAid research so that members can carry out advocacy with IMF to follow-up on commitments. One suggestion of how to do this is to create an INEE body (Task Team, Advisory Group, Working Group) focusing on Education Financing/Macroeconomic context to build capacity of members on these issues and integrate advocacy tools into toolkits/guidelines.
- INEE should encourage members and partners to build capacity at the national level of education actors on education finance and budgets (e.g. community budget tracking, economic literacy programmes) and mobilise national actors to put pressure on Ministry of Finance.
- Teachers' Unions, which can be an effective resource and channel to sustainable interventions, are not on the radar of many NGOs working in the education sector; they should be more prominent in INEE documents and meetings. For example, INEE tools should clarify their role and suggest ways of engaging with Teachers' Unions, how they can pass along guidelines/standards and form coalitions with teachers' unions to press governments to follow-up on their international legal commitments. In addition, the INEE Minimum Standards should be more explicit about including teachers' unions as they will be key actors in the transition from NGO (in conflict or immediate post-conflict) to government-led education systems.

Inclusive Education in Emergencies: What Can We Do in Practice?

Chair:
Sara Lim Bertrand, Education and Child Protection Senior Specialist, Save the Children

Presenters:
Susie Miles, Lecturer in Inclusive Education, EENET and Manchester University
Helen Pinnock, Education Advisor, Save the Children

Summary:
This session took participants through a process of learning and reflection to explore their own and others' concerns around inclusion and equity in emergency education, with a particular, but not exclusive focus on disability. The session focused around increasing people's confidence in developing and adjusting education responses to include the most excluded and cater to the needs of disabled people—even in challenging and pressured circumstances.

The session used an enquiry-based learning approach, presenting participants with scenarios through which they were asked to consider how they would promote more inclusive approaches in similar settings. This included participatory photography activities to stimulate debate and reflection. Participants produced posters reflecting the key messages and strategies which they felt were crucial to taking forward inclusive education in emergencies and chronic crisis. The session concluded by identifying potential ways in which INEE can promote stronger capacity and understanding around inclusive education.

Yahoko Asai, UNICEF, Inclusive Education in Emergencies: What Can We Do in Practice? Working Session

Key findings:
- Using enquiry based learning can be very positive in confronting and changing the attitudes and assumptions that are the biggest barriers to inclusive practice.
- Experiences of inclusion and exclusion can exist in the same setting
- Participatory photography can be a powerful tool to encourage inclusion
- Attitude or conceptual change is critical for inclusive education; more awareness is needed
- Broad-focused agencies need to take responsibility for inclusive education instead of saying for example, "this is the responsibility of Handicap International"
- More capacity building on inclusion and nondiscrimination is needed in education in emergencies
- Inclusion must be mainstreamed like gender

Recommendations:
- Promote the INEE Inclusive Education pocket guide, and other resources, within the IASC Education Cluster and mainstream into other trainings.
- Include inclusion and non-discrimination in INEE Minimum Standards training, clearly located within a rights discourse. Use a regional INEE Minimum Standards training event to pilot such a training approach embedded within the existing training framework.
- Develop case studies with details on inclusive education in emergencies and chronic crisis situations (e.g. Myanmar).
- Encourage INEE member agencies to work with community-level beneficiaries in order to learn from their experiences and incorporate them into trainings, resources, etc.
- Encourage INEE member agencies to develop referral mechanisms within country contexts including identifying key actors, establishing referral mechanisms and strengthening mechanisms.
- INEE should link with other processes, discussions with governments to promote inclusion and nondiscrimination, such as the Millennium Development Goals, European Union and African Union communities and international parties.

Next Steps:
To join the Task Team contact convener Helen Pinnock h.pinnock@savethechildren.org.uk; to find a more detailed report on Task Team plans for the next year visit or to download the INEE Pocket Guide to Inclusive Education in Emergencies visit www.ineesite.org/inclusion.

Opportunities and Challenges in Building Capacity in the Education Cluster

Chair:
Roger Wright, Global Education Cluster Coordinator, UNICEF

Presenters:
Lyndsay Bird, Programme Specialist, Fragile States, UNESCO IIEP
Lisa Doherty, Regional Education in Emergencies Specialist, UNICEF ESARO
Deborah Haines, Emergencies Education Adviser, Save the Children UK
Brenda Haiplik, Senior Specialist in Education in Emergencies, Save the Children US
Leonora MacEwen, Assistant Programme Specialist, UNESCO IIEP
Gary Ovington, Senior Emergency Specialist, Education, UNICEF
Melinda Smith, Consultant, UNICEF ESARO

Summary:
Capacity-Building is one of the key priorities of the global IASC Education Cluster for the global, national, and field levels.

