INEE

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

Promoting access to safe, quality, relevant education for all affected by crisis

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Letter from the Co-Chairs

Dear Members and Colleagues:

Throughout its tenth year, INEE has continued to push for increasing recognition of the critical role that education in emergencies plays for social, political and economic stabilisation and development.

While INEE recognises that significant strides forward have been made over the last decade in the field, so too does it recognise that much still needs to be achieved. This is especially true when both natural and complex emergencies are becoming increasingly prevalent. INEE's work, and that of other actors in the field, therefore remains urgent and critical. The United Nation General Assembly resolution "The right to education in emergency situations" (A/64/L.58), adopted on 9 July 2010, is a valuable indicator of what can be accomplished by INEE and its members. This resolution reaffirms INEE's core tenets, including the idea that every human being has a right to education. So, too, does it encourage action on behalf of this idea, urging Member States to ensure access to education in times of emergency situations, while also establishing strategies and policies that promote this right as a key component of humanitarian efforts.

Management changes
2010 saw a number of changes within INEE; the secretariat and steering group underwent personnel changes, new members were welcomed on to the steering group and task teams, and our membership reached over 5,000 for the first time. Notably, we would like to extend our special gratitude to Allison Andersen. Allison led the secretariat for over six years, putting INEE firmly on the map as a key global actor. She handed over the directorship to Lori Heninger in May 2010. Marian Hodgkin also deserves our thanks. Marian left INEE in December 2010 after nearly four years and plans to undertake field-based education in emergency work. We would like to express our deep appreciation for the commitment and contribution of INEE Steering Group members Kjersti Okkelmo, Chris Talbot, Peter Buckland and Eva Ahlen. 2010 saw new organisations joining the Steering Group, such as the Refugee Education Trust and the Open Society Foundation. Additionally, new institutional representatives joined the steering group from UNESCO, UNHCR, the World Bank and Save the Children.

Updating the Minimum Standards and other tools and resources
2010 was an immensely busy year for the secretariat and INEE members with the completion of the updated version of the *Minimum Standards*, and other INEE resources, such as the *INEE Guidance Notes and Resource Pack on Teaching and Learning*, the *Reference Guide on External Education Financing and the INEE Pocket Guide to Gender*. Regional launches were conducted between June and November in Bangkok, Nairobi, Panama City, Paris, Dakar, Geneva, Oslo, Lima, New York and Washington, DC, involving almost 500 people representing governments, donors, practitioners, research institutions and academia. Over 7,000 hard copies of the *Minimum Standards* were distributed.
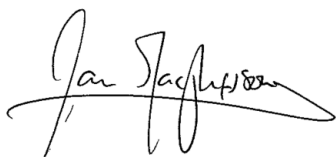
Expanding our partnerships

INEE members and the secretariat were instrumental in helping to establish and launch the IASC Global Education Cluster Working Group (GECWG); as an outgrowth of that work, the first joint strategic planning session between the GECWG and INEE took place in Washington in October 2010. The meeting brought together education-related agencies and organisations for the explicit purpose of setting out the most urgent priorities in education in emergencies and beginning the process of identifying appropriate responses to these needs. It was a landmark event that further confirmed the critical importance of the field of education in emergencies—and INEE's role within it.

The focus during 2011

Under Lori's stewardship, INEE has begun developing a strategic plan for 2011-2013, which will be completed by February 2011. The changes and successes that occurred during 2010 provided an opportunity for INEE to consider its identity, its value-added to the sector and to begin planning for its next period of organisational growth. This process of reflection has drawn deeply from INEE's broad membership base and has relied on the views of key players who brought INEE into being nearly ten years ago. While the details of the next strategic plan will be refined over the coming months, INEE will continue to capitalise on the credibility it has established through its products and knowledge generation, and the legitimacy it has acquired to speak with authority on key issues concerning education in emergencies. It will also respond to issues within the changing nature of the field that members determine can be influenced. Critically, INEE will begin to move away from solely considering emergency response as its exclusive area of focus and towards a more holistic approach to the crisis prevention, preparedness, response and recovery continuum. Strong partnerships, knowledge production and professionalisation will therefore continue to be hallmarks of INEE in the coming years.

April 2011 will mark our tenth anniversary, and we are planning celebratory events throughout the year. In this landmark year, we invite INEE members and others interested in the field of education in emergencies to be active members of the community and to celebrate, reflect and act critically with us. We continue to welcome your contributions and encourage you to take inspiration in what INEE and its members strive for with, and on behalf of, those seeking quality education, despite difficult circumstances. We hope 2011 will be a year to celebrate our shared progress, recognise the continued value of our collaborative effort and maintain INEE's leadership role in this most important field.

Ian Macpherson
Co-Chair

Anita Anastacio
Co-Chair

About INEE

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from nongovernmental organisations (NGOs), United Nations (UN) agencies, donor agencies, governments, academic institutions, schools and affected populations working together to ensure all persons the right to quality and safe education in emergencies and post-crisis recovery.

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 that would improve inter-agency communication and collaboration within the context of education in emergencies. At a follow-up Inter-Agency Consultation, INEE was officially founded to build upon and consolidate existing networks.

In 2011, INEE will celebrate its 10th anniversary. During this banner year, and with its new strategic plan, INEE will continue to promote safe, relevant, quality education in situations of crisis through strengthened partnerships both within and outside of the network, building the evidence base to ensure data is available to "make the case" that education in emergencies is a critical first response, and to create an enabling environment for education before, during and after a crisis occurs.

If you are a member of INEE, we are grateful for your support. If not, please consider joining INEE; membership is free, connects you to over 5,000 practitioners, policy makers, academics and students, provides information on education in emergencies through weekly bulletins and presents job opportunities in the education in emergencies field.

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Select Accomplishments

- INEE membership grew to 5,000, with members working in over 130 countries worldwide.

- An enhanced INEE Member Database was launched to facilitate collaboration among members. The new Member Database enables members to search for colleagues by areas of expertise and interest as well as geographic location. It also includes separate Research and Trainer databases.

- Four new/updated INEE tools were completed and launched:

  ▸ *INEE Minimum Standards for Education: Preparedness, Response and Recovery* in English, Chinese, French, Kyrgyz, Portuguese, Russian, Spanish and Urdu

  ▸ *INEE Pocket Guide to Gender* and *INEE Pocket Guide to Supporting Learners with Disabilities* in English

  ▸ *INEE Guidance Notes on Teaching and Learning* in English, Spanish and Chinese, forthcoming in French and Arabic

  ▸ *INEE Reference Guide on External Education Financing* in English, Arabic, French and Spanish.

- Tools launches were held, with partner organisations, in Bangkok, Dakar, Geneva, Lima, Nairobi, New York, Oslo, Panama City, Paris and Washington, DC.

- The 2010 INEE Policy Roundtable brought together almost 50 practitioners, policy makers and expert youth to discuss education for youth affected by crisis.

- The first INEE Research Symposium on adolescents and youth was held in Geneva; both study outcomes and methodologies were presented and discussed, and questions for future research were prioritised.

- Annotated bibliographies to determine existing research and areas in need of research were developed on Early Childhood Education and Adolescents and Youth by respective Task Team members.

- INEE released *Education and Fragility in Bosnia-Herzegovina*, one of the four country case studies of the INEE "Situational Analyses of Education and Fragility" research project (developed by the UNESCO Chair at University of Ulster, e-published by IIEP/UNESCO). The final case studies on Cambodia and Liberia were completed and will be released in early 2011.

- The synthesis report of the four country case studies of thy "Situational Analyses of Education and Fragility" (on Afghanistan, Bosnia-Herzegovina, Cambodia and Liberia) was finalised by the Working Group on Education and Fragility (to be e-published by IIE/-UNESCO and released in early 2011).

- INEE facilitated engagement and continued support for the Education for All (EFA) Global Monitoring Report (GMR) 2011 on armed conflict and education, and the World Bank World Development Report (WDR) 2011 on security, conflict and development.

- The INEE Working Group on Minimum Standards released an e-learning module, *Learning is Their Future: Darfuri Refugees in Eastern Chad*, which

aims to increase learners' knowledge about the INEE Minimum Standards and their applications in refugee situations.

- INEE developed the INEE Toolkit with over 800 vetted field-friendly tools and resources to guide educationalists and humanitarian workers working in the field of education in emergencies.

- INEE developed a background paper entitled *The Multiple Faces of Education in Conflict-Affected and Fragile Contexts* for the GMR and WDR teams for inclusion in their respective forthcoming 2011 reports.

- INEE supported the development and release of the European Commission's *Study of Governance Challenges for Education in Fragile Situations*, including eight country case studies and a synthesis report.

- INEE facilitated a two-day Consultative Workshop on Education and Fragility in Addis Ababa, Ethiopia in October 2010. The workshop brought together 45 education experts from ministries of education, NGOs and donor agencies in Ethiopia, Kenya, Somalia, Sudan and Uganda, as well as members of the INEE Working Group on Education and Fragility, to analyse education's role in fragile contexts and generate strategies to enhance education's positive role in mitigating fragility.

Select Presentations and Facilitated Trainings by the INEE Secretariat

- Presentation on the INEE Minimum Standards as a framework for analysis and planning to protect education during violent conflict at the UNICEF Regional Workshop on Protecting Education from Attack (Bangkok, Thailand).

- Presentation on the *INEE Minimum Standards* as a framework for analysis and planning for Disaster Risk Reduction at the UNICEF Regional Workshop on Disaster Risk Reduction through the lens of Child Friendly Schools (Bangkok, Thailand).

- Training on the *INEE Minimum Standards* for Ministry of Education officials from the Arab world (Amman, Jordan).

- Multiple trainings on the I*NEE Minimum Standards* for students at Harvard University, New York University and Columbia University (Boston and New York).

- Panel presentation on education and conflict at the Millennium Development Campus Conference (Columbia University, New York).

- Panel presentation on youth and education in conflict settings (CUNY Graduate Center, New York).

