



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

Report on the Promotion and Use of the INEE Minimum Standards 2011

GLOBAL

The **2011 Global Monitoring Report** mentions INEE four times, acknowledging the network's guidance and advocacy as helping place education on the humanitarian agenda. The GMR also mentions the Minimum Standards as guidelines for ensuring quality education in emergencies. The report can be found here: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2011-conflict/>.

Experience with the INEE Minimum Standards has become a requirement for many **jobs** in the education in emergencies field around the world. Candidates are expected to be familiar with the Minimum Standards before taking on a position.

The June 2011 **Watchlist Briefing Note to the UN Security Council**, "Next steps to protect children in armed conflict," recommends to the Security Council to "urge all member states, UN entities, NGOs and donors to ensure access to education and healthcare in emergencies and to provide timely responses to attacks on schools and hospitals, adhering to the Minimum Standards of the Inter-Agency Network for Education in Emergencies (INEE) for quality, safe, and relevant responses" (p. 5). This report can be downloaded from the Watchlist website here: <http://watchlist.org/next-steps-to-protect-children-in-armed-conflict-june-2011/>.

The United Nations Economic and Social Council (ECOSOC) recently held a "**Protecting Education in Emergencies**" **side-event**, hosted by UNICEF, Save the Children and INEE. The event discussed how the humanitarian community, alongside education partners and the Education Cluster, "can take practical steps to uphold the right to education in emergencies." The 2010 General Assembly Resolution on Education in Emergencies was deemed an important reference point to monitor international obligations. Event participants also acknowledged the role that education plays in preparedness, risk reduction and community-based responses in order to save lives and increase resilience. Participants were also concerned about the exclusion of education from humanitarian appeals. Ultimately, participants called for the promotion of integrated services, noting that schools are a great place to deliver these integrated services (nutrition, water, sanitation, etc.). In the summary of the event, the INEE Minimum Standards were recognized as having been strengthened to help increase access to quality education in emergency situations.

https://visit.un.org/en/ecosoc/julyhls/pdf11/has_report_protecting_education.pdf

The Feinstein International Center published “**Sex and Age Matter: Improving Humanitarian Response in Emergencies**” in August 2011. Written by Dylan Mazurana, Prisca Benelli, Huma Gupta and Peter Walker and funded by OCHA and CARE International, this report shows the need for the collection of sex and age disaggregated data (SADD) and then the proper analysis of it. The INEE Minimum Standards were mentioned within the report in the section on Education. According to the report, the INEE Minimum Standards note “that assessments should collect disaggregated data to inform the education response and assess continuing risk from conflict or disaster” (p. 29). The report can be found here: <https://wikis.uit.tufts.edu/confluence/display/FIC/Sex+and+Age+Matter>.

INEE and the INEE Minimum Standards are mentioned multiple times in the **Interim Report of the Special Rapporteur on the Right to Education**, Kishore Singh. The report, submitted to the UN General Assembly in August 2011, provides an update on the situation of education in emergencies, pursuant to the General Assembly Resolution 64/290. Funding and attention for education in crisis and post-crisis situations is still insufficient, according to the Special Rapporteur. The Companionship Agreement between INEE and The Sphere Project is mentioned on page 15 as “an important step in the promotion of more coherent and dedicated attention to education within the humanitarian community.” The INEE Minimum Standards are mentioned on page 20 as “providing important policy guidance on the necessary steps to ensure quality education.” The complete Interim Report can be found here: http://www.ineesite.org/uploads/documents/store/SR_Education_GA_report_2011.pdf.

INEE tools were incorporated in principle recommendations established through the **Joint Stakeholders Briefing Note** prepared for the Special Rapporteur on the right to education. The INEE Minimum Standards were endorsed as a reference point for the promotion of accessible quality education in emergencies. The briefing note’s key recommendation called for the institutionalization of good practices contained within INEE Minimum Standards and the accompanying INEE Guidance Notes on Teaching and Learning. INEE’s Companionship Agreement with the Sphere Project was recognized in the briefing notes as constituting an important step in promoting quality and accountability within the context of educational humanitarian response. The INEE Pocket Guides to Gender, Inclusive Education and Supporting Learners with Disabilities were included in key policy recommendations towards promoting gender equality and the inclusion of marginalized groups in emergency education initiatives. The Briefing Note can be found here: http://www.ineesite.org/uploads/documents/store/Final_Briefing_Notes_SR_Education_UN_GA_Res_EiE_20110609.pdf.

