



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

Feedback on Promotion and Use of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction
2006

GLOBAL

The INEE Minimum Standards featured substantially in our report *State of the Art on Education*, specifically showing the link of various categories and standards to War Child practice. Also, each recommendation for War Child's education strategy and practice was linked to specific INEE Minimum Standard, Indicator and/or Guidance note. Altogether this gave the policy and practice recommendations a solid base.

Eveline Jansweld, War Child Holland

As a means to awareness raising and institutionalization, all International Rescue Committee (IRC) staff working within International Programs Department and the field receive a selection of key resources, including electronic and hard copies of the INEE Minimum Standards. The INEE Minimum Standards are also installed onto every laptop in the field.

Moreover, the IRC is using the INEE Minimum Standards for the training of field staff, awareness of field programs in relation to quality education, to develop the Design, Monitoring and Evaluation system globally for education. Each country program will have a one day training on the INEE Minimum Standards for the field staff; so far, there have been INEE Minimum Standards trainings in 12 IRC country programs. All the trainings with IRC staff have been very well received as the participants understood and utilized the content of the INEE Minimum Standards handbook following the training. I am organizing a three-day training with the New York HQ staff, especially the Children and Youth Protection and Development Unit. I am also using the INEE standards in teaching university students at Columbia University.

Rebecca Winthrop, International Rescue Committee

During UNHCR's Annual Consultations with NGOs in September 2006, I moderated a session on *Mainstreaming of Education within the Humanitarian Response*. With education being accepted as one of the primary tools of protection, the panel explored the importance of on-going and future coordination of emergency education interventions. Specifically, the panel discussed the potential creation of an Education Cluster. Additionally, the panel discussed ongoing collaboration, such as INEE and its development of the INEE Minimum Standards as a means of strengthening educational quality and access and humanitarian accountability. Speakers, including Eva Ahlen from UNHCR and Wendy Wheaton from CCR, highlighted the fact that INEE's Minimum Standards have been key to implementing education activities in emergencies.

Carl Triplehorn, Save the Children US

I gave a presentation about the INEE Minimum Standards at an AVSI internal meeting of the Technical Operational Committee focused on quality education and the Education for All/Millennium Development Goals. AVSI education staff working in countries such as Kazakhstan, Romania, Peru, Nigeria and Lebanon were in attendance, as were several representatives from other Spanish and Swiss NGOs.

Elena Locatelli, AVSI, DRC

Christian Children's Fund is in the process of revising our Education Guidelines and formal reviews to incorporate the INEE Minimum Standards and the principles of INEE's work. CCF has also conducted training workshops in Chad and Mississippi for our staff.

Wendy Wheaton, Global Child Protection Advisor, Christian Children's Fund

UNHCR is in the process of developing an education gap analysis tool using UNHCR guidelines and standards on education as well as INEE Minimum Standards. This tool will be pre-tested in 3 of the 11 countries identified as having challenges in meeting the Minimum Standards in education: Tanzania, Uganda, Kenya, DRC, Congo Brazzaville, Ethiopia, Rwanda (Africa) and Pakistan, Iran and Yemen (Middle East)

Nemia Temporal, Senior Education Officer, UNHCR

I submitted a briefing on the INEE Minimum Standards to the October Session of the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART).

Jackie Kirk, International Rescue Committee and McGill University

AFRICA

Benin: I highly appreciate that the INEE Minimum Standards handbook systematizes intervention and management strategies in emergency situations. I particularly appreciate the guidance notes and the indicators, which provide great guidance to humanitarian workers who have not received training on emergency assistance. I intend to train colleagues at UNICEF, in the government, and NGOs on the INEE Minimum Standards. I will actively take part in organizing trainings at the sub-regional and levels, which will improve planning, implementation, monitoring and coordination of education interventions for Togolese refugees in Benin. I will also be prepared for responding to emergency needs in other situations that I could be faced with.

Gervais Havyarimana, UNICEF, Administrateur, Programme Education

Burkina Faso: Plan Burkina is determined to carry out advocacy activities with the Ministry of Education through a series of training involving education stakeholders in our country. A training on the INEE standards could then be held at the regional level and involve representatives from education programs in the Francophone West Africa region.

Karima Robgo, Plan Internationale, Disaster Point Person

Burkina Faso: Although the INEE Minimum Standards handbook was developed for emergency situations, it is very useful for countries like Burkina Faso where enrolment rates remain low and gender disparities are high. As a monitoring and evaluation practitioner, the INEE Minimum Standards handbook is a great support to my work.

Idrissa Kaborne, Research Associate IISP/Chercheur associe ISSP, Universite de Ouagadougou

Burkina Faso: The INEE Minimum Standards and indicators are useful for the evaluation of educational needs in emergency situations. I will carry out two trainings for staff from CRS Burkina, Mali and Niger and second training for about 65 people from the 13 diocesan OCADES.

Kassoum OUATTARA, Catholic Relief Services, Head of General Relief, Emergency Response and Peace Building Unit

Burundi: I consider the INEE Minimum Standards as a guide for the realization of the Millennium Development Goal to achieve education for all by 2015. This tool can help political leaders to develop adapted education policies.

Ida Ntwawundora, CARE International

Burundi CARE Burundi used INEE Minimum Standards in a training session on Project cycle management and gender. They also adopted the indicators on learning environment for two of their education projects and planned to run training for their partners.

Hassan Mohamed, CARE US

Burundi: When a USAID assessment team went out to do an education sector assessment in Burundi, they took the INEE Minimum Standards with them and used them on the ground in real-life, real-time assessment exercise.

One of the people involved in assessment is facilitating the development of a tool to use to measure “fragility” and a key resource for this tool will be the INEE Minimum Standards.

Mitch Kirby, USAID

Chad: RET Chad staff has used the standards in the concept paper and proposal development for the 2006-2007 Chad programme and expects to apply the standards during the implementation and evaluation phases. The RET staff in Chad, in collaboration with the RET Educational Programme Development Manager, Marina L. Anselme have started developing a monitoring tool, which relate the INEE Minimum Standards to the RET programme objectives to apply in the field. We also use the standards for analysis; we review the guidance notes on assessment standards and endeavour to keep our analysis up to date, for example in Chad, where we started a programme with youth in October 2005. The youth who are involved in the programme participate in regular monitoring, evaluation and adjusting of the programmes. The community participation and utilization and exploitation of available community resources are the key to sustainable education programmes and interventions. For instance, the continual involvement of peer educators in the Life Skills programme and their participation in developing learning programmes was pivotal for the continuation of the programme during a one month break when staff were evacuated from Chad for security reasons. The programme went on unheeded and learners contributed money to buy chalks when the same run out. This in essence shows that the community is mature for sustainability of the programme. Moreover, in Chad and Pakistan, the RET projects have adhered to the standard on using community resources: classes in Chad have been built with the help of refugees and they contributed 2 hours of labour during the constructions in Treguine camp. In this camp, the refugee construction committee carried out the construction. The INEE Minimum Standards indicators and guidance notes are relevant in developing proposals. They are instrumental in evaluating the impact of the programme and are helpful in drawing lessons.

George Khiara, RET Programme Manager

Chad: I have been working for NRC on a RET project in Chad, and the report from the first year of the project summarises the results of the evaluation of the Refugee Education Trust’s life skills training programme for vulnerable youth in Sudanese refugee camps in Eastern Chad in 2005-2006. This evaluation followed a questionnaire based on the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction. I plan to discuss and do a brief training on INEE Minimum Standards at the completion of my evaluation mission in Chad.

Theodora Oikonomides, Education Project Manager, Norwegian Refugee Council

Chad: I became acquainted with the INEE Minimum Standards through my current work in Eastern Chad. I particularly appreciate the emphasis that this tool lays on community participation and the guidance it gives in this field. This will enable me to improve community participation in further developments of the programme, e.g. in the process for enrolling youth and enhancing education opportunities for girls. The evaluation of the programme is under way with a consultant from NRC, and we are intending to use the INEE Minimum Standards as a framework for our evaluation work. A more in-depth knowledge of the INEE Minimum Standards will enable me to better plan, implement and evaluate programmes in the future and to transmit this knowledge to peer educators and other education partners for better quality and cooperation.

