



INEE

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

What is Education in Emergencies?

Education in Emergencies is:

Education that protects the well-being, fosters learning opportunities, and nurtures the overall development of people affected by conflicts and disasters

Education is a right!



INEE

Education in Emergencies

- Can be life saving and is life sustaining
- Gives parents/caretakers opportunity to rebuild, etc
- Provides normalcy
- Produces hope
- Reduces the risk of return to conflict
- Can prevent crises and/or mitigate impact (disasters and conflict)
- Creates opportunity



INEE

Funding Education in Emergencies?

2% of all humanitarian aid goes to education – this is the actual amount of funding out of an average donor commitment of 4%*

*2011 UNESCO EFA Global Monitoring Report

INEE

Inter-Agency Network for Education in Emergencies (INEE)

- Network, not incorporated agency
- 7000+ members in over 135 countries
- Members: UN, NGOs, Donor Agencies, MOEs, Academic Inst
- Guidance from the INEE Steering Group & INEE Strategic Plan
- 6 full-time staff in the INEE Secretariat (NY, Paris, Geneva, Nairobi)

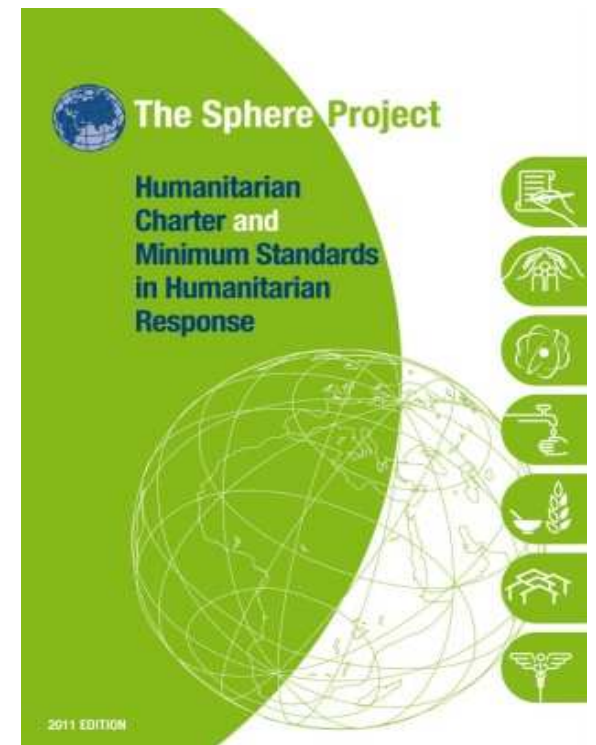
Network Activities

- Working Groups, Task Teams, Language Communities, Edu Clusters
- Trainings and capacity development on EiE
- Policy Roundtables, Global Consultations on EiE, Fragility Issues
- Knowledge sharing on EiE through website and listservs
- Tools for practitioners: www.ineesite.org/toolkit
- Jobs in EiE: www.ineesite.org/jobs
- Join INEE at www.ineesite.org/join

INEE

The INEE-Sphere Companionship Agreement, 2011

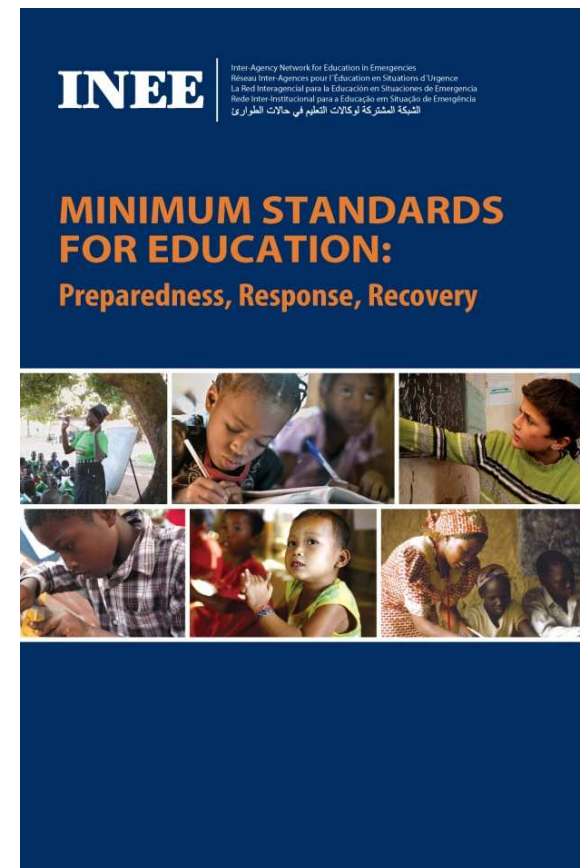
- “Both Parties recognize that education in emergencies is a necessity that can be both life-sustaining and life-saving, providing physical, psychosocial and cognitive protection. Education in emergencies is an integral component of humanitarian aid alongside assistance in water and sanitation, health, nutrition, shelter and protection.”
- Stronger, systematic engagement b/n the networks
- Mandates the inclusion of the logos on both Handbooks.
- Additional CAs: LEGS (Livestock Emergency Guidelines and Standards) and SEEP (Small Enterprise Education and Promotion)
- People in Aid, HAP and Sphere