UNHCR developed its new **Education Policy and Guidelines**, revising the 2003 version. The goal is to provide education focal points, protection, programme and community service staff in the field with a clear reference guide on education priorities and guidance on decision-making regarding education. These guidelines are generally structured according to the INEE Minimum Standards’ domains, and they are recommended to be used in conjunction with the INEE Minimum Standards. The document is more than 150 pages and has many references to the Minimum Standards and other INEE tools. The document can be found here: <http://www.unhcr.org/refworld/docid/4f4cd9812.html>

Enrique Mendizabal and Simon Hearn of the Overseas Development Institute in London developed the IIEP Research Paper entitled “**Inter-Agency Network for Education in Emergencies: A community of practice, a catalyst for change.**” It was edited by Allison Anderson and Marian Hodgkin. This paper analyzes the changes within INEE since it was created in 2000. It provides an overview and history of the network; the goals, governance

structure and membership; and a recommendations section. There is a section that looks specifically at the INEE Minimum Standards. The publication can be found here: <http://unesdoc.unesco.org/images/0021/002123/212379e.pdf>.

E-DISSEMINATION

Global HAND, an organization that helps “make partnerships for a world in need,” highlighted the INEE Minimum Standards on its website as a resource. It notes that the INEE Minimum Standards are a “set of standards, indicators and guidance notes that articulate the minimum level of educational access and service to be attained in emergencies, through to early reconstruction.” The Minimum Standards can be found on the Global HAND website here: <http://www.globalhand.org/en/browse/partnering/6/resource/document/27192>.

The **Middle East Institute Refugee Cooperation** highlighted INEE and the Minimum Standards, as well as case studies on Afghan and Iraqi Refugees, on its Best Practices webpage: http://www.refugeecooperation.org/publications/Best_Practices/03_inee.php. The site describes the network and the INEE Minimum Standards and their roles within education in emergencies. In addition, there are three INEE Minimum Standards Case Studies posted pertaining to the Middle East: Responding to Afghan Refugees in Pakistan (2011), Contextualization of the INEE Minimum Standards by Community-based Education Providers in Afghanistan (2008) and School Rehabilitation in Iraq (2007).

The **UNEP Resource Centre Mainstreaming Environment into Humanitarian Action** website (<http://postconflict.unep.ch/humanitarianaction/index.html>) includes the INEE Minimum Standards as one available resource within the education sector section. The environment is considered a cross-cutting issue within humanitarian action. In addition, the French version of the INEE Minimum Standards, along with all other INEE resources available in French will be added to UNEP Resource Centre’s French database.

The **Réseau Suisse Education et Coopération Internationale** (RECI) is a network of Swiss development agencies working to facilitate international cooperation in education. RECI has a working group on education, and in June 2011, the working group held a reflection day about indicators for the evaluation of education programmes. Various methods, standards and instruments for measuring results of education projects were presented. One presentation was on the INEE Minimum Standards, and the materials for this presentation have been posted on the RECI Network’s Evaluation of Education Programs/Educational Evaluation webpage and can be found here: www.reseau-education-suisse.ch/uploads/Education%20Standards%20INEE%20June%202011_Handzettel.pdf

Prevention Web, which serves “the information needs of the disaster reduction community,” has posted the INEE Thematic Brief on Disaster Reduction to its website under the Documents and Publications section. The brief can be found here: <http://www.preventionweb.net/english/professional/publications/v.php?id=17532>. On this same page, there is a link to the INEE Minimum Standards Handbook.