At the global (Education Cluster Working Group) level, the objectives are to: strengthen response capacity; improve capacity of partner agencies to help countries build back education systems better after an emergency; strengthen education in disaster risk reduction efforts and preparedness; maximise funding opportunities for emergency education. Specific activities include: developing a handbook for education cluster coordinators, developing a training course for potential coordinators, rolling it out for 60 potential coordinators, and establishing a roster system for deployment.

At the national (Ministry) level, the objectives are to: strengthen comprehensive preparedness and technical capacity to respond to humanitarian emergencies, including the transition to early recovery; ensure greater predictability and more effective responses in education, in the main areas of standards, policy, response capacity and operational support. A pilot training has already taken place for six countries in Africa and Latin America.

At the field (Front line responders) level, the objectives are to: apply knowledge and skills in technical components of education in emergency preparedness and response to ensure more effective response and minimise disruption to schooling for affected learners and to contribute to broader capacity building efforts including preparedness planning, capacity mapping, policy and advocacy. The modules of the UNICEF/Save the Children-led front line responder have been developed and piloted in South Africa and will be rolled out across Eastern and Southern Africa in 2009. The training is underpinned by the INEE Minimum Standards and an emphasis on preparedness planning.

Recommendations:
- Identify and communicate the long term goal of the capacity-building task team.

- Capacity building can result in the creation of a situation-based contingency plan such as the one that was developed in Somalia.
- Continue to focus on and integrate DRR and preparedness in education capacity-building activities at all levels, and involve national disaster risk reduction platforms.
- Use INEE and other networks as a forum for the development of a ministry-level community of practice.
- Think of response as an opportunity to transform education systems and build back better.
- Identify and address gaps in the cluster system (e.g. countries which may not be UN mandated, etc.).
- Document process lessons learned from capacity-building activities for incorporation in future practice.

Next Steps:
For more information on the IASC Education Cluster's capacity-building activities, contact the chairs of the Capacity-Building Task Team, Deborah Haines, Save the Children UK at D.Haines@savethechildren.org.uk and Pilar Aguilar, UNICEF at paguilar@unicef.org.

Towards a Strategic Research Agenda for Education in Emergencies, Chronic Crises, Early Recovery, and Fragile Contexts

Chair:
Stephanie E.L. Bengtsson, Doctoral Student / Lead Research Assistant, Teachers College, Columbia University / UNICEF

Presenters:
Julia Paulson, Chair, Conflict and Education Research Group (CERG), University of Oxford
Zuki Karpinska, Deputy Chair, Conflict and Education Research Group (CERG), University of Oxford
Stephanie E.L. Bengtsson, Doctoral Student/ Lead Research Assistant, Teachers College, Columbia University / UNICEF
Sarah Dryden-Peterson, Instructor and Doctoral Student, Harvard University

Summary:
INEE has enlisted the services of two teams of consultants (one from University of Oxford, and one from Teachers College, Columbia University) in order to facilitate consensus around key research needs and gaps in the emerging field of education in emergencies, chronic crises, early recovery, and fragile contexts. This process is being undertaken with a view to developing a comprehensive and sequenced strategic research agenda (SRA) that will provide direction to both researchers and practitioners in order to strengthen the limited evidence base through facilitating the production of relevant, sound and useful research and knowledge. The aim of this Working Session was to solicit the input of INEE members into the SRA. It began with a presentation of the background and purpose of the SRA, as well as an overview of sample research topics and questions generated thus far.

Participants generally expressed their support for the initiative of a research agenda for the network, but had a wide range of comments and critiques of the proposed structure. In discussing the SRA, participants tended to identify themselves with one of two camps: academic/researcher versus practitioner, and were keen to ensure that the research agenda would meet their respective, but often complementary, needs. Initially, some participants from the practitioner camp requested that the SRA function as a database of searchable grey literature, but it was determined that this was beyond the scope and objectives of the current project. Generally participants agreed that this initiative would be valuable to both groups if a way was found to connect researchers and practitioners in a research "marketplace." There was significant discussion of the terminology of the initiative, including the politics involved in the prioritisation of research questions. Participants recognised that there had been attempts to make the SRA process inclusive, however greater inclusion of field-based practitioners and more traditionally marginalised voices was articulated as an important issue to consider as the SRA process moves forward.