INEE

Goal of the INEE Minimum Standards

- Common starting point to reach a minimum level of educational quality and access
- Improving coordination and enhance accountability and predictability
- Capacity-development and training
- Strengthen the resilience of Ministries of Education
- Promotion of education through advocacy



INEE

Development of the INEE Minimum Standards



Consultative process

- *INEE listserv consultations*
- *Field-based consultations*
- *Peer review process*



**Content of Handbook
represents rights,
lessons learned, and
collective thinking of
education professionals**



More than 2,250 people participated (2003-2004)

2009-2010 Update of the INEE Minimum Standards

Updated through a highly consultative process—more than 1,300 people in 52 countries:

- reflect recent developments in the field of Education in Emergencies
- close gaps in thematic issues
- incorporate the experience and good practices of the users of the Handbook
- make the MS Handbook more user-friendly

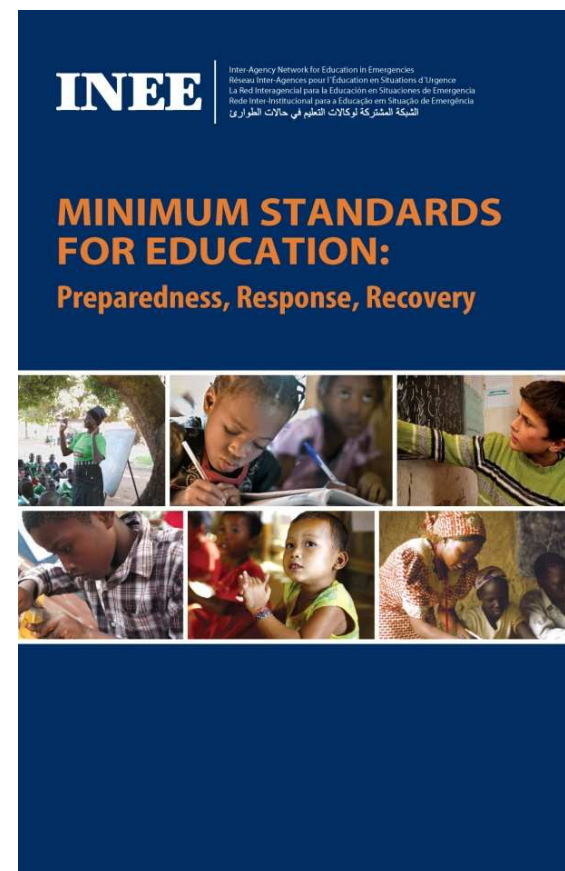


INEE

11 Cross-Cutting Issues

Mainstreamed in the 2010 edition:

- Conflict Mitigation
- Disaster Risk Reduction
- Early Childhood Development
- Gender
- HIV and AIDS
- Human Rights
- Inclusive Education
- Inter-sectoral linkages
- Protection
- Psychosocial support
- Youth



INEE

Domains, Standards, Key Actions, Guidance Notes

- **Domains** – are the **overarching categories** in which the standards are grounded
- **Standards** - are what you want to reach. They are qualitative and universal, applicable in any environment.
- **Key Actions** - are suggested actions/steps to be taken in order to reach/meet the standard.
- **Guidance Notes** – cover points of good practice to consider when applying the minimum standards and adapting the key actions in different situations.