Mahamat, Aoudjali, RET Refugee Education Trust

Chad: The INEE Minimum Standards are not only important for education in emergency programs but also in other programs during emergency and post-conflict period. It has been helpful for the design and implementation of protection and gender-based violence programs. During my work I noticed that lack of full participation of communities in assessment and development of education programs. For example in the area of protection and GBV the “No harm approach” has not been successful in some communities because of the lack of baseline data that describes the realities in the communities. The only way to get such baseline data is to involve the communities in assessment and the development of community education programs. Many interventions tend to forget that ex-combatants and child soldiers are part of groups with special needs in terms of psychosocial

services. The INEE's Minimum Standards handbook has been very helpful in this area in terms of training and capacity building for service givers.

Nyiramana Bibiane, Christian Children's Fund (CCF)

Côte d'Ivoire: The INEE Minimum Standards represent precious benchmarks in the initial phase of an education project like the one we are working on in Cote d'Ivoire.

Paul Julien Abogou Braga, Save the Children UK

Democratic Republic of Congo: I have given two presentations about the INEE Minimum Standards in Goma in the recent months. The first was during a meeting of a new pilot project *Program of Expanded Assistance to Returns*, which was attended by staff from four NGOs working in four provinces, where I discussed how the INEE Minimum Standards might be applied in this context. I gave the second presentation at an Education Cluster Meeting in North Kivu, Goma attended by UNICEF, AVSI, Norwegian Refugee Council, World Food Programme, and World Vision.

Elena Locatelli, AVSI, DRC

Democratic Republic of Congo: Within AVSI, the INEE Minimum Standards are referred to in the development of new donor proposals and are relevant for evaluation methodology. The standards act as a referral when beginning new activities and provide a framework for data collection. I can see how the INEE Minimum Standards are applicable to my project, especially in looking at the Access and Learning Environment chapter. I conducted a two-hour explanation of the INEE Minimum Standards in the AVSI headquarters; the audience was composed of staff members for the project area and staff from the AVSI distant support programme. Participants were interested in the topic and by the end of the session they were able to understand the applicability of the standards, indicators and guidance notes in a practical way.

Elena Locatelli, AVSI Education Officer

DRC: I was familiarized with the INEE Minimum Standards through the INEE Africa Collective Consultation to develop the INEE Minimum Standards (Nairobi, Kenya, 21 – 23 January 2004) and through my participation with the Norwegian Refugee Council's (NRC) Global Seminar Education held in Nairobi (27th to 31st March 2006). Through the latter, I received training on INEE's Minimum Standards and I will utilize them through future trainings with NRC.

Célestin Kamori Banga, NRC, Education Programme Manager and Trainer

Kenya: The INEE Minimum Standards are a key reference and set of guidelines that I use to guide my work when doing field assessments (e.g. Chad), monitoring (Angola, Liberia, Tanzania, etc.) and evaluation (Burundi, DRC, Kenya) as well as for developing exit strategies. The more I use the INEE Minimum Standards and give various trainings or facilitate discussions with others, the more useful and relevant I find them in my work. I have distributed the INEE standards materials throughout JRS Africa to regional, country and project directors. For example, in June 2006, I gave the handbook in English and French to Radio Kwizera, based in Ngara in Northwestern Tanzania, which broadcasts for the Burundian refugee population and the local community. Presently, the Radio offers 16 programs in formal education as well as radio education programs for schools and more than 20 non-formal education programs. The languages of broadcast include Swahili, Kirundi, English, and French.

During my meetings and debriefing sessions with JRS education field staff, I frequently refer to the INEE Minimum Standards as they relate to project implementation and give guidance for ongoing work. I have shared the INEE Minimum Standards with partners based in Nairobi and also with colleagues of other organizations involved in education, particularly in South Sudan, Democratic Republic of Congo and Burundi. I also organized an INEE Minimum Standards workshop for Jesuit Refugee Service (JRS) education personnel, regional and country directors in April 2006 in Southern Africa (Angola, Malawi, Namibia, South Africa and Zimbabwe).

Roxanne Schares, Jesuit Refugee Service, Education Resource Person for Africa

Liberia: As the projects already are running, I use the standards as a checklist that we are covering/doing what we are supposed to. I might consult the standards later this year when starting yet another project in Education - pending a policy decision at HQ.

Eva Andree, NRC Liberia, Project Manager Education

Mali: The INEE Minimum Standards handbook represents invaluable input for situations, such as Mali, that are regularly struck by bad harvests and which provoke the migration of young people to urban centers. After my training on the INEE Minimum Standards (Francophone TOT Workshop, July 2006), I am planning on restituting the training to CARE Mali in Bamako and also for 3 regional CARE offices. The activities will be integrated in trainings to CARE's key partners, such as teachers, school headmasters, pedagogical counselors, parents' associations, women's groups, etc.

Yoby Guindo, CARE International au Mali, Spécialiste en Education

Mozambique: UNICEF Mozambique's education section is currently supporting the Ministry of Education (MoE) to develop the first ever Emergency Preparedness and Response Plan (EPRP) for the Education Sector and is incorporating the INEE Minimum Standards into the plan as well as using the standards as an overall framework in which to work. The UNICEF Education Officer and MoE focal point, who are responsible for the development and implementation of the EPRP, were both trained on the INEE Minimum Standards during an INEE-UNICEF workshop held in Uganda in September 2006. Copies of the Minimum Standards (in English and Portuguese) have been shared with MoE counterparts at central and particularly at provincial and district levels where they have been very much welcomed as there are no such similar resources of guides for educations working in emergency-prone areas.

Lisa Doherty, UNICEF Mozambique

Niger: The INEE Minimum Standards handbook is a very useful tool to assess education in emergency situations or before starting education intervention in countries facing difficulties. I found this tool to be particularly useful for teacher training. I have shared the code of conduct for education personnel with other colleagues working in basic services to adapt it to situations in times of crisis.

Sara Poehlman-Doumbouya, UNICEF, Administratrice Education

Nigeria: We are using the INEE Minimum Standards for public information and awareness. It guides members when they report on quality education. School administrators are praising our informed effort and the government is being awakened.

Sachia Ngutsav, Society of Journalists and Communicators for Education for All (SJC)

Rwanda: One way in which we are institutionalising the INEE Minimum Standards is through the inclusion of the INEE Minimum Standards within job descriptions and performance indicators. For example a recent UNHCR Rwanda ToR included the responsibility of "Ensuring that the INEE and UNHCR Minimum Standards are applied in all interventions".

Eva Ahlen on behalf of UNHCR Kigali Branch Office

Senegal: The handbook made me realize that INEE Minimum Standards for education in emergencies needs to be mastered by educators so that education is adapted to children's situation during armed conflict. I will share my knowledge in the border zone between Senegal and Guinea, as well as in villages in Casamance, which have been most affected by the conflict. This work will take place in partnership with teachers working in formal and informal education.

Eyesebio Jose Dasylva, Supérieur de sante

Senegal: The INEE Minimum Standard handbook teaches us that children, adolescents and youth have a right to education in emergency and reconstruction situations, and it is a tool for saving lives and providing a stable structure and hope in the future. I will provide technical support to our partners intervening in crisis and reconstruction situations on the INEE Standards and carry out a training for our Save the Children Global

Education Challenge team for conflict-affected children, as well as share all useful information with my colleagues and partners.

Ouleye Demba, Save the Children Suede Bureau Regional Afrique de l'Ouest

Senegal: During a recent field assessment on formal and non-formal education system in Liberia, I used the INEE's Minimum Standards for guidance. It serves both as an analytical tool and as a checklist. I expect to train education officials as well as education program officers on the INEE Minimum Standards, and I am convinced that the training can have different modalities such as training workshops and also regular support to countries, especially post-conflict countries, on sound education policies.

