

Delivering Quality Education in Emergencies: INEE Tools Launch and Panel Discussion

Thursday, July 1, 2010, 9:30 am – 4:00 pm

On July 1, the Inter-Agency Network for Education in Emergencies (INEE) convened a group of stakeholders at the [Center for Universal Education](#) at Brookings to launch four new INEE tools for providing education in emergencies. Rebecca Winthrop, co-director of the Center for Universal Education, moderated the morning session and introduced Lori Heninger, director of INEE, who set the context by describing the work of INEE and the importance of education in emergencies.

INEE is an open global network of members working together within a humanitarian a development framework to ensure all people affected by crisis the right to quality and safe education. INEE was conceived in 2000 at the World Education Forum in Dakar, Senegal and currently has more than 4,000 members, representing NGOs, UN agencies, governments, donor agencies and academic institutions.

Education is a fundamental human right and is especially critical for the tens of millions of children and youth affected by conflict and disasters. Beyond basic access to education, INEE works to ensure that children and adults have access to safe and quality education. Participants discussed their experience with INEE tools and reported that the minimum standards were extremely useful in training staff and implementing quality education in emergencies. INEE members described using the Safe School Construction Guide to rebuild schools in Haiti; using the teaching and learning standards to train teachers in southern Sudan; and expressed gratitude for the INEE minimum standards providing a common language in the field.

Lori Heninger, Tzvetomira Laub and Rachel McKinney from INEE then introduced the four new tools: *Minimum Standards for Education: Preparedness, Response, Recovery* (2010 update of Minimum Standards); *Reference Guide on External Financing*; *Gender Pocket Guide*; and *Guidance Notes on Teaching and Learning*.

Minimum Standards for Education: Preparedness, Response, Recovery

The [INEE Minimum Standards Handbook](#) is the product of a robust and active network of individuals working to improve education in emergencies. It is the only global tool that articulates the minimum level of educational quality and access in emergencies through recovery. More than 2,200 people in 50 countries assisted in the initial development of the tools, and approximately 1,200 stakeholders contributed to updating the handbook.

After widespread use of the first edition of the handbook, INEE members determined several areas for improvement. Recent developments in the education in emergencies field, such as the establishment of the UN Education Cluster, are incorporated in the updated standards. The handbook includes feedback and good practices from users and has design features that make the document more user-friendly. The INEE Minimum Standards provide guidance for education in emergencies in the following five domains: foundational standards, access and learning environment, teaching and learning, teachers and other educational personnel, and education policy.

INEE Reference Guide on External Financing

The INEE "[Reference Guide on External Financing](#)" is a new product of the INEE Working Group on Education and Fragility. The guide was developed in response to requests from education specialists seeking an accessible description of the different types of external assistance for education. The working group developed the guide to "level the playing field" for countries seeking humanitarian and development

aid. The guide is intended to help national education policymakers understand the design, goals and constraints of the various types of donor assistance. The document includes guidance on:

- What donors seek to achieve in the education sector;
- The ways in which donors provide education assistance;
- Constraints on donor funding;
- How various funding mechanisms work; and
- Why donors choose one funding mechanism over another.

INEE Pocket Guide to Gender

The INEE Gender Task Team produced the “[INEE Pocket Guide to Gender](#)”, which builds on the Inter-Agency Standing Committee (IASC) “Gender Handbook” and compliments the INEE minimum standards. Girls and women experience conflict and fragility very differently from boys and men. This guide, designed for all organizations and individuals working on education in emergencies, highlights key principles for gender-responsive programming, provides concrete strategies and actions for putting gender-equality into practice, and includes case studies on effective ways to promote gender equity. It challenges common misperceptions about gender and provides a framework for quality education across genders.