Recommendations:
- Both researchers and practitioners, including those from the global south, should be involved in the development and implementation of the SRA web platform. The connection of individuals and groups of researchers and field-based practitioners in an INEE research marketplace should be at the core of the initiative, ensuring both relevance and sustainability. Inclusion issues around language and geographic location must be carefully considered.
- Extreme care should be taken in terms of vocabulary and semantics. Terms like "priorities" and "importance" should be used with caution, and where possible, replaced with a greater attention placed on thematic groupings of topics and questions rather than ranking.
- The "how" of research, including research methodology and the ethics of research in crisis contexts is an important component of the Strategic Research Agenda.
- Research capacity building needs in countries affected by crisis, as well as within practitioner organisations should also be considered.

Next Steps:
To follow the progress of the SRA and to find out how you can participate in its development, please check the INEE website: www.ineesite.org/research.

For more information, please contact:
research@ineesite.org

INEE Minimum Standards: What Are the Next Steps?

Co-Chairs:
Jennifer Hofmann, Coordinator for Minimum Standards, INEE
Eric Eversmann, Education Advisor, Catholic Relief Services
Ken Rhodes, Senior Program Officer, Africa Education Team, Academy for Educational Development

Presenters:
Eric Eversmann, Education Advisor, Catholic Relief Services
Jennifer Sklar, Education Technical Advisor, the International Rescue Committee
Pilar Aguilar, Senior Education Advisor, UNICEF
Ken Rhodes, Senior Program Officer, Africa Education Team, Academy for Educational Development
Anita Anastacio, Chief of Party, PACE-Afghanistan
Fred Ligon, Director, World Education, Thailand
Mitch Kirby, Senior Regional Education Advisor, USAID East Africa

Summary:
Based on INEE members' feedback, the INEE Working Group on Minimum Standards has identified two main priorities for INEE Minimum Standards activities' post April 2009:

- The INEE Minimum Standards Handbook Update should include:
  - Online consultations
  - Global update process facilitated by focal points and reference groups
  - Peer review
  - Launch
- Support to application of the INEE Minimum Standards should include:
  - Tools development
  - Case-studies development
  - Training and Capacity-Building
  - Applications visits
  - Institutionalisation support

The new INEE Working Group on Minimum Standards will carry out these objectives in an integrated manner, ensuring that the operationalisation of the Sphere/INEE Companionship and collaboration with the IASC Education Cluster are mainstreamed in all relevant activities.

During the session, participants validated these two priorities. They stressed that more work needs to be done to deepen awareness, utilisation, and institutionalization of the INEE Minimum Standards and to bridge the gaps between these three different levels. The discussion also focused on how to better link INEE Minimum Standards activities with national education plans at the country level, for instance through linking better the education cluster (which focuses on emergency response and preparedness) and the national education donor group (which focuses on sector-wide approaches).

Concerning the update of the INEE Minimum Standards, participants discussed three key issues that need updating/strengthening: disaster risk reduction, gender, adolescents and youth. Suggestions were made to revise certain indicators and guidance notes as well as the terminology annex.

Recommendations:

- Explore opportunities to better link INEE Minimum Standards to national education plans: USAID, GTZ, CIDA will brainstorm options.
- Look into integrating new concepts and frameworks (e.g. fragility) in the new edition of the Minimum Standards' update.
- Develop a key terminology list on education in emergencies and post-crisis recovery to facilitate translation of the new edition of the INEE Minimum Standards Handbook.
- Ensure an inclusive INEE Minimum Standards Update process, by reaching out to constituencies outside of the INEE network.
- Revise INEE Minimum Standards training materials to focus on the concrete application of the standards by including new tools such as the INEE Minimum Standards Toolkit and implementation case studies, developing tailored training adaptations, and using a modular approach.
- Develop an online Trainers' Database with contact information for INEE Training of Trainers and Capacity Building workshop graduates.
- Reach out to universities to include the INEE Minimum Standards in education and humanitarian affairs academic programmes.

Next Steps:
For more information on the activities of the new Working Group on Minimum Standards, to find out how you can get involved in the INEE Minimum Standards Update process, or to request assistance with the application of the INEE Minimum Standards, visit www.ineesite.org/standards or contact the INEE Secretariat at minimumstandards@ineesite.org.