Marie Dorleans, UNCIEF Consultant

Sénégal: The INEE Minimum Standards Handbook allowed me to understand the fundamental role of education in emergency situations for affected-populations: protection, psychosocial rehabilitation, economic reintegration, peace-building. This tool provides a framework for the elaboration, implementation, monitoring and evaluation of education programs in emergency situations, even though the standards need to be implemented with flexibility and take into account the variety of contexts. I have also noted the importance of community participation in all the phases of the process and the need to take into account the different socio-cultural contexts to influence curriculum content. The handbook made me understand that education must be a priority in humanitarian assistance programming and must be planned from the outset. This enables us to carry out advocacy activities for the right to education in the context of the conflict in Casamance (*Senegal south of The Gambia including the Casamance River*). The staff of the program in Casamance will be trained, along with CCF partners at the local level, including NGOs, community-based organizations, education authorities and local authorities. The members of the Réseau pour le Bien-Etre de l'Enfant, which gathers NGOs, CBOs working on child well-being in Casamance, will also be trained to include the INEE Minimum Standards in their interventions.

Yves Olivier KASSOKA, Christian Children's Fund, Sénégal, Coordonnateur de Programme

Sudan/ Darfur: From my experience working with displaced people, I found that INEE Minimum Standards are an effective tool to provide education to various populations. I use and apply the INEE Minimum Standards in mobilizing women leaders to advocate for their need in the camp and in their community

Arafa Elhussin, The Local Initiative for peace & Development, Coordinator of Capacity building program

Sudan: The INEE Minimum Standards give guidance in doing rolling assessments to address hunger and lack of basic services so that all possible steps can be taken to alleviate human suffering and people affected by the disaster have a right to life with dignity. In applying the INEE Minimum Standards, humanitarian actors are informed in the context of education, from the development of education programmes to their implementation and continuity as well as government and community support is important. It is important to focus on essential areas of community participation and the use of local resources when applying these standards, as well as ensuring that emergency education responses are based on initial assessment that is followed by appropriate response and continued monitoring and evaluation.

Anwar Muhideen El Obaid, UN Agency, World Food Programme

Sudan: We are using the INEE Minimum Standards and in particular Standard 1 on Community Participation. NRC is implementing ALP (accelerated learning program) education in South Sudan. NRC applies the INEE Minimum Standards by implementing a curriculum that was designed in collaboration with the local education authorities' in put, central government and community and NGO partners. It was the Sudan Ministry of Education and community that expressed the need for ALP, following a high percentage of illiteracy (85%) in its population that comprised over age children who were unable to join school at grade 1. A lot of people in the community where we work are proud to say that they contributed to the designing of currently applied ALP curriculum and the general mainstream curriculum. NRC consulted the community and sought its active participation in the identification of schools in which ALP would be implemented and in the identification of ALP learners. NRC is involved in the strengthening of Parents' Teachers' Associations (PTAs) in schools within Lake

State and is collaborating with the local ministry of education officials to draw up roles and responsibilities for PTAs. This is the beginning of a process in which the organization is gearing towards empowerment of PTAs in decision making for eventual sustainability of the programme. NRC is also providing teaching and learning materials to schools but is conducting distribution of materials through Parents' Teachers Associations (PTAs).

Overall, the INEE Minimum Standards, indicators and guidance notes are relevant to my work. The five standards revolve around all education activities in my work. For example, we cannot operate effective programmes without involving the community and other stakeholders. In Sudan, there is great need for teachers' training, which is clearly highlighted in the standard on Teaching & Learning Environment and indicators that apply to it.

In the south Sudan context and in other countries where I have worked, I believe there is a greater need for advocacy on the use of the INEE Minimum Standards at all levels, beginning from the decision making level. I still believe that this is one of the challenges we face as Education practitioners in ensuring that the INEE Minimum Standards are applied widely for their effective use.

Just before she left NRC in June 2006, my predecessor organised training on the INEE Minimum Standards for national colleagues in the NRC Education Programme in May 2006. I am now planning to organise an INEE Minimum Standards workshop for stakeholders with other partners and in collaboration with the Ministry of Education officials and donors. It is a very useful and relevant tool for education programmes.

Mary Ombaka, Norwegian Refugee Council, Education Project Manager

Sudan/Darfur: The Women's Commission for Refugee Women and Children (WCRWC) carried out a follow-up assessment in June 2006 after having taken part in the first assessment in November 2005 in Darfur. WCRWC engaged with key actors including government officials, donors and humanitarian organizations, and raised awareness as well as advocated for the implementation and use of the INEE Minimum Standards.

Women's Commission for Refugee Women and Children

Togo: The INEE handbook is an ideal framework to systematize our programmatic approach regarding education in emergencies. It ensures that in times of crisis, vulnerable people have access to education and that their rights and dignity are respected. In that sense, they represent a true rights-based programmatic and implementation tool. It is a relevant document for Plan, whose approach is based on child-centered community development and rights.

Bell' Aube Houinato, Plan Internationale, Directeur des Programmes

Uganda: The INEE Minimum Standards provide a foundation and starting point for the design of projects as well as in the evaluation of pre-existing education programs. They are used on a daily basis as a way to reflect on programming for the design of new interventions as our project seeks ways to develop emergency response. They are relevant because they provide a foundation and starting point for the design of projects as well as in the evaluation of pre-existing education programs. The INEE Best Practice Guides are also referenced often and in coordination meetings. NRC has taken a leading role in advocating for the INEE Minimum Standards, and we hope to implement a training on the INEE Minimum Standards in the near future for both district officials and NGOs. We continue to disseminate information during coordination meetings, in addition to short introductions/discussions on the INEE Minimum Standards. Also, we are now in the midst of a mapping exercise for Kitgum District and the INEE Minimum Standards and Best Practice Guides may be used as a lens to help identify gaps in programming.

In addition, I wrote an article on the inclusion of children with disabilities, who are often ignored and overlooked, and included examples from experiences in the field with regard to the INEE Minimum Standards. Awareness raising and collaboration are crucial elements to achieving great strides in including children with disabilities in both emergencies and all settings. The INEE Minimum Standards provide a much needed scaffold and tool in reaching the point where all children are provided with the opportunity to receive an education, and the handbook provides professionals with clear guidelines that will assist in advocacy. The launch of the INEE Minimum Standards has provided a much needed framework for both advocacy and program design in this area and the handbook has proven to be a valuable tool when it comes to advocacy and support for programs that include all children.

Dean Brooks, Education Program Manager, Norwegian Refugee Council

ASIA and the PACIFIC

Australia: I conducted a one-day workshop on the INEE Minimum Standards at the University of Sydney. As a result of this training two articles were written by participants in professional newsletters and another is forthcoming in the academic journal 'Youth Studies Australia.'

Jackie Kirk, International Rescue Committee and McGill University

Afghanistan: Child Fund Afghanistan (CFA) uses knowledge from the INEE Minimum Standards to enrich the current design of our programs, as well as build the capacity of our NGO and government partners to provide for a strengthened education offering. I will use this tool to conduct an analysis exercise and re-design of our education program as well as Minimum Standards workshops with CFA regional education departments and regional NGO/provincial government partners to disseminate information and collaborate on resources and plans for current educational programs and emergency preparedness in this sector.

Abdul Sami Ahmadi, Child Fund Afghanistan CFA in Afghanistan/ Takhar/ Taloqan, Child Protection & Education Manager

Afghanistan: I participated in the recent emergency relief operation by Norwegian Refugee Council for the earthquake-affected areas in Pakistan, and I referred to the Community Participation (Participation and Local Resources) and Analysis (Initial Assessment, Response Strategy, Monitoring and Evaluation) standards of the INEE handbook. In the future, I will train my other colleagues in the organization and use the knowledge for the capacity-building of workers with the Ministry of Education.

Fazal Ghani Kakar, NRC, Education Program/ Team Leader

Bangladesh: I am planning to conduct training courses on the INEE Minimum Standards for program managers and frontline staff of SHOUHARDO, CARE's Integrated Food Security Program which specifically addresses efforts to reduce vulnerability to natural disasters among the poorest and most marginalized communities, and NGO partners.

