Understanding and Using the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction

Training Guide

Adapted for UNHCR Training, January 2008
Acknowledgments

These training materials were developed by Pamela Baxter and Lynne Bethke (InterWorks, LLC) with guidance and input provided by Birgit Heimdal Villumstad, chair of the INEE Minimum Standards Training Group and Allison Anderson, the INEE Minimum Standards Focal Point. Several other people also provided very helpful comments both prior to the development of these materials and during the various review rounds. We would like to thank everyone who has contributed to this process, including Ann Avery, Sarah Bouchie, Helge Brochmann, Dean Brooks, Jim di Francesca, S.B. Ekanayake, Eric Eversmann, Louisa Gosling, Jackie Kirk, Fred Ligon, Elena Locatelli, Marina Lopez-Anselme, Jane Lowicki-Zucca, Sean Lowrie, Mary Mendenhall, Geeta Menon, Hassan Mohamed, Susan Nicolai, Juan Saenz, Joan Sullivan-Owomayela, Eli Rognerud, Christopher Talbot, Virginia Thomas, Ellen Van Kalmthout and Rebecca Winthrop.

INEE gratefully acknowledges the contributions of Catholic Relief Services, with funding from a USAID Institutional Capacity Building grant, and CARE USA, with funding from USAID/EQUIP1, for the development of these materials.

Agenda: UNHCR Training on the INEE Minimum Standards

<table>
<thead>
<tr>
<th>Time</th>
<th>Sessions</th>
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</thead>
<tbody>
<tr>
<td>2:00</td>
<td>Session 1: Welcome and Introduction to the INEE Minimum Standards</td>
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<tr>
<td>3:05</td>
<td>Break</td>
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<tr>
<td>3:20</td>
<td>Session 2: Emergency in Domistan Designing Education Programmes in Emergencies and Chronic Crises</td>
</tr>
<tr>
<td>5:00</td>
<td>Session 3: Resources, Synthesis and Conclusion</td>
</tr>
<tr>
<td>5:30</td>
<td>End of Day</td>
</tr>
</tbody>
</table>
Session 1: Welcome and Introduction to the Minimum Standards

Session objectives:

At the end of this session you will:

- Understand the workshop objectives.
- Understand the minimum standards have been developed as a co-operative exercise by actors in the field of education in emergencies and early reconstruction.
- Understand that acceptance of the minimum standards is a commitment to increased accountability, transparency and quality.

Main messages

- The INEE Minimum Standards are a tool to be used in order to enhance access, quality and accountability.
- These standards reflect the experiences and insights of people working in the field.
- Although there are five separate categories of standards, they are not meant to stand alone. Rather, they are interdependent and their application must be firmly rooted within the specific context of each situation where they are applied.
- The standards are based on the principle that affected populations have the right to life with dignity articulated by the Sphere Humanitarian Charter and the various legal instruments which underlie it.

Timing: 65 minutes

Session Overview

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1: Welcome, introductions – Eva</td>
</tr>
<tr>
<td>30</td>
<td>2: Introduction to education in emergencies and the INEE Minimum Standards – Allison</td>
</tr>
<tr>
<td>20</td>
<td>4: Small group exercise: where and how have you seen the standards applied? – Eva</td>
</tr>
<tr>
<td>5</td>
<td>Conclusion – Eva</td>
</tr>
<tr>
<td>65</td>
<td>TOTAL TIME</td>
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</table>
1: Arrival, welcome, introductions

- Project this slide as participants enter the workshop room.
- Introduce the hosts and training team, and finally, have the participants briefly introduce themselves.
- Review the workshop objectives with participants, placing it within UNHCR’s mandate.
- Explain to participants that the INEE Minimum Standards Handbook and the Workbook are the primary materials they will need for this workshop. Ask them to write their names on these books.
- Briefly review the agenda for the workshop and the other administrative details.