INEE Guidance Notes on Teaching and Learning

Under the guidance of the INEE Teaching and Learning Advisory Group, the [INEE “Guidance Notes on Teaching and Learning”](#) seeks to move beyond a narrow focus on access to education in emergencies toward ensuring quality teaching and learning in these environments. The guidance notes were developed with contributions from approximately 300 technical experts and practitioners and include participation in ten consultative groups worldwide. Quality education contributes to the prevention, mitigation and response to future crisis as well as builds a foundation for peace and human security. One of the benefits of quality education is greater social cohesion and a decrease in tendencies for violence and conflict. The guidance notes:

- Provide a framework to identify and address critical teaching and learning issues;
- Articulate evidence-based practice on critical issues related to curriculum development and adaptation, teacher training, professional development and support, instruction and learning processes, and assessment of learning outcomes; and
- Provide relevant resources, including sample tools, teaching materials, and case studies.

Question and answer session

Brookings Fellow and Co-director for Center for Universal Education Rebecca Winthrop moderated the question and answer session.

Q: When will the various language editions be available?

The minimum standards are now available in English and French. Spanish, Arabic and Portuguese versions are under development and will be available in early October. Other versions are being translated by INEE partners into Japanese, Burmese, Dari and Pashto. Traditionally, field partners undertake the translation efforts as needed. The “Reference Guide on External Financing” and the “Guidance Notes on Teaching and Learning” are now available in English and French and will be translated into Spanish and Arabic by October 2010. The “Gender Pocket Guide” is available in English and French and will soon be translated into Spanish.

Q: What regional resources and trainings are available on the standards and how can INEE members help?

INEE consultants are planning a variety of trainings on the updated minimum standards and interested parties are encouraged to contact INEE if interested in sponsoring trainings. In January 2011, there will be a training of trainers for those implementing the minimum standards in South

Asia. An application process will be available in the coming months and approximately 25 participants will be chosen. The working group for the “Gender Pocket Guide” is developing modules to use for training, which will be available soon for anyone to use.

Q: How are INEE tools being integrated with Cluster system?

INEE Secretariat sits on the Education Cluster and is in discussions on the possibility of aligning training tools between the Cluster, INEE and UNESCO to develop a core module of training opportunities.

Q: What support can INEE offer agencies in the field, especially those working in contexts where other agencies have competing standards and tools?

INEE has several ways of helping partner organizations, one of which is the application visit, where INEE staff works with partners in the field to train local colleagues and provide technical support for developing and structuring programs, proposals, and anything else needed to use the standards. INEE is also equipped to provide virtual guidance to provide contextual information for specific field-level work.

Regarding possible tensions between INEE and other agency standards, the handbook is meant to be complimentary to national education policies and generally does not directly contradict country education standards. However, participants have reported confusion in countries where several frameworks are presented to national decision-makers, which highlights the need for coordination with other agencies.

Q: How do the Guidance Notes on Teaching and Learning toolkit connect to existing resources on teaching and learning?

INEE is developing a resource pack (available on CD) to accompany the guide when it is distributed in the field. At the end of each section in the guidance notes, there are references to resources available for further exploration of topics. Additionally, a comprehensive toolkit will be available in fall 2010 that includes implementation guidance and resources on all INEE tools and resources.

Q: How are the tools disseminated to field staff?

INEE relies on member organizations to get documents out to field offices. To date more than 35,000 copies of the minimum standards have been distributed worldwide. Interested parties should contact materials@ineesite.org to request hard copies of any of the INEE tools. Beyond distributing books, INEE encourages partners to convene discussions and trainings on the content.

Q: How can partners use the tools to build advocacy networks globally?

INEE has seen success using the tools advocacy at the local level. For example, in Afghanistan a working group is translating the INEE minimum standards and working with the government to help with application of standards there. In Lebanon partners have established a government working group focusing on education in emergencies and the minimum standards. UNICEF in India has also been working on this issue at the local level. There remains a need for more coordinated advocacy efforts, possibly linking better with the Global Campaign for Education chapters.

Following the morning plenary session, afternoon workshops were conducted on the application of the minimum standards in Haiti, using the “Gender Pocket Guide”, current research on external financing in fragile and conflict-affected states, and an orientation to the “Teaching and Learning Guide”.

The event was co-sponsored by INEE, Center for Universal Education at Brookings, Plan International, Education for All-Fast Track Initiative, Child Fund International, World Learning, Save the Children and the Academy for Educational Development.