

**Inter-Agency Network for
Education in Emergencies**

**Annual
Report
2006**

*Promoting access to quality education
for all persons affected by crisis*

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LETTER FROM THE CHAIR

Since its inception in 2000, the Inter-Agency Network for Education in Emergencies (INEE) has demonstrated its strengths as an effective facilitator of inter-agency communication and collaboration. This past year was no exception. Due to the dedicated efforts of INEE members, partners and staff the life-saving and life-sustaining role that quality education plays in emergencies, fragile states and reconstruction has continued to gain recognition and garner support in humanitarian and development arenas.



Several examples demonstrate this momentum, but it is worth mentioning two initiatives in particular. First, INEE's global advocacy and mobilisation efforts contributed to the UN Inter-Agency Standing Committee's decision to apply the cluster approach to the education sector. The cluster approach is designed to contribute to more effective gap-filling, coordination and accountability among those individuals and agencies delivering education in emergencies. The establishment of a cluster approach to the education sector is significant as it will help to ensure that education is not left out of humanitarian response. Second, INEE collaborated closely with the OECD DAC Fragile States Group's Education Workstream in the development of a paper on good practices and lessons learned for education service delivery as well as the Fast Track Initiative's Task Team on Fragile States, which is drawing on the INEE Minimum Standards in the development of guidelines for delivering education in fragile states. Consequently, INEE has enabled these initiatives to move forward more effectively by building upon the good practices and lessons learned from the wide community of INEE members around the world. This is a prime example of the way in which INEE is a network that serves to link its members through knowledge sharing and knowledge creation, thus leveraging the expertise of members that would normally not have the opportunity to contribute to global dialogue which benefits the field of education.

Despite these advancements, many challenges remain and the need for effective inter-agency collaboration is more evident than ever. As you review INEE's 2006 Annual Report, we kindly request that you consider the ways in which you and your organisation can continue to support the work being conducted by INEE and our overall goal of promoting access to education for all people affected by crisis.

Sincerely,

Rebecca Winthrop
Chair of the INEE Steering Group
Senior Education Technical Advisor, The International Rescue Committee

OVERVIEW OF INEE

INEE is an open network of UN agencies, NGOs, donors, practitioners, researchers and individuals from affected populations working together to ensure the right to education in emergencies and post-crisis reconstruction.

INEE was conceived in 2000 during the World Education Forum's Strategy Session on Education in Emergencies in Dakar during which the idea was proposed to develop a process which would improve inter-agency communication and collaboration within the context of education in emergencies. At a follow-up Inter-Agency Consultation held in Geneva in November 2000, INEE was officially founded to build upon and consolidate existing networks.

INEE's overarching vision calls for collaboration with members to ensure that:

- Education is included in all humanitarian response
- All children and youth have access to relevant education opportunities without discrimination
- Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (INEE Minimum Standards) are applied and met
- Sustainable efforts are made to improve quality and safety in formal and non-formal education
- Governments have the capacity and resources to assume responsibility for the provision of education
- International actors promote and invest in Education for All

INEE was not defined as a distinct agency with bureaucratic functions, but rather as an open network based on the principles of collaboration and information sharing, in order to avoid needless duplication, while at the same time promoting diversity of approaches and gender sensitivity.

INEE does not have the mandate to implement projects, or to co-ordinate agencies during crises, but will enable network members to do their work more effectively by sharing information and encouraging collaboration. INEE will support existing agencies and initiatives through the provision and sharing of information, learning materials, guidelines, and training opportunities. As a network, INEE is a flexible and responsive mechanism for sharing resources and experiences.

SELECT ACCOMPLISHMENTS FOR 2006

As a result of collective action, INEE is pleased to highlight the following select accomplishments for 2006:

- UN Inter-Agency Standing Committee's decision to apply cluster approach to the education sector can be attributed to INEE's effective advocacy and mobilisation of members and partner organisations;
- Inputs into donor, UN and NGO policy-making processes through the coordination of two policy roundtables: 1) CIDA-INEE Policy Roundtable on Education in Emergencies, Fragile States and Reconstruction which called for policy coherence across different areas of work, the establishment of alternative financing mechanisms, and the institutionalisation and implementation of the INEE Minimum Standards; and 2) the Teacher Compensation in Fragile States, Situations of Displacement and Post-Conflict Return Roundtable which fostered consensus on the policy and practice challenges and the identification of next steps;
- Over 175 trainers trained in the INEE Minimum Standards regional Training of Trainers Workshops with additional workshops already conducted and planned by TOT graduates;
- New and more user-friendly website containing relevant publications, training materials, good practice guides, lessons learned, case studies, policy briefs, country profiles and other helpful links launched and actively utilised by members;
- INEE was a recipient of the Women's Commission for Refugee Women and Children's Voices of Courage Award for accomplishments to date in its work promoting access to and completion of high-quality education for all persons affected by emergencies, crises or chronic instability.

These accomplishments and others are described in more detail on the following pages.

ADVOCACY, POLICY & PROMOTION

I. Advocacy

a. UN Inter-Agency Standing Committee – Cluster Initiative

INEE mobilized its members in a strategic and timely advocacy effort which contributed to the application of the cluster approach to the education sector at the IASC Working Group meeting in November 2006. UNICEF, in close collaboration with Save the Children, will facilitate a development process with key UN and NGO stakeholders in early 2007 for the implementation of the cluster approach at the global and country levels. As part of the development process, an Advisory Group has been formed on which INEE Secretariat staff and Steering Group members from Christian Children's Fund, the International Rescue Committee, UNESCO and UNHCR will participate.