2: Introduction

Note for participants the corresponding background info/readings on Workbook pages 8-30:

- Reading 1.1: Discussion Paper on Education in Emergencies, INEE and the development of the INEE Minimum Standards, including tools to help integrate Education into Emergency Response
- Reading 1.2: Legal Instruments that Specify the Right to Education
- Reading 1.3: The Sphere Project Humanitarian Charter
- Readings 1.4 and 1.5 on Child rights programming

- Review the learning objectives for this session.

Allison to bring updated INEE MS power points for this section

Ask participants why education should be prioritized in a humanitarian response, noting responses down on a flip chart. If the following are not covered, remind the participants that:

- Education in emergencies is a necessity that can be both life-sustaining and life-saving, providing physical, psychosocial and cognitive protection. It saves lives by directly protecting against exploitation and harm, and by disseminating key survival messages, such as landmine safety or HIV/AIDS prevention.
- Education is prioritized by communities and offers a lifeline to them. Communities often start up some kind of education/school themselves during an emergency. However, maintaining this during a crisis is difficult when there is less local capacity and resources.
- Education is a basic human right of all people, including those affected by crisis and instability.
- By offering structure, stability and routine during a time of crisis, particularly for children and adolescents, education helps to heal traumatic experiences and offers hope for the future. It also lays a sustainable foundation for recovery and peace, by building skills and supporting conflict resolution and peace-building, and...
provides essential building blocks for development and future economic stability.

- Crises which destabilize education can be approached not only as urgent situations of immediate need but also as opportunities for transformation.

Ask participants what education in emergencies looks like, programmatically. Note responses on a flip chart, ensuring that the following core response priorities and activities are mentioned:

- The immediate priority is the rapid organization of structured activities and restoration of education in the broad sense for all displaced children in temporary shelter, in camps, and in existing/adapted facilities, in order to provide safety and security to all affected children and adolescents, as well as to ensure they can have access to essential supplies and services for survival and normalcy as well as for learning. Typical activities include:
  - Rapid needs assessment, design of the response, with emphasis on establishing structured activities for children
  - Set up of “emergency spaces for children” providing security and protection for children and adolescents, psychosocial support, ensuring community engagement and involvement
  - Non-formal education activities including essential life skills (e.g. health/hygiene promotion, UXO awareness), recreational activities, and making inter-sectoral linkages (e.g. ensuring water and sanitation at safe spaces/schools)
  - Restart schooling in temporary shelters such as tents, start reintegration of children and teachers
  - Provide essential teaching and learning materials, return to normalcy and learning
  - Recruitment and training of teachers

Beyond the initial response, focus is on scaling up as well as on pedagogical issues in order to promote a resumption to quality learning, with additional training for teachers and school managers, provision of textbooks and teaching equipment, as well as revising the curriculum where necessary, to meet the needs of all children and adolescents. Activities may include a more comprehensive needs assessment, examining in more detail the impact of the emergency on education, needs of the affected population, and longer-term actions required to rehabilitate the education system; return to areas of origin, support to education structures and facilities, clearing of school grounds; providing school feeding programmes, etc.
Briefly introduce the Inter-Agency Network for Education in Emergencies (INEE). INEE was conceived in 2000 with the aim of promoting access and completion of education of quality for all persons affected by emergencies, crises or chronic instability, within the framework of the Convention on the Rights of the Child, the EFA Declaration and the Dakar Framework.

At the outset of 2006, INEE has over 1,000 members, both individuals and organizations.

The INEE Minimum Standards were developed as an INEE initiative and there is an INEE focal point, based in NY, who coordinated the process.

Point out that the development of the INEE Minimum Standards is the result of people exactly like the participants who had input to the standards through their own experiences.

Following the 1994 Rwanda crisis, a Multi-Donor Evaluation was conducted and concluded that there were many “unnecessary deaths” from poor NGO performance, and that NGOs “needed to get their house in order”.

The Sphere project, which began in 1997, was one result of this challenge. Sphere is three things:
1. A process of collaboration
2. A handbook consisting of a Humanitarian Charter, a statement of values for humanitarian organisations, based on existing international legal instruments; and a set of Minimum Standards, which build on the Humanitarian Charter and represent universal goals for helping people achieve the right to life with dignity.
3. An expression of commitment to quality and accountability

Because the Sphere Project does not include education, INEE members and partners developed the INEE Minimum Standards to highlight the importance of education in addition to the sectors found in Sphere.