Reza Huda MA, CARE Bangladesh, Assistant Project Coordinator

Bhutan: Bhutan is an earthquake prone country and often has flash-floods during the monsoon. In using the INEE Minimum Standards, I am training in-country staff within Helvetas-SDC and staff within the region (possibly in Nepal and Afghanistan). This training may also be useful for Nepalese refugees returning to Bhutan.

Els Heijnen-Maathuis, Helvetas, Education Advisor

Cambodia: CARE International is using the INEE Minimum Standards to prepare log frames, ensure the quality of teaching and learning environment and promoting commitment among community members in planning and monitoring. I currently work in environmentally difficult situations for my project areas. Therefore, project activities need to be planned well, especially in terms of equal access for all stakeholders. The INEE Minimum Standards, indicators and guidance notes are all relevant in this situation.

In using the INEE Minimum Standards, it is evident that the literacy and post literacy classes are responding to learner's needs within the local context. It provides learners with skills and knowledge on health and agriculture, which is relevant to their lives. Also teaching methods are regularly reviewed to meet the learner's needs and appropriateness with local authorities.

CARE Cambodia arranged a meeting to introduce the INEE Minimum Standards to the Ministry of Education Youth and Sports officials, donors (JICA) and CARE Cambodia staff. Those working in rural development and preparedness area felt the information was useful for programming. Overall, the INEE Minimum Standards handbook is precise and useful not only for emergencies, chronic crises and early reconstruction but also non-formal projects in environmentally difficult situations. It also includes essential information that project staff need to be aware of during the design stage.

Oum Hak, Project Officer, CARE International

India: Catholic Relief Services India is looking to utilize the INEE Minimum Standards through designing and facilitating a national workshop for the Program Quality Team of CRS India and developing a commonly understood framework of analyzing vulnerabilities among children in disaster situations. This workshop will also ensure the involvement and inputs from the Working Group on Child Rights and Emergency Response that has been constituted in CRS India. As an outcome, the workshop will enable the identification of parameters in programming (including planning, monitoring and evaluation), so far as children in emergencies are concerned. CRS will also use the INEE Minimum Standards to design and facilitate a regional workshop for coordinators from respective State Offices and Partners to share and improvise the framework of analysis, as well as parameters in programming, to develop a common set of parameters that will guide CRS' humanitarian response program to address children in emergencies.

Suresh Rao, Catholic Relief Services, Coordinator, Program Quality

India: Catholic Relief Services is finding that the INEE Minimum Standards can be used in different emergency situations because it is not a prescriptive document. The INEE Minimum Standards are helpful in framing a response or rehabilitation package for education in terms of advocating with the government and developing consensus amongst other stakeholders. They are also useful in ensuring that children are protected in emergency situations and key survival messages are disseminated to both children and the community at large in both relief and rehabilitation plans. We have been currently involved with developing performance standards of teachers across all the government schools in India and the INEE Minimum Standards handbook has been very helpful as a guide. We have found the tool to be extremely useful in designing rehabilitation programs as well as implementation on the Andaman and Nicobar islands.

Sanjay Singh, Catholic Relief Services, State Representative

India: The INEE Minimum Standards are used as a reference book while planning activities and as a guide to our work at CARE India. Specifically the INEE Minimum Standards can be used in the work around preschool education on the Islands, strategy development and implementation for other components. The response mechanism is consultative with communities, local leaders, tribal councils and government representatives.

Rajesh Srivastava, CARE-India, District Coordinator

India: The planning and design part of the INEE Minimum Standards handbook is a very resourceful tool in planning and implementing education in emergencies programmes in post-conflict situations. I would like to plan and develop an online open & distance learning resource or website for "Online Training in Education in Emergencies" based on this handbook.

Khaliullah M.B. Islam, PFI Foundation, Executive Director

Japan: In order to build and broaden an understanding of the INEE Minimum Standards among concerned institutions and populations of Japan, I have made written and oral reports on the INEE Minimum Standards and INEE's activities in the occasions of an international symposium, seminar and the conference of academic society. The INEE Minimum Standards Japanese translation will be available in a short period as collaborative work of Osaka University. I will continue to disseminate the handbooks at seminars and on field visits, thus deepening a conceptual recognition among Japan's stakeholders who work in education and humanitarian response in emergency, chronic crisis and early reconstruction situations.

Naoko Tsubuki, Academic and Trainer, Osaka University

Nepal: I participated in a program learning group workshop in emergency and conflict that utilized the INEE Minimum Standard handbook. This tool acknowledges that community participation is important during the emergency response and provides a guide for community mobilization.

Naramaya Thapa, Save the Children US, Himalayan Field Office, Nepal Program, Education Program Officer

Pakistan: I am already applying INEE Minimum Standards by planning and implementing education projects in three districts. I will continue to take an active role in building the capacity of other institutions, government and non-government organizations.

Khalida Ahmad, UNICEF, Education Project Officer

Pakistan: The INEE Minimum Standards form the basis for UNESCO-ERP's (Earthquake Response Programme) interventions in the earthquake affected areas. As per the ERRA-UN Early Recovery Plan, UNESCO's programme aim to contribute to the ambitious overall objective of building back an education system better than before the earthquake. The INEE Minimum Standards capture and address the key challenges of access, inclusion and quality ingrained in this task. Because of the nature of the disaster, and the relatively rapid transition from acute emergency to recovery and reconstruction, as often, the rapid and on-going assessment, and the continuous emphasis on community participation has been a challenge –the need to address these challenges are well defined and guided by the INEE Minimum Standards.

Together with UNICEF, UNESCO lobbied actively to raise awareness of the INEE Minimum Standards with the Pakistan Earthquake Reconstruction and Rehabilitation Authority (ERRA) and other government counterparts involved in the emergency and recovery response. The INEE Minimum Standards is referenced as a strategic framework for the educational interventions outlined in the in ERRA-UN Early Recovery Plan, the document guiding all UN and partner recovery interventions in the earthquake areas 2006-2007. Also, the education programmes outlined in the ERRA-UN Early Recovery Plan will be implemented within the framework of INEE Minimum Standards for the UNESCO-ERP. Concretely, this has meant that we attempt to reference and use the INEE Minimum Standards in Human Resource Development; other INEE tools, such as the technical kits are also distributed and used actively in our daily work.

UNESCO's strategic plans and project documents reference the INEE Minimum Standards, explicitly stating that project activities will seek to promote and apply the standards in project design and implementation. Provincial and District education plans for recovery and reconstruction also reference the INEE Minimum Standards as well. In programme design, all project proposals and documents reference the INEE Minimum Standards. Several of the activities are themselves also guided at least indirectly by the INEE Minimum Standards, especially the time and funds allocated for a) initial assessments –mainly training needs assessments; b) mapping of local capacities and also other stakeholders (addressing community participation and coordination); c) documentation and presentation of lessons learned/production of case study; d) promotion and training on the INEE Minimum Standards. In programme implementation, the INEE Minimum Standards have been a checklist for the ongoing monitoring of our own internal work. The Analysis standards and indicators on monitoring have been particularly useful, as the situation in the affected areas has been changing very rapidly over the past nine months. The INEE Minimum Standards has also helped to highlight the weaknesses in the ERP data gathering and analysis system, where staff is generally uninformed of data collection systems and UNESCO procedures offer few templates for systematic collection and analysis of data.

The INEE Minimum Standards are disseminated, promoted and supported in meetings with donors, government representatives and other partners; workshops on INEE Minimum Standards have been conducted for 100 educational personnel, mainly from the earthquake affected areas. Presentations, press releases and interviews include information on the INEE Minimum Standards and draw attention to the general importance of education in emergencies and reconstruction. In addition, staff orientations and trainings included a session on the INEE Minimum Standards, job descriptions and Terms of Reference for ERP staff members reference the INEE Minimum Standards, and, when recently writing a donor report, the INEE Minimum Standards categories for Analysis and Community Participation were used as a reference when assessing performance in planning. Overall, programme staff, donors and partners all regularly express appreciation for the standards especially as an advocacy and monitoring tool.