Mainstreaming HIV and AIDS in Education in Emergencies

Chair:
Joris van Bommel, Education Advisor, The Netherlands Ministry of Foreign Affairs

Presenters:
Naseem Awl, Specialist, Adolescent Development (Emergencies Focal Point), UNICEF

Anna Maria Hoffmann, Education Specialist, HIV/AIDS and Life Skills Education, UNICEF
Susan Morey, Assistant Professor of Human Resource Management, American University of Sharjah, United Arab Emirates
Marian Schilperoord, Sr. HIV Technical Officer, UNHCR
Barry Sesnan, Consultant, Echo Bravo

Summary:
The session was divided into two sections: 1) panel presentations and discussion; and 2) working groups. The first speaker, Susan Morey of the American University of Sharjah, presented a summary of findings of an online survey conducted by the INEE/IATT Task Team to elicit feedback from colleagues working in the field of HIV education in emergencies. The survey responses were used to guide the focus and substance of the draft modules discussed during the workshop. The second speaker, Barry Sesnan, UNHCR Consultant based in Chad, delivered an engaging talk on voices of the field regarding youth participation and HIV in education.

The practical work was introduced by Anna Maria Hoffmann, UNICEF. This part of the workshop aimed to provide an opportunity for participants to comment on draft modules written by the INEE/IATT Task Team on: 1) life skills education; 2) access to services; 3) gender; 4) youth participation. These modules were drawn from existing toolkits and guidelines developed by the IATT and the IASC on education and HIV and AIDS. The participants were divided into small working groups to discuss the modules.

Recommendations:
In addition to suggestions to improve the modules, broader recommendations were made to expand the modules to include Sexually Transmitted Infections (STIs) and sexual and reproductive health, and to develop additional modules on protective learning environments and preparedness. The participants also recommended that the emergency-specific modules should be included in the existing IATT on Education's Mainstreaming Toolkit for mainstreaming HIV and AIDS in the education sector.

Next Steps:
Finalised versions of the modules will be presented at the 2009 regular meeting of the IATT on Education, 16-17 June, Limerick, Ireland. Additional modules on protective learning environments and preparedness are also being elaborated.

For more information, please contact: amhoffmann@unicef.org. For more information about the INEE Task Team on HIV/AIDS, please visit www.ineesite.org/hiv

Closing Plenary: The Way Forward

The closing plenary provided an opportunity for delegates to identify and discuss the key findings that emerged during the consultation, to review the INEE Strategic Goals in light of these key findings and to reaffirm their commitment to the network.

Simon Hearn, Research Officer for the Overseas Development Institute (ODI), provided a brief presentation on the historical case study of the network commissioned by INEE. The ODI analysis suggests that INEE is a vibrant example of a network in which "form follows function" in the highly structured and formalised "education aid architecture" illustrated during an earlier plenary presentation by Peter Buckland (World Bank). Hearn's presentation illustrated INEE's proven track record of influence and convening power as evidenced in the development of and capacity building on the INEE Minimum Standards and the creation of the IASC Education Cluster and the Working Group on Education and Fragility, to name just three recent initiatives.

In addition to highlighting INEE's notable accomplishments, Hearn also pointed out areas for reflection and future focus and development for the network. INEE has developed an impressive array of tools and resources; however, delivering the content of these materials in an effective form for all audiences with whom INEE engages continues to be somewhat of a challenge. INEE has experienced great success in its work on the INEE Minimum Standards, including its ongoing capacity building efforts; however, the network must give further consideration to how to support those who have been trained in the implementation of the standards. Furthermore, with an impressive rate of annual growth and participation by members, the diversity of INEE's membership is increasing along with the need for smaller spaces to facilitate horizontal, peer-to-peer learning.

At the conclusion of the case study presentation, a group of panellists representative of the diverse membership of the network provided their personal reflections on key findings and reflections that emerged during their participation at the consultation.

David Skinner, Director for Rewrite the Future with Save the Children, spoke about the growing momentum in the field evidenced by the development of the IASC Education Cluster, the Committee on the Rights of the Child Day of General Discussion, and the UN General Assembly thematic debate on the one hand but the dangerous mismatch between this momentum and the day-to-day realities of millions of children and young people on the other hand. He reminded the audience that we need to be clear that there is still a long way to

go, and that the next five years are likely to be particularly difficult given the probable impact of the financial crisis on competition for resources.

In regard to next steps, Skinner suggested that as a community we need to: a) continue to advocate for resources and for the inclusion of education in humanitarian policies and peace processes; b) become more professional about monitoring and evaluation and increase our accountability to the people affected by crisis with whom we are working; and c) develop a more persuasive conceptual framework that covers the crisis, pre-crisis, and post-crisis elements of this field.