- Panel presentation on careers in not-for-profit settings (New York University, New York)

- Presentation on relevant INEE tools for World Teachers Day (United Nations, New York)

- Panel presentation on the *INEE Minimum Standards* as the basis for education response in Haiti at the American University in Paris (Paris, France)

- Presentation on the *INEE Situational Analyses of Education and Fragility* at a Global Monitoring Report (GMR) consultation at IIEP/UNESCO (Paris, France)

Select Articles Developed by the INEE Secretariat

- "The Creation and Development of the Global IASC Education Cluster," Background Paper for the 2011 Education for All *Global Monitoring Report* (UNESCO, forthcoming 2011).

- "Education: Critical to HIV prevention and mitigation" in *Forced Migration Review* (Oxford University, Fall 2010).

- "Inclusive Education in Emergencies: Including Everyone" in *Forced Migration Review* (Oxford University, Summer 2010).

Strengthening Institutional Coordination, Policy Dialogue and Advocacy

IASC Education Cluster

The cluster approach was adopted in 2005 to address gaps in the humanitarian response system. It is part of a wider reform process aimed at improving the effectiveness of humanitarian response by ensuring greater predictability and accountability, while at the same time strengthening partnerships. Recognising the importance of education as part of humanitarian response, the IASC Principals meeting in December 2006 endorsed the application of the cluster approach to the education sector. The Global Education Cluster is the only cluster co-led by a UN agency and an NGO at the global level: UNICEF and Save the Children. The Education Cluster envisions a world in which all children and young people affected by humanitarian crises have equitable access to relevant, quality education in a safe and protective environment.

In 2010, INEE continued to play a key role in supporting the work of the Global Education Cluster. INEE members and Secretariat staff have engaged in much of the work of the Education Cluster Working Group, contributing to the development of cluster systems and collaborating in the production of thematic tools. The *INEE Minimum Standards* provide the overarching framework to guide cluster planning and action at the field level, and guidance, technical assistance and resources have also been provided through the INEE membership and Secretariat. The INEE listserv and website provide a core means of communication for dissemination of cluster information and resources to the field.

The Education Cluster presence at global, regional and national levels is also extremely important for INEE as a network; it is an effective mechanism for disseminating information about INEE tools and services, and a means through which to advocate for education within broader inter-sectoral humanitarian coordination fora. INEE capacity-building efforts have also been reinforced by Education Cluster trainings, leading to the development of a harmonised INEE-Education Cluster training package.

Some highlights of INEE's work with the Education Cluster in 2010 include:

- INEE Secretariat members continue to actively participate in the Knowledge Management Task Team, Capacity Development Task Team, Field Operations Task Team and the Strategic Advisory Group, providing leadership and inputs into Task Team products and activities and attending bi-annual Education Cluster Working Group meetings.

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- As Chair of the Knowledge Management Task Team, the INEE Secretariat worked with the Education Cluster Unit to organise and facilitate an inter-sectoral workshop to define a core list of education needs assessment indicators.

- The INEE Secretariat supported the piloting and finalisation of the Joint Education Needs Assessment Toolkit and the Short Guide to Rapid Joint Education Needs Assessments, which has now been launched in hard copy.

- The INEE Gender Task Team worked with the Education Cluster Gender Focal Point (a GenCap Advisor), to author the new INEE Pocket Guide to Gender (more information on page 23).

- The INEE Secretariat engaged the Education Cluster Unit in the drafting of the new Coordination Standard, within the updated *INEE Minimum Standards*.

- The INEE Working Group on Minimum Standards collaborated with the IASC Education Cluster to develop a harmonised training package on education in emergencies (more information on page 14).

- The INEE Teaching and Learning initiative partnered with the Education Cluster to pilot the *INEE Guidance Notes on Teaching and Learning* with cluster members in Zimbabwe and occupied Palestinian Territories (oPT) (more information on page 19).

As this summary demonstrates, INEE and the Education Cluster have continued to develop a highly collaborative and mutually supportive relationship. This partnership, as well as the need to better articulate the relative strengths and build on the strategic differences of INEE and the Education Cluster led both groups to undertake parallel and overlapping/ referential strategic planning process in 2010, which will culminate in distinct but complementary plans for both groups for 2011-2013.

Education and Fragility

The INEE Working Group on Education and Fragility continued its work under a mandated extension until May 2011 as an inter-agency mechanism to coordinate diverse initiatives and catalyse collaborative action on education and fragility. The group had agreed in late 2009 to continue for an additional third year to allow time for the completion of ongoing products and activities, as well as make headway on dissemination and dialogue around them. The Working Group's goals are to:

- strengthen consensus on what works to mitigate fragility through education while ensuring equitable access for all;

- support the development of effective quality education programmes in fragile contexts;

- promote the development of alternative mechanisms to support education in fragile contexts in the transition from humanitarian to development assistance.

The Working Group held two biannual meetings in 2010—in Paris, France, in April at UNESCO, and in Addis Ababa, Ethiopia, at UNICEF in October. Early in 2010, the Working Group undertook an independent review that evaluated the achievements and remaining challenges of the group in terms of substance and scope, as well as operations. At the April meeting, the Working Group reviewed the results and recommendations from the independent review which revealed that the Working Group is overall considered successful, with some remaining challenges that need to be addressed, including: narrowing the scope of work; creating manageable workloads and project management arrangements; creating more rigorous administration of consultants; fully engaging in substantive work, tasks and feedback; identifying clear strategies for leadership, management, administration and funding; and ensuring consistent membership and representation.

At the October 2010 meeting, the Working Group decided to reconstitute the group at the end of its current mandate in May 2011 to continue work on education and fragility. A transition team was formed to lead the reconstitution process.

Strengthening the Evidence Base

The Working Group's objectives include strengthening the evidence base for understanding education and fragility, particularly the impact of education on mitigating or exacerbating fragility. To support this objective, the Working Group commissioned a research programme consisting of four "Situational Analyses of Education and Fragility" in Afghanistan, Bosnia-Herzegovina, Cambodia and Liberia, as well as a synthesis report of the four studies that offers insights into the relationship between education and fragility and suggests possible recommendations for policy and programming. All studies are being e-published by IIEP-UNESCO. The Afghanistan study was released in 2009 and the Bosnia-Herzegovina study released in November 2010. The studies on Cambodia and Liberia are complete and scheduled to be released by April 2011. Similarly, the synthesis report is complete and will be available in February or March 2011.
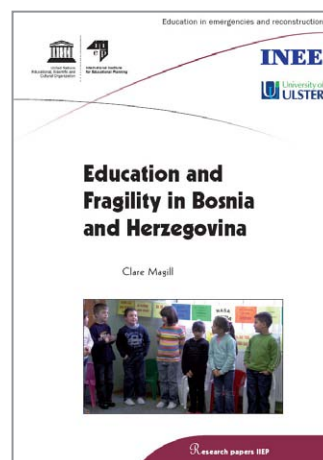
Additionally, the Working Group supported the development and release of the European Commission's (EC) *Study on Governance Challenges for Education in Fragile Situations* in July 2010. Highlighting the relationship between education and fragility, the EC report includes an in-depth analysis of capacity, service delivery, resource mobilisation and viability of partnerships in the education sector in each fragile context. The study includes a synthesis report and eight country case studies on Aceh, Cambodia, the Democratic Republic of Congo, Haiti, Lebanon, Liberia, Somalia and Southern Sudan.

Informing Decision-Making Processes for Effective Education Funding Modalities in Situations of Fragility

The *INEE Reference Guide on External Education Financing* was released in June 2010 following a consultative process that involved Working Group members and 25 additional technical experts. The Reference Guide aims to enable national decision-makers in low-income countries, including those in fragile situations, to better understand the ways in which donors provide education assistance, how various funding mechanisms work and why donors choose one funding mechanism over another to support education.
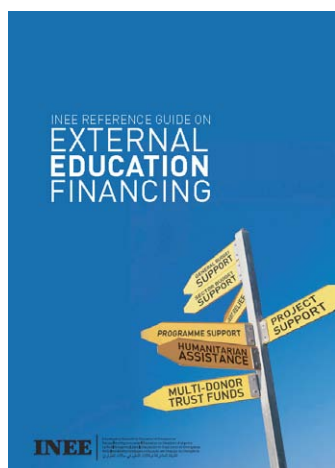
The Reference Guide was included as one of the four tools launched through the series of INEE Regional Tools Launches that began in June 2010. Additionally, the Working Group initiated an extensive dissemination strategy, releasing the tool via INEE's website and listserv, and announcing it via various electronic communication mechanisms (newsletters, listservs, websites, etc.) of Working Group member agencies and other interested agencies. Hard copies have been disseminated within Working Group member agencies, at the INEE regional tools launches and to colleagues around the world in response to ongoing requests. The Reference Guide has been translated into Arabic, French and Spanish and released to these respective INEE Language Communities. Learning materials for use in facilitating sessions on the Reference Guide were developed and are available on the INEE website. As a supplemental annex to the Reference Guide, the Working Group developed a comprehensive list of external education financing resources and additional readings, particularly on fragile situations, which is now available on the INEE Education and Fragility web pages and is incorporated into the updated *INEE Minimum Standards Toolkit*.

In addition to the Reference Guide, an in-depth analysis paper on education financing modalities in Afghanistan, Ethiopia, Nepal, Pakistan, Sierra Leone and Somalia entitled *Appropriate and Effective Financing Modalities and Channels for Education in*

Fragile Situations was released in early 2010. This study served as the substantive basis for developing the Reference Guide.

Promoting Consultation and Dialogue about Education in Fragile Contexts

In early October 2010, the Working Group on Education and Fragility facilitated a two-day Consultative Workshop on Education and Fragility in Addis Ababa with 45 education experts from ministries of education, NGOs and donor agencies in East African countries—Ethiopia, Kenya, Somalia, Sudan and Uganda—and members of the Working Group. Participants came together to discuss and analyse education's role in fragile contexts in order to gain deeper knowledge of the challenges of delivering education services in fragile contexts, and to generate strategies to enhance education's positive role in mitigating fragility. The workshop consisted of interactive sessions in which participants were encouraged to analyse the core questions around which the workshop agenda was focused:

- What have been the key developments in the respective countries during the last 10 years?

