

Key Accomplishments of the INEE Working Group on Minimum Standards (2004-2015)

INEE Minimum Standards Development

- In 2003-2004, the WG oversaw the development the **INEE Minimum Standards**, in consultation with over 2,250 stakeholders in 50 countries in an effort to improve quality and accountability of education programs in emergency context and in recognition of the need to advocate for education as a key humanitarian response.
- In 2009-2010, the WG facilitated a broad, multi-tiered, consultative process to **update the INEE MS Handbook**. This process involved over 1,300 stakeholders in over 52 countries. The Handbook was updated to reflect developments in the field of Education in Emergencies (EiE), to mainstream 11 crosscutting issues into the Handbook, and to make the tool more user friendly.
- Since its launch, the INEE MS has been made available in over 29 languages and has been used widely by educationalists, Ministries of Education staff, policy-makers, humanitarian and development workers in over 110 countries.

INEE Minimum Standards & Capacity Development on Education in Emergencies

- Since 2004, the WG has supported hundreds of **INEE MS Trainings and TOTs** either by directly co-organizing and facilitating, or by providing technical training support to INEE members and partners.
- In order to support these trainings the WG has created a series of training and capacity building resources including the [INEE Training Package](#), the first recognized training package in support of EiE capacity building.
- The INEE Training Package has since been merged with the IASC Education Cluster package to create a harmonized [INEE-Education Cluster Education in Emergencies Training Package](#). The training package now has over 20 modules including PowerPoint presentations, facilitator notes and handouts. Training materials are available in several languages.
- To further support the use of the INEE MS to improve education response the WG developed [the E-Learning Module](#), *Learning is their Future, Darfuri Refugees in Eastern Chad*.
- In 2013-2014 the WG developed, in collaboration with the WG on Education and Fragility, the [INEE Conflict Sensitive Education \(CSE\) Pack](#) and supported CSE capacity building, through the development of a 90-minute and 2-day [modules on CSE](#) available in English, French and Arabic. INEE-led CSE trainings have been rolled out in South Sudan, Uganda, and Myanmar and Pakistan. [Adapted training packages](#) from the trainings held have been made available on the INEE Toolkit, in addition to [webinar recordings](#) that share content from the CSE Training Package. INEE has additionally developed [5 infographics](#) and [6 whiteboard videos](#) to share key content from the Training Packages.

INEE Minimum Standards Contextualization

- In order to ensure the INEE MS are the most relevant and effective, the standards must be adapted to the local context. This process improves the sense of ownership of the tool as well as improving the operational aspect of the Handbook.
- The [INEE MS have now been contextualized](#) for Vietnam, Afghanistan, South Sudan, Lebanon, Somalia, oPt, Sri Lanka, Ethiopia, Bangladesh and Jordan. This process is currently underway in a number of countries including Iraq, DRC, and Iran.

Global Usage of the INEE Minimum Standards

- Evaluation and assessment of the INEE MS usage has been ongoing since its launch in 2004. Usage of the INEE MS has been captured in numerous [case studies](#), [country-level evaluations](#) and [global assessments](#). The most recent, the [2012 INEE Minimum Standards Assessment](#), synthesized comments and concerns from over 700 respondents from 117 countries in five languages. The Assessment found that the INEE MS were used in over 110 countries and territories for education program development, advocacy, research and teaching EiE.
- In 2014, INEE published [20 interviews](#) with EiE experts reflecting on the 10-year anniversary of the INEE MS.

Advocacy

- INEE was instrumental in advocating for the establishment of the **IASC Education Cluster** in 2007-2008. INEE has subsequently worked closely with the cluster to support capacity development, knowledge management, and advocacy work.
- The INEE Minimum Standards WG advocated for the **2010 UN General Assembly Resolution on the Right to Education in Emergency Situations** and the **2011 UN Security Council Resolution 1998 on the Protection of Children in Armed Conflict**.
- INEE advocated for the **Sphere-INEE Companionship Agreement**. The recognition of the INEE MS as Companion Standards is a strong recognition of the importance of education as a key pillar of humanitarian response.
- INEE led an Essay Contest as part of the 10th Anniversary Celebration of the INEE Minimum Standards. 722 submissions were received in Arabic, English, French, and Spanish from 52 countries around the world and were highlighted in a special booklet, [The Brightest Hope: Essays from around the world on the importance of education in times of crisis](#).

Journal on EiE

- In 2014, the WG established the [Journal on Education in Emergencies](#) which seeks to publish groundbreaking and outstanding scholarly and practitioner work on EiE. The Journal was established in response to the growing need for rigorous EiE research to strengthen the evidence base, support EiE policy and practice, and improve learning in and across organizations, policy institutes and academic institutions. Under the leadership of Dana Burde, Editor in Chief of the Journal on EiE, the Managing Editor and Editorial Board are launching the first edition of the Journal in 2015.

Other INEE Tools and Resources:

As the community of Education in Emergencies policymakers and practitioners developed around the world, the INEE Working Group on Minimum Standards developed tools to further support the utilization and institutionalization of these global standards including:

- INEE Conflict Sensitive Education Pack
- INEE Minimum Standards Institutionalization Checklists
- INEE Toolkit Thematic Guides
- INEE Reference Guide on External Education Financing
- INEE Guidance Notes on Teaching and Learning
- INEE Guidance Notes on Safer School Construction
- INEE Guidance Notes on Teacher Compensation
- INEE Pocket Guide to Inclusive Education
- INEE Pocket Guide to Gender
- INEE Guidance Note on Conflict Sensitive Education
- INEE Pocket Guide to Supporting Learners with Disabilities
- INEE Guidance on HIV in Education in Emergencies
- Where it's Needed Most: Quality Professional Development for All Teachers
- EiE Term bank

INEE Toolkit:

In an effort to support the accessibility of EiE tools knowledge, the [INEE Toolkit](#) was developed which contains a wide variety of practical, vetted, field-friendly tools and resources to guide educationalists, humanitarian workers and government officials working in the field of education in emergencies through to recovery.

Convening of Global INEE Events

- The **2004 INEE Global Consultation** held in Cape Town, South Africa was attended by education and humanitarian leaders from around the world. This event was a platform to launch the first version of the INEE MS and to discuss the next steps for its dissemination and implementation.
- The **2006 INEE Policy Roundtable on Education in Emergencies, Fragile States and Reconstruction** created a unique opportunity for a diverse group of education stakeholders to engage with pressing policy issues including examining the ways in which the INEE MS can be used to support education response in fragile states.
- The WG supported the **2010 INEE Policy Roundtable: An Enabling Right- Education for Youth Affected by Crisis** which examined and strategized around challenges in the achievement of the right to education for youth in crisis contexts.
- The **2009 INEE Global Consultation** held in Istanbul, Turkey brought together over 250 practitioners to explore emerging developments in the field of EiE and to feed into the development of the updated 2010 INEE MS.