

INEE Minimum Standards Annotated Bibliography

Alexander, J. (2011). Education Cluster in Pakistan lessons learned: Flood response. Global Education Cluster. Retrieved from:
<http://onerresponse.info/GlobalClusters/Education/publicdocuments/Final%20Lessons%20Learned%20Review%20Pakistan.pdf>

Global Education Cluster commissioned “lessons learned” report from Pakistan highlighted a number of recommendations for the current response in Pakistan as well as future emergency education responses. The key recommendations called for the need for increased “refresher” trainings of MS for cluster partners, as well as a contextualization of the MS (p.6, 25, 29). Recommendation to the national and global cluster called for the prioritization of commitment to contextualize the MS, and the need to develop guidelines for monitoring of standards (p.22, 29). Call for further institutionalization of MS seen in recommendation to have MS used as uniform operational framework for all cluster partners (p.29).

Anderson, A. (2010). Combating Climate Change through Quality Education. Washington DC: Brookings Institution. Available at:
http://www.brookings.edu/papers/2010/09_climate_education_anderson.aspx

Brief provides a community centered framework aimed at promoting education for sustainable development, and additionally seeks to integrate disaster risk reduction, quality learning, and curriculum related to the environment and climate change. INEE cited for its inclusion in the Thematic Platform for Knowledge and Education (TPKE) (p.6), and MS highlighted as important framework for disaster risk reduction and preparedness (p.11).

Anderson, A. & Roberts, B. (2005). The Inter-Agency Network for Education and Emergencies. Forced Migration Review. Retrieved from:
<http://www.fmreview.org/FMRpdfs/FMR22/FMR2204.pdf>

Three page informational document advocates for importance of education in emergencies, describing formation of INEE, affiliated steering groups, and creation of Minimum Standards.

Anderson, A., Martone, G., Robinson, J., P., Rognerud, E., & Sullivan-Owomoyela, J. (2006). [Standards put to the test: Implementing the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction](#). Humanitarian Policy Network. Overseas Development Institute. London: United Kingdom.

This paper makes a case for education as a critical humanitarian intervention, presenting the INEE Minimum Standards as an effective quality and accountability tool within such interventions. Authors present process of preliminary implementation of the INEE Minimum Standards from a global perspective (p.3-4) while highlighting associated challenges and lessons learned (p.9-10) from initial pilot research in Uganda and Darfur. It also examines the lessons learned from having a Minimum Standards focal point in Pakistan (p.13), and working to institutionalize the Standards both within one organization, UNESCO, and the new humanitarian

cluster system (P.12). Finally, the paper presents a number of lessons applicable to the wider humanitarian community, and describes the next steps for the implementation of the INEE Minimum Standards (pp.15-17).

Andina, M. (2007). [Education in Emergencies: Standards for Human Rights and Development](#). *Current issues in Comparative Education*, 9(2), 6-19.

Through the lens of world system theory, article analyzes the creation and rationalization of Minimum Standards for Education in Emergencies (MSEE). Additionally, paper explores how human capital and human rights discourse were included in MS (p.6). INEE cited in research methodology (p.7), INEE credited for establishing EiE as an intuitional field (last paragraph, p. 8). Additional references made to INEE on pages:10-12, 15, 17.

Arnold, J. (2005). New armor for children in armed conflict: Child rights education in the disarmament, demobilization, rehabilitation and reintegration. D. Burde, (Ed), *Education in Emergencies and Post-Conflict Situations: Problems, Responses and Possibilities*, vol. 2. Retrieved from:

http://www.ineesite.org/uploads/documents/store/doc_1_53_TCJournal_Vol205.pdf

Paper explores how children involved in the disarmament, demobilization, rehabilitation, and re-integration (DDRR) process can most effectively be education about their rights as outlined in the CRC. A section discussing practices in children's rights to education highlights INEE endorsed curricula and associated materials to be used in demobilization camps during the rehabilitation stage, which include: human rights manual, peace education kit, Environmental Education (p.66).

Bakhshi, H. (2008). [Competing conceptual frameworks in emergency education interventions: A multiple-case study analysis](#). (Masters thesis). Institute of Education, University of London.

Study explores Emergency Education programs for both displaced children and youth in slums surrounding Bogota, Columbia. Primary focus of research assesses overall program impact and monitoring and evaluation methodology. INEE MS mentioned as recognized framework from which emergency educational programming should be based (p.31-32). Study of monitoring and evaluation based off of INEE MS (p.43). Study concludes "INEE's standards widely accepted as comprehensive criteria for implementing educational interventions in times of crises" (p.74).

Bird, L. (2006). Education and Conflict: An NGO Perspective. *Forced Migration Review*. Available at: <http://www.fmreview.org/FMRpdfs/EducationSupplement/20.pdf>

One page opinion article highlights role of INEE MS in building on work of NGOs/agencies that strive to incorporate a research component into country programs which increases potential for documentation and dissemination of lessons learned and best practices in field of EiE.