- How have these developments impacted on delivery of education?

- How has the delivery of education impacted fragility in terms of the key developments?

- What are strategies for maximising the positive impact of education on fragility?

Discussions at the Addis Ababa consultative workshop confirmed the interest of in-country actors in further exploring the two-sided aspects of education in fragile contexts—how education has been impacted by and how it can mitigate and prevent crisis. Additionally, discussions and interactions confirmed the value-added of the membership of the Working Group, which includes both humanitarian and development agencies with different expertise and resources, in supporting in-country stakeholders to plan, design and implement their proposed strategies.

Colleagues from Southern Sudan who participated in the Addis Ababa workshop expressed an interest in continuing to develop programmatic approaches in the education sector to positively impact the important transition from post-conflict to sustainable development in Southern Sudan. As a result, the Working Group plans to provide in-country support in Southern Sudan in February 2011 through a similar two-day workshop to support local stakeholders to further define education strategies that can mitigate fragility in different domains, as well as transition to a longer-term development path.

Advocacy

On 9 July 2010, the United Nations General Assembly adopted a first-of-its-kind resolution on education in emergencies entitled "The right to education in emergency situations." (A/64/L.58). This resolution is a major advocacy achievement for the field of education in emergencies, and has been brought about by the hard work of many INEE members, member agencies and supportive national governments.

The resolution reaffirms that everyone shall enjoy the human right to education. The resolution urges Member States to ensure access to education in emergency situations for all affected populations,
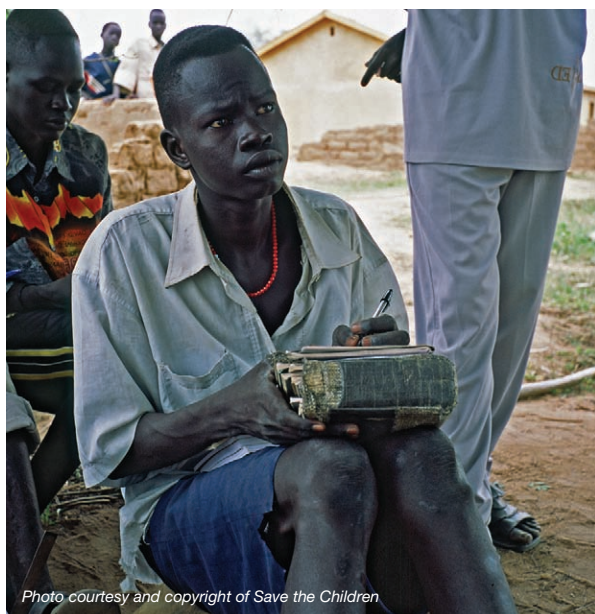
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while implementing strategies and policies to ensure and support the realisation of this right as an integral element of humanitarian assistance and response. The resolution twice mentions the INEE Minimum Standards for Education: Preparedness, Response and Recovery, emphasising the importance of its use by education coordination bodies, such as the Education Cluster, as a coordination tool and urging the use of the Standards in all phases of the planning, design, construction and reconstruction of educational facilities.

The resolution also urges Member States to criminalise attacks on educational buildings under their domestic law, and further urges them to implement gender-sensitive policies and programme interventions to ensure equal access to safe, quality and relevant education. States and other relevant actors are called upon to ensure the facilitation of early access to education and training for children and adults in secure, friendly environments in the aftermath of emergencies. The resolution also calls upon Member States and the private sector to continue to support diverse humanitarian funding channels and to consider increasing their contributions to education programmes defined in humanitarian appeals.

The INEE Secretariat applauds the adoption of the General Assembly resolution and urges Member States and other partners working on education in emergencies to translate the commitments in the resolution into tangible improvements in the quality and access to safe education for girls, women, boys and men in emergency settings. INEE members can leverage this resolution in future work through advocating to both national governments affected by crisis and donor governments to:

- ensure that all people affected by crisis and instability have access to quality, relevant and safe education opportunities;

- work to integrate education services into all emergency interventions as an essential lifesaving and life-sustaining component of humanitarian response;

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- provide sustainable funding and develop holistic policies to ensure education preparedness, crisis prevention, mitigation, response and recovery;

- promote and apply the *INEE Minimum Standards*, ensuring that all education programmes preparing for, and responding to, crisis are *consistent with the* Standards and accountable for quality and results.

Advocacy for more *specific topics mentioned* in the resolution could also be undertaken, including protecting education from attack, work on disaster risk reduction and support of the work of the UN Special Rapporteur on the Right to Education, the Special Representative of the Secretary-General for Children and Armed Conflict, and the IASC Education Cluster.

The resolution was co-sponsored by Benin, Bosnia-Herzegovina, Costa Rica, Nicaragua, Norway and Qatar. Speaking at the adoption of the resolution, the Ambassador of Qatar to the United Nations said that the resolution illustrates the level of international dedication to ensure the protection of the fundamental right to education. He praised the resolution, describing it as integrated and holistic, and saying that it addresses the legal, political, humanitarian and funding dimensions of the issue. The Ambassador of Belgium to the United Nations, speaking on behalf of the European Union, thanked

the governments that forged a cross-regional partnership to build on the March 2009 General Assembly debate on Education in Emergencies, and stated that "the message of the resolution is clear: education in emergencies deserves full attention, at the same level as other equally important, life-saving needs which humanitarian assistance aims to address during an emergency."

Policy
Support to the 2011 Global Monitoring Report
It was announced in 2009 that the 2011 EFA Global Monitoring Report would focus on education and violent conflict, partly as a result of strong and consistent advocacy by INEE and the Working Group on Education and Fragility. Over the course of 2010, the Working Group and the Coordinator for Education and Fragility provided ongoing support to the GMR team by providing extensive inputs to, and feedback on, the draft concept note for the report, in addition to providing background papers (see "The Multiple Faces of Education in Conflict-Affected and Fragile Contexts" on page 12), materials and research. The INEE Coordinator for Education and Fragility participated in a GMR consultation at IIEP-UNESCO in February 2010 and the Working Group incorporated a consultation session with the GMR team into its biannual meeting in April at UNESCO. In March 2011, the Working Group will actively support the GMR team with its international report launch taking place in New York via a side event on education's role in peacebuilding co-hosted by UNICEF.

Support to the 2011 World Development Report
Similarly, the Working Group contributed to the World Bank's 2011 World Development Report, for which the topic is security, conflict and development. The Working Group developed a background paper entitled *The Multiple Faces of Education in Conflict-affected and Fragile Contexts* (see "The Multiple Faces of Education in Conflict-Affected and Fragile Contexts" on page 12) to provide key recommendations on education and conflict/fragility that both the GMR and WDR reports could incorporate to enhance coherence between the two, and to ensure that the WDR would consider the po-

tential impacts of education on conflict and fragility, not just the impacts of these on service delivery.

The Multiple Faces of Education in Conflict-Affected and Fragile Contexts

To ensure that cutting-edge practice, research and policy messages are incorporated similarly into both forthcoming 2011 GMR and WDR reports, in 2010 the Working Group developed a background paper on education's role in conflict and fragility. The background paper considers how education may interact with conflict and fragility, exploring how political, social and economic conditions linked to drivers of conflict and fragility—including poor governance, violence, repression, corruption, inequality and exclusion—may affect quality, relevance, equity and management of education in ways that not only hinder education and peace dividends and reverse development gains, but which can also further entrench or exacerbate instability. The paper, along with a supporting brief and PowerPoint presentation, are available on the INEE website ineesite.org/index.php/post/policy_multiple_faces_of_education/.

INEE Policy Roundtable 2010

While access to education opportunities for children of primary-school age affected by crisis has become an increasingly accepted critical component of humanitarian response and a priority for recovery, the rights and needs of youth facing different but severe challenges have not received the same attention from governments, donors and those planning for and responding to disasters and conflict. Across all sectors, the world's significant youth population too often continues to fall between programming, policy and funding cracks; yet approximately 35% of the world's 14 million refugees are young people between the ages of 12 and 24, and many more unaccounted for youth are seriously affected by disasters and displacement.

AN ENABLING RIGHT: EDUCATION FOR YOUTH AFFECTED BY CRISIS

2010 INEE POLICY ROUNDTABLE

The 2010 INEE Policy Roundtable, organised by the INEE Adolescent and Youth Task Team in collaboration with the IASC Education Cluster, was a one-and-a-half day event in November, hosted by UNHCR in Geneva. The Roundtable brought together a diverse group of 50 policy makers, practitioners, donors, academics and expert youth from education, protection, livelihoods and other relevant sectors. Discussion focused on cross-cutting issues and strategy development on ways to close critical gaps in crisis response and recovery through to development. The event had the following objectives:

- Stimulate dialogue between sectors on strategies needed to improve service delivery for, and engagement with, youth in humanitarian crisis through to recovery.

- Review innovative youth-focused policy, funding and programmatic approaches to determine how the rights and needs of youth in crisis can be met at scale.