Lisa Doherty, Regional Education in Emergencies Specialist for UNICEF ESARO, spoke about the need to redouble efforts to bridge gaps between humanitarian and development spheres, with disaster risk reduction serving as one useful mechanism by building community resilience and minimising vulnerability. Doherty further reflected on the chasm that exists between tools, programmes, and approaches being developed at global level and the reality on the ground. She spoke of the need to make more effort to contextualise and to adapt resources in consultation with stakeholders; one-size-fits-all approaches are insufficient.

Joris van Bommel, Education Advisor for the Netherlands Ministry of Foreign Affairs, highlighted the critical gap filled by the launch of the INEE Teacher Compensation Guidance Notes and encouraged all delegates, particularly donors, to share this resource with their colleagues working in the field. He also reflected on the need to partner much more effectively on the ground in order to overcome some of the fragmentation that currently exists. He proposed better use and application of joint analyses and comparative advantage assessments across donors and international organisations. He suggested that whilst INEE has a role to play, individual delegates and others should advocate within their own organisations to make changes in this direction.

Prof. Karega Mutahi, Permanent Secretary for the Ministry of Education in Kenya, spoke about the centrality of gender in the provision of education during and after emergencies. He called for an understanding that gender must be seen in its broadest perspective and that it is critical to look at who is at risk of greatest marginalisation, current and future. He reiterated the centrality of capacity building within affected countries, particularly of forced migrants, and the need to build capacity of countries to respond as part of preparedness, as well as to do so during and after crises with refugee communities to support their eventual return.

Chernor Bah, Youth Advisory Group member from Sierra Leone (coordinated by the Women's Refugee Commission), reflected on the gap between what is articulated in policy and guidelines and what is actually happening in young people's lives. He spoke of the need to better adapt educational support to fit circumstances on the ground. He also stated that what many international organisations consider "youth participation" is often only tokenistic. He challenged international organisations to look at what they consider "meaningful participation of youth."

Professor Karega Mutahi, Ministry of Education, Kenya, Closing Plenary

Comments from the audience highlighted that the individuals do not live in "organisations" or "sectors" and that international organisations need to consider this in formulating responses. In increasing attention to teachers and their needs, teachers' unions need to be brought into the fold more effectively and leveraged in the decision-making process.

Participants also reinforced the need to maintain a focus on building capacity of governments to deal with crisis, to tailor responses between conflict and disasters and to think about capacity building in light of sustainability.

Emerging Messages from Istanbul

Drawing upon personal reflections as well as discussions carried out during daily debrief sessions that he and other INEE Steering Group, Working Group and Secretariat members participated in, ***Peter Buckland, Lead Education Specialist at the World Bank,*** highlighted five areas during the closing plenary that captured some of the initial key findings. These five areas are presented below.

Feedback: Delegates shared very positive feedback during the consultation on the strength and vibrancy of the network, and the very significant role INEE has

played both on the international stage and through such initiatives as the INEE Minimum Standards work, at the regional and country level. While INEE is a global network, it has a presence in virtually every country and context, because INEE members are there. Buckland stated that INEE is a network that not only helps to influence policy, but that also produces outputs and tools that empower its members, their organisations and the counterparts with whom they deal, to make a difference on the ground.

Focus: One of the key factors for the success of the network has been its institutional capacity, in the form of the Secretariat, a group of exceptionally talented people who work hard to respond to members' needs and keep the network vibrant and responsive. The Secretariat, Buckland stated, is essentially the "head, heart and spirit of the network." They are supported by a group of dedicated volunteers in the Steering Group who strive to help the Secretariat to maintain focus. Sometimes there are hard choices to be made, and the job of the Steering Group is to support the Secretariat in those tough decisions. Throughout the consultation delegates shared both compliments for the focused and effective way the Network has stayed on track, and, of course, many calls to branch out into new areas and take on new assignments. In a sense INEE can accomplish anything that members can do, because *"you are the network."* The challenge for the Secretariat and the Steering Group is to maintain focus of INEE's core activities.

Fragility: Delegates articulated their concerns about the language of fragility and the ways in which it can be unhelpful and even patronising at the country and community level. Buckland stated that this is not a new issue. In the dialogue between the global and the national levels, or between the national and the local levels there is always a struggle over language: countries do not like to be called "under-developed" or "less developed," and communities do not like to be called "poor" or "disadvantaged." Donors often prefer to describe themselves as "development partners" rather than donors. Buckland commented that the power relations between those that have resources to give, and those that seek resources will never be equal, and differences over language will always be a manifestation of that power differential. These terms were not invented by the education sector, and will have a life and a utility that is shaped by wider power relations. Buckland assured the audience that the issues related to fragility will continue to be one which the Working Group on Education and Fragility discusses.