Bromley, P. & Andina, M. (2010). [Standardized chaos: a neo-institutional analysis of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction.](#) *Journal of Comparative and International Education*, 40(5), 575-588.

Research paper contends that the international conceptualization of education as a fundamental human right, and the increasing international trend towards standardization represent two broad cultural shifts that have strongly influenced the formation of global standards in emergency education. General functional overview of MS provided (p.576-577), with creation of MS detailed on p.579-580. Nature of discourse within MS achieved through analysis of documents produced during regional consultations that led to international standards (p.581). Discussion of MS (pp.584-585) identifies standards as having multiple contextual definitions that encompasses local participants, national governments and international agencies. Closing argument cites “key contribution of the MS is not in their utility in each emergency, but in their role in defining the field of emergency education and reshaping understandings of international development and humanitarian aid” (p.586).

Buckland, P. (2005). [Reshaping the Future: Education and Post Conflict Reconstruction.](#) Washington DC, The World Bank.

Paper presents a summary of key findings of a study on education and post-conflict reconstruction; additionally paper draws on relevant studies, a literature review and key indicators of 52 conflict-affected countries. Mention of INEE peace education materials within context of Sierra Leone case study (p.60). Figure of education reconstruction coordination mechanism found on figure 6.1 (p.65), with INEE highlighted as in important coordination and information sharing mechanism due to existing institutional linkages with humanitarian assistance community and EFA (p.78). Enhancing collaborative global network for early reconstruction and improved knowledge sharing cited as primary reasons for World Bank involvement with INEE (pp.79-80).

Buckland, P. (2006). Post-Conflict Education: Time for a Reality Check? Forced Migration Review. Available at: <http://www.fmreview.org/FMRpdfs/EducationSupplement/03.pdf>

Author is a World Bank Senior Education Specialist and author of “Reshaping the future: education and post-conflict reconstruction”. In this opinion piece, Buckland recognizes INEE as key actor in improving coordination and knowledge sharing between donors and relief and developmental agencies (p.2).

Burde, D. (2005). [Education in crises situations: Mapping the field.](#) Washington, DC: Creative Associates/Basic Education Support Project, United States Agency for International Development.

Paper intended to serve as an accessible reference document for both USAID staff and affiliated stakeholders that presents the scope of emergency education within the greater context of foreign aid. INEE mentioned as framework for better inclusion of education in humanitarian response (p.6), and cited as “unifying force” in field of EiE (p.11). Materials and resources developed by INEE discussed on p.23, as well as description of MS (p.24). General recommendations call for

support and strengthening of INEE, while recommendations to INGOs call for increased information sharing with INEE.

Burde, D. (2007). [Empower of control? Education in emergencies and global governance](#). *Current Issues in Comparative Education*, 9(2). 55-64.

Article aims to explore if EiE empowers intended beneficiaries, or manipulates them. Within this central debate, author critically analyzes global role of INEE in empowering or controlling communities. Summary of how INEE used in a neoinstitutionalist framework to “assess how global level force influence and shape processes and discourse” included on p.58. Role of INEE in promoting community partnerships (p.59), with associated discussion of underpinning logic behind INEE community based approach (p.60). Article summarizes role of INEE and MS as both empowering and controlling agent (p.62).

Cahill, M. (ed). (2010). [Even in Chaos: Education in Times of Emergency](#). New York: Fordham University Press.

Book discusses the failure of governments, UN agencies and non-governmental organizations to appropriately ensure the provision of education for conflict and crises affected youth, and sets out to promote dialogue focused on improving both safety and quality in the context of EiE. INEE MS cited as a “harmonized framework” for all actors involved in EiE initiatives (p.16), and calls for incorporation of INEE MS in cluster system (p.19). Recommendations to intergovernmental and non-governmental organizations call for emergency response plans in-line with INEE MS (p.25). INEE recognized for information sharing platform, and INEE MS cited as framework for “success” of EiE interventions (p.48). INEE MS considered “international benchmark” for integration and recognition of refugee students and teachers (p.108). Role of INEE in curriculum development discussed on p.127. Historical background of INEE and MS included on pp.161-163, with discussion of content and implementation of INEE MS on pp.164-167. Potential benefits of use of MS as intervention tool highlighted pp.167-176. Discussion on update of MS (p.176), and practical application of MS (p.177).

Campbell, L. (2009). [Donor support for education in emergencies in the Consolidated Appeals Process: an analysis of current policy and practice](#). (Masters thesis). Uppsala University.

Study analyzes how the current policies and practices of donors related to the Consolidated Appeals Process (CAP) have resulted in insufficient funding for education within the humanitarian sector. Section discussing importance of education in emergencies cites INEE and MS and mentions INEE/Sphere companionship agreement (p.21-22). Influence of INEE of global policy discussed (p.37), and how policy affects practice (p.52).