- Develop targeted policy recommendations and advocacy strategies to significantly improve and expand existing and emerging policy, programming and funding for youth affected by crisis.
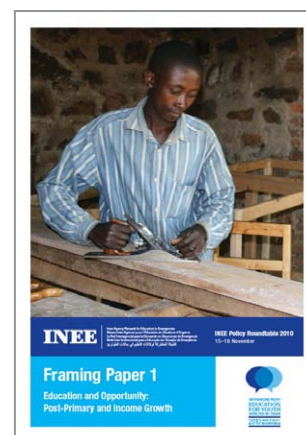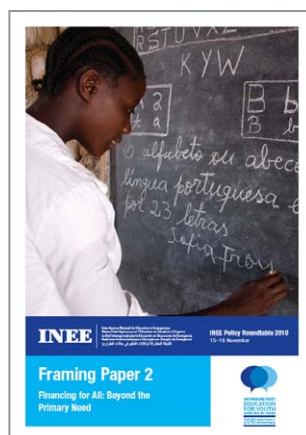
The INEE Policy Roundtable was structured around three thematic areas, framed by commissioned papers, which examined the variety of age- and gender-specific needs of youth in a range of contexts, providing much-needed data and analysis of the current situation, and documenting emerging good practice and innovation. The thematic areas were:

- Education and Opportunity: Post-primary and Livelihoods

- Financing for All: Beyond the Primary Need

- Whole People, Holistic Approaches: Cross-Sectoral Action and Learning
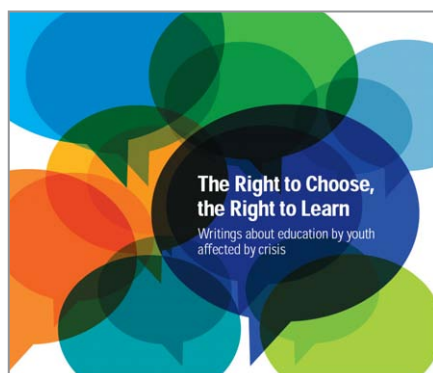
The Framing Papers were authored by leading youth experts, working with three youth partners who provided inputs and reviewed the findings, recommendations and discussion points. A Reference Group, made up of over 50 INEE members, also provided comments and case studies during the development of all three of the papers. The Framing Papers were accompanied by *The Right to Choose, the Right to Learn: Writings about education by youth affected by crisis,* a document made up of articles by youth who compellingly articulated the need for education for themselves and for their peers. All four publications framed the Roundtable discussions, with participants working in one of three Working Groups, focusing on one of the themes, and collectively developing an action plan that addresses key gaps and recommendations as well as key actions and actors.

The Roundtable event also included a strong virtual component. INEE members, particularly youth, were invited to write posts for a dedicated INEE Youth Blog, and each of the Framing Papers was shared online via a blog post as well as an interactive webinar, where the Framing Paper authors were able to present their findings and lead a discussion of the recommendations.

The collaboratively developed outcomes of both the face-to-face and virtual components of the Roundtable will be used to shape the workplan of the INEE Adolescent and Youth Task Team; the Task Team will look to work with the Education Cluster and other key actors to move forward the action plan.

Enhancing Global Knowledge and Capacity

INEE Minimum Standards

The *INEE Minimum Standards for Education: Preparedness, Response, Recovery* express a commitment that all individuals—children, youth and adults—have a right to education. The standards articulate the minimum level of educational quality and access in emergencies through to recovery. They are being used in over 80 countries around the world to improve programme and policy planning, assessments, design, implementation, monitoring and evaluation. The standards are also used for advocacy and as a tool for contingency planning and preparedness.

In 2010, the INEE Working Group on Minimum Standards, which leads the implementation and institutionalisation of the standards, completed the Minimum Standards update process and focused on supporting the application of the *INEE Minimum Standards*. The Working Group convened two meetings—in Kampala, Uganda, and in Oslo, Norway. (For a full list of the Working Group members, see Organigramme,).
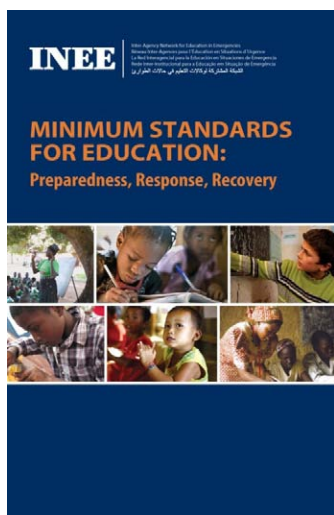
Minimum Standards Update Process

The *INEE Minimum Standards* update proces was completed in May 2010. The update process sought to

- reflect recent developments in the field of education in emergencies;

- incorporate the experiences and good practices of people using the handbook and adapting the standards to their contexts;

- create a more user-friendly Handbook than the 2004 edition.

The update process built upon the original multi-tiered, consultative development process that was undertaken in 2003-2004, and has leveraged the strong relationships that INEE has forged since its inception in 2000 with education, humanitarian and development practitioners and policy makers around the world. Key stages in the update process include: desk review of feedback from users of the Handbook; online consultations with INEE members; consultative workshops on key thematic issues; category review; peer review; and listserv review.

INEE

MINIMUM STANDARDS FOR EDUCATION:
Preparedness, Response, Recovery

> *"I would like to send my thankful message to all INEE community for their hard work creating these useful tools. These books are essential for our job of education in a long-ravaged country whose education institutions seem behind about two decades. I also assure you that these standards will be applied by our organisation."*
> —Ibrahim Mo'alim Hussein, Formal Education Network for Private Schools, Somalia

Over 1,300 people contributed during the year-long update process. The broadly consultative process incorporated feedback from a wide range of individuals representing local, national and international NGOs, UN agencies, Ministries of Education, universities and donor agencies. The online consultations engaged 169 people in 68 countries. The INEE Secretariat and partners conducted 52 consultative workshops in 27 countries. (See pie chart below for regional distribution of the participants in the Update Process).

Minimum Standards Update Process Consultative Workshop Participants

- Africa 18%
- Asia 42%
- Europe 16%
- Latin America 7%
- Middle East 4%
- North America 13%
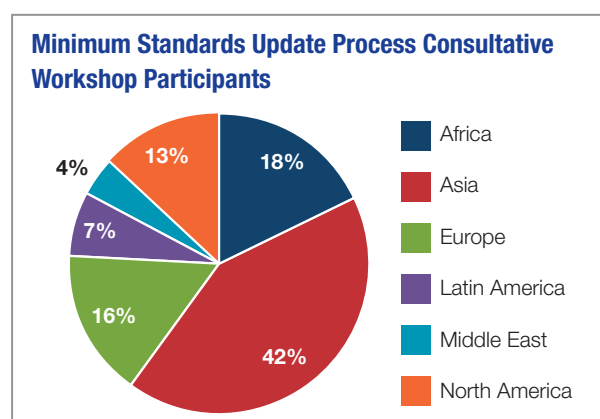
Key improvements in the 2010 edition of the Handbook include:

- strengthening of context analysis and key issues: protection; psychosocial support; conflict mitigation; disaster risk reduction; early childhood development; gender; HIV and AIDS; human rights; inclusive education; inter-sectoral linkages (health, water, sanitation and hygiene promotion, shelter, food and nutrition); and youth. For tools to help with the implementation of these key issues, go to the INEE Toolkit: ineesite.org/toolkit

- the inclusion of key actions, rather than key indicators, that need to be taken in order to meet the standards;

- a change in the name of the first domain from "Standards Common to all Categories" to

"Foundational Standards," which is reflective of the need to use these standards as the basis of all education work. In addition, given the need for coordination in all education work, the standard on Coordination has been moved to this domain from the Education Policy domain.

Since launching in June 2010, the INEE Secretariat has disseminated over 7,000 English-language hard copies of the *INEE Minimum Standards*. Over 40% of the English hard copies have been distributed UN agencies (predominantly UNICEF), followed by international NGOs (over 20%). The majority of the English hard copies have been distributed to Asia, Europe and Africa (see table on page 16). The Handbook was also disseminated electronically to over 15 websites and listservs, including ReliefWeb.

INEE Minimum Standards: Promotion and Translations

Since its launch in June 2010, the *INEE Minimum Standards* handbook has been translated into nine languages: Arabic, Chinese, French, Kyrgyz, Portuguese, Russian, Spanish and Urdu. These translations have been either partially or fully supported by INEE members and partners. Translations have also begun into Burmese, Dari, Japanese, Nepali, Pashto, Serbo-Croatian and Vietnamese. To download the *INEE Minimum Standards* Handbook in various languages, please visit ineesite.org/translations.

INEE Minimum Standards: Training and Capacity Building

In 2010, the INEE Secretariat and INEE members conducted more than 20 *INEE Minimum Standards* trainings around the world, as well as many more trainings and workshops that incorporated Minimum Standards sessions. The INEE Secretariat has continued to support these trainings by identifying potential trainers, coaching and mentoring INEE members in defining training objectives and agendas, and directly co-organising and facilitating trainings.
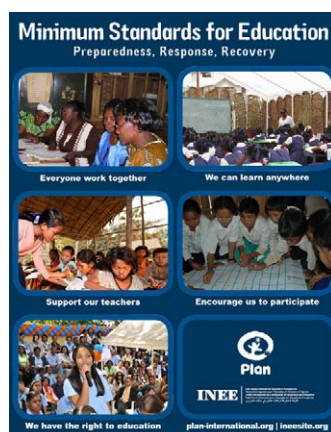
The INEE Working Group collaborated with the IASC Education Cluster in the development of a harmonised training package on education in emergencies, building on the original *INEE Minimum Standards* Training Package, the First-Line Responders Training Package and the Ministry of Education Senior Officials Training Package. The harmonised training package is available at ineesite.org/training.

To facilitate the search for qualified trainers on the *INEE Minimum Standards* and education in emergencies, INEE developed a Trainers Database: ineesite.org/index.php/member/. The Database allows INEE members to search for trainers by language, geographic expertise, country of residence, name and organisation.

To help with the implementation of the *INEE Minimum Standards*, the Working Group on Minimum

Standards also updated the *Minimum Standards Reference Tool*, available in English, French and Spanish. In addition, on behalf of the Working Group, Plan International developed a child-friendly poster on the *INEE Minimum Standards*, available in English, French and Spanish. To request hard copies, please email materials@ineesite.org.

To guide our members through the contextualisation process, the International Rescue Committee (IRC) on behalf of the INEE Working Group on Minimum Standards developed the following tools and resources, now available online:

- Steps to Contextualise the INEE Minimum Standards

- Sample Framework for the Contextualisation Process

- Sample of INEE Minimum Standards Contextualised for Afghanistan

You can also download the full Contextualisation Package online at ineesite.org/MScontextualisation.