Related events and activities:

- Several INEE Steering Group and Working Group members from Save the Children, Christian Children's Fund, UNHCR and UNICEF served as presenters on the "Mainstreaming education through humanitarian response" panel at the UNHCR NGO Consultation (September 2006). Panelists highlighted that education is accepted now as a key response sector as well as a key protection tool and focused the discussion primarily on the education cluster issue.
- The INEE Working Group on Minimum Standards drafted an **Adoption Strategies Checklist for Inter-agency Coordination within an Education Cluster** which includes suggested actions for utilizing the INEE Minimum Standards to strengthen inter-agency coordination within an education cluster and has shared it with cluster members in the field and those involved with the formation of a cluster at the global level.
- The INEE Secretariat, in consultation with the INEE Steering Group, has drafted a document that outlines INEE's potential contributions to the Advisory Group and future education cluster.

b. The Sphere Project

INEE is continuing to advocate that the Sphere Board recognize education in emergencies as a pillar of humanitarian assistance and to include a technical chapter on emergency education in a future Sphere revision. The INEE Focal Point presented this message at the Sphere Board meeting in Singapore (October 23-25), along with the message that INEE would serve as a focal point in consolidating a modified version of the INEE standards in a future Sphere revision. (*A decision on what the Sphere revision will look like won't be made until the end of 2007*). At the Board meeting, the Focal Point also updated Board members on the INEE Minimum Standards implementation process and discussed increasing linkages between the two sets of standards, including through trainings in the field and advocacy efforts.

c. Fragile States

INEE played a key advocacy role in the promotion of the issue of education in fragile states in 2006. INEE participated in meetings organized by the OECD-DAC Fragile States Work Stream on education as well as by the Education in Fragile States Working Group. INEE also helped shape policies and tools on education and fragile states, notably by providing structured input and feedback to the FTI Task Team on Fragile States' Progressive Framework. The INEE Secretariat facilitated input from its members around the world about good practices in fragile states, which were highlighted in the paper "Education in Fragile States: Capturing Lessons and Identifying Good Practice" (May 2006) commissioned by the OECD DAC and authored by Rose and Greeley. Moreover, INEE as an

effective network was strongly endorsed in the paper, which made a significant impact on garnering institutional support for education in fragile states within the World Bank, as well as a re-commitment to the FTI.

d. IASC Gender Roster (GenCap)

INEE members serve as representatives on the GenCap Steering Committee which was created to establish a roster of gender advisers to be deployed in humanitarian emergencies. Through their participation, members have been able to advocate for the importance of education skills/expertise for gender advisers, the need to include education in the training/orientation modules, and to promote the use of the INEE Minimum Standards in monitoring and evaluation efforts. Future meetings will be held to discuss alignment with existing protection structures, to establish deployment procedures and to develop a framework for training/orientation of gender advisers

II. Policy

a. CIDA-INEE Policy Roundtable

On 22 June 2006, the Canadian International Development Agency (CIDA) and INEE sponsored a policy roundtable on *Education in Emergencies, Fragile States and Reconstruction: Addressing Challenges and Exploring Alternatives* at UNICEF headquarters in New York. This one-day roundtable created a unique opportunity for a diverse group of donors, UN and NGO practitioners, and academics to engage with several of the most pressing policy issues surrounding education in emergencies, fragile states and reconstruction.

The roundtable participants formed working groups on each of the following objectives and discussed the challenges, constraints, opportunities, recommendations, outstanding questions and possible next steps for each:

- Contribute to policy dialogue that will effectively connect and leverage the various educational initiatives being carried out in the domains of humanitarian assistance, development, gender equality, fragile states and child protection.
- Identify alternative financing mechanisms that can be used to achieve Education for All goals within emergency and reconstruction contexts.
- Examine the ways in which INEE's Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction can be used by donors and other stakeholders to support their work in education.

This event also served as INEE's first policy roundtable and donor collaboration of this kind while simultaneously contributing to CIDA's internal policy development objectives on education in emergencies and post-crisis reconstruction. A second roundtable in 2007 will build upon the success of this first event.



b. Teachers Compensation Roundtable

On October 11, the International Rescue Committee, Save the Children and the Women's Commission for Refugee Women and Children, on behalf of INEE, sponsored a roundtable discussion on teacher compensation in fragile states, situations of displacement and post-conflict return at the World Bank. This one-day meeting of technical experts from NGOs, UN agencies and bilateral and multilateral donors provided a forum for discussing challenges to adequately compensating teachers in various settings, sharing good practices and lessons learned and identifying common themes to set the agenda for future work in this area. Presentations included an overview of the issues and country-specific case studies from Liberia, South Sudan and Darfur on challenges and ways in which teacher compensation has been addressed. Small, interactive working groups focused on one of three common themes that emerged from the panel discussion:

- Teacher motivation
- Government structures, policies and regulations and roles and responsibilities of non-state implementing actors
- Donor strategies and funding mechanisms and donor benchmarks/milestones/codes of conduct

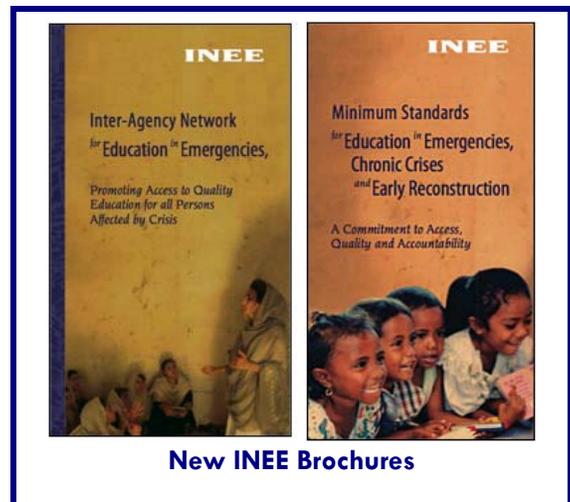
Each working group considered key players, gaps, good practices, recommendations and next steps, which are detailed in the following report.