Canales Gallardo, C., G. (2009). [Early childhood education: Towards sustainable peace in Sri Lanka](#). (Masters thesis). Graduate Institute of Peace Studies, Kyung Hee University.

Thesis assesses how the incorporation and implementation of peace education within early childhood programming in Sri Lanka could promote sustainable peace and greater social cohesion. With respect to Early Childhood Care and Development (ECCD), INEE MS cited for

importance of ECCD in reducing poverty (p.56), and government investment in early education (p.62).

Cardozo, L. M. (2008). [Sri Lanka: in peace or in peaces? A critical Approach to Peace Educatoin in Sri Lanka](#). Comparative and International Education, 3, 19-25.

Article analyzes the concept of the ‘two faces of education’ through an assessment of peace education initiatives in Sri Lanka. INEE cited as a platform where different actors in the field can share their experiences and Publications (p.21).

Chelpi-den Hamer, M. (2008). [Educational attainment of Liberian refugees in Cote d’Ivoire \(1992-2007\): Reflections on Certification, equivalence and relevance of informal schooling in a refugee situation](#). Paris: UNESCO IIEP.

Author examines provision and evolution of education of Liberian refugees between 1992 and 2007, and addresses issues pertaining to non-formal education, and certification and equivalency within the Liberian refugee context. Discussion of INEE policy recommendations for both long-term and short-term refugees discussed in conclusion (p.219).

Chelpi-den Hamer, M. (2009) [Educational attainments of Liberian refugees in Cote d’Ivoire \(1992-2007\): Reflections on certification, equivalence, and the relevance of informal schooling in a refugee situation](#)’, In: J. Kirk (ed). Certification counts: recognizing the learning attainments of displaced and refugee children, pp.200-221. Paris : UNESCO/IIEP

Paper discusses issues relating to refugee education with respect to curriculum and certification, using Liberian refugees in Cote D’Ivoire as a case study. INEE recommendations on refugee educational policy for “long-term” and “short-term” refugees cited on author’s concluding discussion (p.219).

Corrigan, S. (2005). [A comparative analysis of two long-term refugee education systems](#). Department of Sociology and Equity Studies in Education, Ontario Institute for Studies in Education of the, University of Toronto.

Paper provides an assessment of both the quality and effectiveness of education systems serving Palestinian refugees in Lebanon and Tibetan refugees in India. Direct quotes pulled from INEE MS regarding refugee education (p.84), and education structure (p.88), and MS cited with respect creating sustainable programming for long-term refugees (p.93).

Davis, L. & Talbot, C. (2008). [Learning in conflict and post-conflict settings](#). Comparative Education Review, 52(4), 509-518.

Literature review examines existing research analyzing the impact of education during conflict and early reconstruction from both a programming and policy perspective. A special focus is given to research addressing issues of learning, teaching and curriculum in the context of conflict, displacement, post-conflict reconstruction and state fragility. INEE mentioned as important advocacy and information sharing tool (p. 509), with a discussion of MS as normative

framework in humanitarian response (p. 510). Pedagogical discussion on teacher discipline and abuse highlights MS endorsement of student-centered approaches to learning (p.515).

Eschenbacher, H. (2009). [INEE Guidance on Education in Conflict-Affected Countries: Responsive education from project to system](#). Journal of Education for International Development 4(1), 1-11.

Author argues context specific standards contained within the MS provide important guidance related to developing educational systems outside the realm of short-term or independent initiatives. Author states value of INEE resources as a practitioner (p.1), and describes role of MS in post-conflict and emergency education (p.2-4), including highlighting INEE's unique inter-agency position to advocate for provision of education as part of humanitarian assistance (p.2). Author also call for MS to incorporate perspective of MoE to compliment perspective of development agencies (p.4). Discussion of MS role in educational policy (p.4-6). Discussion of INEE as professional resource concludes that the INEE and its component organizations have done a remarkable job of assembling standards and good practice guides for education in emergencies (pp.7-8).

Global Education Cluster. (2011). [Haiti earthquake, January 2010 Education Cluster lessons learned report](#). Global Education Cluster. Retrieved from: <http://oneresponse.info/GlobalClusters/Education/publicdocuments/Haiti%20EC%20Lessons%20Learned%20Report.pdf>

This report summarizes initial thoughts and findings related to the Education Cluster's response to the Haitian 2010 earthquake. Priority recommendations included increase in capacity development around MS for core team and cluster partners (p.3, 12, 21). Key achievements noted successful contextualization of MS to Haitian context, and agreement of adherence by all partners (p.6) however recommendations in report highlighted general lack of referencing of MS (p.11). Need for use MS as foundational operational tool noted in report findings (p.11).

Hewison, M. (2002). [The fourth pillar: Minimum standards in education in emergencies. \(Masters thesis\)](#). Oxford Brookes University.