Finance: Delegates signalled concern for the need to address the impact of the financial crisis on education systems and the likelihood that there could be more conflict, fewer national resources, higher costs, greater demands on education systems, and less bilateral and multilateral aid. This is another tectonic shift that the INEE Steering Group and Secretariat have already recognised, are in the process of assessing, and will continue to monitor.

Field: Delegates communicated strong messages about the need to improve the network's capacity to include the voices of those most directly affected by our combined efforts—the students, teachers, youth and communities who are, or should be, the ultimate beneficiaries of the work and the investments that the INEE tries to mobilise. INEE will continue to explore ways in which this upward communication can be facilitated. INEE members are the key to this—*"you are the network, and where you are on the ground, INEE is on the ground. Not just you in your personal capacity, but also the organisations to which you are affiliated."* INEE's members (individuals and organisations) are the main channel for eliciting this communication, and "we will succeed to the extent to which you are able to feed this through to us." The role of the INEE Secretariat is to facilitate that process, and to ensure that the messages coming from the ground are heard as strongly as the messages coming from other powerful elements of our network. The country level IASC Education Clusters will be a considerable resource for the network, as they will constitute an institutional presence at country level where the INEE cannot.

Peter Buckland, World Bank, Closing Plenary

Additional findings emerged during the consultation that build upon and connect with the five key areas captured by Peter Buckland. In terms of focus, there was significant concern raised about how INEE can strike a balance between the need for a broader agenda versus a more focused agenda. Specifically, how can INEE balance the development of new and relevant materials whilst also ensuring access, utilisation and application of the INEE Minimum Standards and other existing tools and resources?

An issue that cut across the majority of the plenary, learning and working sessions was the dire need for

improved resources and capacities to carry out quality monitoring and evaluation. A specific request to develop indicators that move beyond access and begin to assess impact was put forth. There was much discussion about ways for practitioners and international organisations to better connect with academic partners in an effort to bridge the divide that exists in the field between theory and practice and to make research methods more accessible to field-based practitioners.

Within the discussions about better mechanisms to engage field-based practitioners at the ground level, the need to build relationships with teachers' unions was a repeated message throughout the consultation. The unions' roles in issues regarding teacher compensation, training and retention are significant and should be better leveraged in an effort to improve overall quality of the teaching profession generally and classroom instruction specifically.

While there were ministerial and governmental representatives among the delegates at the consultation, the need for broader engagement with governments was cited repeatedly, especially in regard to their responsibility for providing education. Delegates also reminded INEE that in its efforts to build membership at the country level that internet access is a major challenge that INEE must take into consideration in regard to its outreach and membership strategies, especially since many of its activities are carried out via the INEE website.

Although there was focused attention on the country level, there was also a call for continued advocacy with donors at the global level about the needs in the field and the fact that so few donors have established emergency response policies for education.

As has become customary at the global consultation, Peter Buckland asked delegates to reaffirm their commitment to INEE and its Strategic Vision and Goals. Delegates offered their positive affirmation of INEE's mission and vision but also suggested that the network rethink the use of "fragile states," which appeared in the original mission and vision statement, and reinforce the importance of preparedness, mitigation and prevention. Based on this feedback, INEE revised the statement to better reflect members' views (see page 2).

In closing, Buckland reminded delegates that there is a rotational system in place for the INEE Steering Group chair position between members from United Nations' agencies and non-governmental organisations and that the time has come to thank Christopher Talbot (UNESCO) for his exceptional stewardship and to welcome Kjersti Okkelmo (Save the Children) as the new chair. Buckland also echoed the tribute paid during the welcome reception to Eldrid Midttun (Norwegian Refugee Council) who will be retiring in 2009 for the tremendous contributions that she has made to the field of education in emergencies and to INEE over the years.

Kjersti Okkelmo, Education Adviser from Save the Children and incoming Chair of the INEE Steering Group, and Allison Anderson, Director of the INEE Secretariat, closed the session by acknowledging and celebrating the individuals and organisations that contributed to the success of the INEE Global Consultation.