INEE Toolkit

The INEE Secretariat, together with INEE members and partners, updated and expanded the INEE Toolkit ineesite.org/toolkit. This Toolkit contains over 800 practical, field-friendly tools and resources to guide educationalists, humanitarian workers and government officials working in the field of education in emergencies through to recovery. The vetted tools and resources in this Toolkit are organised in the following sections:

Distribution of updated INEE Minimum Standards in English & French: July – December 2010

- INEE Minimum Standards contains the *INEE Minimum Standards Handbook* in various languages, tools to support the implementation of all Minimum Standards, tools on key thematic issues mainstreamed in the Handbook and Minimum Standards training and capacity-building materials.

- Reference Guide on External Education Financing contains the Reference Guide in various languages and tools to support the use of the Reference Guide.

- Guidance Notes on Teaching and Learning contains the *Guidance Notes* and *Resource Pack on Teaching and Learning*.

- Guidance Notes on Safer School Construction contains the *Guidance Notes on Safer School Construction* in various languages and implementation tools.

- Guidance Notes on Teacher Compensation contains the *Guidance Notes on Teacher Compensation* in various languages and implementation tools on teacher compensation.

- Pocket Guide to Inclusive Education contains the *Pocket Guide to Inclusive Education* in various languages and implementations tools on inclusive education.

- Pocket Guide to Gender contains the *Pocket Guide to Gender* in various languages and implementation tools on gender.

- INEE Advocacy Materials: this section contains advocacy materials on education in emergencies and key INEE documents.

For INEE members working in remote areas and without steady internet connection, the INEE Toolkit is available on a CD-ROM. To request a copy, please visit ineesite.org/request-resource/.

Implementation of the INEE-Sphere Companionship Agreement
In October 2010, INEE and the Sphere Project celebrated the two-year anniversary of the INEE-Sphere Companionship Agreement. The Companionship promotes the use of the *INEE Minimum Standards* as companion and complementing standards to the Sphere Handbook, *Humanitarian Charter and Minimum Standards in Disaster Response*.

Select Examples of Supported Trainings on the INEE Minimum Standards

Minimum Standards Trainings for Education partners in Afghanistan, April-October 2010
CARE-Afghanistan conducted 29 four-day trainings on the INEE Minimum Standards, training 885 representations of IASC Education Cluster member organisations, NGOs, MOE, and local organisations. This includes 246 Cluster members (126 female and 120 male) throughout Afghanistan and 334 MOE officials (36 female and 298 male). The trainings focused on understanding the use of the INEE Minimum Standards as a framework for quality and safe education in emergencies.

Minimum Standards Training for MOE officials in Amman, Jordan, May 2010
This four-day training introduced 18 MOE representatives from the Arab region (Lebanon, Jordan, oPT, Yemen, Iraq, Tunisia, etc.) to the *INEE Minimum Standards*. It focused on Disaster Risk Reduction and introduced the participants to contingency planning using the *INEE Minimum Standards* as a guiding framework. Following the training, participants were asked to put the knowledge from the training into practice. For example, the Lebanese participants advocated for and established a working group on education in emergencies within the MOE Lebanon.

As a result of the Companionship, the new 2010 edition of the *INEE Minimum Standards Handbook* cross-references the Sphere Standards and has mainstreamed inter-sectoral linkages (health, shelter, nutrition, water, sanitation and hygiene). Similarly, education linkages have been mainstreamed in the updated Sphere Standards. Used together, the two complementary sets of standards will help to improve the quality of humanitarian assistance provided to people affected by crisis, and will ensure that crucial linkages are made at the outset of an emergency through, for example, multi-sectoral needs assessments.

The INEE Working Group on Minimum Standards developed a new e-learning module, *Learning Is Their Future: Darfuri Refugees in Eastern Chad* (sphereprototype.conted.ox.ac.uk/cases/learningistheirfuture/index.php). The innovative multimedia module includes video, photographs, maps, articles and reports, organised around the five domains of the *INEE Minimum Standards*. Tailored specifically towards practitioners who may be new to the Education in Emergencies field, the module seeks to demonstrate why education should be a key component of humanitarian aid and to inform learners how to use the *INEE Minimum Standards* as a framework for strengthening education programming and policies. This module is part of the *Sphere E-learning Tool*, sphereproject.org/content/view/637/32/lang,english/.

Teaching and Learning Initiative

INEE Guidance Notes and Resource Pack on Teaching and Learning
Since the Dakar World Education Forum in 2000, there has been increased attention to the educational needs of populations affected by conflict and disaster. However, while progress has been made in recent years to ensure that all children and youth affected by crisis have access to educational opportunities, the content of what is taught, the teaching methodologies and the evaluation of learning outcomes is often not adequately addressed. Quality and relevant education in times of crisis can be lifesaving and life sustaining, providing protection, psychosocial support and a basis for social

and economic development and peacebuilding. Helping communities, education authorities and aid agencies collectively determine what quality and relevant education entails and how to monitor and evaluate key learning outcomes is a huge challenge still facing many working in the field of education in emergencies.
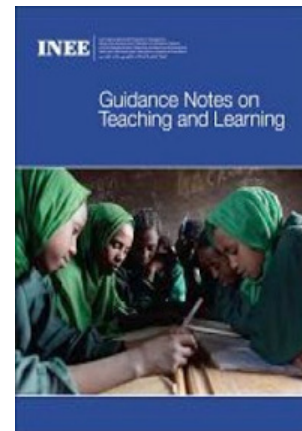
Building on the *INEE Minimum Standards for Education: Preparedness, Response, Recovery*, the *Guidance Notes and Resource Pack on Teaching and Learning* provide:

- key principles of quality, relevant and inclusive teaching and learning practice;

- suggested issues to consider when planning and implementing quality education programmes;

- a collation of resources, including sample tools, teaching materials and case studies.

Led by an Advisory Group with representatives from Save the Children, UNICEF, UNESCO, CARE, World Vision, Conflict and Education Research Group (CERG), the INEE Secretariat and independent education consultants, the *INEE Guidance Notes and Research Pack on Teaching and Learning* were developed through a widely consultative process involving input from over 300 technical experts, including through virtual and face-to-face consultations and peer review. Education stakeholders, including representatives from UN agencies, international and national NGOs, teacher organisations, conflict-affected communities and Ministries of

> "We just received the INEE Tools. Thank you. They are truly appreciated. As you may know, the primary school completion rate (6th grade, boys and girls together) in Northern Bahr el Ghazal, where we have primary health activities in every county in the state—and an advisor attached to the State Ministry of Education, is 1.7%! The materials you sent will be useful to guide proposal development and fund-seeking."
>
> —Susan Purdin, Country Director, International Rescue Committee, Southern Sudan

Education were engaged to ensure not only sound technical input, but also that the tool is practical and user friendly. Consultative Workshops to develop the *Guidance Notes* and vet the companion *Resource Pack* were held in: Bogota, Colombia; Boston, USA; Dar Es Salaam, Tanzania; Geneva, Switzerland; Kampala and Koboko, Uganda; New York, USA; Phnom Penh, Cambodia; Sulimanya, Iraq; and Washington D.C., USA.

In April 2010, the *Guidance Notes* and *Resource Pack* underwent further field testing through pilot implementations in Harare, Zimbabwe and Ramallah, oPT. Participants included representatives from Ministries of Education, international NGOs, teacher training institutes and other Education Cluster members.

After identifying key challenges to achieving quality education in their contexts, participants used the draft *Guidance Notes* as a framework to review and update their existing education response plans. Feedback from the pilots led to a refined definition of what quality education entails in crisis settings, as well as how to better represent situations of chronic crises. 3,500 copies of the *Guidance Notes* were printed and disseminated in English.

The tool is also available in Spanish and Chinese, with translations in Arabic and French underway.

To access the *Guidance Notes, Resource Pack* and corresponding training modules please visit ineesite.org/teachinglearning.

To order hard copies of the *Guidance Notes* go to ineesite.org/index.php/request-resource/.

INEE Guidance Notes on Teacher Compensation

The *INEE Guidance Notes on Teacher Compensation* have been reprinted in English, French and Spanish, with an Arabic translation underway. The INEE Secretariat has continued to disseminate and support the use of this important tool for INEE members and partners.

Along with structures, supplies, curricula and furniture, appropriately qualified teachers are critical for the provision of quality, protective education. However, in fragile contexts, situations of displacement and post-crisis recovery, teachers are often underpaid or not paid at all. Until the development of these *Guidance Notes*, there was no collaborative effort to map the challenges and provide guidance to policy makers and practitioners grappling with the issue of teacher remuneration and support in these contexts. This has led to inconsistencies in the eligibility for, amount and frequency of teacher salaries, stipends or non-monetary support among and within government ministries, NGOs and UN agencies. In the long term, these insufficiencies and inconsistencies can lead to a brain drain from the teaching force, thus weakening education systems. Non-payment of salaries can also contribute to social unrest and to situations in which children are not able to learn and are vulnerable to exploitation. Developed in a widely consultative manner under the leadership of an interagency advisory group (INEE Secretariat, International Rescue Committee, Save the Children Alliance, UNESCO, UNHCR, UNICEF, Women's Refugee Commission), these *Guidance Notes* address a critical challenge to quality education by providing a framework in which to discuss the complex issues surrounding the com-

Photo courtesy and copyright of UNICEF

pensation of teachers based on lessons learned from practice around the world. The *Guidance Notes* are organised around and provide guidance on the following three themes:

- Policy and Coordination of Teacher Compensation;

- Management and Financial Aspects of Teacher Compensation;

- Teachers' Motivation, Support and Supervision as Forms of Non-Monetary Teacher Compensation.

Disaster Risk Reduction

INEE Guidance Notes on Safer School Construction

Since their development in 2009, the *INEE Guidance Notes on Safer School Construction* have been recognised and used as a key implementing tool in support of the field's work on Disaster Risk Reduction. In 2010, 2,500 copies of the *INEE Guidance Notes* were reprinted in English and French, and disseminated to INEE members and partners around the world.