Dissertation considers whether INEE MS are feasible and appropriate within the EiE context, and explores whether the use of the standards increases accountability, quality, and effectiveness in emergency education programming (p.3). Discussion of under-prioritization of education in emergency response frameworks, and role of INEE in inter-agency collaboration and advocacy (p.7), as well as of role of education within Sphere project (p. 42-44, 48). Strengths of MS discussed (p.48), recommendations to INEE seen on pp. 51-52 under headings: "participation", "rights based", "northern bias". Recommendations to INEE discussed pp. 54-55, with conclusion making brief mention of INEE (p.59).

Hodgkin, M. (2007). [Negotiating Change: Participatory Curriculum Design in Emergencies](#). Current issues in Comparative Education, 9(2), 33-44.

This paper examines how INEE Minimum Standards influence quality of educational response through curriculum design and development in the emergency context. Extensive incorporation

of INEE MS, with MS references on virtually every page. Specific references of potential interest are claims that the INEE indicators are stronger than those of Sphere (2nd para, p.37), and argument against notion that MS are “too high” (first para, p.38) Relevant pages: 34, 36-37, 41-42 (conclusion).

Karanja, L. (2008). [A Report on the Education of Urban Refugees in Nairobi, Kenya](#). (Doctoral thesis). Retrieved from:
<http://www.ineesite.org/uploads/documents/store/KaranjaSudaneseReport.pdf>

Primary objective of doctoral research aimed at better understanding the educational needs and available support for Sudanese refugees in Nairobi. Report provides strategic interventions aimed at improving both educational access and support for refugee children. INEE cited with respect to community schools and the incorporation of native country curriculum and language as policies that can help facilitate re-integration after repatriation (p.11).

Kirk, J. (2006). [Framing paper for objective 3: Examine the ways in which INEE’s Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction can be used by donors and other stakeholders to support their work in education](#). CIDA-INEE Policy Roundtable on Education in Emergencies, Fragile States and Reconstruction: Addressing Challenges and Exploring Alternatives. New York.

Policy paper examines how INEE MS can be utilized by donors and other stakeholders to more effectively support their work in education, as well as identifying the most pressing challenges donors face in their use of the MS. Developments in the program and policy context of the MS (fragile state policies, accountability & measurability) seen on pp. 4-7. Potential of the MS for donors (policy development, internal advocacy, quality promotion, accountability promotion, central coordination, coordination of internal funding streams, inter-agency coordination) seen on pp. 7-10. Challenges for Donors of using the MS (Contextualization, Aligning Internal Structures and Processes, Commitments to government-driven assistance-modalities, Limited Awareness, Capacity and Differing Levels of Institutionalization, Skepticism around the Potential Value of Minimum Standards) see on pp.10-13.

Kirk, J. (2007). [INEE Minimum Standards: A Tool for Education Quality Assessment in Afghan Schools in Pakistan](#). *Current issues in Comparative Education*, 9(2), 20-32.

Article details pilot MS assessment in Afghan refugee schools. Indicators based off MS were used by teachers and administrators in analyzing quality of educational programming and provided foundational research for developing action plans to improve educational quality for Afghan refugee children in Pakistan. Assessment process discussed on pp.21-22, self-assessment outcomes utilized the following categories: Community Participation (pp.22-25), Access and Learning Environment (pp.25-27), Teacher and Other Education Personnel (pp.28-29). All self-assessment categories are inclusive of associated indicators. Conclusion (pp. 29-30) found that teachers and administrators endorse use of MS as method of improving educational quality (3rd paragraph). Conclusion also includes recommendations for future assessment using MS as analytical framework.

Kirk, J. (2007). [Gender Based Violence in and Around Schools in Conflict and Humanitarian Contexts](#). In Terry, G. & Hoare, J. (Eds), Gender Based Violence (pp.121-131). Oxford: Oxfam publishing.

Chapter discusses how INEE Minimum Standards can be utilized in establishing effective ‘safe school’ guidelines in emergency situations. Primary mention of INEE MS referenced in discussion of comprehensive framework addressing GBV in emergencies (pp.123-125). Conclusion (p.130) endorses MS as a holistic framework for addressing GBV in humanitarian and early recovery contexts.

Kirk, J. & Winthrop, R. (2007). [Promoting quality teacher education in refugee contexts: Supporting teacher development in northern Ethiopia](#). International Review of Education, 53, 715-723.

Article uses the education program in a refugee camp in northern Ethiopia and the Healing Classroom Initiative (HCI) intervention to highlight some teacher related challenges in the pursuit of quality education in such contexts, and provides examples of how such challenges could be addressed. Role of INEE as mobilizing and coordinating body, and development and application of MS as framework for achieving quality education and responding to cross-cutting issues discussed (p. 721).