Eli Wærum Rognerud, Programme Specialist, UNESCO Earthquake Response Programme (ERP)

Pakistan: A radio interview with BBC-London Urdu Service announced that UNESCO's Earthquake Response Programme follows the guiding principles laid out in the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction. It also highlighted the fact that this tool is a product of world-wide consultation to provide a universal tool to ensure quality education in crises, disaster and post-disaster

settings and that the INEE standards have been promoted actively within the education cluster in the Pakistan earthquake response and are reflected in the strategy for education interventions in the UN-ERRA Recovery.

Mehreen Saeed, Programme Support and Public Information Officer for UNESCO Earthquake Response Programme

Pakistan: I am using the INEE Minimum Standards in designing emergency education projects and similarly in monitoring and evaluation. We are also discussing the INEE Minimum Standards with other colleagues from various countries in helping us to understand how others are using this tool in difficult situations.

Shahnaz Akhar, Ockenden International, Country Representative

Pakistan: I have worked in many relief efforts and have conducted trainings on the INEE Minimum Standards to create awareness. The tool was very useful when a devastating earthquake hit the area of Mansehra and Battagram. We met with many teachers and trained them on the INEE Minimum Standards. In this way, we saved the lives of many people through the impact of the trainings that were conducted by CWS-P/A.

Shabana Bhatti, Church World Service-Pakistan/ Afghanistan, Co-ordinator

Pakistan: The RET refers to the standards to improve the design of all projects for adolescents and youth, making them more comprehensive. Specifically, in new proposals for Pakistan and Afghanistan, we are including capacity building of staff for baseline data collection and analysis, monitoring and evaluation. Already we were devoting a lot of our international staff resources to training local staff for these functions, but up to now we had not included it as a budget line item or given it the visibility that the standards advocate. The RET education officer's framework for evaluating teacher training refers to the standards on Teaching and Learning (curriculum, training, instruction and assessment). RET has also applied the standards to the Coaching Classes for 12th grade students in Pakistan, and her analysis then established an objective basis for conversations with HQ staff. In addition, RET staff have used the sample code of conduct in developing a code of conduct for peer educators.

RET Pakistan

Pakistan: I deliver lectures for different organizations for Teacher Training Programs and Mathematics Education. During my sessions, I discuss the INEE Minimum Standards. Following the October 8 2005 earthquake, I actively took part in activities in the educational sector and advised officials about programming and training to ensure quality education in those areas. This is due to the training of the INEE Minimum Standards.

Muhammad Idrees, Assistant Professor Educational Institution

Sri Lanka: I am using the INEE Minimum Standards in a project regarding setting up a new school based on new approaches for children orphaned by natural and war related disasters. Therefore, my exposure to the INEE Minimum Standards is very useful and I will refer the suggestions of INEE initiatives.

Sterling Perera, Vice Chairman , Policy and Planning of the National Education Commission (NEC)

Thailand: The INEE Minimum Standards were translated into the Thai language for the Ministry of Education Officials, both administrators and educators. In Bangkok on 21-25 August 2006, the Ministry of Education will hold a preparation workshop for two regional trainings on INEE. We are also planning for two regional trainings in Thailand: October with the Ministry of Education (sub-provincial level administrators and teachers) and an INEE training combined with UNICEF indicators and guidelines for/in emergencies, development of Thai school-in-a-box and student-self-learning-kit and development of Emergency Preparedness and Response Plans from the MoE to the school level.

Katrin Imhof, UNICEF Thailand, Section Head

Thailand: Save the Children Sweden (SCS) utilized the INEE Minimum Standards for advocacy during our retreat with SCS staff from Vietnam, Philippines and SEAP (South and Southeast Asia and the Pacific) Regional office. The INEE Minimum Standards was used by education officers from SCS Emergency Stand-by team for emergency education in Yogyakarta earthquake. Overall this tool is relevant in particularly in terms of advocacy and internal capacity building.

EUROPE

Azerbaijan: This tool is useful for when we provided negotiations between administrations and prisoners during a riot. We help not only prisoners, but we also help IDPs and refugees as well.

Elmira Alakbarova, Centre of Development Programs, Chairperson of Board

Bosnia: I am a member of INEE since May of 2004 and I participated in INEE global consultation held in Amman, Jordan (May 2004). Prior to this consultation, I held a local consultation with major NGO representatives, both local and international, in the region as well as with students and teachers involved in a Peace Education Project. Jointly we developed the INEE Minimum Standards at a local level. Upon my return to Bosnia, I invited this group to meet again so as to share with them the new standards developed at the global level. This has resulted in citizens more actively participating in lobbying Ministers to implement education reform commitments and therefore, enable equal access, availability, and quality of education to all including returnee children.

Amela Piric, OSCE, Regional Education Coordinator

Denmark: Within Ibis, the INEE Minimum Standards were used as a guide for work in the Buduburam refugee camp in Ghana, for work with ALP in Liberia and will also act as a reference for work with CRESP in Sierra Leone through 2006. In the Buduburam camp, the Central Education Board supports the training of the INEE Minimum Standards for all education managers so that the INEE Minimum Standards will be accepted as common standards for all the educational activities in the camp.

Bent Jahns, Ibis, Program and Human Resource Manager

France: I recently gave two presentations about INEE and the Minimum Standards: one at the 'Gender and Development Conference' organised by the French Department of Foreign Affairs, and the other at an event on 'Crisis and Post-Crisis Management' organised by the Council on International Cooperation.

Martine Storti, Ministry of Education, France

Georgia: I am using the INEE Minimum Standards handbook while planning and monitoring the activities within the Education Project for the Norwegian Refugee Council. For me it is very important that the handbook underlines the scope of the basic learning needs. In everyday project activities, the tool is very useful to apply strategies given in the chapters on Teaching and Learning and Education Policy and Coordination.

Lali Santeladze, Norwegian Refugee Council, Education Project Coordinator

Italy: I started working as humanitarian worker in 1999, and the first project that I managed focused on the provision of education to children and youth in an IDP camp. I was desperately in need of standard guidance. I supported the Sphere standards, however, the lack of consensus on education as a sector was enormously disappointing, especially as I strongly believe that education is the key for social wellbeing and peace. Therefore, I have strongly promoted the INEE Minimum Standards through use in the field. In 2004, I was the Desk Officer for Asia and Middle East for a NGO working in Afghanistan. On the occasion of the annual strategic review, the team in Afghanistan and I applied the INEE Minimum Standards to assess and plan the educational activities in the IDP camps in the South and the rural areas of the North. From this exercise we developed the 2004-2006 strategy on education for children and youth. The exercise was definitively enriching both for the international and the national staff. After my training at the Europe TOT workshop (March 2005), I will work with my organization, FIELDS, to implement at least 2 training courses on the INEE Minimum Standards for the next 5 years. This tool will be included as an appendix module in every SPHERE training implemented by FIELDS and the INEE standards will be promoted in training on humanitarian aid.

Francesca Ballarin, FIELDS, Training for Humanitarian Aid, Training Director

Netherlands: I gave a presentation on *Gender Perspectives for Education and Reconstruction*.

at the 'Reconstruction or Misconstruction? The Crucial Role of Women in Rebuilding Society after Conflict' conference, hosted by the Government of the Netherlands. Explaining INEE's crucial role in this area was central to my presentation and I promoted the INEE Minimum Standards as a key resource.

Jackie Kirk, International Rescue Committee and McGill University

Netherlands: The INEE Minimum Standards serves as a source for guidance; War Child specializes in psychosocial programmes in (post)conflict areas (Afghanistan, the Balkans, Caucasus, Colombia, DRC, Ingushetia/Chechnya, Sierra Leone, Sudan and Uganda) and various types of education are incorporated in our programmes, including creative activities with children, training of teachers and life-skills training. The inclusion of more elements of education is gradually demanded in our programmes. The INEE Minimum Standards training will be used for concept development and further introducing education in our programmes, through training of international and national staff.