The roundtable culminated in a discussion of findings and recommendations, which highlighted the need for more research on existing experiences and good practices on teacher compensation as well as the need to develop a clear set of guidelines/criteria on teacher compensation through broad-based research, consultation and collaboration. The first step regarding the content of the guidelines could be to expand on the INEE Minimum Standards related to teachers, utilizing the good practices and lessons learned from this initial roundtable. In both of these efforts, participants strongly agreed that moving this issue forward requires a collective effort of donor agencies, UN agencies, governments, NGOs, communities and teachers' representatives.

In order to move toward making these recommendations a reality, the group agreed to hold a second roundtable, planned for 2007, to bring together a broader group of stakeholders, including representatives from conflict-affected communities, government ministries, teachers, field staff from international and local NGOs, UN agencies and bilateral and multilateral donors, to build upon previous discussions with the aim of developing draft guidelines for compensating teachers in conflict and post-conflict settings.

III. Promotion

The INEE Secretariat updated, designed and printed two new brochures about the network and the INEE Minimum Standards which can be used for promotional and advocacy purposes by members and partners.



- “Rebuilding Lives: Education in Humanitarian Crises,” Harvard University International Forum, Boston, Massachusetts (February 2006)
- “Education and Conflict: Research, Policy and Practice” conference sponsored by UNICEF and Oxford University (April 2006)
- Women’s Commission for Refugee Women and Children Voices of Courage Award Ceremony, Honoree acceptance speech on behalf of INEE, New York (May 2006)
- UNICEF Consultation on Early Childhood Care and Development, New York, NY (August 2006)
- “What are the needs for, advantages of and disadvantages of a consortium of humanitarian health agencies?”, Humanitarian Health Conference, Dartmouth College, Hanover, New Hampshire (September 2006)
- Global launch of Save the Children’s Rewrite the Future campaign, London, England (September 2006)
- “Mainstreaming education through humanitarian response” panel at the UNHCR NGO Consultation (September 2006).

INFORMATION EXCHANGE & RESOURCE DEVELOPMENT

I. INEE Listserv

Since May 2006 INEE has circulated bi-monthly updates to all its members via the listserv, including key resources and publications, events and capacity building opportunities, as well as requests from INEE members for feedback on particular topics (e.g. education in fragile states, art and education in emergencies, small arms and landmine awareness).

II. Launch of new INEE website

In July 2006, INEE launched a new and more user-friendly website to facilitate members’ access to a clearinghouse of relevant publications, training materials, good practice guides, lessons learned, case studies, policy briefs, country profiles and other helpful links. The new INEE website is updated regularly to draw members’ attention to newly released and relevant resources, tools and publications.

III. Task Teams & Interest Groups

The Gender Task Team, Teachers and Other Education Personnel Task Team and the Adolescents and Youth Interest Group explored the ways in which their activities could better connect and contribute to the Minimum Standards (e.g. developing complementary tools/indicators/guidelines that will help implement the standards).

The Gender Task Team, in particular, created a document titled *Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Contexts: Recruiting and Supporting Women Teachers*, which serves as a complementary tool to the INEE Minimum Standards.

The Teachers and Other Education Personnel Task Team also reviewed and facilitated an evaluation of the Teacher Training Resource Kit in an effort to assess awareness of this tool as well as the ways in which it was being used in practice. The responses to the questionnaire developed by the task team,

although limited, highlighted the need for better distribution, accessibility and availability of these types of teaching-related resources.

INEE also explored opportunities for collaboration with the Consultative Group in Early Childhood Care and Development which has established a working group on Early Childhood which will become dually recognized as a task team within the INEE structure. This group/team would work collaboratively to consolidate resources/good practices/tools, identify gaps, enhance advocacy, build capacity, and in the future develop guidelines for inter-agency coordination on the ground.

IV. Linguistic Networks

In response to members' requests, INEE has created an opportunity for members to form Linguistic Networks with the following objectives: 1) to create a space for individuals and organizations to collaborate and participate in INEE-related activities across different language groups; 2) to establish mechanisms for information-sharing and feedback across members different linguistic groups; and 3) to amplify the voices of those communities affected by crisis and disaster.

The following Linguistic Networks have been or are in the development phase:

- **Hispanophone Network** (Convener: *Fundacion Dos Mundos* - Colombia) – launched in October 2006
- **Francophone Network** (Convener: *Organisation Internationale de la Francophonie*, Paris)
- **Lusophone Network** (Convener: *Escola Superior de Educação de Viana do Castelo* – Portugal)

MEMBERSHIP & MEETINGS

I. Membership

The INEE membership pool has grown from 900 to 1400 members over the course of 2006 further diversifying the individual and organizational profile of the network. In 2007, the INEE Secretariat will also be mounting a membership campaign to recruit new members as well as update current members' profiles in an effort to better connect members with relevant events and professional development opportunities.

II. Meetings

The INEE Steering Group, which provides overall strategic direction for INEE, and the Working on Minimum Standards, which coordinates the promotion, implementation and evaluation of the standards, held bi-annual meetings in 2006 as indicated below.