The *Guidance Notes* were developed in a widely consultative manner under the leadership of INEE and the Global Facility for Disaster Reduction and Recovery (GFDRR) at the World Bank, and in

partnership with the Coalition for Global School Safety and Disaster Prevention Education, the IASC Education Cluster and the International Strategy for Disaster Risk Reduction. They provide a framework of guiding principles and general steps to develop a context-specific plan to address a critical gap to reaching the EFA and Millennium Development Goals (MDGs) through the disaster-resilient construction and retrofitting of school buildings. The Guidance Notes briefly address the need and rationale for safer school buildings, recommend a series of suggested steps that highlight key points that should be considered when planning a safer school construction and/or retrofitting initiative and identify basic design principles and requirements a school building must meet to provide a greater level of protection. Finally, the Guidance Notes provide a list of key resources for more detailed, technical and context-specific information.

To download the *Guidance Notes* in English, Bahasa, Chinese, French, Hindi or Spanish please visit ineesite.org/saferschoolconstruction. To order hard copies of the *Guidance Notes* go to ineesite.org/index.php/request-resource/.

Regional Launch Events

Four New INEE Good Practice Tools

In 2010, INEE launched the updated *INEE Minimum Standards*, the *INEE Guidance Notes on Teaching and Learning*, the *INEE Pocket Guide to Gender,* and the *INEE Reference Guide on External Education Financing* in a series of regional launches, co-hosted by a number of organisations. The INEE Tools launches were extremely well received, with an average of 50 attendees at each event. For a full list of all launch materials, including agendas and lists of co-hosts, please visit ineesite.org/launches2010.

Launches were held in the following locations:

- Dakar, Senegal, on 25 June, hosted by UNICEF WCARO

- Washington, DC on 1 July, co-hosted by Brookings Institution, Academy of Educational Development (AED), ChildFund International, Plan International, Save the Children, Fast Track Initiative and World Learning

- New York, NY on 7 July, co-hosted by ChildFund International, UNICEF, UNESCO, IRC and Save the Children

- Bangkok, Thailand on 12 July, hosted by UNESCO with UNICEF APSSC

- Nairobi, Kenya on 30 July, co-hosted by Save the Children, UNICEF, UNHCR and World Vision

- Oslo, Norway on 21 September, co-hosted by Save the Children Norway, Norwegian Ministry of Foreign Affairs, NORAD and Norwegian Refugee Council

- Geneva, Switzerland on 30 September, co-hosted by IASC Education Cluster, RET and UNHCR

- Lima, Peru on 7 October, co-hosted by UNICEF, CARE, Save the Children, World Vision, UNFPA, UNESCO, OCHA, Plan International, ITDG, COOPI, the Ministry of Education and UNDP.

- Panama City, Panama on 27 October, co-hosted by RET and UNICEF TACRO

- Paris, France on 5 November, co-hosted by UNESCO and IIEP-UNESCO

Upcoming Launches

INEE plans the following launches of the *INEE Minimum Standards*, alongside the other new INEE tools, in 2011:

- Amman, Jordan

- Amsterdam/Hague, Netherlands

- Sarajevo, Bosnia-Herzegovina

Promoting a Dynamic Membership

INEE Task Teams

INEE Task Teams continue to play a critical role in the field of education in emergencies; highlighting key issues and developing tools and resources to ensure quality and inclusive education for all children and youth affected by crisis. INEE Task Teams provide spaces for INEE members to come together to share information and resources and work collectively to identify priority areas for collaborative tool development and advocacy.

Education for Youth Affected by Crisis

Annotated Bibliography

Prepared by Barbara Zeus and members of INEE's Adolescents and Youth Task Team
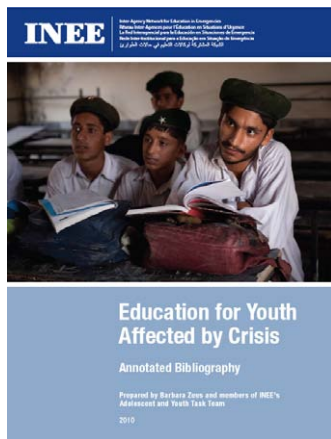
2010

INEE Adolescents and Youth Task Team: The INEE Adolescents and Youth Task Team (AYTT) was convened in 2010 by RET, the Women's Refugee Commission and UNICEF, and grew to over 150 participating individuals, representing more than 100 organisations. The Task Team has worked throughout the year on preparations for the INEE Policy Roundtable which this year, after advocacy from the Task Team, was focused on education for youth (more information on page 12). Many AYTT members served as Roundtable Reference Group members, inputting into the Framing Papers and participating in the virtual and face-to-face elements of the event. With suggestions from members, the AYTT also completed an Annotated Bibliography of peer-reviewed research and project evaluations relevant to education programming for youth. This resource was shared at a Research Symposium where innovative research methods and challenges to conducting research on this issue were discussed and priority areas of study identified by academics, donors, policy makers, practitioners and expert youth. Marking the start of the UN International Year of Youth in August, the AYTT shared a listserv message with the wider INEE membership, and throughout the year the INEE Secretariat continued to collate monthly AYTT Resource Updates, sent to the AYTT membership and shared on the website: ineesite.org/youth.

INEE Early Childhood Task Team: The Early Childhood Task Team was convened until mid 2010 by UNICEF and Save the Children, and then by ChildFund International, and is jointly recognised by the Consultative Group on Early Childhood Care and Development. This year, the Task Team has focused on research-related work. In Spring 2010 the Task Team organised a Research Workshop, bringing together 20 researchers and early childhood experts to discuss research priorities and

Photo courtesy and copyright of Save the Children

gaps, refine a list of research questions and review the findings of a draft Annotated Bibliography. The Annotated Bibliography was developed on behalf of the Task Team by a team of researchers at the University of Macquarie in Australia, and is a substantial publication, including annotations on over 270 research articles.
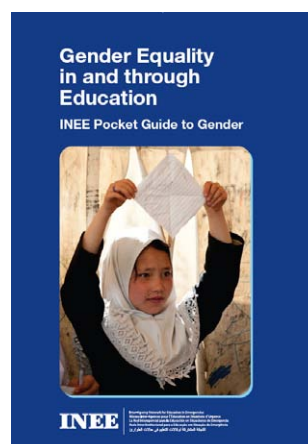
INEE Gender Task Team: The INEE Gender Task Team identified two independent consultants who are now convening the Task Team, which has grown to include more than 50 individual members over the past year. In 2010, the Gender Task Team completed the development of the *INEE Pocket Guide to Gender*, which brings together, in one user-friendly tool, much of the guidance and good practice the Task Team has collated over the years. The *Pocket Guide*, which was developed in partnership with the Education Cluster and with the support of the GenCap project, is fo r anyone working to provide, manage or support education services as part of emergency preparedness, response or recovery, and complements the *INEE Minimum Standards*. It outlines principles for a gender-responsive approach to education programming, and provides responses to some of the most common misconceptions and arguments against gender mainstreaming. The guide provides a series of concrete strategies and actions for putting gender equality into practice across all domains of education programming, and includes a series of case studies provided by Task Team members and a list of helpful resources for further reading. The *Gender Pocket Guide* was launched in June as part

of the series of INEE Tools launches, and has been introduced through interactive workshops with education practitioners and policy makers in 10 events worldwide. The INEE Secretariat continues to support information sharing amongst the Task Team members, collating regular Resource Updates that are shared by email and on the Task Team webpage: ineesite.org/gender.

INEE HIV/AIDS Task Team: The HIV/AIDS Task Team is convened by UNICEF and recognised by the UNAIDS Inter-Agency Task Team on HIV/AIDS and Education. In 2010, the Task Team continued work to finalise a tool complementing the updated *INEE Minimum Standards*, bringing together guidance on addressing HIV/AIDS in and through education in emergencies. The Tool provides information about the important role education has to play in addressing risks related to HIV/AIDS, reducing the number of new HIV infections, and mitigating the impact of HIV and AIDS for those infected with and affected by the virus. The INEE Secretariat worked with members of the Task Team to author an article for the *Forced Migration Review* HIV/AIDS Supplement, "Education: critical to HIV prevention and mitigation," which was published in September 2010 and made the case for the critical role education can play in an inter-sectoral approach to HIV in emergencies.

INEE Pocket Guide to Supporting Learners with Disabilities
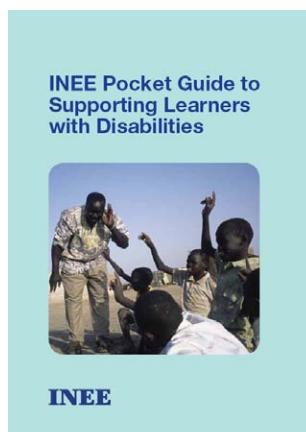
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INEE Inclusive Education and Disability Task Team: The Inclusive Education and Disability Task Team, convened by Save the Children UK, had another productive year in 2010 and has grown to

Photo courtesy and copyright of International Rescue Committee

include over 50 members. Following the successful launch of the *INEE Pocket Guide to Inclusive Education* in 2009, Task Team members identified the need for further specific guidance on meeting the educational rights and needs of children and youth with disabilities. The Task Team has worked for much of the year to develop the *INEE Pocket Guide to Supporting Learners with Disabilities*, which outlines some of the common challenges that children and young people with disabilities affected by crisis might face in education. It discusses constraints or concerns that teachers might have, and offers practical ideas for including children and young people with disabilities in education before, during or after an emergency. The document includes several examples of good practice and case studies supplied by Task Team members, as well as a list of key resources. The *Pocket Guide* complements the updated *INEE Minimum Standards for Education: Preparedness, Response, Recovery*, and builds on the more general guidance within the *INEE Pocket Guide to Inclusive Education*. The Task Team has also developed a user-friendly poster that summarises key messages for inclusive education in crisis and context, which will be disseminated with the two *Pocket Guides* from early 2011.