Eveline Jansweld, War Child Holland, Methodology Specialist, Amsterdam

Netherlands: I participated in the INEE Global Consultation in December 2004 in Cape Town on behalf of Ibis in the launch of the INEE Minimum Standards and it has certainly been a main tool in Ibis work. Ibis had developed their own guidelines for our education in emergency staff, in which the INEE Minimum Standards play a decisive role. The education in emergency work of Ibis is growing as a main priority of Ibis work. Thus all Ibis programmes implement the INEE Minimum Standards in relation to their education work.

Sanne Müller, International NGO Ibis, Education and Methodology Advisor

Norway: The Norwegian Refugee Council is referring to the INEE Minimum Standards in its development of a youth guide for emergencies.

Eldrid Midttun, Norwegian Refugee Council

Portugal: In the School of Higher Education-ESE de Viana do Castelo, the INEE Minimum Standards handbook has been used for teaching and research initiatives within our institution in Portugal and for teaching processes on Humanitarian Assistance and Education, Aid and Development. Since the School of Higher Education of Viana do Castelo is responsible for the translation into Portuguese of the INEE Minimum Standards handbook, this important instrument and the course will be very useful for organizing our training program in Africa, possibly in East Timor and in other contexts, such as Brazil. Moreover, immediate action concerning the implementation in Lusophone countries will be discussed with ADRA-Angola and with other NGOs and the Ministry of Education in Angola as well as with our training program in the Gaby region, Guinea-Bissau. We have disseminated the INEE Minimum Standards handbook within Portuguese NGOs and the Portuguese Governmental aid and the handbook was used in conjunction with other advocacy materials during the EFA week in April in Lisbon and in Viana do Castelo.

Rui da Silva, School of Higher Education – Escola Superior de Educação (ESE) de Viana do Castelo

Switzerland: In general the INEE Minimum Standards are a very good tool to encourage a systematic, coherent and coordinated approach to education. In addition, the consultative process in which they were developed also reinforces the commitments by stakeholders involved in this issue. On request by UNICEF, UNHCR provided an introduction to the INEE Minimum Standards in Geneva for UNICEF Education Officers from Eastern Europe.

UNHCR is also presently developing the Education Strategy for 2007 – 2009, where the INEE Minimum Standards are applied when looking at objectives and actions. For 2006 – 2007, UNHCR has planned to undertake an INEE Minimum Standards Training for related UNHCR staff and partners. Also the INEE Minimum Standards were applied when developing the UNHCR S&I for Monitoring and Reporting. The S&I are in particular of use when setting standards for the education programmes. In particular this is, and will be, a guide for various UNHCR sections such as Emergency Preparedness section and programme staff in the field that have been, and will be, introduced to the INEE Minimum Standards.

Eva Ahlen, Senior Education Officer, UNHCR

Switzerland: Terre des Homes has included the INEE Minimum Standards on a CD-Rom of documents and tools relating to project cycle management, which will be distributed for use to their field teams.

Patrick Durisch, Terre des Homes Foundation

Switzerland: The INEE Minimum Standards were utilized and engaged the community incrementally in the design and implementation of an education programme. In particular, the standards and indicators and guidance notes on community participation and the utilization and exploitation of available community resources are the key to sustainable education programmes and interventions.

George Khiara, RET

Switzerland: At the behest of the Education and Behaviour Unit, several ICRC colleagues took part in the regional consultations on the INEE Minimum Standards in 2004. My predecessor, René Kosirnik, then participated in the Second Global INEE Consultation, presenting a paper on the right to education in armed conflict. The ICRC also attended launch events in Paris and Geneva. We have circulated the INEE Minimum Standards among the concerned units within the ICRC and we are endeavoring to determine how we can best contribute to the effort to promote and disseminate the INEE Minimum Standards.

Katie Sams, International Committee of the Red Cross, Head, Education and Behavior Unit

Switzerland: The RET refers to the INEE Minimum Standards for project design to improve the design of all projects for adolescents and youth, making them more comprehensive. From a headquarters programme development perspective, the INEE Minimum Standards are relevant in that they tell us what we should be looking for, approaches we should try, and perspectives we should remember. They have allowed me to improve the process of proposal development and evaluation and have been very instrumental to guide RET's partners to design their own projects. My professional experience shows that INEE standards should be applied as a whole to be able to produce the desired impact in the lives of displaced youth; it is not enough to use them only for a particular phase of an educational project cycle. To maximize its impact it is needed to guarantee a continuous involvement and commitment, which imply timely coordination between headquarters, regional and field staff. To have constructive discussions about the use of the INEE Minimum Standards at all the organizational levels and divisions it is an asset to make reality the coordination mentioned above. Thus, coordination is key not only amongst organizations, stakeholders and different actors involved in a particular situation, but also internally to each organization's members.

Marina Lopez Anselme, Refugee Education Trust

Switzerland: Speaking personally, and relative to my role in programme development and also in the INEE Adolescent and Youth Interest Group, I continue to be overwhelmed –though positively--by the total system that the INEE Minimum Standards handbook covers. The handbook seems to me to be a curriculum or comprehensive study guide for education in emergencies. Last week, I concentrated on the first of the cross cutting standards, thinking of the participation of youth. Today, I am thinking that I and the Adolescent and Youth Interest Group would do well to concentrate only on Teaching and Learning. It is a great resource and with the links for further information, inexhaustible.

Ann Avery, Refugee Education Trust

United Kingdom: I was involved in the UK consultation on the INEE Minimum Standards and I followed the process and progress as this tool was developed. I have subsequently read and considered the standards in the light of our education programming work in emergencies around the world. We are now engaged in some advocacy work in the UK around the INEE Minimum Standards.

Kate Webley, Save the Children UK, Head of Education

NORTH AMERICA

Canada: I experienced the development and distribution of the INEE Minimum Standards as a highly useful, needed, and beneficial process, with the resulting standards as a practical tool for planning, reviewing, reflecting upon, assessing, and comparing education initiatives. I also perceived the process of developing the document as a very important symbolic acknowledgement of the relevance of education in situations of emergency and acute crisis. In working with teachers, education administrators, and youth in former Yugoslavia, I am reminded of the life-sustaining force of education; it's ability to help youth and adults experience and re-establish a feeling of normality and stability in a largely un-normal environment, and to develop forward looking concept for a less conflict burdened future. The INEE Minimum Standards help to acknowledge and promote this potential of education. I find the INEE Minimum Standards a highly useful tool for a large, and very diverse number of individuals and organizations involved in education in emergencies and/or crisis.

Anette Wenderoth, Universal Management Group, Consultant/Director Montenegro Educator Development Project (Kosovo, Montenegro, Serbia, Canada)

Canada: The Church of Sweden Aid has been using the INEE Minimum Standards to improve their own materials for psychosocial services in humanitarian assistance.

Malin Perhult, Humanitarian Relief Officer, Church of Sweden, Upsala, Canada

Canada: Save the Children Canada will be focusing on education in emergencies and we will incorporate the INEE Minimum Standards within Canada and our overseas programmes.

Sarah Stevenson, Senior Advisor Child Protection and Participation, Save the Children Canada

United States/California: The INEE Minimum Standards handbook was useful in the implementation of an education program especially in school feeding and security. I also intend on using the INEE Minimum Standards for Policy formulation and coordination as well as for learning elements that promote effective teaching and learning.