- **INEE Working Group Meetings**
 - 26-28 January, Nairobi, Kenya (hosted by CARE; held in conjunction with the Anglophone Africa Training of Trainers on the Minimum Standards)
 - 11-13 September, London, United Kingdom (hosted by Save the Children UK; held in conjunction with Save the



Children's Global Launch of the Rewrite the Future campaign)

- **INEE Steering Group Meetings**

- 22-24 May, The Hague, Netherlands (hosted by Save the Children-Netherlands; coordinated a presentation at the Netherlands Ministry of Foreign Affairs for Ministry staff and NGOs based in the area)
- 25-27 October, Geneva, Switzerland (hosted by UNHCR; coordinated one presentation and one information session for UNHCR, UNICEF and Refugee Education Trust staff)



GLOBAL STANDARDS

I. INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (INEE Minimum Standards)

Over 25,000 copies of the INEE Minimum Standards handbook have been produced and distributed in the two years since their launch. The standards have been translated into nine languages (Spanish, French, Arabic, Japanese, Bahasa Indonesian, Portuguese, Bangla, Thai, Urdu), with others planned. They are being used in over 60 countries around the world. INEE has received hundreds of examples of the standards' positive use in, and relevance for, programme and policy planning, assessment, design, implementation, monitoring and evaluation as well as advocacy. 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 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 reconstruction.

a. Capacity Building through Training on the INEE Minimum Standards

In 2006, INEE's Working Group facilitated a regional Training of Trainers (TOT) process. Seven of ten planned TOT workshops were completed in 2006, training over 175 education and humanitarian trainers. Each TOT graduate is required to conduct a minimum of two follow-up training courses within 12 months of completing the INEE TOT workshop. Consequently, over the next two years some 250 trainers will train thousands of humanitarian workers, government representatives and educational personnel, strengthening the capacity of humanitarian response, education and protection workers by equipping them to provide the psychosocial, physical and cognitive protection that quality education can afford to communities in crisis.

Based on feedback from the TOT workshops, the INEE Working Group and Secretariat made improvements to the English, French, Arabic and Spanish training materials, and updated the versions on the INEE website.

In order to support the follow-up training workshops and increase collaboration between TOT workshop graduates, the INEE Secretariat sent quarterly updates to all graduates linking them and sharing lessons learned and good practices from the training experience thus far. As a result, INEE's Secretariat documented and supported over forty training workshops on the standards in 2006, and will continue to support the planning for hundreds more in 2007. The willingness of humanitarian organizations to contribute staff time and resources to the training process is a testament to the growing importance of education in emergencies within humanitarian agencies.

The final three TOT workshops, for South and Central America and for the Caribbean, are planned for 2007.



TOT Workshop in Nairobi (January '06)

1. Select examples of training workshops on the INEE Minimum Standards

Lusophone launch and training: The Escola Superior de Educação de Viana do Castelo in Portugal organized a Lusophone launch of and training on the INEE Minimum Standards at the end of June, which included presentations by Luisa Grilo, from the Ministry of Education and Culture of the Government of Angola; Joao Nala, from the Regional Education Delegation of the government of Guinea Bissau; and Engracia do Ceu, the National Director of Christian Children's Fund Angola. In addition, colleagues from NGOs and academic institutions across Portugal as well as others who have worked in Angola, Cape Verde, Guinea Bissau, East Timor and other Lusophone countries participated in this launch and training.

Regional UNICEF and Ministry of Education Training: In September, UNICEF's Eastern and Southern Africa Regional Office in Nairobi organized a multi-country Minimum Standards Training in Uganda.

INEE Training of Trainers Workshops, 2006- 2007

INEE TOT for Anglophone Africa

- Co-hosts: CARE, Catholic Relief Services and Norwegian Church Aid, January 23-25, Nairobi, Kenya

INEE Minimum Standards TOT for Southeast and East Asia & the Pacific

- Co-Hosts: Save the Children, UNICEF, World Education and the World Food Programme, February 14-16, Bangkok, Thailand

INEE Minimum Standards TOT for South Asia

- Host: BEFARe, February 21-23, Lahore, Pakistan

INEE Minimum Standards TOT for Europe

- Co-Hosts: NRC, RET, Save the Children Denmark, UNHCR, UNICEF, March 15-17, Geneva, Switzerland

INEE Minimum Standards TOT for North America

- Co-hosts: Save the Children US, CRS, IRC, AED, CARE USA, May 16-18, Washington, DC

INEE Minimum Standards Francophone TOT

- Co-hosts: Christian Children's Fund, Save the Children Alliance, UNICEF, UNESCO, WFP, 4-6 July, Dakar, Senegal

INEE Minimum Standards Arabic TOT

- Co-hosts: CARE, Save the Children UK, UNESCO and WFP, 19-21 September, Amman, Jordan
Funded by American Institutes for Research (AIR) and its partner CARE USA, with funding through USAID/EQUIP1 mechanism

UNICEF and Ministry of Education staff from 12 countries participated, plus colleagues from WFP Somalia and the Uganda Regional Office. This workshop drew together several of the stakeholders who are duty-bearers regarding the right of education for children affected by emergencies in the region, namely Ministries of Education for each participating country, UNICEF country offices, UNICEF ESARO regional office, INEE, and the World Food Program in the region. The purpose of the workshop was to improve education resiliency in the region by sharing the INEE minimum standards framework as a stimulus of preparedness planning and a guide to sharing and developing effective education emergency responses/approaches. In the evaluation, 100% of participants agreed it achieved its objective, 96% agreed the content was relevant to their work and 93% believe the learning will impact their work.

2. Training linkages to Sphere

During 2006, with input and support from the INEE Secretariat, Sphere trainers in Zambia, India, Kenya and Pakistan incorporated the INEE Minimum Standards into Sphere trainings and there has been increased recognition by Sphere users about the critical role that quality education can play in humanitarian response. For instance, a UNICEF sponsored Sphere Training course in Nairobi in June 2006, with lead trainers from Catholic Relief Services, World Concern, World Vision, UN Habitat and CRS, included a session on education in emergencies and the INEE Minimum Standards. The final Sphere report on this training highlighted the fact that participants felt that the education session “was seen as very relevant and there is a case for presenting this INEE initiative to all Sphere trainees.” Indeed, the evaluation revealed that the session on education in emergencies and the INEE standards received higher evaluation rankings than the sessions on the technical chapters of Water and Sanitation, Health, and Food Security, Nutrition and Food Aid as well as the session focused on Sphere and risk reduction.