19 Standards in 5 Domains

Foundational Standards Domain

- Community Participation; Resources
- Coordination
- Assessment; Response; Monitoring; Evaluation

Access and Learning Environment Domain

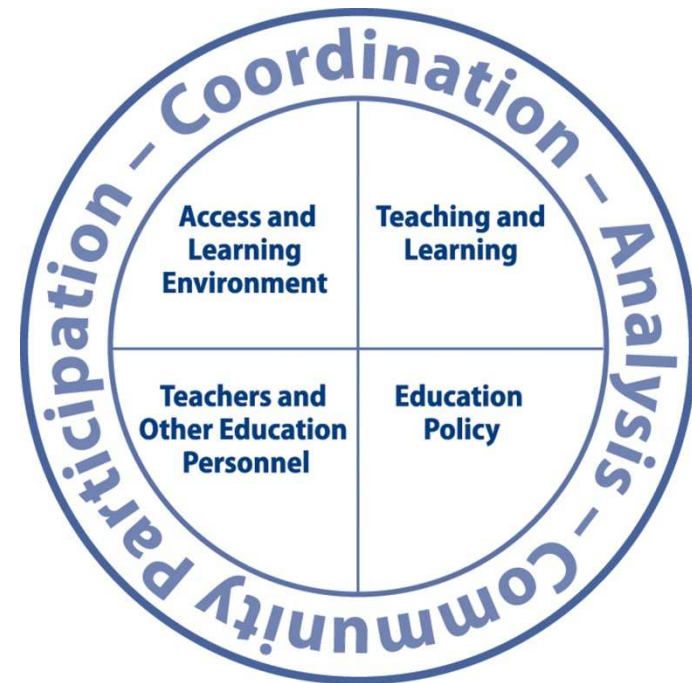
- Equal access
- Protection and Well-being
- Facilities and Services

Teaching and Learning Domain

- Curricular
- Training, Professional Development and Support
- Instruction and Learning Processes
- Assessment of Learning Outcomes

