



Inter-Agency Network for Education in Emergencies

Réseau Inter-Agences pour l'Éducation d'Urgence

La Red Interagencial para Educación en Situaciones de Emergencia

## Strategies for Donor Organizations and Government Agencies Applying the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction

### *Holding Ourselves Accountable*

The Inter-Agency Network for Education in Emergencies (INEE) is a global, open network of NGOs, UN agencies, donors, practitioners, researchers and individuals from affected populations working together within a humanitarian and development framework to ensure the right to education in emergencies and post-crisis reconstruction. Since its inception in 2000, INEE has expanded steadily and currently has over 1,300 members representing a diverse array of organizations around the world. Members are committed to implementing the *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*, which were developed with the participation of over 2,250 individuals from more than 50 countries. The standards are a tool for quality and accountability in policy formulation, program development, implementation, monitoring and evaluation. They are also a useful tool for advocacy. They represent the first step toward ensuring that education initiatives in emergency situations lay a solid and sound foundation for post-conflict and disaster reconstruction. The following checklist for donor organizations and government agencies articulates a variety of suggested actions that organizations can utilize when applying the standards internally and in bi- and multi-lateral work. Please note that these are sample activities only; not all apply to all levels of the various donor organizations or government agencies or all types of donor or government staff.

#### Internal Coordination

- ✓ The INEE Minimum Standards can serve as a tool to promote collaboration and coordination between departments within large agencies (e.g. education sector, emergency sector, child protection sector, humanitarian action, policy, multilateral, partnerships etc), and also between the additional divisions which operate between different geographical regions, between HQ and the field.

#### Action Points

- ✓ Map information about who/which unit is responsible for education in emergencies, and if it does not exist, create a mechanism for bringing together various units/branches;
- ✓ Nominate a focal point for the standards (distributing the handbook and related policies widely), participating in INEE activities and INEE Minimum Standards trainings, organizing internal agency inter-sectoral meetings/discussions etc;
- ✓ 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.

### **Program Quality and Relevance**

- ✓ The INEE Minimum Standards provide a practical framework and detailed good practice guidelines, following the Do No Harm philosophy, that donor agency staff at all levels can readily use to promote quality, consistency and equity and assess performance at the design, implementation, monitoring and evaluation stages of education program development. They can help to regulate and standardize the quality of education programs and help hold donors accountable as they build capacity to monitor and ensure quality.

### **Action Points**

- ✓ Use the standards to refine funding proposal guidelines;
- ✓ Ask for potential recipients of funding to explain in proposals how they will use the INEE Minimum Standards in programming;
- ✓ Use the INEE Minimum Standards to inform program design;
- ✓ Use the standards for assessment, monitoring and evaluation;
- ✓ Give input to INEE feedback process about the INEE Minimum Standards content, which will inform future revisions;
- ✓ 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;
- ✓ 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.

### **Accountability**

- ✓ The INEE Minimum Standards provide transparent, aspirational good practice norms for all stakeholders to know and utilize, and as a resource for constructive feedback and self-correction by implementing agencies, donor monitoring and external evaluators. As actors become aware of the INEE Minimum Standards, and they become normative, donors themselves will be accountable for meeting the standards.

### **Action Points**

- ✓ Use the INEE Minimum Standards right-based format for assessment, design, monitoring, evaluation, and reporting activities (of agency and implementing partners);
- ✓ Use the INEE Minimum Standards as a common framework for reporting;
- ✓ Dialogue with other stakeholders to select and commit to contextualizing and working on specific indicators;

- ✓ Use the INEE Minimum Standards to advocate for beneficiary/community participation;
- ✓ Use the INEE Minimum Standards as a guide for opening up a discussion on accountability – using indicators – with potential recipients;
- ✓ 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);
- ✓ Expect and support matching/comparison of local/national standards and the INEE Minimum Standards from implementing partners;
- ✓ Work with governments to compare government standards with the INEE Minimum Standards, and identify areas of convergence for collective attention (including monitoring);
- ✓ Use the INEE Minimum Standards to ensure continuity of funding and programming and thereby maximize impact of aid for financial efficiency/aid effectiveness.

### Advocacy

- ✓ The INEE Minimum Standards can provide a concrete demonstration of education’s position as a humanitarian sector, and of the important role that education plays in times of crisis; this can then create the necessary political will for policy development and for increased funding allocations earmarked for education

### Action Points

- ✓ *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;
- ✓ *External Advocacy:* Support education in emergencies as a humanitarian intervention in donor meetings and initiatives involving donors, such as the IASC Cluster process;
- ✓ Post the INEE Minimum Standards and other INEE resources, including a link to the INEE website, on intranet and internet sites;
- ✓ Use the standards in dialogue with Ministries of Education to promote and provide examples of disaster preparedness planning in the sector;
- ✓ Work with partner governments to compare government standards with the INEE Minimum Standards, and identify areas of convergence for collective attention.



## Build Capacity and Technical Expertise

### Action Points

- ✓ Brief all new staff on the INEE Minimum Standards during orientation;
- ✓ Include INEE Minimum Standards training materials in in-house knowledge development/organizational learning processes (e.g. intranet);
- ✓ Include INEE Minimum Standards materials in staff training systems (at various levels) and training materials;
- ✓ Sponsor INEE Minimum Standards training materials in countries where education/protection/humanitarian assistance programs are supported;
- ✓ 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;
- ✓ Support implementing agencies to ensure that there are qualified key staff who focus on the issue of education in emergencies.



### Policy Development

The INEE Minimum Standards can serve as a framework for developing stand alone and/or integrated policies relating to education in emergencies, fragile states and reconstruction contexts (education, humanitarian response, protection) that promote rights-based programming and establish relevant linkages to child protection.

### Action Points

- ✓ Use the INEE Minimum Standards as a checklist to review policy in development;
- ✓ Use the INEE Minimum Standards as a framework around which to structure new policy;
- ✓ 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;
- ✓ Policy documents explicitly say ‘use the INEE Minimum Standards’;
- ✓ Education policy is disseminated to staff at all levels and partners, as appropriate.

### Coordination of Internal Funding Streams

- ✓ The INEE Minimum Standards represent global consensus on good practice and necessary interventions as well as a blueprint for quality education spanning emergency and development phases; once different units are working together around the standards then it is hoped that longer-term and better coordinated programs and more continuous funding streams will be established.

#### Action Points

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

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#### Action Points
- ✓ Ensure that education is always included in country contingency plans;
- ✓ Use the INEE Minimum Standards to identify conflict prevention/disaster preparedness activities in education sector to prioritize for funding;
- ✓ Use the INEE Minimum Standards in dialogue with Ministries of Education to promote and provide examples of disaster preparedness planning in the sector;
- ✓ 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 (rather than waiting for emergencies to occur).

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

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#### Action Points
- ✓ 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;
- ✓ Use the INEE Minimum Standards for a holistic analysis of funding gaps and to make sure key components are funded;

- ✓ 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);
- ✓ Donors, in bilateral negotiations with partners, work in a coordinated way to promote the use of the INEE Minimum Standards;
- ✓ Use the INEE Minimum Standards to understand capacity and to support organizational analysis of potential partner capacity.