The INEE Minimum Standards handbook follows the same format as the Sphere handbook and uses the same definitions of Minimum Standards, indicators and guidance notes, so those familiar with Sphere can easily use the INEE Minimum Standards handbook.

The hope is for the INEE Minimum Standards to ultimately be integrated into the Sphere standards.

The INEE Minimum Standards built upon the consultative process used by Sphere, involving a wide range of people working in the area of education throughout the world. As such they represent the lessons learned and collective thinking of experienced education professionals.

The process consisted of multiple consultative components, involving over 2,250 people from more than 50 countries:

- INEE listserv consultations
Hundreds of field-based consultations, which fed into four regional consultations. If local organisations or some of the participants took part in any of the consultations or peer review process in the development of the standards, mention it to the group (see www.ineesite.org/standards for a list of participants in the process).

A peer review process that honed the four sets of regional standards into one global version.

- The standards, as they are currently written, reflect the rights that exist as well as consensus on good practice and lessons learned across the fields of education and protection in emergencies, chronic crises and early reconstruction situations.
- Refer participants to Reading 1.2. “Legal Instruments that Specify the Right to Education.” This reading summarises the education components of relevant legal instruments. Tell participants that Readings 1.2 and 1.3. “The Humanitarian Charter” are background readings to which they can refer later.
- The principles of these agreements may be reflected by using a rights-based approach. Concepts such as inclusion, gender equality, participation, interactive approaches and community-based participation are all components of a rights-based approach and are integral to the INEE Minimum Standards.
- The INEE Minimum Standards have been developed to reinforce this rights-based approach in all elements of emergency education. They are also an effort to enhance accountability among those supporting education in emergencies and early reconstruction.

Discuss the goal of the minimum standards:
- To improve quality and access
- To encourage a commitment to accountability and a tool to help achieve this

Development of the INEE Minimum Standards paralleled other efforts in the humanitarian assistance community to increase quality and accountability.

What are standards, indicators and guidance notes?

- The INEE Minimum Standards consist of standards, indicators and guidance notes
- Standards are goals to be met.
  - They are a practical guide to plan and develop appropriate educational responses in situations of emergency, chronic crisis and early reconstruction.
  - They can be used to ensure that all the components of education are included.
- If standards are the goal to be met, then indicators are the sign...
posts to help achieve the goal.

- Indicators are tools to measure progress towards the minimum standard. They may measure and communicate impact, as well as the methods used to achieve this impact.
- Some indicators are qualitative such as providing a range of formal and non-formal education activities.
- Others are quantitative, such as ensuring that no one is denied access to education.
- Whether indicators are qualitative or quantitative, they need to be monitored at regular intervals to check progress towards meeting the standards.

- Guidance notes provide background information in relation to the indicators.
- They are descriptive and help you to interpret the indicators.
- Guidance notes relate to key indicators; the link is identified in the text.
- Indicators should always be read in conjunction with the relevant guidance notes.
- Ask participants to turn to page 42 in the INEE Minimum Standards Handbook. Then review with them Standard 1: All individuals have access to quality and relevant education opportunities. Review the indicators for this standard and summarise the content of the guidance notes.

- The standards articulate a minimum level of educational access and provision.
- Although in some situations, they appear to be maximum rather than minimum, they reflect the legal instruments upon which they are based, which allow for appropriate education for all even in situations of emergency.

Standard Categories / Where have you seen them?

See corresponding Workbook pages 6-7 for this activity

- If you have not already done so, distribute copies of the INEE Minimum Standards Handbook (and CD-ROM) now.
- Show the overhead and briefly review the five categories of standards.
- The INEE Minimum Standards consist of five categories:
  - Minimum standards common to all categories that focus on the essential areas of:
    - community participation and utilizing local resources when applying the standards in the handbook
    - analysis to ensure that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and
evaluation

- **Access and learning environment** that focuses on partnerships to promote access to learning opportunities as well as inter-sectoral linkages with, for example, health, water and sanitation, food aid (nutrition) and shelter, to enhance security and physical, cognitive and psychological well-being.