Leu, E. (2011). Education for All in a Post-conflict Environment: The Case of Southern Sudan. Journal of International Comparative Studies, 18(3). Available at: http://www.research.kobe-u.ac.jp/gsics-publication/jics/leu_18-3.pdf

Research paper discusses both the successes and challenges of rebuilding South Sudan’s education sector between 2005-2010. INEE mentioned as particularly active in providing support and guidance to the practical dimensions of developing education systems after conflict, through their creation of MS (p.7). MS referred to as “general framework for critical action in education reconstruction” (see p. 8).

Ligon, F., Laub, T., Anderson, A. (2011). Global aid frameworks: Application of INEE Minimum Standards for advocacy, coordination and quality education provision for Burmese refugees in Thailand. In Z. Karpinska (eds.) Education, aid and aid agencies. London: Continuum.

This case study outlines World Education’s use of the INEE Minimum Standards to strengthen education programming in response to the needs of Burmese refugees displaced along the Thailand–Burma border. The paper explains that World Education used the Minimum Standards as a Monitoring and Evaluation Tool (rather than as a framework to redesign the entire program) (p. 66) and a training tool (p. 68), and also required tool for all camp education programs (p. 67). World Education also shared the tools within the INEE Minimum Standards to aid the contextualization of the MS to the local context, to help the coordination of the education response and to advocate for access to education (p. 69). On p. 70, the paper outlines how the INEE Minimum Standards were contextualized to this situation and provides text from the

handbook that has been adapted for this use. On pp. 72-73, the paper names some lessons learned from the application of the INEE Minimum Standards.

Mendenhall, M. (2009). [Education and the Relief-Development Transition in Post-Conflict Countries: The \(Un\)sustainability of Educational Support Provided by International Organizations](#). (Doctoral Dissertation). Teachers College, Columbia University.

Dissertation explores the critical factors that impact international organizations as they attempt to provide sustainable educational support while transitioning from humanitarian to development assistance within post-conflict countries. Concluding discussion on capacity building exemplified INEE as having developed numerous training material and resources based off of MS, which can be utilized to develop internal organizational capacity (p.249). INEE identified as a platform from which actors in EiE and early reconstruction can better secure long-term predictable funding for educational initiatives (p.250).

Morris, A., Al-Aloul, N. (2010). [Evaluation of UNRWA's primary schools in Jordan](#). (Graduate research project), Institut d'études politiques, Paris.

Research aims at providing an evaluation of UNRWA's educational services through analyzing five schools in Amman Jordan. INEE MS were used as analytical framework for this study, incorporating 14 standards relevant to the Palestinian refugee context in Jordan. Mention of MS in discussion of use of local resources (p. 14), curriculum (p.20), student-centered learning/pedagogy (p.26), & community participation (p.39). Importance of using INEE MS in protracted refugee context discussed on p.49 (paragraphs 1 & 2).

Mosher, L. (2011). *Achieving the INEE Minimum Standards in Liberia: Lessons from the Liberia Teacher Training Program (LTTP)*. Drexel University.

Graduate thesis paper carried out a qualitative case study analyzing LTTP's support of the Liberian Ministry of Education in their effort to achieve the INEE MS. Study targeted at filling research gap related to the lack of context specific studies analyzing the INEE MS (p.14). A description of how LTTP contributed to the Liberian education system's progress in achieving select INEE Minimum Standards is detailed on pp.33-41. Key summary findings bulleted on p.41. Challenges that hinder LTTP's support of the Liberian MOE's progress in achieving the INEE MS broken down into four key areas: INEE Minimum Standards are Not Used or Well-Known (p.42), Constraints of LTTP Project Mandate (p. 43), Limited Capacity of the Ministry of Education (pp.43-45), Post-Conflict Context(p.45). Conclusion, implications & recommendations (p. 47) discusses application of INEE MS within a reconstruction context and well as research implications.

Mosselson, J., Wheaton, W., & Frisoli, P., S., J. (2009). [Education and Fragility: A Synthesis of the Literature](#). *Journal of Education for International Development*, 4(1), 1-17.

Synthesis paper presents an overview of emerging literature in the field of education and fragility. Authors make claim the education should be “4th pillar” in humanitarian response (p.7), and cites MS when speaking of “2 faces of education” (p.8). MS also referenced as policy framework for national governments creating minimum standards in education (p.9).

Natoniewski, M. (2008). [Teacher Needs in Education in Displacement](http://www.ineesite.org/post/academic_space/). Retrieved from: http://www.ineesite.org/post/academic_space/

Graduate research paper explores how to best attend to the particular needs of teachers operating within the context of education and displacement. INEE Good Practice guides discussed with respect to psychosocial support and in-service training for teachers (p.4. 7), and teacher certification (p.10). INEE MS included as recommendation for teacher accountability in EiE (p.12).

Nicolai, S.; Triplehorn, C. (2003). [The role of education in protecting children in conflict](#). Humanitarian practice network paper. London: Overseas Development Institute.