The INEE Website and INEE Toolkit have been added to the **Global Disability Rights Library** (GDRL), under the Poverty and Development section. The library includes a collection of digital disability rights, capacity building, human rights and development resources to be used by universities and NGOs in Sub-Saharan Africa, South Asia and Latin America. The GDRL is a collaborative project of the United States International Council on Disability (USICD) and the

WiderNet Project and will be a “knowledge hub” for advocates, policy makers, individuals with disabilities and whole communities. A number of other UN agencies’ and NGOs’ materials are also included. The GDRL is supported by the United States Agency for International Development (USAID). The library can be accessed here: www.gdrl.org.

UNICEF’s **“Education in emergencies and post-crisis transition: 2010 consolidated progress report to the government of the Netherlands and the European Commission”** was published in June 2011. It focuses on the fourth-year results of the Education in Emergencies and Post-Crisis Transition (EEPCT) programme, which began in 2007 as a partnership between UNICEF and the government of the Netherlands. The program is intended to “support countries facing emergencies and post-crisis transitions as they seek to establish a viable path of sustainable progress towards quality basic education for all” (p. 6). INEE and the INEE Minimum Standards are mentioned frequently throughout the report as positive developments in the field of education in emergencies. The report can be downloaded from the PreventionWeb site here: <http://www.preventionweb.net/english/professional/publications/v.php?id=21592&pid:50>.

The **Working Group on Peace and Development** (FriEnt) is an association of governmental organizations, church development agencies, civil society networks and political foundations committed to promoting development-oriented peace work to policy-makers and the public. One of the publications posted on the FriEnt website was written by Professor Alan Smith, UNESCO Chair in Education at the University of Ulster. The essay is entitled “Education and Peacebuilding: from ‘conflict-analysis’ to ‘conflict transformation’?” and provides a summary of three ways to think about the role that education plays in conflict-affected societies. Smith mentions the development of the INEE Minimum Standards and the network in general as an important initiative in including education as part of the humanitarian response (para. 5). The essay can be found here: [http://www.frient.de/publikationen-service/news-details/article/education-and-peacebuilding-from-conflict-analysis-to-conflict-transformation.html?tx_ttnews\[backPid\]=5&cHash=73e066b109958762ae529a7a1fce3ba9](http://www.frient.de/publikationen-service/news-details/article/education-and-peacebuilding-from-conflict-analysis-to-conflict-transformation.html?tx_ttnews[backPid]=5&cHash=73e066b109958762ae529a7a1fce3ba9).

The **South Sudan Education Cluster** website includes a list of eight INEE tools, including the INEE Minimum Standards Handbook, in its “Key Tools and Resources” section, <https://sites.google.com/site/southsudaneducationcluster/key-tools-and-resources>.

The **DRC Education Cluster** website includes a link to the INEE Minimum Standards here: http://www.rdc-humanitaire.net/index.php?option=com_content&view=category&id=132&Itemid=270.

INEE’s former Coordinator for Education and Fragility Kerstin Tebbe wrote the article **“Integrating conflict mitigation into the INEE Minimum Standards for Education,”** which was published in July 2011 in issue 51 of the Humanitarian Exchange Magazine. She highlighted the reasons for mainstreaming conflict mitigation, one of 11 cross-cutting themes, in the Minimum Standards. She said: “The inclusion of conflict analysis in the INEE Minimum Standards marks a shift in thinking within the education in emergencies community about what must be done to ensure quality responses in crisis and post-crisis environments.” The full article can be found on the Humanitarian Practice Network here: <http://www.odihpn.org/humanitarian-exchange-magazine/issue-51/integrating-conflict-mitigation-into-the-inee-minimum-standards-for-education>.

Phillip Price of the University of Denver wrote an issue-specific briefing paper entitled **“Education in Emergencies: Benefits, Best Practices, and Partnerships”** about the rise in

international support for education in emergencies. The brief especially highlights the partnership between INEE and the Sphere Project as a key step in advancing the field. The Minimum Standards are mentioned numerous times throughout the brief, which can be found here: <http://www.du.edu/korbel/cric/humanitarianbriefs/philprice.pdf>.