- **Teaching and learning** that focuses on critical elements that promote effective teaching and learning: 1) curriculum, 2) training, 3) instruction, and 4) assessment.

- **Teachers and other education personnel** that focuses on the administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support.

- **Education policy and coordination** that focuses on policy formulation and enactment, planning and implementation, and coordination.

Tell participants that the development of the INEE Minimum Standards also considered various cross-cutting issues.

These have been incorporated into various standards rather than being developed as separate categories.

Ask them to consider these cross-cutting issues during their discussions over the next three days.

**Group Work: WHERE and HOW have you seen the standards applied?**

- For this exercise, participants should break into small groups of 2-4 people who work on similar issues and each take one or two standard categories. Eva and Allison should assign each group their standard categories, such that they get the ones most relevant to them, i.e., protection workers examine access and learning environment standards 2 and 3, etc.

- Tell each group to turn to the one-page summary of the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction that is included in their workbooks. They should also consult their INEE Minimum Standards handbooks to see the detailed indicators and guidance notes.

- After they have looked through the standard, indicators and guidance notes, they should discuss the questions on workbook page 7 (*Exercise 1.1. Where and how have you seen the standards applied?*)

- Tell them that they have 15 minutes to discuss the questions.
After 15 minutes, bring the groups back to plenary.

Ask 2 volunteers to share their findings (5 minutes only!) related to the following questions.

1. Which of the standards have you seen achieved? Where was this and what were the circumstances?
2. Which standards have you seen not met and what were the obstacles to achieving those standards? What needed to be done in order to meet the standards that were not being met?

Session 2: Emergency in Domistan

Session objective:
At the end of this session you will:
- Be able to analyse the situation so as to be able to formulate an effective response strategy.

Main messages
- Response strategies should be based on extensive consultation with the community, including children and young people.
- When financial resources are limited, effective educational responses can only be designed by working with communities to prioritise how human and financial resources are used.
- Response strategies should be based on both assessment and analysis of data which have been disaggregated to show differences by age, gender and ethnic group. Ongoing assessment and analysis are also essential.

Timing: 100 minutes

Session Overview

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Activity: Planning/designing the education programme</th>
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<tbody>
<tr>
<td>20</td>
<td>1: InterSectoral linkages and Introduction to activity – Allison</td>
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<tr>
<td>40</td>
<td>2: Group work – Allison (both Allison and Eva to circle during group work)</td>
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<tr>
<td>40</td>
<td>4: Plenary discussion and conclusion – Eva</td>
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<td>TOTAL TIME</td>
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Where are you now?

- Which standards are being achieved?
- Which ones are not being met?
- What are the obstacles to achieving them?
- Under what conditions and time frames might they be achieved?
Review the learning objectives for the next session.

Session Objectives:

- Understand the linkages between education, protection, wat/san, shelter, health, food aid and protection and be able to engage in advocacy and communication for coordination and collaboration with these humanitarian response sectors in order to gain support for education in acute emergencies.
- Be able to utilise the most relevant standards and indicators in the design of an education response.

**Education links with other emergency sectors:**

Tell participants that for an effective education response that addresses children's holistic needs, coordination and close collaboration between education and other clusters/sectors is required. An inter-sectoral approach to education is even more vital in emergency contexts than in normal situations, where education in emergency spaces for children offers a means of providing a sense of normalcy, psychosocial support, and protection of children against harm, and a place for delivery of other vital services. It is important to ensure that linkages are made at the outset of an emergency through multi-sectoral needs assessments, followed by joint planning.