> *"Merci beaucoup INEE. Depuis que je suis abonné à la newsletter du réseau, je m'informe régulièrement grâce aux articles que vous envoyez. Bonne continuation!"*
> —Abdou Ali, AT/Education Care International au Niger, member of the INEE French Language Community

INEE Language Communities

2010 has been a very productive year for all four of INEE's Language Communities, with a huge amount of work being undertaken to translate INEE's key tools while also providing continued services to INEE's Arabic-, French-, Portuguese- and Spanish-speaking members through dedicated listservs, webpages and blogs.

The **Arabic Language Community (ALC) has** grown in numbers and activity level throughout 2010. The ALC now has over 250 members, almost doubling in size over the course of the year. The ALC Facilitator has worked with the ALC Advisory Group and other members of the Community to collate and disseminate monthly Resource Updates, which are sent out by email and shared on the INEE website. The Resource Updates provide ALC members with tools, studies and news stories in Arabic, and also serve to update the membership on the work of the ALC.

This year also saw the launch of the INEE Arabic blog, which has been developed to provide a space for discussion of issues relevant to Arabic-speaking INEE members as well as an opportunity to highlight the work of members of the ALC. blog posts have addressed issues such as the blockade in Gaza and the impact of the education sector, as well as inclusive education, and work done by an NGO on human rights and youth issues in Lebanon following the violence in 2006.

Numerous translations have also been undertaken by the ALC in 2010, with the support of several Review Groups, made up of ALC members who provide inputs on the translation of key technical terms. The ALC has completed translations of the following INEE Tools: *INEE Minimum Standards*; INEE *Pocket Guide* to Inclusive Education; *INEE Guidance Notes on Safer School Construction* and

the *INEE Reference Guide to External Education Financing* (undertaken by the Working Group on Education and Fragility). Translations are also underway for the *INEE Guidance Notes on Teaching and Learning*, the *INEE Pocket Guide to Gender* and the *INEE Minimum Standards Reference Tool*. A launch of these newly translated tools in the Middle East Region is planned for early 2011.

The **French Language Community (FLC) is** INEE's largest Language Community, with over 600 members. 2010 was a busy year for the FLC. Monthly Resource Updates continue to be developed by the FLC Facilitator, with inputs from members of the Community. The FLC launched a French-language blog this year, which has been an excellent forum for raising issues and discussing challenges faced by French-speaking INEE members. Highlights on the blog include articles on quality education in crisis contexts and two posts about the specific needs of adolescents and youth in Haiti. The FLC was also involved in INEE's Strategic Planning process, with the survey translated into French and shared with the FLC.

The FLC has also moved forward a number of translations over the course of the year, including: *INEE Minimum Standards*; *INEE Guidance Notes on Safer School Construction; INEE Pocket Guide to Gender; INEE Pocket Guide to Inclusive Education; INEE Reference Guide to External Education Financing* and the *INEE Minimum Standards Refer-*

ence Tool. Translations underway include the *INEE Guidance Notes on Teaching and Learning*. The first regional launch of INEE's new tools occurred in Dakar, Sengal, and was supported by the FLC Facilitator, and served as an excellent face-to-face networking opportunity for members of the Community (more information on).
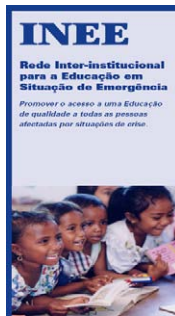

The **Portuguese Language Community (PLC)** has over 70 members. Communications from the PLC are bi-annual rather than monthly like other Language Communities due to the limited number of resources relating to education in emergencies available in Portuguese, but outreach to other Lusophone networks, including a Mozambique-based Inclusive Education Network, has been valuable in extending the reach of the PLC. Job postings for Portuguese-speakers have also been circulated to the Community.

The PLC launched a Portuguese-language blog on the INEE website this year, with articles about training of teachers with disabilities in Mozambique, as well as a post about quality education in emergencies, translated from English. The PLC has also undertaken a number of translations including the INEE brochure, a key advocacy and communications tool for the network. The translation of the updated INEE Minimum Standards is also underway.

The **Spanish Language Community (SLC)** now has over 300 members and continues to ensure INEE tools and initiatives are shared with education and disaster networks in the Spanish-speaking world, and vice-versa. Regular Resource Updates are sent to the SLC membership, with summaries of tools, studies and news stories relevant to Spanish-speaking members. Job opportunities are

also highlighted on the SLC listserv. The launches of the new INEE Tools in Latin America were supported by the SLC Facilitator and members of the SLC, and have served as an excellent opportunity to strengthen engagement in the Community.
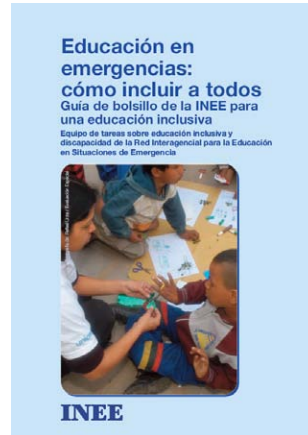
The Spanish Language Community has also undertaken a range of translations with the support of SLC members, particularly the UNICEF Regional Office in Panama. INEE Tools translated in 2010 include: *INEE Minimum Standards*, *INEE Pocket Guide to Gender*, INEE *Pocket Guide to Inclusive Education, INEE Guidance Notes on Teaching and Learning*, *INEE Guidance Notes on Safer School Construction* and *INEE Reference Guide to External Education Financing* (undertaken by the Working Group on Education and Fragility).

INEE Website, Blog and Listserv

Website
The INEE website continues to serve as the virtual hub of the INEE community. Content was continuously updated over the course of the year, with pages added to reflect the major initiatives undertaken by the network, including the global and regional Tools Launches, the 2010 Policy Roundtable and a new Multimedia Resource page with videos and podcasts. As the graph below indicates, usage of the INEE website shows an upward trend, with some lulls in visits during typical vacation periods. Most popular web pages have remained the Jobs page, the Online Resource Database and the *INEE Minimum Standards* web pages.

"I just wanted to let you know how fantastic of an idea I think this is - Multimedia Week - and how important it is for us as educators to continue to be creative about how we can package, share, and make available various types of media that reflect the growing field of education in emergencies. I shared this with some of my classmates and they really enjoyed the video and podcast."

—Nina Papadopoulos, Education Consultant

Blog

The INEE blog continued to develop in 2010, with language-specific blogs launched for the French, Arabic and Portuguese Language Communities, and many posts developed by English-speaking INEE members. A blog was also created as a virtual component of the INEE Policy Roundtable, which provided INEE members not able to attend the face-to-face event a forum for discussion and input into the Framing Papers. Other highlights from the INEE blog in 2010 include:

- Risk reduction within and through education: expanding our goals;

- Caught in the Middle: Attacks on education in Southern Thailand;

- Has "gender" become just another word for "girls"?;

- A thirst for education: The Karen people of Eastern Burma;

- Reflections from within: engaging in the INEE Working Group on Education and Fragility;

- A Mongolian emergency—schools stay open but children suffer;

- Higher education for long-term refugees: A long way to go from luxury to right.

The blog has become a well-used space to share reports and studies in a short, accessible format that busy INEE members can easily digest and respond to. It has also allowed the work of smaller organisations or individuals to be highlighted and shared with the global membership. The blog is now also regularly used as a way for INEE to gather the input of INEE members on a particular topic. For example, specific questions relating to education for youth were shared on the INEE blog during preparations for the Policy Roundtable, and a number of INEE members engaged in the debate through the comments feature on the post.

Listserv

The INEE listserv continues to serve the INEE community by delivering timely and valuable information directly to members. In 2010, the listserv sent over 170 messages, including biweekly bulletins, weekly job messages and other important news and updates. The biweekly bulletins are particularly valued by members as a way of staying up-to-date on new tools, publications, events and news stories relevant to their work. Members have been actively involved in contributing content for these bulletins. Another popular feature of the listserv is the weekly

Unique page visits to the INEE website between January and October 2010.
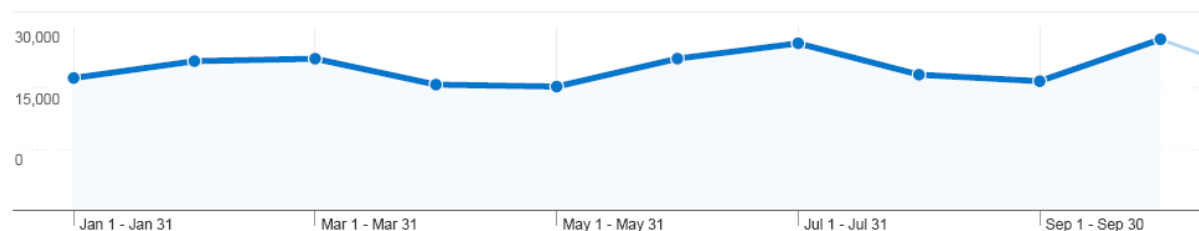
jobs message, which provides members with a filtered list of opportunities with leading agencies focusing on education in emergencies.

The listserv has been an effective platform to inform members not only about INEE initiatives, but also to share information about key international events, such as the International Day for Natural Disaster Reduction, the 16-day Campaign to End Violence Against Women and World Teachers' Day. In 2010, the listserv was also used to share relevant resources and provide updates on education responses in the event of acute emergencies, including the Haiti earthquake, flooding in Pakistan and ethnic unrest in Kyrgyzstan. The listserv has proven to be an effective mechanism for engaging members; when the INEE Secretariat used the listserv to solicit inputs for INEE's 2011 - 2013 strategic plan, over 300 members responded by taking the survey, providing critical inputs to help shape the direction and focus of the network.

Other Social Media

INEE has also begun to make use of other forms of social media in 2010, in particular establishing a presence on Facebook and Twitter. INEE now has a Twitter account—@INEEtweets—which the Secretariat use to highlight news stories, network projects or relevant tweets from INEE's member organisations. INEE's Facebook page was created in 2010, and has become a lively space for interaction, with over 700 users.