While the training process is still in the beginning stages, there is early evidence that participants are applying what they have learned to increase quality and accountability of education programs and policies. For instance, a follow-up training workshop organized by a TOT graduate from the International Rescue Committee in Tigray, Ethiopia in July for IRC and partner organization filed staff reported that participants reflected on their work in comparison with the INEE Minimum Standards, and in doing that, were able to develop plans on how to meet the standards and indicators that they were not meeting at that time. Specifically, many were involving community leaders in monitoring and evaluation, but not women, youth and children, and this is now being redressed. Thus, the INEE Minimum Standards are being used as a starting point to improve the quality of programs being implemented. Another example of applying what is learned from the training to strengthen education response is from War Child Holland, where a TOT graduate worked with colleagues to build upon interest within the organization following an internal training. War Child Holland’s *State of the Art on Education* paper, which will form the basis of a policy paper that gives direction to the agency, uses the INEE Minimum Standards as a framework for holistic and quality strategy, policy and programme development in assessing, evaluating, and where appropriate, strengthening the organization’s education work.

b. Implementation, Monitoring and Evaluation

The INEE Working Group utilized a three-tier plan for the evaluation of the standards, using common indicators and performance measures:

1. Case Studies

Case studies involve a qualitative and quantitative evaluation of the use and impact of the Minimum Standards, with baseline and endline measures, including standardized guidelines on research uses and

questions and technical tools on context analysis, research conceptualization, data sources, data collection and data analysis. The Women's Commission for Refugee Women and Children and Creative Associates International, Inc. carried out case studies on the implementation (awareness, utilization, and institutionalization) of the standards, respectively in Darfur and in northern Uganda. These studies represent the beginning stages of an evaluation process to determine whether and how the standards are being utilized in a chronic crisis and an acute emergency.

The results from these case studies in Uganda and Darfur show that the majority of individuals and organizations interviewed are at the awareness level of implementation. In the follow-up research conducted in Darfur, there was a marked increase in the level of awareness of the standards. Out of 150 individuals that researchers met with in June, 61 were familiar with the standards (40.67 percent). This is compared to only 9 out of 144 respondents (6.25 percent) who had heard of the INEE Minimum Standards at the time of the baseline research in November 2005. While it is too early in the research process to ascertain the impact of the standards, researchers did document some cases where the INEE Minimum Standards have made a real impact. For example, a representative from UNICEF-El Fasher described the impact of the Community Participation standard: 'At the beginning of the conflict, all service providers were acting so fast to put education systems in place that we didn't adequately consult the community. Now, for example, UNICEF is working with communities in Zam Zam camp to build their own schools. UNICEF provides resources but communities build them and schools are now better, more appropriate, faster and less expensive than using contractors before'. The findings from this case study research and evaluation will be published in the January 2007 Network Paper of the Humanitarian Practice Network: *Standards Put to the Test: Implementing the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*. The Network paper also examines the role that the INEE Minimum Standards played in the coordination, implementation and institutionalisation of education interventions in the earthquake response in Pakistan and the lessons learned from having a Minimum Standards focal point in Pakistan, working to institutionalize the Standards both within one organisation and the new humanitarian cluster system (see box, page 16).

In addition, INEE is raising funds to build upon the baseline data from the case studies in Uganda and Darfur with data collection in 2007 so as to establish an endline over the coming two years. INEE also hopes to secure funding for additional case studies in Pakistan, the Thai/Burma border and Colombia.

2. Global Database on Implementation

A database was developed by the INEE Working Group and a team of consultants from InterWorks, Columbia University and George Washington University. This project draws upon the case study methodology and results to develop an in-depth questionnaire that will allow the Working Group to more rigorously assess levels of awareness, utilization, institutionalization, and impact of the standards. The questionnaire was distributed over the INEE listserv, to TOT graduates and other key stakeholders in November. Responses will be fed into a database system that will allow for insightful analysis of the information to determine dominant trends, applications, and recommendations gleaned from the questionnaires. This analysis will inform a report on the implementation and impact of the standards, which will be shared with INEE members, particularly donors, in 2007 to inform advocacy on education in emergencies.

3. INEE Member Evaluation

An evaluation of the Minimum Standards involves on-going self-evaluation by INEE members through a standardized form; the INEE Secretariat has received over 150 such feedback forms from users of the Standards since March 2005 and shares bi-yearly reports with examples of how the standards are being used, including good practices and lessons learned, with INEE members.

The data from these three evaluation tiers will feed into the INEE Global Consultation at the end of 2008, allowing INEE members to determine where the network goes next with the Minimum Standards.

c. Resource Development

Given the continuing high demand for the INEE Minimum Standards handbooks, another 15,000 copies were printed and distributed around the world in 2006.

1. Adoption Strategies Checklists for Institutionalization

In order to help move forward institutionalization of the standards, the INEE Working Group has developed adoption strategy checklists for: (1) donor organizations and government agencies, (2) NGOs, and (3) UN Agencies, which articulate a variety of suggested actions that organizations can utilize when applying the standards internally and in bi- and multi-lateral work. INEE members have been encouraged to utilize these checklists, which are available on the INEE website, to assist in institutionalizing the INEE Minimum Standards within their agencies.

2. Minimum Standards Tools and the INEE Website

The INEE web pages on the Minimum Standards implementation process were updated throughout the year to draw members' attention to more field-friendly, practical and easy-to-use information and tools.

3. INEE Minimum Standards CD-Rom and Toolkit

At the end of 2006, the INEE Working Group was developing a new INEE Minimum Standards CD-Rom, containing the INEE Minimum Standards handbook and Training Materials, including all translations, as well as a toolkit to help field staff and Ministry of Education officials to implement the standards. The toolkit will contain a select group of the most practical field-friendly tools, guidelines, checklists, case studies, good practices, and more specific indicators to help contextualize and implement the INEE Minimum Standards.