Authors call for the reappraisal of the role of education within humanitarian responses, and explore how education fits into the wider framework of child protection. INEE discussed from a historical perspective, discussing organizational structure & objectives, members and associated working groups (pp.13-14).

Nicolai, S. (2007). Mind the gap: International aid to countries affected by conflict. In Leach, L., Mairead, D. (Eds). Education, Conflict and Reconciliation: International Perspectives (pp.33-50). Switzerland: International

Chapter outlines range of impacts conflict can have on education systems. Author mentions the creation of the INEE and MS as positive outcomes of World Education Forum in Dakar (p.34), and call for institutionalization of MS as operational framework for all humanitarian agencies involved in EiE initiatives to insure quality in emergency response (p. 46).

Norgaard, N., F. (2011). [A case study on the organisational processes of emergency youth education](#). (Masters thesis). Social Medicine & Global Health, Lund University.

Case study sets out to identify the organizational processes through process mapping the Youth Education Pack (YEP) utilized in complex emergencies by the Norwegian Refugee Council (NRC). INEE MS mentioned as tool for working with vulnerable youth, and tool for increased accountability and cross-sectional coordination between actors of emergency education (p.5, 15). Mention of Norwegian government institutionalization/endorsement of INEE guidelines (p.16-19).

Norwegian Ministry of Foreign Affairs. (2009). Norway’s Humanitarian Affairs Policy. Retrieved from: http://www.regjeringen.no/pages/2243145/PDFS/STM200820090040000EN_PDFS.pdf

Report discusses Norway's policy of humanitarian engagement, including activities in conflict areas with respect to climate and environmental change. Section 4.4 (p.31) refers to education as a "number two priority" by international humanitarian donors, and calls for the better integration of education within the context of crises. Direct reference and endorsement of the work of INEE with respect to educational emergency preparedness planning (p.31). Section 5.6 highlights institutionalization of INEE MS through indicating all government humanitarian activities will be based on INEE MS for all EiE and early recovery programming (p.40).

Oakes, C., Saucier, k., Yamaguchi, M. (2009). [Measuring Up: Creating a Monitoring System to Integrate Local and Global Education Standards. Capstone Project Report](#). The Elliott School of International Affairs, The George Washington University.

This paper identifies methods that could be implemented to assist Care Kenya (CK) in developing a system that would allow CK to effectively monitor progress towards both internal and international standards. The MS were included in study's analytic framework (p.2), and executive recommendations suggested that INEE training should be provided Dabaad office staff, teacher, and inspectors (p.4, also see pp. 20-22). Study mentions that CK's Dadaab education program strives to meet INEE international standards (p.9), and makes reference to Sphere endorsement of MS (p.10).

Oh, S. & Van Der Stouwe, M. (2008). [Education, diversity and inclusion in Burmese refugee camps in Thailand](#). *Comparative Education Review*, 52(4), 589-617.

Building on "two faces" theoretical model developed by Bush & Saltarelli (2000), article explores how the negative and positive role of education can be applied to questions of inclusion and diversity in conflict situations. Discussion of group or ethnic marginalization in education makes reference to INEE recommendations, calling for explicit additional investments to be made by schools in order to engage traditionally excluded groups in educational process (p. 592). In context of Burmese refugee camps in Thailand, INEE cited in need to incorporate marginalized groups in monitoring and evaluation process of inclusion related activities (p.614).

Paulson, J. (2006). [Conflict, education and truth commissions : the case of Sierra Leone](#). (Masters thesis). Department of Educational Studies, University of Oxford.

This qualitatively designed case study aims to assess how the recommendations for educational reform and reconstruction made by the Sierra Leone Truth and Reconciliation Commission (SLTRC) are being received. INEE MS highlighted as organizational body that promoted education to be included in the greater humanitarian agenda (p.6).

Pausigere, P. (2010). Curriculum development in an urban refugee centre in South Africa. Wits Institutional Repository on DSpace. Retrieved from: <http://wiredspace.wits.ac.za/handle/10539/8871>

This study provides an analysis and description of how the Zimbabwean refugees in Johannesburg successfully initiated and developed effective learning and training programs

leading to the establishment of a school, early childhood & adult-education, and vocational training centers. INEE MS referenced as a tool to help mitigate violence and conflict in educational programming (p.16), author also call for curricular model that exceeds MS guidelines for refugee education (p.68).

Penson, J., Yonemura, A., Sesnan, B., Ochs, K., & Chanda, C. (2011). Beyond the Commonwealth Teacher Recruitment Protocol: Next steps in managing teacher migration in difficult circumstances. Retrieved from: <http://www.ineesite.org/uploads/documents/store/ManagingForcedTeacherMigrationInEducationInEmergencies.pdf>

Study analyzes issues affecting forced migrant and voluntary migrant teachers, including policy recommendations which would seek to best protect the role and status of teachers that have been subject to forced migration. INEE noted in literature review in highlighting needs for further research on various challenges/ dynamics of teaching in emergency settings (p.2). MS cited in regards to role of teacher recruitment in insuring quality education (p.6). Guidance Notes on Teacher Compensation cited on (p16), and MS cited on in discussion of teacher retention in emergency contexts (p.20, 28).