INCLUSIVE EDUCATION

Mobility International USA (MIUSA) has recently posted a paper by the International Disability and Development Consortium (IDDC) entitled “Inclusive Education in Emergencies: Access to Quality Educational Activities for Children with Disabilities in Conflict and Emergency Situations.” According to MIUSA, the paper is “an introduction to a discussion on access to quality inclusive education for children with disabilities in emergencies.” The paper can be found here: <http://www.miusa.org/idd/resources/files/emergeducaccess/view>. The INEE Pocket Guide to Inclusive Education is highlighted in the IDDC paper.

AFRICA

Marian Hodgkin, Education Cluster Coordinator in South Sudan, reports that the **INEE Minimum Standards are used often by the Cluster**. Marian primarily uses the domains as the organising principle for all of their work. The South Sudan Cluster has developed a Needs Assessment Tool that maintains the Minimum Standards domains, as well as a Needs Assessment Report Template and a Response Plan Template using the MS domains. In all of the South Sudan’s Cluster trainings at State and National levels, they introduce the Minimum Standards Handbook. Also, any exercises in planning and assessing a response involve using the domains and referring to the Minimum Standards. The Minimum Standards will most likely be referenced in South Sudan’s first Humanitarian Work Plan.

UNICEF DR Congo has developed guidance for **Rapid Response Education Assessments and Interventions** that is aligned with the INEE Minimum Standards. This guidance for education interventions is part of the larger Rapid Response Mechanism guidance documentation that is used by the entire humanitarian community in DR Congo, and it can be used in other emergency contexts. The guidance document is available [http://www.ineesite.org/uploads/documents/store/UNICEF RD Congo Notes_dorientation RMP 2012 - Education INEE.pdf](http://www.ineesite.org/uploads/documents/store/UNICEF_RD_Congo_Notes_dorientation_RMP_2012_-_Education_INEE.pdf).

The South Sudan Education Cluster presented its **2011 Annual Review** document, which included references to the INEE Minimum Standards. The Cluster developed a training package for South Sudan State-level Education Clusters, including a module on the Minimum Standards. Six trainings were carried out in 2011. The Minimum Standards were also included as a module in a three-day workshop, “Preparing for CAP 2012 – Designing Education in Emergencies Programming and Writing Quality Proposals,” for National NGO’s and new international partners. Consulting the Minimum Standards, the Education Cluster finalized a contextualized Rapid Education Needs Assessment Tool, which has been used across the country. In addition, a priority recommendation for the Cluster for 2012 is to contextualize the Minimum Standards to the local South Sudan context and provide guidance to partners on how to apply them in programming. Then, based on the Minimum Standards framework, the Cluster intends to develop monitoring tools to track the Cluster’s progress and ensure quality response.

ASIA AND THE PACIFIC

A **book launch** for the 2010 INEE Minimum Standards in Bahasa Indonesia took place in Jakarta, Indonesia at Gramedia Matraman on May 30, 2011. There were 50 people in attendance from various UN agencies, INGOs, NGOs, Red Cross and government representatives. The launch was led by MPBI, a partner of Plan International. During the event, speakers introduced INEE, the contents of the Minimum Standards Handbook and feedback on the contents of the Handbook. There was also time for a Q&A session with participants to help them learn more about the Minimum Standards and to share thoughts.

The INEE Minimum Standards **Arabic translation officially launched** in Amman, Jordan on 17 May 2011 alongside the Arabic versions of the INEE Guidance Notes on Teaching and Learning, INEE Reference Guide on External Education Financing and INEE Pocket Guide to Gender. The launch was sponsored by INEE, UNICEF, UNESCO, Save the Children, the International Rescue Committee, UNRWA and Reach Out To Asia. At the launch, participants listened to an expert panel reflect on the application of the INEE Minimum Standards in the MENA region; they discussed the regional next steps for improved education preparedness, response and recovery; and they networked with regional education in emergency actors. More information about the launch can be found here:

http://www.ineesite.org/index.php/post/event_inee_tools_launch--amman_jordan/.

In May 2011, INEE completed a **Vietnamese contextualization of the Minimum Standards** in conjunction with the Vietnamese Ministry of Education and Technology and UNESCO-Vietnam. The contextualized Standards can be found here:

http://ineesite.org/uploads/documents/store/20Sept11_MS_for_Ed_PRR_for_VN.doc. For more information on contextualization, visit the INEE website:

http://www.ineesite.org/index.php/post/know_contextualization_of_the_minimum_standards/.