Case Study: Pakistan Minimum Standards Focal Point and Education Cluster in Pakistan

While the United Nations Inter-Agency Standing Committee had not established an education cluster globally in 2006, an education cluster in Pakistan, headed by UNICEF, maintained equal status to those of other sectors throughout the emergency earthquake response. The education cluster built upon the INEE Minimum Standards to develop common contextualized standards, and by providing a common framework, stakeholders were able to identify funding gaps and priorities. Perhaps the most significant accomplishment of the INEE Minimum Standards in the earthquake response was to enforce a holistic approach to emergencies and humanitarian aid, promoting educational responses in the early relief effort that incorporated a view to longer-term reconstruction and development. The institutionalization of the INEE Minimum Standards in the education cluster has been aided by the work of a focal point for the standards in the earthquake response, seconded by NRC and based at UNESCO Pakistan.

In January 2006, INEE and UNESCO Islamabad jointly submitted a request to the Norwegian Refugee Council for a six-month secondment of a Minimum Standards expert to Pakistan. Two weeks later, a Minimum Standards Focal Point began work within the UNESCO Earthquake Response Programme (ERP). The post's duties were twofold: to act as a focal point for the INEE Minimum Standards in the earthquake response in Pakistan and the region, promoting their use and application amongst key actors, and to coordinate UNESCO's ERP, ensuring that the application of the standards in all aspects of planning, implementation, monitoring and evaluation.

With UNESCO's financial support, the INEE handbook and training materials have been translated into Urdu and UNESCO's ERP has supported training on the INEE Minimum Standards for over 100 educational personnel in Islamabad, Muzaffarabad and Lahore. Training workshops have brought together managers and partners from government departments in Bagh and Muzaffarabad (AJK) and Abbottabad, Battagram, Mansehra and Balakot (NWFP); government representatives from teacher training institutions in AJK and NWFP; and national and international NGOs and UN agencies, including Care International, Save the Children-UK, Save the Children-US, BEFAre, Catholic Relief Services, Norwegian Refugee Council, UNICEF, UNHCR.

As documented in the Pakistan Education Cluster Closure report, in 2006 the cluster promoted and applied the INEE Minimum Standards as a guiding framework for coordinated efforts across different agencies and stakeholders working in the education sector at both the Islamabad and humanitarian hub levels. In the Pakistan Earthquake Reconstruction and Rehabilitation Authority-UN Early Recovery Plan, the document guiding all government, UN and partner recovery interventions in the earthquake areas (2006-2007), the INEE Minimum Standards are named as the guiding framework for all educational interventions, from fundraising and programming to monitoring and evaluation of the projects in the plan.

The lessons from having a focal point on the INEE Minimum Standards in Pakistan demonstrate that having a staff person trained in using the standards, with their use and institutionalization written explicitly into the job description, is instrumental in ensuring a high level of awareness, utilization and institutionalization. The INEE Working Group will encourage other organizations to write similar focal point responsibilities into staff job descriptions in 2007.

EXPENDITURE REPORT

1 January 2006 - 31 December 2006							
	CARE	CIDA	Norwegian Ministry of Foreign Affairs	UNICEF	UNESCO	INEE Steering Group Contributions	TOTAL:
INEE Secretariat	\$ 98,553.57	\$ 45,860.03	\$ -	\$ 6,558.20	\$ 70,717.19	\$ 2,000.00	\$ 223,688.99
INEE Secretariat Personnel (Salary & Benefits)	\$ 88,419.74	\$ 39,876.20			\$ 64,609.20	\$ 2,000.00	\$ 194,905.14
Secretariat Travel & Training	\$ 10,133.83	\$ 1,040.21		\$ 6,558.20			\$ 17,732.24
Overhead costs for IRC		\$ 4,500.00			\$ 4,000.00		\$ 8,500.00
Consultants & Interns		\$ 386.00			\$ 2,074.00		\$ 2,460.00
Administrative (calls, mailing and supplies)		\$ 57.62			\$ 33.99		\$ 91.61
Events	\$ -	\$ 22,927.96	\$ -	\$ -	\$ -		\$ 22,927.96
CIDA-INEE Policy Roundtable		\$ 22,927.96					\$ 22,927.96
Minimum Standards Promotion & Training	\$ 7,000.00	\$ 10,435.53	\$ 29,081.04	\$ -	\$ 25,796.00		\$ 72,312.57
Arabic Training Materials - Translations		\$ 5,595.17			\$ 3,108.00		\$ 8,703.17
Africa Training of Trainers Workshop					\$ 12,600.00		\$ 12,600.00
Arabic Training of Trainers Workshop	\$ 7,000.00						\$ 7,000.00
Minimum Standards Focal Point travel		\$ 4,840.36			\$ 10,088.00		\$ 14,928.36
Minimum Standards Database			\$ 29,081.04				\$ 29,081.04
Working Group Meeting (Nairobi - January)					\$ 1,880.00		\$ 1,880.00
Resource Development	\$ -	\$ 6,881.00	\$ 26,032.00	\$ -	\$ -		\$ 32,913.00
INEE/MS Brochures (development/printing)		\$ 6,881.00	\$ 1,032.00				\$ 7,913.00
Minimum Standards Handbook <i>Reprint, Shipping & Handling</i>			\$ 25,000.00				\$ 25,000.00
Website/Listserv	\$ 20,000.00	\$ -	\$ 5,346.60	\$ 25,000.00	\$ -		\$ 50,346.60
Web services	\$ 20,000.00		\$ 5,346.60	\$ 25,000.00			\$ 50,346.60
Total:	\$ 125,553.57	\$ 86,104.52	\$ 60,459.64	\$ 31,558.20	\$ 96,513.19	\$ 2,000.00	\$ 402,189.12
						Grand Total:	\$ 402,189.12

ACKNOWLEDGMENTS OF FINANCIAL SUPPORT

INEE would like to recognize the generous contributions of the following donors in 2006. INEE's accomplishments and progress would not have been possible without this support. Thank you.