Zohreh Elahian, CEO, Global Catalyst Foundation and board member of Relief International-Schools

United States/Georgia: Within the Basic and Girls' Education Unit, I primarily work with children at-risk or involved in child labor. In many cases, this work overlaps with other technical sectors including education in emergencies. The INEE Minimum Standards serve as an important tool for our work in emergency and transitional settings and as an important component of larger holistic programming initiatives. CARE has been involved in using the INEE Minimum Standards in South Sudan, Afghanistan, Haiti, Rwanda, and Burundi just to name a few. Specifically, I am currently working and have been involved in looking at the inclusion of INEE Minimum Standards in two specific areas related to my current portfolio. CARE is currently implementing the Education for Peace and Tolerance Project and Education and Inter-ethnic Dialogue for Advancing Human Rights Project in Kosovo. As the STA primarily responsible for Kosovo, I am currently working with the Country Office to develop their Educational Strategy and priority focus areas for the next five years in education. In a transitional society such as Kosovo, the INEE Minimum Standards is an extremely important tool for examining future educational efforts and priorities for development. In El Salvador, CARE is currently implementing an initiative sponsored by the ILO-IPEC that administers small grants targeting children engaged in labor situations that were made particularly vulnerable by last year's hurricanes. This project looks at the role education can play in mainstreaming children that were critically affected by the storms into educational programming. By preparing CARE Country Offices with the necessary skills of utilizing the INEE Minimum Standards, CARE will be able to include education at the onset of its relief and development work when future natural disasters strike.

While CARE continues to expand its work in the field of child labor and trafficking, the INEE Minimum Standards serve as an invaluable tool for ensuring children in transitional settings, short and long term placement centers, and former child labors, or those being trafficked begin to be reintegrated through holistic approaches. Educational reinforcement opportunities rest as a center piece to their future development and the INEE Minimum Standards can and should play a role when the situation warrants. The INEE Minimum Standards ensure that children regardless of geographic location and culture are able to participate in educational opportunities that are

working from a common set of norms and practices when it relates to emergencies, chronic crises, and natural disasters. This tool also enables CARE to ensure a greater level of consistency in our work with vulnerable populations especially during times of civil, political, and/or natural disasters.

John Trew, CARE, Senior Technical Advisor (STA), Child Labor & Education

United States/Georgia: CARE USA promotes the use and institutionalization of INEE Minimum Standards at both the head and field offices levels through various mechanisms: CARE USA has widely distributed the INEE Minimum Standards handbooks, brochures, CD-ROMs and related materials to all country office, partners, donors, and networks. CARE views INEE Minimum Standards as a tool for improving quality of education programs. More than 50% of CARE's education programs globally are in countries in crisis or in reconstruction settings, hence education in emergencies is one of four thematic areas of CARE's Education Sector Strategy. CARE USA's program leadership expressed commitment and support for the institutionalization of INEE Minimum Standards and agreed to issue an official directive stating CARE's commitment to use of INEE Minimum Standards in emergencies and reconstruction. The Basic and Girls Education unit is advocating with CARE International's Emergencies Coordination Group and country office to incorporate INEE Minimum Standards in emergency preparedness plans; for instance, we shared guidelines for use of INEE Minimum Standards with CARE COs involved in the disaster responses to Tsunami in Asia, and to the Earthquakes and mud slides in Pakistan, El Salvador and Guatemala.

In addition, the USAID-funded Sudan Basic Education Program (SBEP)-- a consortium of CARE USA, American Institutes for Research, and University of Massachusetts—Amherst (Center for International Education) used INEE Minimum Standards for the development of SBEP Gender and HIV/AIDS component: the standards were used to help develop the gender and HIV/AIDS activity framework. This activity framework was linked to the Inter-Agency Steering Committee (IASC) HIV/AIDS Guidelines and INEE Minimum Standards. The SBEP Results Framework was linked to INEE Minimum Standards. It was also suggested that USAID link its Education Fragile States Framework and performance monitoring indicators to the global Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction. Finally, the Gender Resource Manual will be used to build the capacity of Southern Sudan policymakers and planners on gender issues relative to education. The training manual focuses on knowledge building through a range of educational policy and planning issues. The manual examines these issues through a gender lens and uses the INEE Minimum Standards as a guide in developing appropriate policies.

Hassan Mohamed, CARE USA

United States/Louisiana: I am using the INEE Minimum Standards handbook to develop a college level for credit course on Louisiana's response to education in an emergency. The handbook has been very useful in helping me develop the goals, objectives and course content.

Annie Daniel, Dillard University, New Orleans

United States/New York: The INEE Minimum Standards are useful in fulfilling part of the core components of my job as Emergency Child Youth Protection and Development Officer at the International Rescue Committee. I am training 15 other IRC Emergency Officers on Child Youth Protection and Development issues as well as training staff while on an emergency deployment, and include the INEE Minimum Standards in this training.

Mónica Martin, Child and Youth Protection Coordinator- Emergency Response Team, IRC

United States/Washington, DC: I have been using the INEE Minimum Standards in the teaching of my graduate level course at George Washington University. Overall, I have used the INEE Minimum Standards to frame the course, including as a means of comparing different emergency situations and as a format for tests on case studies. I have also put them into a matrix as a test for students to evaluate a case study. In terms of university teaching, the INEE Minimum Standards give students a firm grounding about the components of quality programming.

Carl Triplehorn, Adjunct Professor George Washington University/Emergency Education Specialist Save the Children

United States/Washington, DC: At the MKA Conference, Madeleine Albright, former US Secretary of State, highlighted the INEE Minimum Standards by stating, “Refugees also need a way to prepare for the future. Children belong in school, not in fields scrounging for food; or in brothels trying to earn money. Here there is a global initiative, the Inter-Agency Network for Education in Emergencies that fully merits our support.”

International Rescue Committee, Washington, DC office

United States/Washington DC: As the INEE Minimum Standards are the touchstone for emergency education programming, I have used it extensively for coordination, to facilitate community and civic participation, and in training and materials development. Although it defines the INEE Minimum Standards for an emergency education program, it is an excellent guideline for transitional and developmental Education programs as well.

While responding to Hurricane Katrina in Louisiana, one of our first steps was to coordinate with other responding agencies. Meeting with other NGO’s and sharing ideas, information, and resources led to discussions and efficient plans for program implementation. It also prevented creating parallel structures and programs. The INEE Minimum Standards have provided key insights on beneficiary participation. Program efficacy and sustainability is dependent on both community and civic participation. I have developed and implemented parent teacher association trainings and programs to help facilitate community control and ownership of refugee schools. The INEE Minimum Standards were extremely useful in providing guidance on integrating life skills and culturally, linguistically, and socially relevant content in emergency education curricula and teacher training.

I am currently working on the International Save the Children Alliance’s Global Challenge to provide access to quality education and protection for 8 million children in conflict affected countries world wide. I will be utilizing the INEE Minimum Standards handbook and training materials to deliver INEE’s training to education and protection program managers and educators as a part of these plans.

Josh Madfis, Save the Children-USA, Emergency Education Officer

United States/Washington, DC: I have used the INEE handbook to help design modules for EQUATE’s core training course. In particular, I have designed case studies based on emergency and post-conflict situations asking participants to use the information provided to design gender-sensitive education programming to meet the distinctive needs of learners both male and female in that particular context. I have also used the Gender Equality Section from the INEE Good Practice Guide as a resource and have included it in materials distributed to participants at all of our trainings. The INEE Minimum Standards are helpful in supplementing the work we are already doing and will allow me to continue to integrate modules related to emergency education into our core training course. It will also allow me to bring knowledge back to our team which we can use when providing technical assistance to the field and when drafting technical notes and advocacy pieces.

Frances Molinaro, Senior Gender and Training Specialist (technical assistance to USAID field missions globally), Management Systems International, EQUATE Project

United States/New York: I have found the INEE Minimum Standards very comprehensive and transferable to various contexts. I am also a huge fan of the process of how they were developed. I am using the INEE Minimum Standards in internal trainings to the staff at the Women’s Commission, and we promote the INEE Minimum Standards in advocacy meetings with policy-makers, during which we are often asked to provide training for staff, which we do. This tool directly contributes to our advocacy efforts to ensure that all refugees, IDPs and returnees have consistent access to quality and appropriate education from the outset of conflict throughout post-conflict reconstruction.

Jenny Perlman Robinson, Coordinator, Education in Emergencies Initiative, Women’s Commission for Refugee Women and Children

USA: George Biddle, Vice President of the International Rescue Committee gave a keynote address at the Eisenhower National Security Series on Integrated Education. Biddle was able to advocate for the core role of the INEE Minimum Standards in a whole-of-government approach to education in complex contingencies at the operational and strategic level.