In 2011, CARE Afghanistan and the Education Cluster completed a **contextualization of the INEE Minimum Standards** in Afghanistan. The contextualized Standards can be found here:

http://ineesite.org/uploads/documents/store/INEE_Contextualized_2010_Edition_final_Afghanistan_English.doc. For more information on contextualization, and to view the contextualization in Dari or Pashto, visit the INEE website:

http://www.ineesite.org/index.php/post/know_contextualization_of_the_minimum_standards/.

In November 2011, an **INEE Minimum Standards training** for Ministry of Education officials, UN agencies, INGOs and NGOs was held in Myanmar. The workshop was organized by UNESCO Myanmar and the Ministry of Education. More information can be found here:

<http://www.unescobkk.org/news/article/inee-minimum-standards-for-education-introduced-in-myanmar/>.

EUROPE

At Lund University in Sweden, Master of Public Health candidate **Nicoline Foulon Norgaard** completed her Master Thesis in June 2011, entitled "A case study on the organisational processes of emergency youth education." The thesis focuses primarily on the Norwegian Refugee Council's Youth Education Pack (YEP) programme as the case study. In addition, the INEE Minimum Standards Handbook was used as a major reference for Norgaard's analysis of the NRC programme. The thesis can be viewed here:

http://www.ineesite.org/uploads/documents/store/MPH_Thesis_May_2011_-_N_Foulon_Norgaard.pdf.

Ryan Hathaway presented at the 11th **UKFIET International Conference on Education and Development** in September 2011 (www.cfbt.com/UKFIET/default.aspx), which focused on “Global Challenges for Education: Economics, Environment and Emergency.” He presented his research entitled “Implementation of the INEE Minimum Standards: A Comparison Across Protracted Refugee Contexts.” Marian Hodgkin, South Sudan Education Cluster Coordinator and of UNICEF, presented at UKFIET as well in a symposium session called “The Education Cluster: a closer look at response in emergencies.” Marian presented “Education Cluster response in South Sudan: the global strategy meets local realities” and she included the Minimum Standards. INEE Director Lori Heninger also participated in the conference as the chair of the panel on “Education in emergencies – moving ahead.”

Claudio Osorio, INEE Spanish Language Community Facilitator, participated in the **Seminario Internacional de La Educación en Contextos de Conflictos Armados y de Emergencia (International Seminar on Education in Emergencies and Armed Conflicts)** in September 2011 in Madrid, Spain. He represented INEE in a session entitled “Educación y desastres naturales” (Education and Natural Disasters). To see the program of the seminar, visit <http://www.fundacioncarolina.es/es-ES/areacomunicacion/noticias/noticias/Documents/LA%20EDUCACION%20EN%20CONTEXTOSPrograma.pdf>.

UNICEF Belgium launched an advocacy campaign to draw more attention to the importance of education in emergencies. The campaign’s objectives include: 1) to inform and sensitise the public (including schools) to the importance of education for children in emergency situations; 2) to influence national authorities to ensure that education receives at least 4% of the humanitarian response; 3) to mobilise the public to jointly put pressure on Belgian decision makers by getting 100,000 petition forms signed from the public by 2013; and 4) to collect money for educational programs for UNICEF. On October 5, 2011, UNICEF Belgium set up a school tent in Brussels to reenact a school tent in an emergency context, while volunteers collected petition signatures. A press release about this event can be found here: <http://www.unicef.be/fr/press-release/mais-que-fait-cette-tente-ecole-africaine-en-plein-coeur-de-bruxelles>. More information about the campaign (in French) can be found here: <http://www.unicef.be/fr/page/lecole-durgence-de-z>.