Financial Support for INEE - 2006	
Organization:	Provided for:
Academy for Educational Development (AED)	Project Manager for Minimum Standards Database Design and Analysis Project
	North American Minimum Standards Training of Trainers (Washington, DC)
American Institutes for Research (<i>with funding through the USAID/EQUIP1 mechanism</i>) ~ via CARE - Atlanta	Middle East Minimum Standards Training of Trainers (Amman)
BEFARe	South Asia Minimum Standards Training of Trainers (Lahore)
Canadian International Development Agency (CIDA)	INEE Secretariat Costs and Implementation of the Minimum Standards
	INEE Secretariat Costs and Implementation of the Minimum Standards
CARE – Atlanta HQ (PCTFI Fund)	INEE Secretariat Activities (webmaster)
Christian Children's Fund – New York HQ	INEE Secretariat Activities
Christian Children's Fund – West Africa Office	Francophone Minimum Standards Training of Trainers (Dakar)
International Rescue Committee – New York HQ	Hosting the Focal Point on Minimum Standards, Francophone Liaison (2006), Interns (2006)
International Save the Children Alliance – London HQ	INEE Secretariat Activities
Norwegian Ministry of Foreign Affairs ~ via Norwegian Refugee Council	INEE Secretariat and Minimum Standards Work (Secretariat costs, handbook reprint and evaluation)
	Secondment of Regional Focal Point for Minimum Standards (UNESCO-Islamabad)
Norwegian Refugee Council – Oslo HQ	Europe Minimum Standards Training of the Trainers (Geneva)
	INEE Secretariat Activities
Save the Children – Denmark	Europe Minimum Standards Training of Trainers (Geneva)
Save the Children- Sweden	Southeast Asia Minimum Standards Training of Trainers (Bangkok)
	Middle East Minimum Standards Training of Trainers (Amman)
UNESCO – Paris HQ	INEE Secretariat Activities
UNESCO - Islamabad	South Asia Minimum Standards Training of Trainers (Lahore)
UNESCO IIEP – Paris HQ	Assistant Programme Specialist; work on Minimum Standards and other INEE activities

U.S. Contribution to UNESCO for Post-Conflict Reconstruction of Education Systems ~ via UNESCO – Paris HQ	Development and Implementation of the Minimum Standards, Website Development, Publications, Secretariat Staff's Salary/benefits/travel, 2004 Global Consultation
UNESCO – Office in Beirut	Minimum Standards Arabic Translation and Production
UNICEF – New York HQ	INEE Secretariat Activities (e.g. travel, webmaster)
	INEE Secretariat Activities; Development and implementation of the Minimum Standards
UNICEF – East Asia and the Pacific Regional Office	South East Asia Minimum Standards Training of the Trainers Workshop (Bangkok)
UNICEF-TACRO	Minimum Standards Spanish Translation and Production
UNICEF – West and Central Africa Regional Office	Francophone Minimum Standards Training of the Trainers Workshop (Dakar)
UNICEF Pakistan	South Asia Minimum Standards Training of the Trainers Workshop (Lahore)
UNHCR – Geneva HQ	Europe Minimum Standards Training of the Trainers Workshop (Geneva)
	INEE Secretariat Activities; Development and Implementation of the Minimum Standards
USAID Institutional Capacity Building Grant ~ via Catholic Relief Services –Baltimore HQ	North America Minimum Standards Training of Trainers (Washington, DC)
USAID ~ via Creative Associates International, Inc.	Case study / baseline of the Minimum Standards in Northern Uganda
World Education –Boston HQ	SE Asia Minimum Standards Training of the Trainers Workshop (Bangkok)
World Food Programme	SE Asia Minimum Standards Training of the Trainers Workshop (Bangkok)
	Francophone Minimum Standards Training of the Trainers Workshop (Dakar)
	Middle East Minimum Standards Training of the Trainers Workshop (Amman)
APPROXIMATE TOTAL for 2006:	\$1,102,505