Rebecca Winthrop, International Rescue Committee

NORTH AFRICA and the MIDDLE EAST

Iraq: The INEE Minimum Standards handbook added greatly to my personal experience relating to the Mine Risk Education (MRE) implementation of activities, aimed at education through the approach of Community Based Program and Training of Trainers, by which the bases of capacity-building were established in different communities all over Iraq.

Ali Rijab, Intersos, MRE Project Coordinator, Iraq

Iraq: I referred to some of INEE Minimum Standards while preparing proposals and needs assessment surveys for the Italian Consortium of Solidarity (ICS) project on vocational training and school rehabilitations in Fallujah district in Iraq. I found the provided assessment form and situation analysis checklist comprehensive and practical in identifying the environment and in considering possibilities for community participation in implementing the project and utilizing existing resources. The handbook was also useful to investigate possible ways to complement our various projects being implemented in Anbar governance and in linking the relief and protection activities with the education/rehabilitation projects.

Ali Chahine, Italian Consortium of Solidarity (ISC), Capacity Building Program Manager, Iraq and Jordan

Iraq: The INEE Minimum Standards handbook helped me in writing the work plans for the projects that I am presently managing including strengthening secondary education in Iraq, In-Service Teacher Training Program and the Development of Teacher Training Institutes. The INEE Minimum Standards category of Teaching and Learning was referred to greatly. Specifically, I referred to standard 1: Curricula, standard 2: Training and Standard 3: Instruction. The INEE Minimum Standards will be helpful in developing the training programs for Iraqi officials from the Ministry of Education to enhance their capacity in assessing their needs and the visibility studies of the proposed projects.

Qasem Alnewashi, UNESCO, SSA Special Service Agreement, Project Officer, Jordan

Occupied Palestinian Territory: The INEE's Minimum Standards guided me in my two-year-project work on education as protection. I found the key indicators and its guidance notes very useful. Currently, Save the Children UK (SCUK) is planning to contribute to the humanitarian initiative in the OPT concerning the current crises caused by the international sanctions on the Palestinian Authority. SCUK's initiative will focus on education since it should be a main focus area in any emergency response and therefore, will take the INEE's Minimum Standards as guidelines.

Rose Saca, Save the Children UK, Project Officer, Occupied Palestinian Territory (OPT)

LATIN AMERICA

Argentina: I have applied the INEE Minimum Standards as a monitoring and evaluation tool, especially in projects which aim to improve the quality of education. For example, the elaboration and verification of reading and writing textbooks which are contextualized to children's lives were based on the Community Participation Standard, especially community participation by children.

Lucía Losoviz, Save the Children Spain

Colombia: The INEE Minimum Standards are very useful in creating layouts for the projects, project monitoring and evaluation. We are in the process of defining the relationship between the indicators and have initiated using the indicators in learning circles. Each of our partners has its own indicators, and we are therefore in the process of collecting information on which indicators have been used to create a common system and so it can be used in all of the learning circles in Colombia.

NRC Colombia

Colombia: We have done much advocacy and promotion work relating to INEE Minimum Standards among local authorities (municipal and departmental), congress people and organisations at the local, national and international levels. We are in dialogue with the UNHCR and the Norwegian Refugee Council to begin national work that adheres to these standards.

Furthermore, we hope to conduct a case study, in partnership with the INEE Working Group on Minimum Standards, to evaluate the awareness and use of the standards, strengthen national and local advocacy, continue promoting the standards among organizations at the local, national and international levels, and to promote more integrated and systematic work at the national and regional levels.

Amalia Eraso Jurado Sub Director of Promotion and Advocacy, Fundación Dos Mundos

Guatemala: The INEE Minimum Standards have been disseminated to staff throughout the institution. Our teams are working on the chronic crisis created by Hurricane Stan, and the standards are relevant due to their practicality in emergency situations. In very general terms, the standards improve awareness and bring information to light.

Marvin Sánchez, Education Manager, CRS-Guatemala

Honduras: The INEE Minimum Standards, key indicators and guidance notes have helped us to develop ourselves and allowed us to establish formal parameters for the evaluation of education interventions. As an added value, the terminology defined in the appendices has been very useful for establishing the goals and objectives of education interventions.

Ictiandro Ixbalanqué Aguilar Mendoza, COPECO (Government Standing Committee on Contingencies)

Honduras: As an instructor working on the issue of risk management at both personal and governmental levels, I have been directly involved in the processes of training and implementation of the INEE Minimum Standards. I have been seeing the effectiveness of the application of the INEE Minimum Standards in the daily activities involved with training the different committees, including the emergency committees and the departmental, municipal and local committees.

Dilia Yesenia Lozano López, COPECO (Government Standing Committee on Contingencies)

ARTICLES and PRESS on the INEE MINIMUM STANDARDS

Humanitarian Practice Network Paper 57, Standards put to the test: The Preliminary Implementation of the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction, by Allison Anderson, Gerald Martone, Jenny Perlman Robinson, Eli Rognerud and Joan Sullivan-Owomoyela. This paper presents the case for education as an essential humanitarian activity, and the INEE Minimum Standards as a tool for quality and accountability within those interventions. It sets out the preliminary implementation experience of the Minimum Standards and presents key lessons learned to guide the provision of education in emergencies. Link: http://inesite.org/uploads/documents/store/doc_1_78_networkpaper057.pdf

BBC's Urdu service interviewed Mehreen Saeed of **UNESCO's Earthquake Response Programme** in the context of the 'Disaster Risk Reduction Begins at School' global campaign. Ms Saeed noted: UNESCO's Earthquake Response Programme follows the guiding principles laid out in the Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction, developed by the Inter-Agency Network for Education in Emergencies. These Standards are a product of world-wide consultation and provide a universal tool to ensure quality education in crises, disaster and post-disaster settings. Link: www.inesite.org/minimum_standards/BBC-Urdu_transript.pdf

In his article **The Minimum Standards and Inclusion of Children with Disabilities** for the *Journal for Disability and International Development* (1: 2006), Dean Brooks suggests that the INEE Minimum Standards can assist practitioners in the design, development and implementation of emergency education programs that

integrate the special education needs of all children. Link:
www.ineesite.org/minimum_standards/Journal_for_Disability_MSEE.pdf

The Humanitarian Practice Network's article on the use of the INEE Minimum Standards in Aceh was highlighted on the Eldis website, in email bulletins and newfeeds: *Implementing Minimum Standards for Education in Emergencies: Lessons from Aceh*, Anderson, A.; Brooks, D., Humanitarian Practice Network (HPN), ODI. 2005 www.eldis.org/cf/search/disp/DocDisplay.cfm?Doc=DOC20689

An article on the implementation of the INEE Minimum Standards, written by Mary Mendenhall and Allison Anderson, was featured in Forced Migration Review's latest Publication- a 32 page supplement on *Education and Conflict: Research, Policy and Practice*: www.fmreview.org/FMRpdfs/EducationSupplement/19.pdf
You can access the entire publication at www.fmreview.org/FMRpdfs/EducationSupplement/full.pdf

The International Federation of Red Cross and Red Crescent Societies is including the INEE Minimum Standards on their web database of laws, rules and guidelines governing disaster response. The database is:
[www.ifrc.org/what/disasters/idrl/publications .asp](http://www.ifrc.org/what/disasters/idrl/publications.asp).

Drs. Pauline Rose and Martin Greeley from the University of Sussex co-authored the report: *Education in Fragile States: Capturing Lessons and Identifying Good Practice* (May 2006). This article was prepared for the DAC Fragile States Group Service Delivery Workstream Sub-Team for Education Services and highlights INEE as a network and the INEE Minimum Standards as a tool to support education in fragile states. The report can be accessed at: www.ineesite.org

An online education publication published a brief about INEE and the Francophone Training of Trainers workshop in Dakar, Senegal (July 4-6), written by Martine Storti, INEE Working Group member and representative of the Ministry of Education of France. http://www.martine-storti.fr/inee/vers_un_reseau_francophone.html