Photo courtesy and copyright of Save the Children

INEE Membership Development

This year, the INEE Secretariat undertook work to create a Membership Development Strategy. The first phase of this work focused predominantly on an analysis of the membership data currently collected and how it is being used by members. The data indicated that INEE now has members in 138 countries worldwide, with 40 working languages noted. INEE membership grew past the 5,000 mark in 2010.

While these figures are impressive, it was also clear that much of INEE's membership data is incomplete and out of date. A process of data cleaning was completed, as well as an update of the metadata fields though the redevelopment of the network's Join Form.

To strengthen links and communication among members, new functionalities were added to INEE's online searchable Member Database and work was completed to develop individual member profiles. The enhanced INEE Member Database enables users to search INEE's vast body of over 5,000 members according to geographic location and technical expertise. Users can then click on individual member names to view their profile pages, learn more about their involvement with education in emergencies and contact them directly. The new Member Database also includes separate databases for both Researchers and Trainers. These allow members to search for colleagues who have indicated they are involved in research pertaining to education in emergencies and to identify trainers in their country or region who are qualified to conduct trainings on the *INEE Minimum Standards* or other related network tools. These new on-line features are designed to help bring together INEE members to more easily share knowledge, resources, experience and expertise with one another.

Top 20 INEE Member Countries of Residence	
United States of America	1118
United Kingdom	288
Pakistan	255
Canada	153
Kenya	143
France	122
Uganda	111
Congo, Democratic Republic of the	109
India	101
Netherlands	74
Cote d'Ivoire	72
Australia	67
Switzerland	66
Italy	65
Sudan	63
Nigeria	60
Jordan	59
Japan	58
Norway	58
Philippines	55

INEE Membership by Country in 2010

Number of Members
- 300—1118
- 100—300
- 50—100
- 15—50
- 1—15
- No Data
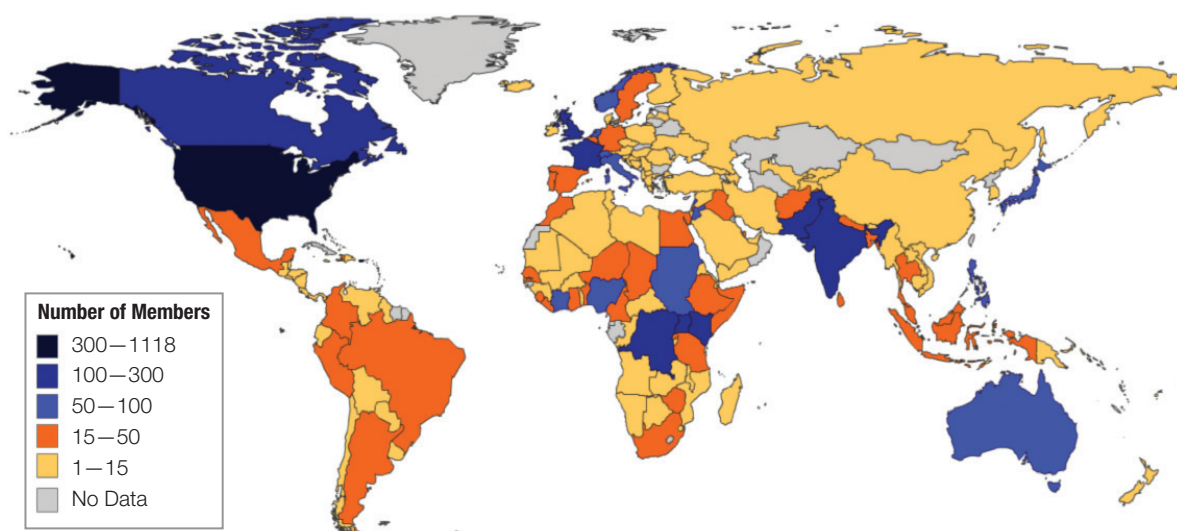
Organigramme

Inter-Agency Network for Education in Emergencies (INEE)

INEE Membership
Over 5,000 members working in over 130 countries worldwide

INEE Steering Group
- CARE International
- ChildFund International
- International Rescue Committee
- Save the Children
- Open Society Foundation
- Refugee Education Trust
- UNESCO
- UNHCR
- UNICEF
- World Bank

INEE Language Communities
- Arabic Language Community
- French Language Community
- Portuguese Language Community
- Spanish Language Community

INEE Working Group on Minimum Standards
- American Institutes of Research
- Academy for Educational Development
- ActionAid
- BEFARe
- Deutsche Gesellschaft für Technische Zusammenarbeit
- FAWE
- International Rescue Committee
- Mavikalem Social Assistance and Charity Association
- Oxfam Novib
- NORAD
- Norwegian Refugee Council
- Plan International
- International Save the Children Alliance
- UNESCO
- UNHCR
- UNICEF
- USAID
- War Child Holland
- World Education
- ZOA Refugee Care

INEE Secretariat Staff
- Director (Hosted by International Rescue Committee (IRC))
- Coordinator for Partnerships and Knowledge Management (Hosted by UNHCR)
- Coordinator for Minimum Standards (Hosted by UNICEF)
- Coordinator for Education and Fragility (Hosted by UNESCO)
- Coordinator for Network Projects and Communications (Hosted by IRC)

INEE Task Teams
- Adolescents & Youth Task Team (Convened by RET, Women's Refugee Commission, UNICEF)
- Disability and Inclusive Education Task Team (Convened by Save the Children)
- Early Childhood Task Team (Convened by the Consultative Group and ChildFund)
- Gender Task Team (Convened by an independent consultant)
- HIV/AIDS Task Team (Convened by UNICEF)

INEE Working Group on Education and Fragility
- Academy for Educational Development
- Australian Agency for International Development
- Canadian International Development Agency
- CARE International
- Center for International Education, University of Massachusetts
- Center for Universal Education, Brookings Institution
- CfBT Education Trust
- Department for International Development, UK
- Deutsche Gesellschaft für Technische Zusammenarbeit
- Netherlands Ministry of Foreign Affairs
- Education Development Center
- European Commission
- Fast Track Initiative Secretariat
- Reach Out to Asia
- Save the Children
- UNESCO-IIEP
- UNICEF
- UNESCO Chair, University of Ulster
- USAID
- World Bank

Acknowledgement of Support

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Expenditure Report 2010	Contributions to INEE channeled through the International Rescue Committee from Anonymous, AusAid, CIDA, IASC Education Cluster, Unbound Philanthropy, UNICEF	Contributions to INEE channeled through the Norwegian Refugee Council (NRC) from CARE, RET, Child-Fund International, Save the Children, NMFA, NRC, UNICEF	Contributions to INEE channeled through UNESCO from DFID, UNESCO, USAID	Grand Total	In Kind
Dynamic Membership	**$3,779.56**	**$255,883.00**	**$0.00**	**$259,662.56**	
INEE Regional Launch Events	$3,764.57	$9,086.00		$12,850.57	$18,000.00
Support to Task Teams and Language Communities		$96,213.00		$96,213.00	$30,000.00
Webinar Training Orientations		$6,000.00		$6,000.00	
Network Services: Website, listserv and enhanced member database	$14.99	$62,772.00		$62,786.99	
INEE Secretariat staff salaries and benefits (divided between 5 staff)		$81,812.00		$81,812.00	
Global Knowledge and Capacity	**$474,342.67**	**$4,060.00**	**$7,500.00**	**$485,902.67**	
Minimum Standards Working Group	$34,402.40			$34,402.40	$ 12,000.00
Minimum Standards Capacity Building & Training	$49,196.06		$7,500.00	$56,696.06	$17,000.00
Development of Minimum Standards Toolkit	$25,240.00			$25,240.00	$ 4,500.00
Minimum Standards Update Process	$117,374.04			$117,374.04	$ 55,000.00
Travel for Minimum Standards Projects	$33,805.47			$33,805.47	
Teaching and Learning Initiative	$55,351.04			$55,351.04	$8,000.00
Guidance Notes on Safer School Construction: Translations and Printing	$16,672.00	$3,900.00		$20,572.00	$3,000.00
Strategic Research Agenda	$17,178.86	$160.00		$17,338.86	$ 1,500.00
Guidance Notes on Teacher Compensation: Printing	$4,700.00			$4,700.00	
INEE Secretariat staff salaries and benefits (divided between 5 staff)	$120,422.80			$120,422.80	
Institutional Coordination	**$77,388.77**	**$57,527.92**	**$304,997.29**	**$439,913.98**	
Education and Fragility Working Group	$18,060.60		$164,800.80	$182,861.40	$ 99,004.00
Support to IASC Education Cluster	$3,115.96	$3,239.00		$6,354.96	
Policy Roundtable on Adolescents and Youth	$2,661.47	$38,437.00		$41,098.47	$ 6,000.00
Protecting Education from Attack	$1,061.91	$1,322.00		$2,383.91	
INEE Biannual Steering Group Meetings					$ 12,000.00
Strategic Planning	$1,706.00	$14,529.92		$16,235.92	$ 5,500.00
INEE Secretariat staff salaries and benefits (divided between 5 staff)	$50,782.83		$140,196.49	$190,979.32	
Enabling Effective Network through Functioning INEE Secretariat	**$51.25**	**$3,724.00**	**$0.00**	**$3,775.25**	
Overhead and other administrative costs (Secretariat staff office space, supplies, wire transfer, bank fees, etc.)	$51.25	$3,724.00		$3,775.25	$ 120,000.00
SubTotal	**$555,562.25**	**$321,194.92**	**$312,497.29**	**$1,189,254.46**	
Overhead/ICR (IRC 10%, UNESCO 13%, NRC 8%)	$55,556.23	$25,695.59	$40,624.65	$121,876.47	
Total	**$611,118.48**	**$346,890.51**	**$353,121.94**	**$1,311,130.93**	**$ 331,504.00**

INEE

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

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