OVERVIEW OF IN-KIND CONTRIBUTIONS

2006 In-Kind Contributions	
ACTIVITIES	2006 TOTAL
INEE Secretariat Activities	\$218,620.41
Steering group members' time for INEE business and bi-annual meetings (<i>nine members in 2006</i>) <ul style="list-style-type: none"> • $\\$400 \times 46 \text{ days (3-5 days/month for INEE business; 10 days/year for SG meeting travel)} \times \text{number of members}^*$ 	\$165,600.00
Steering group members' travel costs for bi-annual meetings <ul style="list-style-type: none"> • $\\$1000 \times 2 \text{ meetings} \times 9 \text{ members (2006)}$ 	\$18,000.00
Steering group members' accommodations for bi-annual meetings <ul style="list-style-type: none"> • $\\$100 \times 8 \text{ nights for two SG meetings} \times 9 \text{ members (2006)}$ 	\$7,200.00
Steering group members' per diem for bi-annual meetings <ul style="list-style-type: none"> • $\\$50 \times 10 \text{ days for two SG meetings} \times 9 \text{ members (2006)}$ 	\$4,500.00
SG Meeting Venues - Hosting Costs <ul style="list-style-type: none"> • <i>Space, coffee/tea breaks, technology, printing, staff time (2 meetings/year \times \$1000)</i> 	\$2,000.00
Office supplies (from host organization)	\$684.86
Shipping (from host organization)	\$500.00
Overhead costs for host organization (space, equipment, technology)	\$20,000.00
Telecommunications (UNICEF - Network Coordinator)	\$135.55
INEE Initiatives & Capacity Building	\$239,000.00
Task Team/Interest Group Participants' Time spent on INEE business <ul style="list-style-type: none"> • $\\$325 \times 24 \text{ days (2 days/month for INEE business)} \times 10\text{-}20 \text{ members on each Task Team/Interest Group} \times 3 \text{ total groups}^*$ 	\$234,000.00
Roundtable events (UNICEF, World Bank -- space, hospitality)	\$5,000.00
Minimum Standards - Administration and Operations	\$ 343,300.00
Working group members' time for MS business and bi-annual meetings (20 members) <ul style="list-style-type: none"> • $\\$350 \times 34 \text{ days (2-4 days/month for MSEE business; 10 days/year for WG meeting travel)} \times 20 \text{ members}^*$ 	\$238,000.00
Working group members' travel costs for bi-annual meetings <ul style="list-style-type: none"> • $\\$1000 \times 2 \text{ meetings} \times 20 \text{ members}$ 	\$40,000.00
Working group members' accommodations for bi-annual meetings <ul style="list-style-type: none"> • $\\$80 \times 8 \text{ nights for two WG meetings} \times 20 \text{ members}$ 	\$12,800.00
Working group members' per diem for bi-annual meetings <ul style="list-style-type: none"> • $\\$50 \times 10 \text{ days for two WG meetings} \times 20 \text{ members}$ 	\$10,000.00
WG Meeting Venues - Hosting Costs <ul style="list-style-type: none"> • <i>Space, coffee/tea breaks, technology, printing, staff time (2 meetings/year \times \$1000)</i> 	\$2,000.00
Office supplies (IRC)	\$500.00
Shipping (\$1,000-5,000/year \times 20 for each WG organization)	\$20,000.00
Overhead costs for host organization (telecommunications, space, equipment)	\$20,000.00
Minimum Standards Training	\$611,875.00
Secondment of Regional Focal Point for Minimum Standards (UNESCO Islamabad)	\$20,000.00
Participants' time for Training of the Trainer (TOT) workshops <ul style="list-style-type: none"> • $\\$325 \times 5 \text{ days} \times 25 \text{ participants} \times 7 \text{ TOTs}$ 	\$284,375.00
Participants' travel costs for Training of the Trainer (TOT) workshops <ul style="list-style-type: none"> • $\\$1000 \times 25 \text{ participants} \times 7 \text{ TOTs}$ 	\$175,000.00
Participants' accommodations for Training of the Trainer (TOT) workshops <ul style="list-style-type: none"> • $\\$65 \times 5 \text{ nights} \times 25 \text{ participants} \times 7 \text{ TOTs}$ 	\$56,875.00
Participants' per diem for Training of the Trainer (TOT) workshops <ul style="list-style-type: none"> • $\\$35 \times 5 \text{ days} \times 25 \text{ participants} \times 7 \text{ TOTs}$ 	\$30,625.00
Hosting organizations' costs (staff time, venue, logistics, administration; \$5000 \times 9 TOTs)	\$45,000.00
TOTAL:	\$1,412,795.41

STAFF AND LEADERSHIP

INEE Secretariat	INEE Steering Group	INEE Working Group on Minimum Standards	INEE Task Team and Interest Group Conveners
<ul style="list-style-type: none"> • Allison Anderson, Focal Point on Minimum Standards • Jennifer Hofmann, Francophone Liaison • Marian Hodgkin, Intern • Julie Hudson, Intern • Mary Mendenhall, Network Coordinator • Eli Rognerud, Regional Focal Point for Minimum Standards (Pakistan) 	<ul style="list-style-type: none"> • Eva Ahlen, UNHCR • Sarah Bouchie, CARE • Peter Buckland, World Bank • Mir Asghar Husain, UNESCO • Eldrid Midttun, Norwegian Refugee Council • Susan Nicolai, International Save the Children Alliance • Ellen van Kalmthout, UNICEF • Wendy Wheaton, Christian Children's Fund • Rebecca Winthrop, The International Rescue Committee (current chair) 	<ul style="list-style-type: none"> • Pilar Aguilar, UNICEF • Eva Ahlen, UNHCR • Marina Lopez-Anselme, Refugee Education Trust • Rüdiger Blumör, GTZ • Helge Brochmann, Norwegian Refugee Council • Jiovani Arias, Fundacion Dos Mundos • Eric Eversmann, Catholic Relief Services • Shakir Ishaq, BEFARe • Mitch Kirby, USAID • Fred Ligon, World Education • Elena Locatelli, AVSI • Geeta Menon, CARE • Ken Rhodes, Academy for Educational Development • Martine Storti, Ministry of Education, France • Christopher Talbot, UNESCO International Institute for Educational Planning • Carl Triplehorn, International Save the Children Alliance • Robin Shawyer, Windle Trust • Rebecca Winthrop, The International Rescue Committee 	<p><i>Gender Task Team</i></p> <ul style="list-style-type: none"> • Jackie Kirk, The International Rescue Committee <p><i>Teachers and Other Education Personnel Task Team</i></p> <ul style="list-style-type: none"> • Margaret McLaughlin, Creative Associates International, Inc. <p><i>Adolescents and Youth Interest Group</i></p> <ul style="list-style-type: none"> • Ann Avery, Refugee Education Trust

INEE

INTER-AGENCY NETWORK FOR EDUCATION IN EMERGENCIES
RESEAU INTER-AGENCES POUR L'EDUCATION D'URGENCE
LA RED INTERAGENCIAL PARA EDUCACIÓN EN SITUACIONES DE EMERGENCIAS