Teachers and Other Educational Personnel Domain

- Recruitment and Selection
- Conditions of Work
- Support and Supervision

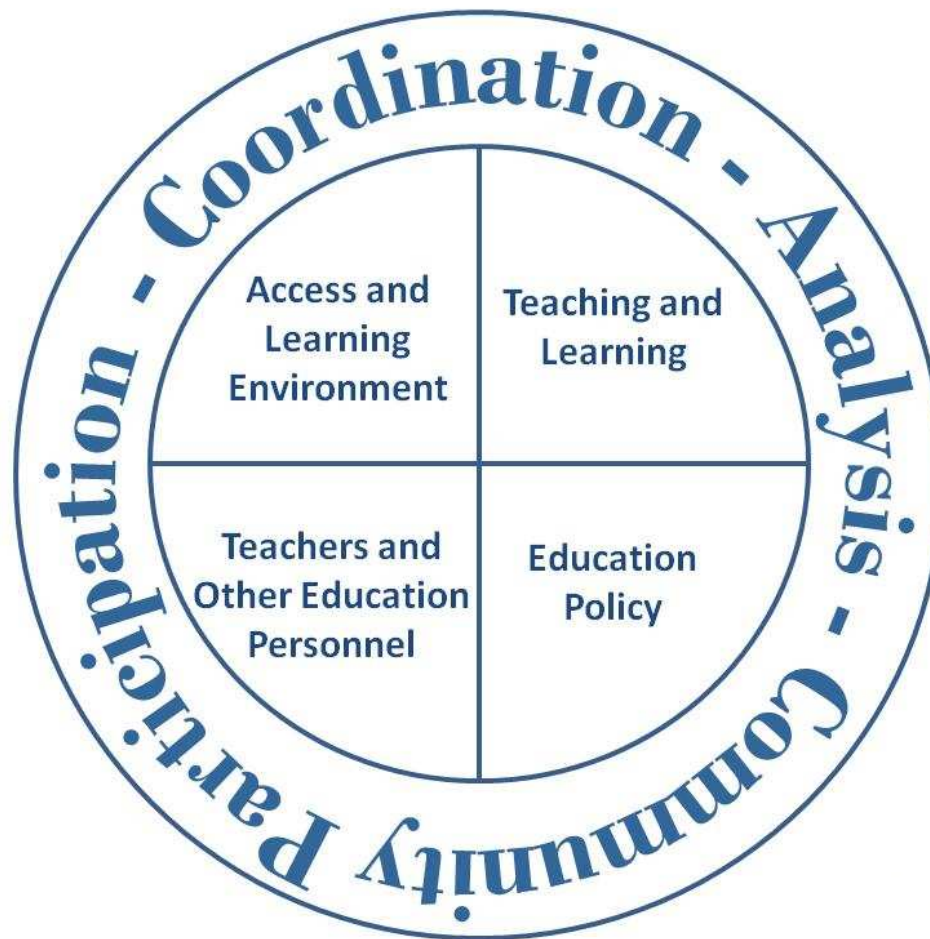


Education Policy Domain

- Law and Policy Formulation
- Planning and Implementation

INEE

The 5 Domains



INEE



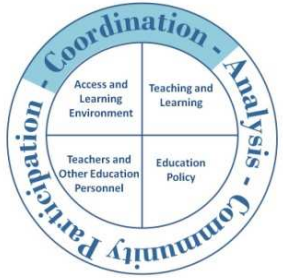
Foundational Domain: Community Participation

- **Standard 1: Participation**

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses. (**Key Action:** include a range of community stakeholders. **Guidance Note:** Who, how, why, what re: planning, design, analysis, implementation)

- **Standard 2: Resources**

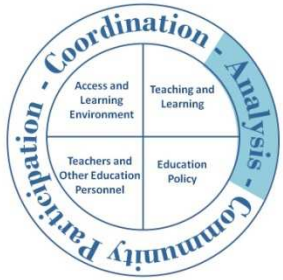
Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.



Foundational Domain: Coordination

- **Standard 1: Coordination**

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.



Foundational Domain: Analysis

- **Standard 1: Assessment**

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

- **Standard 2: Response Strategies**

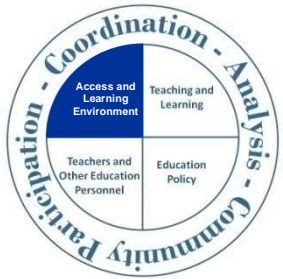
Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

- **Standard 3: Monitoring**

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

- **Standard 4: Evaluation**

Systematic and impartial evaluations improve education response activities and enhance accountability.



Domain: Access and Learning Environment

- **Standard 1: Equal Access**

All individuals have access to quality and relevant education opportunities.

- **Standard 2: Protection and Well-being**

Learning environments are secure and safe, and promote the psychosocial well-being of learners, teachers and other education personnel.

- **Standard 3: Facilities and Services**

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

INEE



Domain: Teaching and Learning

- **Standard 1: Curricula**

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

- **Standard 2: Training, Professional Development and Support**

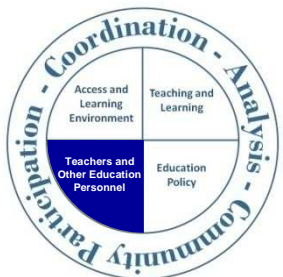
Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

- **Standard 3: Instruction and Learning Processes**

Instruction and learning processes are learner-centred, participatory and inclusive.

- **Standard 4: Assessment and Learning Outcomes**

Appropriate methods are used to evaluate and validate learning outcomes.



Domain: Teachers and Other Education Personnel

- **Standard 1: Recruitment and Selection**

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

- **Standard 2: Conditions of Work**

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

- **Standard 3: Support and Supervision**

Support and supervision mechanisms for teachers and other education personnel function effectively.

INEE



Domain: Education Policy

- **Standard 1: Law and Policy Formulation**

Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

- **Standard 2: Planning and Implementation**

Education activities take into account international and national education policies, laws, standards and plans and the learning needs of affected populations.

Why “minimum” standards?

What do you think?

INEE

Why “minimum” standards?

- They articulate a universal minimum level of educational quality, access and provision.
- They reflect the legal instruments upon which they are based, which allow for appropriate education for all *even in situations of emergency*
- *If cannot attain standards/indicators*, must understand and explain gap and what needs to change

Summary

INEE Minimum Standards:

- Tool to improve the effectiveness and quality of education in emergency situations
- Commitment to accountability
- The 5 Domains are interdependent and must be applied based on the specific context
- Based on the principle that affected populations have the right to life with dignity

INEE

Other INEE tools and resources



INEE Toolkit

- The Toolkit contains more than 800 practical, field-friendly tools and resources to guide those working in the field of education in emergencies through to recovery.
- This Toolkit includes INEE's primary publications in multiple languages & numerous implementation tools (such as MS Handbook, case studies, articles, etc.) to support their use.
- www.ineesite.org/toolkit

INEE