



Inter-Agency Network for Education in Emergencies  
Réseau Inter-Agences pour l'Éducation D'Urgence  
La Red Interagencial para Educación en Situaciones de Emergencia

## **Education in Emergencies: A Lifeline for Communities in Crisis**

### **An Update on the Promotion and Implementation of the INEE Minimum Standards (2006)**

In December 2004, the Inter-Agency Network for Education in Emergencies (INEE) launched the *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* (INEE Minimum Standards), the first global tool to define a minimum level of educational quality in order to increase access, coordination and accountability. Developed with the participation of over 2,250 individuals from more than 50 countries, the standards reflect rights and commitments as well as consensus on good practices and lessons learned across the field of education and protection in emergencies and post-conflict situations. The standards were designed to be an immediate and effective tool to promote protection and quality education at the start of an emergency while also laying a solid foundation for post-crisis reconstruction and disaster preparedness.

Only a year and a half since their launch, over 25,000 copies of the INEE Minimum Standards handbook have been produced. The Standards have been translated into nine languages (Spanish, French, Arabic, Japanese, Bahasa Indonesian, Portuguese, Bangla, Thai, Urdu), with others planned. They are being used in over 60 countries around the world. INEE has received hundreds of examples of the standards' positive use in, and relevance for, programme and policy planning, assessment, design, implementation, monitoring and evaluation as well as advocacy. Users relate that the INEE Minimum Standards provide a common framework, facilitating the development of shared objectives between different stakeholders, including members of affected communities, humanitarian agency staff and governments. They are also being used to promote holistic thinking and response and to frame and foster inter- and intra-agency policy dialogue, coordination, advocacy and action for the provision of quality education in emergencies, chronic crises and early reconstruction.

Training materials on the INEE Minimum Standards were piloted in northern Uganda and Pakistan in 2005 and are being utilized in INEE's regional Training of Trainers (TOT) process in 2006 and 2007. Each of the ten INEE Minimum Standards TOT workshops will train approximately 25 education and humanitarian trainers, and every graduate is required to conduct a minimum of two follow-on training courses within 12 months of completing the INEE TOT workshop. Consequently, over the next two years some 250 trainers will train thousands of humanitarian workers, government representatives and educational personnel, strengthening the capacity of humanitarian response, education and protection workers by equipping them with the skills to provide the psychosocial, physical and cognitive protection that quality education can afford to communities in crisis.

As of October 2006, seven of the TOT workshops have been completed and over thirty follow-up trainings on the standards have been held, with over fifty more planned for 2006-2007. The willingness of humanitarian organizations to contribute staff time and resources to the training process is a testament to the growing importance of education in emergencies within humanitarian agencies.

The following are select examples<sup>1</sup> of the diverse ways in which the INEE Minimum Standards are currently being promoted and used around the world to increase humanitarian accountability and quality education in emergencies, which is a lifeline for communities in crisis:

### Assessment, Implementation, Monitoring, and Evaluation

- The INEE Minimum Standards are a **key reference and set of guidelines** that guide my work when doing **field assessments** (Chad), **monitoring** (Angola, Liberia, Tanzania) and **evaluation** (Burundi, DRC, Kenya). *Jesuit Refugee Services, Kenya*
- We are involved with **developing performance standards for teachers across all the government schools in India** and the INEE Minimum Standards handbook has been very helpful. *Catholic Relief Services, India*
- When a USAID assessment team went out to do an education sector assessment in Burundi, they took the INEE Minimum Standards with them and used them **on the ground in a real-life, real-time assessment exercise**. *USAID*
- During a recent field assessment on formal and non-formal education systems in Liberia, I used INEE's Minimum Standards for guidance. **It serves both as an analytical tool and as a checklist**. *UNICEF, Senegal*
- UNHCR is in the process of developing **an education gap analysis tool** using UNHCR guidelines and standards on education as well as INEE Minimum Standards. *UNHCR, Switzerland*

### Planning and Preparedness

- The INEE Minimum Standards Training Workshop enabled 40 participants, including government counterparts and UNICEF and WFP staff, to **more fully appreciate the issues and processes around preparedness and response planning**. *UNICEF, Kenya*
- We are planning for an INEE training...to **develop Emergency Preparedness and Response Plans from the Ministry of Education to the school level**. *UNICEF, Thailand*
- By preparing CARE Country Offices with the necessary skills to use the INEE Minimum Standards, **CARE will be able to include education at the onset of its relief and development work** when future natural disasters strike. *CARE, United States*

### Capacity-Building and Training

- Over 10 trainings with International Rescue Committee (IRC) field staff around the world have been very well received, as the **participants understood and utilized the content of the INEE Minimum Standards handbook following the training**. *IRC, United States*
- **Training workshops on the INEE Minimum Standards have been conducted for over 100 educational personnel**, mainly from the earthquake affected areas. In addition, a Sphere Training of Trainers course held in Islamabad in August included a session on education and the INEE standards. Feedback was very positive, with **participants reiterating that education must be an integral part of humanitarian response**. *UNESCO Earthquake Response Programme, Pakistan*
- A UNICEF sponsored Sphere Training course in Kenya with participants from 12 countries included a session on education in emergencies and the INEE Minimum Standards. The training report highlighted that participants felt that the **education session “was seen as very relevant and there is a case for presenting this INEE initiative to all Sphere trainees.”** *Sphere Training report, June 2006*
- Child Fund Afghanistan uses knowledge from the INEE Minimum Standards to enrich the current design of our programs, as well as to **build the capacity of our NGO and government partners to provide a strengthened educational offering**. *Child Fund Afghanistan*
- I am referring to the INEE Minimum Standards in **developing the training programs for Iraqi officials from the Ministry of Education to enhance their capacity in assessing their needs**. *UNESCO, Jordan*

### Advocacy

- The INEE Minimum Standards **provide a much needed scaffold and tool** in reaching the point where all children are provided with the opportunity to receive an education... **providing professionals with clear guidelines that will assist in advocacy**. *Norwegian Refugee Council, Uganda*
- I use and apply the INEE Minimum Standards in **mobilizing women leaders to advocate for their needs in the camp and in their community**. *The Local Initiative for Peace & Development, Sudan/Darfur*
- **This tool directly contributes to our advocacy efforts** to ensure that all refugees, IDPs and returnees have consistent access to quality and appropriate education from the outset of conflict throughout post-conflict reconstruction. *Women's Commission for Refugee Women and Children, United States*

<sup>1</sup> These are quotes received from Minimum Standards users as part of INEE's on-going self-evaluation; bold emphases added.