

INEE Minimum Standards Institutionalization Checklist for Donor Organizations and Government Agencies

Internal Coordination Action Points

1. Endorse the INEE Minimum Standards at the highest appropriate level of authority. Reflect the Minimum Standards in the donor organization and government agency's constitution or charter. Share the rationale for why the organization endorses the INEE Minimum Standards, their complementarity to existing policies, and how they will be applied with partners.
2. Articulate how the INEE Minimum Standards will be used in the donor organization's/ government agency's work in all policy documents and guidelines (constitution, policy handbook, sector frameworks, emergency education plans and mission statement), which should reflect the donor organization's/ government agency's commitment to utilize the standards in advocacy and/or programmatic work.
3. Adopt the INEE Minimum Standards as a common framework to assist policy/program actors across departments as they explore the various mechanisms for working together and moving the process through the system.
4. Map information about whom/which unit within the donor organization/ government agency is responsible for education in emergencies, and if it does not exist, create a mechanism for bringing together various units/branches.
5. Nominate a Minimum Standards Focal Point internally to drive and monitor the donor organization's/ government agency's commitment to and application of the INEE Minimum Standards. The Focal Point also serves as a resource for donor organization's/ government agency's staff at all levels and carries out the following activities:
 - a. gathers and shares information on how the standards are used throughout the Donor Organization/ Government Agency ;
 - b. incorporates lessons learned and good practices in the use of the INEE Minimum Standards in the Donor Organization's/ Government Agency's policy, research and organizational learning.
 - c. regularly shares data with the INEE Secretariat (e.g. Internal updates and INEE related achievements) and acts as a liaison between the organization and INEE, seeking further support where necessary;
 - d. identifies Minimum Standards training and institutionalization opportunities,

- e. identifies opportunities for the organization to share information and support INEE processes.
 - f. supports the Donor Organization's/ Government Agency's country office and program staff (e.g. education coordinators and education managers) in incorporating the INEE Minimum Standards in programs and projects.
6. Encourage staff to become INEE members and contribute to INEE initiatives, trainings, task teams, language communities and tool development. Senior management team should support such staff engagement with INEE initiatives.
 7. Translate the donor organization's/ government agency's policy on INEE Minimum Standards into the country/sector/program strategies and/or education programming documents.

Program Quality and Relevance Action Points

1. Use the standards to refine funding proposal guidelines.
2. Ask for potential recipients of funding to explain in proposals how they will use the INEE Minimum Standards in programming.
3. Use the INEE Minimum Standards to inform program design.
4. Use the standards for assessment, monitoring and evaluation.
5. Expect to receive from partners on the ground a map/menu of indicative indicators that can help to set specific indicators for projects/what is relevant (based on contextualization of the INEE Minimum Standards).
6. Include a budget line for INEE Minimum Standards dissemination, training(s) and workshop(s) for staff and external partners (e.g. NGO officials and education-focused CBO partners) in emergency and/or education projects.
7. Allocate resources to additional research studies and tool development, linked to/building upon the INEE Minimum Standards, in order to inform and drive forward quality and relevant education in emergencies. Case studies of good practice are an identified priority for presenting the INEE Minimum Standards as a tool for governments, and for partnering with governments.
8. Evaluate programs against achieving the objectives and indicators of the INEE Minimum Standards. if the Minimum Standards cannot be achieved in the current context, explain in program reports and proposals and communicate with the Global Focal Point for assistance in contextualization.
9. Include a budget line for INEE Minimum Standards dissemination, training(s) and workshop(s) for staff and external partners (e.g. NGO officials and education-focused CBO partners) in emergency and/or education projects.
10. Allocate resources to additional research studies and tool development, linked to/building upon the INEE Minimum Standards, in order to inform and drive forward quality and relevant education in emergencies. Case studies of good practice are an identified priority for presenting the INEE Minimum Standards as a tool for governments, and for partnering with governments.

11. Evaluate programs against achieving the objectives and indicators of the INEE Minimum Standards. If the Minimum Standards cannot be achieved in the current context, explain in program reports and proposals and communicate with the Global Focal Point for assistance in contextualization.
12. Match policy statements with institutional mechanisms to ensure that funding is available for all the key components of education activities as highlighted in the INEE Minimum Standards.
13. Give input to INEE feedback process about the INEE Minimum Standards content, which will inform future revisions.