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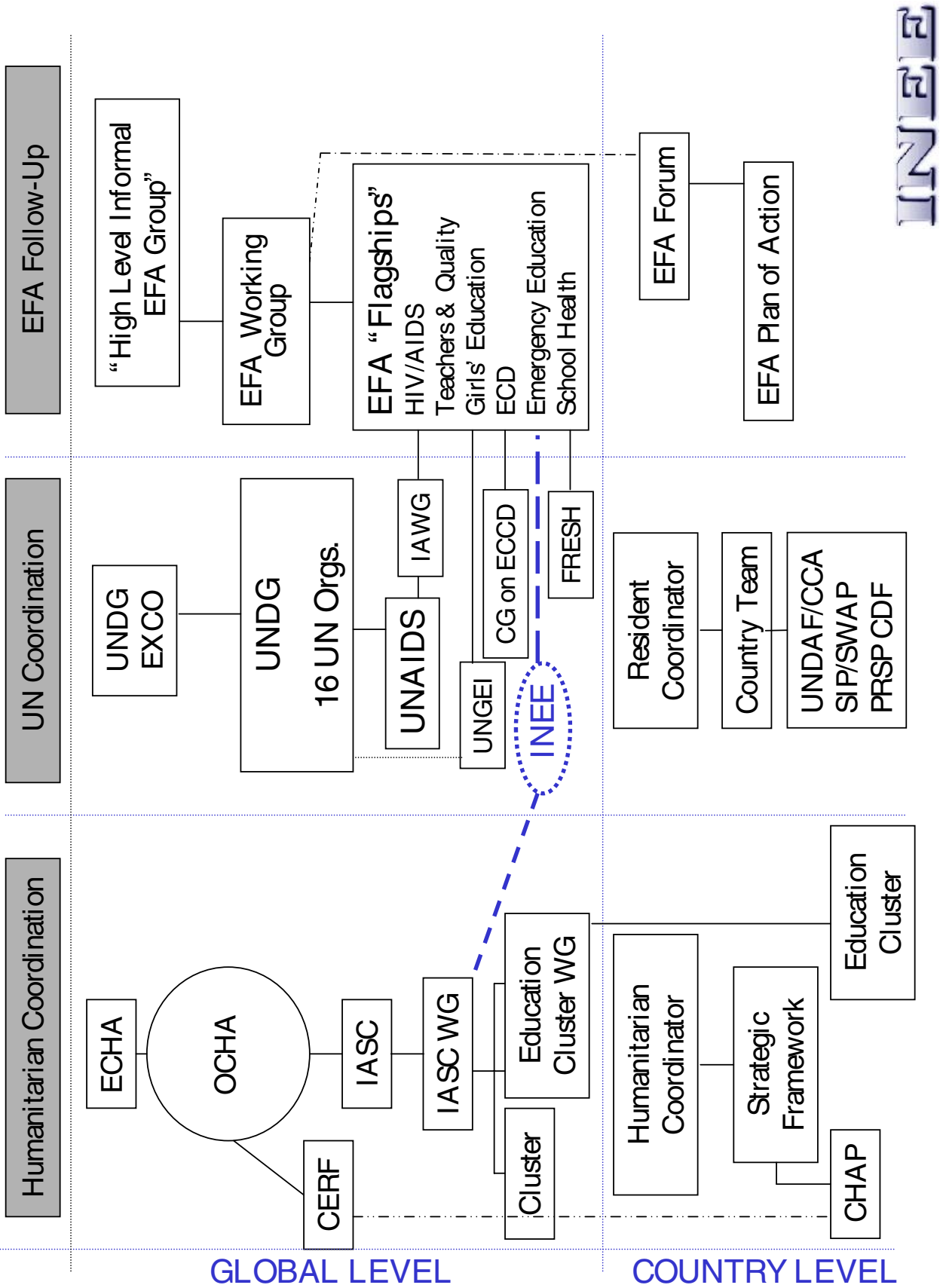
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Girls' Education
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Emergency Education
School Health
EFA Forum
EFA Plan of Action
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16 UN Orgs.
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Resident Coordinator
Country Team
UNDAF/CCA
SIP/SWAP
PRSP CDF
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Strategic Framework