Rea, D. (2007). [Preparing for the future: Incorporating Disaster Management Education into Sri Lankan Schools](#). (Masters thesis). Coventry University.

Paper discusses feasibility of including disaster management education as a developmental activity, rather than a relief activity within Sri Lankan schools. Paper additionally considers how integrating such activities could lead to the establishment of disaster response teams. INEE referenced in capacity building discussion with respect to training (teachers, village leaders, government officials) (p.11). MS also referenced in section on minimum education standards (p.16), which suggests incorporation/institutionalization of MS by Sri Lankan MoE.

Reaching Out to Asia. (2011). Improving the quality of education and building disaster resilience in schools: A case study of ROTA's project in Nepal and experience of applying the INEE Minimum Standards. The Qatar Foundation.

Document discusses ROTA's use of INEE MS as an operational framework for project design and implementation. Included in this study were Foundational standards: community participation (p.2), coordination (p.3); Access and Learning Environment: equal access (p.3), service and facilities (p. 4); Teaching and Learning: curricula; training, professional development and support (p.4-5); Education policy (p.5). Shared lessons learned (p.5-6), highlight challenges and successes in applying the MS to ROTA project.

Rhoades, A. (2010). [Displaced Futures: Internally Displaced Persons and the Right to Education](#). (Masters thesis), United Nations University for Peace.

Paper advocates for the inclusion of the provision of education for internally displaced persons as both a human right enshrined in international law, and as a component of the peace-building process. INEE MS mentioned as a useful tool at international, national and local levels with

respect to IDP educational programming (p.13-14). Continued institutionalization of the MS by all actors working in IDP educational initiatives recommended (p.59), as well as a recognition of the value of INEE as an integral part best practice information sharing (p.60).

Rognerud, E. (2005). [Education in emergencies and reconstruction: Bridging the funding gap](#). (Masters thesis). UNESCO International Institute for Educational Planning.

Using the example of the Norwegian Government, this thesis analyzes why, and how donors should bridge the gap between their humanitarian assistance and development agenda. History of INEE, and development of MS handbook discussed p.46-47. INEE as framework for increasing inter-agency collaboration, and promoting education in humanitarian benchmarks is mentioned on pp.48-49. Lastly, mention of Norwegian government's endorsement of INEE (p.58-59). Relevant pages citing INEE:10, 22-23, 26-27, 32.

Rose, P. & Greely, M. (2006). Education in Fragile States: Capturing lessons and identifying good practice. Retrieved from: http://www.ids.ac.uk/files/Education_and_Fragile_States.pdf

Authors explore how development assistance in four unique environments: deterioration, arrested development, post-conflict transition, early recovery, can improve educational access and quality for crises affected populations, while simultaneously mitigating the adverse effects of fragility through good governance. Paper makes reference to INEE's role in promoting education as 4th pillar of humanitarian relief, and setting standards for education in emergency contexts (p.1). Also discussion on the role INEE plays in securing funding for EiE (p.27-29). Suggestions for ways forward (p. 30) include references to INEE (see bullets 1 &2).

Ruskin, L., A. (2009). Exploring the effectiveness of Child Friendly Spaces in providing Early Childhood Interventions for 3-6 year olds in fragile situations. (Masters thesis). Retrieved from: http://www.ineesite.org/uploads/documents/store/Ruskin_Dissertation_Exploring_the_effectiveness_of_Child_Friendly_Spaces_2009.pdf

Study investigates how Child Friendly Spaces (CFS) can most effectively provide Early Childhood Interventions (ECI) for children aged 3-6 in situations of fragility. INEE's work towards making education 4th pillar of humanitarian aid, and creation of MS discussed on p.9. Author notes that MS (2004) only mentions early childhood Interventions (ECI) 3 times and only in guidance note, with no key indicator or overall standard assigned to ECI (p.11). Definitions of "fragile state" and "fragility" with respect to INEE discussed on p.13. Author's recommendation of mainstreaming of early childhood education in 2009 version of MS (p.64).

Schellekens, L. (2010). Education and the mitigation of conflict and fragility. United States Agency for International Development. Retrieved from: http://www.ineesite.org/uploads/documents/store/Education_and_the_mitigation_of_conflict_and_fragility_May_2010.pdf

Report explores the concept of "education in fragility" in the context of the states of Upper Nile, Blue Nile, South Kordofan and Abyei, and the role Building Responsibility for Delivery of

Government Services (BRIDGE) project in Sudan (a USIAD sponsored project) has played in improving basic education and governance as a method is reducing “fragility”. INEE footnoted on p.5 as “A very important source of information”, with respect to studies in the field of education and fragility.