Ask participants what links there are between education and other sectors in an acute emergency. Note responses on a flip chart, ensuring that the following links are mentioned:

- **Protection:** Education in emergency spaces for children/learning environments provides psychosocial support and protection by establishing daily routines and a more stable sense of the future; reduces vulnerability to trafficking, exploitation and child labour; engages children in positive alternatives to military recruitment, gangs and drugs; provides a means to identify children with special needs, such as experience with trauma or family separation; facilitates social integration of vulnerable children.
- **Camp management:** Education in camp environments helps to re-create elements of a social structure and a sense of normalcy in the lives of children, their parents and their communities. In collaboration with the camp management workers, school areas, child friendly spaces, play and recreational areas can be planned jointly within a camp setting at the outset of an emergency with guidance on standards provided to ensure safe and protective environments (e.g. safe distances, adequate latrine and sanitary conditions).
- **Shelter:** School shelters (tents, temporary structures, reconstruction of education infrastructure) will be jointly planned to ensure that minimum standards for schools and classrooms are applied (e.g. size, construction, distance, and lighting).
- **Water and Sanitation:** Safe water and gender-segregated and appropriate sanitation facilities for learning spaces and schools. Another important area for collaboration is hygiene promotion.
- **Health:** Schools and temporary learning spaces provide an environment in which children can have safe and reliable access to various health services, be provided with basic knowledge on health and hygiene, and urgent life-saving health information.
- **Nutrition:** Children’s nutrition can be improved by the provision of meals or nutritious snacks as part of school feeding programmes.
- **Logistics:** Logistics support for provision of educational materials, which is a key part of education response.
Remind participants of the need for continuous advocacy on these points. Also remind participants that the INEE Minimum Standards were designed to be an immediate and effective tool to promote protection and coordination at the start of an emergency while laying a solid foundation for holistic, quality education and disaster preparedness during reconstruction. Ask them which standards are particularly relevant to emergency response:

Many of the standards are relevant, but the most relevant are those focused on the safety of learners and the safety of the facilities in which they are learning:

- **NEE Minimum Standard: Access and Learning Environment Standard 2: Protection and well-being** -- *Learning environments are secure, and promote the protection and mental and emotional well-being of learners.*
- **INEE Minimum Standard: Access and Learning Standard 3: Facilities** --- *Education facilities are conducive to the physical well-being of learners.*

In addition, there are linkages in assessment, response, monitoring, curriculum, teacher training and coordination.

Planning/designing the education programme in Domistan

40 minutes

*Corresponds to Workbook page 31 in the Workbook*

- Divide participants into four or five small groups and review the scenario presented on page 31 of their workbook.
- During this part of the session, participants will work in their small groups to plan/design an education programme. They should use all the information from the background reading. Tell them to use the INEE Minimum Standards handbook in this process, particularly referring them to Analysis Standard 2: Response Strategy (handbook pages 23-25), and accompanying indicators and guidance notes, in developing this plan.
- They should brainstorm relevant standards, indicators and guidance notes to design an education response to the situation in Domistan.
- Then they should prioritize two standards and fill out the Response Plan Formats.
- Their plan should answer the following questions:
  - Priority standard and indicators
  - Strategies for meeting standards and indicators (using the guidance notes)
  - Potential Risks
  - Key stakeholders, including non-education stakeholders**, and links with community

- Each group should appoint:
  - a facilitator whose job it is to make sure that everyone in the group participates and who is responsible for making sure that the group develops their plan and answers all the questions within 40 minutes.
☐ a recorder/note-taker who will record the group’s plan on a flip chart.

- Give the groups 40 minutes to develop their plans.
- Circulate among the groups as they work in order to answer any questions and to take note of how the various groups decided on their priorities.

**Plenary: Presentation of the education plans, findings and conclusion**

20 minutes

During this part of the session, the facilitator should ask for a few volunteers (one from each group only) to to share one of the standards/indicators that they prioritised and one or two of the activities that they recommended. You can ask these questions to help the discussion along:

- What educational activities/programmes are you recommending and why?
- Which standards and indicators do these programmes/activities address and how do they incorporate cross-cutting issues such as gender, HIV/AIDS, people with disabilities?
- What other information do you need in order to design your education programme or plan your response strategies?
- Did they utilise the INEE Minimum Standards into their plans? Take one or two examples from each group. Ask the groups to give different examples and not repeat what another group has already said.
- Do they see any obstacles to implementing them?
- What steps would they take to enlist the support of the community?
- How did the groups incorporate cross-cutting issues such as gender into their plans?