Accountability Action Points

1. Use the INEE Minimum Standards right-based format for assessment, design, monitoring, evaluation, and reporting activities (of agency and implementing partners).
2. Use the INEE Minimum Standards as a common framework for reporting.
3. Dialogue with other stakeholders to select and commit to contextualizing and working on specific indicators.
4. Use the INEE Minimum Standards to advocate for beneficiary/community participation.
5. Use the INEE Minimum Standards as a guide for opening up a discussion on accountability – using indicators – with potential recipients.
6. Expect to receive from partners on the ground a map/menu of indicative indicators that can help to set specific indicators for projects/what is relevant (based on contextualization of the INEE Minimum Standards).
7. Expect and support matching/comparison of local/national standards and the INEE Minimum Standards from implementing partners.
8. Work with governments to compare government standards with the INEE Minimum Standards, and identify areas of convergence for collective attention (including monitoring).
9. Use the INEE Minimum Standards to ensure continuity of funding and programming and thereby maximize impact of aid for financial efficiency/aid effectiveness.

Advocacy Action Points

1. Develop an Internal Advocacy Process: Make the case for the INEE Minimum Standards within the agency through internal campaigns and mobilization of the different departments/units, including non-program sections, such as finance.
2. Develop External Advocacy: Support education in emergencies as a humanitarian intervention in donor meetings and initiatives involving donors, such as the IASC Cluster process.
3. Post the INEE Minimum Standards and other INEE resources, including a link to the INEE website, on intranet and internet sites.
4. Use the standards in dialogue with Ministries of Education to promote and provide examples of disaster preparedness planning in the sector.

5. Work with partner governments to compare government standards with the INEE Minimum Standards, and identify areas of convergence for collective attention.
6. Include recommendations and best practices in NGO advocacy reports and appeals to guide education stakeholders in utilizing and contextualizing the INEE Minimum Standards.
7. Incorporate INEE Minimum Standards trainings into regional, emergency and technical unit conferences/events. Develop a comprehensive training schedule and budget to ensure that trainings reach as many locales as possible.
8. Upload the INEE Minimum Standards Handbook on the organization's intranet in the resource database or knowledge management section.

Build Development and Technical Expertise Action Points

1. Brief all new staff on the INEE Minimum Standards during orientation.
2. Include INEE Minimum Standards training materials in in-house knowledge development/ organizational learning processes (e.g. intranet).
3. Include INEE Minimum Standards materials in staff training systems (at various levels) and training materials.
4. Sponsor INEE Minimum Standards training materials in countries where education/protection/ humanitarian assistance programs are supported.
5. Nominate a Focal Point for the INEE Minimum Standards to take the lead on dissemination/ training activities and monitor training and capacity building on the INEE Minimum Standards and its impact.
6. Support implementing agencies to ensure that there are qualified key staff who focus on the issue of education in emergencies.

Policy Development Action Points

1. Use the INEE Minimum Standards as a checklist to review policy in development.
2. Use the INEE Minimum Standards as a framework around which to structure new policy.
3. Endorse the INEE Minimum Standards within policy, and explain why the agency endorses the standards, their complementarity to existing policies, and how they should be applied.
4. Policy documents explicitly say 'use the INEE Minimum Standards'.
5. Education policy is disseminated to staff at all levels and partners, as appropriate.

Coordination and Internal Funding Streams Actions Points

1. Use the INEE Minimum Standards as a framework for analysis of different funding schemes regarding timing and sequencing, compatibility, gaps, etc.

2. Use the INEE Minimum Standards to guide the sequencing of funding and promote internal coordination in order to bridge stages of response and longer-term concerns.
3. Use information gained through initial assessments to prepare and share across departments and use information/knowledge for preparing funding channels for the future.

Emergency Preparedness Action Points

1. Ensure that education is always included in country contingency plans.
2. Use the INEE Minimum Standards to identify conflict prevention/disaster preparedness activities in education sector to prioritize for funding.
3. Use the INEE Minimum Standards in dialogue with Ministries of Education to promote and provide examples of disaster preparedness planning in the sector.
4. Ensure that all education staff persons in all country programs (even development programs in apparently stable countries) are familiar and able to work with the INEE Minimum Standards.

Inter-Agency Policy Dialogue, Coordination, Advocacy and Action Action Points

1. Use the INEE Minimum Standards as a framework for joint analysis of a situation and coordination. E.g. within cluster processes and as a framework for Joint Assessment Missions.
2. Use the INEE Minimum Standards for a holistic analysis of funding gaps and to make sure key components are funded.
3. In specific country contexts, agencies develop a white paper on education in emergencies, demonstrating how the INEE Minimum Standards fit in with various initiatives and link with other policy frameworks (e.g. EFA linkages, poverty reduction, vulnerability reduction).
4. Donors, in bilateral negotiations with partners, work in a coordinated way to promote the use of the INEE Minimum Standards.
5. Use the INEE Minimum Standards to understand capacity and to support organizational analysis of potential partner capacity.

For additional information or support on the institutionalization of the INEE Minimum Standards, please visit www.ineesite.org or contact the INEE Coordinator for Minimum Standards at minimumstandards@ineesite.org.

For resources to help with the implementation of the INEE Minimum Standards, visit the INEE Toolkit (<http://toolkit.ineesite.org>)