NORTH AMERICA

The “**Education for All Act of 2011**” includes specific language about the INEE Minimum Standards. The bill was introduced by U.S. Congresswoman Nita Lowey, and its purpose is “To amend the Foreign Assistance Act of 1961 to provide assistance for developing countries to promote quality basic education and to establish the achievement of quality universal basic education in all developing countries as an objective of United States foreign assistance policy, and for other purposes.” The reference to the INEE Minimum Standards states: “The term ‘INEE Minimum Standards’ refers to standards for education developed by the Inter-Agency Network on Education in Emergencies designed for use in emergency response, emergency preparedness and in humanitarian advocacy, and applicable in a wide range of situations, including natural disasters and armed conflicts.” To read the bill’s text, visit: <http://www.opencongress.org/bill/112-h2705/text>.

USAID hosted the “**Global Workshop on Education and Development: From Evidence to Action**” in August 2011 in Virginia. One panel at the conference involved “Open Educational Resources: Increasing Access while Improving Quality.” Fred Madnick, founder of Teachers Without Borders, was one of the panelists, and he provided information about INEE’s work and tools when discussing conflict and disaster areas since INEE’s materials are open to the public. More information about the conference can be found here:

<http://www.regonline.com/builder/site/default.aspx?EventID=959544>.

Elisheva Cohen, Outreach Coordinator for the **Middle East Studies Center** at Portland State University, gave a presentation about education in Gaza with a focus on education in emergencies, INEE and the Minimum Standards. She also talked about the work that UNESCO has been doing in the Occupied Palestinian Territory. The event, a Ramadan break fast, was co-sponsored by the Middle East Studies Center and was dedicated to raising awareness of the issues in Palestine.

MIDDLE EAST AND NORTH AFRICA

Through the **conflict-Disaster Risk Reduction (c-DRR) project** in the Gaza Strip, UNESCO has developed a number of resources that are being implemented in vulnerable schools by six partner organizations with support from the Ministry of Education and Higher Education in Gaza, as well as the office of Her Highness Sheikha Mozah Bint Nasser of Qatar. The project specifically aims to improve preparedness, prevention and response in 22 at-risk Gaza Strip schools through a range of interventions, including, for example, safe evacuation and fire fighting, first aid training, human rights reporting and psychosocial support activities, as well as school-based trainings on the INEE Minimum Standards by the University College of Applied Sciences (<http://www.ucas.edu.ps/english/>). As part of this effort with the Minimum Standards, a group of INEE trainers in the Gaza Strip developed an Arabic workbook (<http://www.mediafire.com/?sqj0ken8xlu6n25>) to accompany the INEE Minimum Standards trainings.

The **Capacity Building Initiative for Roll-Out of Minimum Standards for Education in Emergencies** (CBIMSEE) was developed by CARE International with the support of the Canadian International Development Agency (CIDA) to contribute to the mainstreaming of quality education as a priority humanitarian response. Over the past few decades, Afghanistan has experienced serious conflict and natural disasters, which have taken a toll on the social, economic and educational wellbeing of the majority of the people. CARE Afghanistan has, thus, developed and run a series of capacity building training workshops to contextualize and implement the INEE Minimum Standards. The main goal of the project was to train a larger group of education staff, their local partner organizations and the Afghanistan Ministry of Education (MoE) in the use of the Minimum Standards. In order to assess the relevance of the project and CARE Afghanistan’s ability to achieve its objectives, an evaluation investigated performance in the areas of Awareness and Training, Implementation, Institutionalization and Sustainability.

On June 29 and 30, 2011, the Department of the Family and Child of the League of Arab States and Save the Children organized the **Arab Regional Conference on “Child’s Right to Education during Emergencies”** at the LAS General Secretariat in Cairo, Egypt. The conference’s goal was to promote the efforts of those working to provide an immediate response to ensure that children have access to quality education in emergencies. INEE Consultant Dean Brooks presented the Minimum Standards at the conference.

INEE Director Lori Heninger presented at the **World Innovation Summit for Education (WISE)** in Doha, Qatar in November 2011. She presented in the session “Education in Emergencies” alongside Essa Al Mannai of Reach Out To Asia (ROTA). They highlighted the collaborative work between INEE and ROTA on the Minimum Standards through a Nepali case study. More information can be found here: <http://www.wise-qatar.org/node/11248>.