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**Session 3: Resources, Synthesis and Closing**

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<tr>
<th>Minutes</th>
<th>Contents</th>
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<tbody>
<tr>
<td>20</td>
<td>1: Resources – Allison</td>
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<tr>
<td>5</td>
<td>2: Individual written evaluations – Eva</td>
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<td>5</td>
<td>3: Conclusion – Eva</td>
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<td>30</td>
<td>TOTAL TIME</td>
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1: Introduction

30 minutes

- Review the learning objectives for this session
- At the end of this session participants will:
  - Know some of the available additional resources (and where to find them) that will help you apply the INEE Minimum Standards.

Main messages

- INEE is a source of relevant information and tools for creating a more effective education programme.
- The INEE Minimum Standards is one way of ensuring that education is part of the humanitarian response to emergencies – there are many other tools that complement the standards.
- Allison to develop ppts and talking points to ensure UNHCR staff know about relevant INEE opportunities and resources that are available and that may be helpful for applying/implementing the INEE Minimum Standards.
  - INEE MS Toolkit
  - INEE Good Practice Guides
  - INEE Teacher Training Resource Kit
  - INEE Technical Kit on Education in Emergencies and Early Recovery
  - INEE website
  - Listserv for sharing experiences and/or asking questions
  - Online threaded discussion board
  - INEE Task Teams and Interest Groups
  - Capacity-Building Workshops and INEE Global Consultation

2: Individual written evaluations

5 minutes

- Ask participants to fill out evaluation forms that are included in their workbooks. Stress that their input is valuable for revising training to meet needs of participants.
- Give them 5 minutes to complete their forms – if they are not done after 5 minutes, explain they can continue to do so after the closing.
Eva to conclude, emphasizing how the INEE Minimum Standards complement UNHCR’s guidelines and will help staff to reach them!

The minimum standards were developed to help education genuinely become one of the pillars of emergency response. Now that you have a good understanding of the standards as well as how they can be utilised, it is hoped that you will be able to utilise them to make your work more effective.
Please complete this Workshop Evaluation form and the Participant List Reporting form and send it to INEE: Capacitybuilding@ineesite.org

**Workshop Evaluation – For Trainers**

**Workshop:** Understanding and Using the Minimum Standards for Education in Emergencies

- Length of workshop: ½ day
- Date of workshop: 16 January 2008
- No. of participants:
- Location: UNHCR
- Trainers: Allison Anderson and Eva Ahlen

**Administrative process.**
Lessons learned on the administration of the event, management and logistical matters of relevance to other trainers.

**How the workshop was run?** The agenda, lessons learned on the structure of the workshop and results achieved.

**What worked well? Please explain why.**

**What could be changed or improved?**

**Do you think that participants understand the Minimum Standards?**

**Do you think that they will use the Minimum Standards? Please explain why or why not.**

**Any other comments**
**Summary of participants’ evaluations**

After the course, compile the participants’ evaluations in the matrix below. Indicate the number of participants who ticked each category.

Participants rated the course according to the following categories where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

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<tr>
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<th>1</th>
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<tbody>
<tr>
<td>The workshop achieved its aims and objectives.</td>
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<td>The content of the workshop is relevant to my work.</td>
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<td>What I have learned will impact the way I work.</td>
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<td>The methodology used in the workshop helped me to understand how the INEE Minimum Standards can be applied.</td>
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<td>The quality of the learning materials and aids was useful.</td>
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<td>The facilitation and presentation during the workshop were open and helped me to learn.</td>
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<td>The venue and accommodation were appropriate.</td>
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**Comments by trainers**
Minimum Standards Training Participant Contact List
Please provide full contact details for each participant in the training:

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>ORGANIZATION</th>
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