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COUNTRY LEVEL
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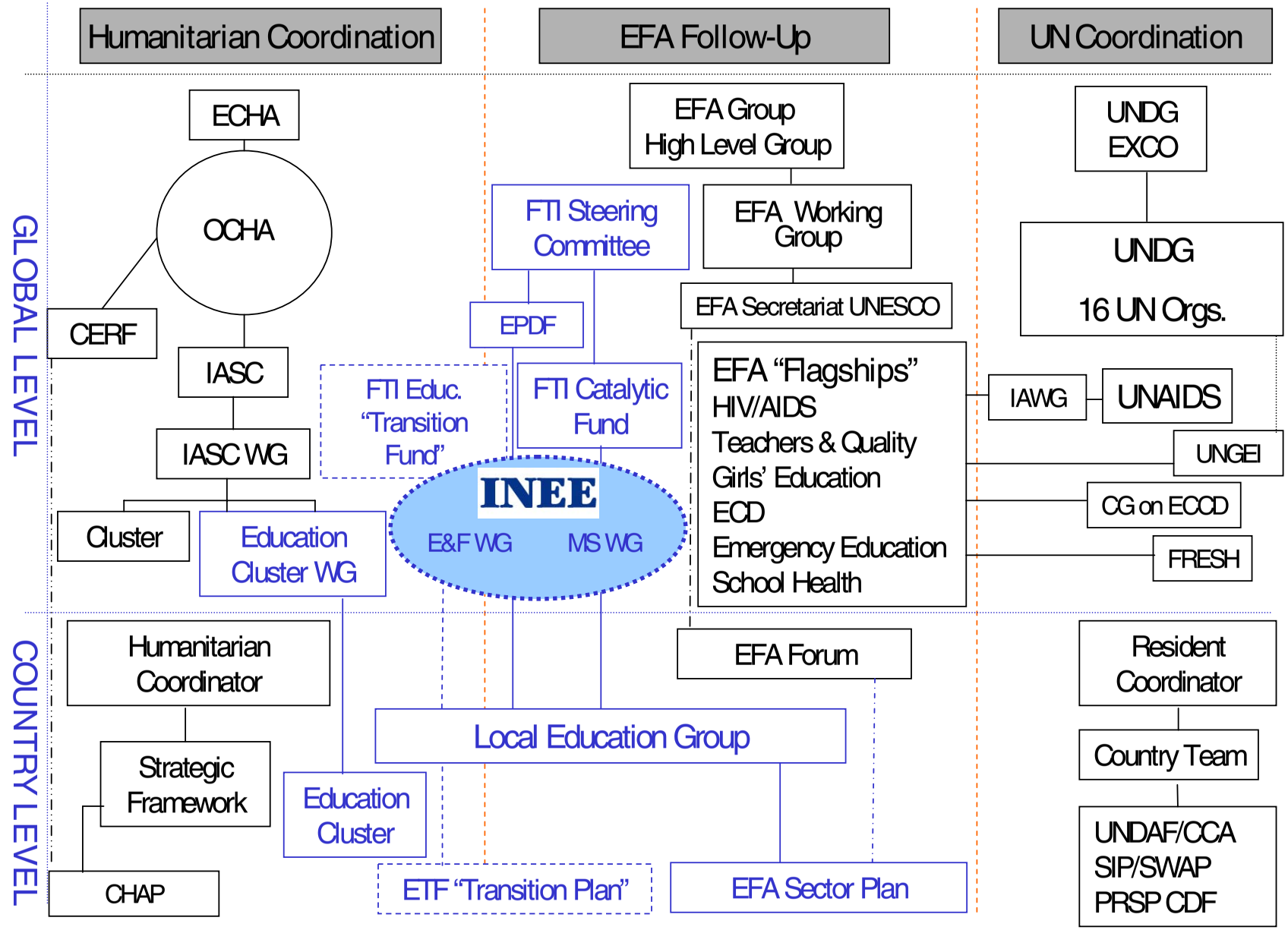
Humanitarian Coordination
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Cluster
Education Cluster WG
FTI Educ. "Transition Fund"
EFA Group High Level Group
FTI Steering Committee
EFA Working Group
EFA Secretariat UNESCO
EPDF
FTI Catalytic Fund
INEE
E&F WG
MS WG
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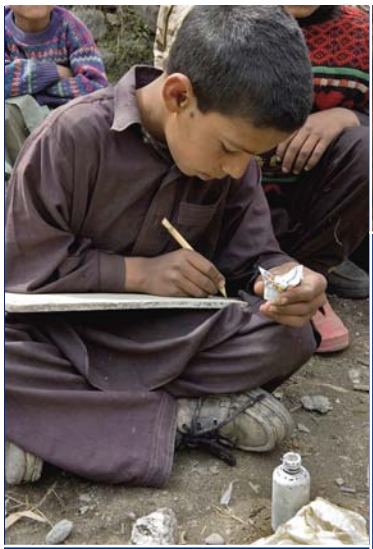

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