Sinclair, M. (2002). [Planning Education in and After Emergencies](#). Paris: UNESCO, International Institute for Educational Planning.

Paper seeks to identify and explore what components of EiE and early reconstruction represent good practice, with particular attention being paid to good practices in relation to government response in crises and post-crisis situations. Roles of NGOs, UN agencies and donors also considered, with concluding discussion analyzing education’s role in preventing conflicts and disasters. INEE’s role in EiE advocacy and information sharing platform highlighted, as well as reference to INEE’s endorsement of peace education materials in for EiE and early reconstruction (p.131-132).

Smith, A. (2005). [Education in the twenty-first century: Conflict, reconstruction and reconciliation](#). British Association for International and Comparative Education. 35(4), 373-391.

Paper sets out to map out relationship between education and conflict. INEE cited in discussion of “curriculum skills and content’ (p.380), also brief discussion of creation of INEE and its general role in EiE (p.384).

Smith, A. (2010). [The Influence of Education and Conflict and Peacebuilding](#). Education for All Global Monitoring Report. UNESCO.

Paper seeks to identify what aspects of education could potentially lead to positive changes or peace building in situations of dynamic conflict. INEE cited with respect to importance of developing life skills as means of providing child protection in conflict situations (p. 17). INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery noted as important tool for improving educational quality in EiE (p. 21).

Smith, A. (2011). [Education and Peacebuilding: from ‘conflict-analysis’ to ‘conflict transformation’?](#) Ulster Institutional Repository. University of Ulster.

With respect to the MS, this paper highlights creation of INEE as an important step in increasing collaboration and information sharing for those in the field of EiE (p.2). This section also recognizes the debate of including education as a primary component of humanitarian aid, and recognizes INEE’s “impressive” effort in mobilizing support for EiE (p.2). Author notes that despite support for EiE, education still only receives 2% of humanitarian aid, the lowest funding total with respect to food, water, sanitation, shelter, and health (p.2).

Sobe, N. (2007). [An Historical Perspective on Coordinating Education Post-Conflict: Biopolitics, Governing at a Distance, and States of Exception](#). Current issues in Comparative Education, 9(2), 45-54. Teachers College, Columbia University.

Theoretical paper focused on comparative education as opposed to educational development. Citations of INEE used extensively for purpose of building argument that INEE plays a role in a greater framework reflective of social transformation.

Sommers, M. (2004). Co-ordinating education during emergencies and reconstruction: challenges and responsibilities. Paris: International Institute for Educational Planning. Available online at: www.unesco.org/iiep/PDF/pubs/136154.pdf

Chapter considers the various roles and responsibilities primary actors (national governments, NGOs, UN agencies, donors) take on in the context of education in emergencies and early reconstruction. INEE guidelines and recommendations cited with respect to working with national or host governments (p.42), UN agencies (p.46), and NGOs (pp.49-50). Discussion of INEE's role as coordinating body in EiE discussed (p. 56).

Sullivan-Owomoyela, J. (2006). [Inter- Agency Network for Education in Emergencies Minimum Standards for Education in Emergencies, Chronic Crisis, and Early Reconstruction: A Uganda Case Study](#). United States Agency for International Development.

This report considers how organizations utilize the MS in situations of chronic crises with respect to crosscutting themes of gender and HIV/AIDS. There is a focus on how the MS are being implemented with regards to: awareness, utilization, and institutionalization. See pages 8-10 for synthesized "lessons learned" regarding: level of MS implementation, standard quantification, support to field offices to implement Minimum Standards, and MS vis-à-vis a country's education standards. Recommendations for MS Revisions seen in figure 4 (pp.11-12).

Tate, R. (2009). [The role of INGOs in meeting educational rights in conflict-affected fragile states: the case of ActionAid International Sierra Leone](#). (Masters thesis). Centre for International Education, University of Sussex.

Paper uses results from qualitative study to better understand how INGOs (ActionAid International) work to meet children's educational rights in conflict affected/fragile states (CAFS). Role of INEE in promoting education as 4th pillar of emergency response, and role of education in meeting EFA/MDG goals discussed on p.14. Table 1.2 (p.16) demonstrates overlap between recommended strategies (INEE, EFA/FTI, STC, OECD DAC). Discussion of role/challenges encountered by INGOs working in EiE initiatives from policy, programming and capacity building perspectives presented on pp.16-18.

Wright, L., A. (2010). [The case of refugee education in education in Kenya: An analysis of Kakuma and Dadaab](#). (Masters thesis). University of Oxford.

Dissertation attempts to analyze the provision of refugee education within the Kakuma and Dadaab refugee camps. Study further examines issues facing the Kenyan government, UN organizations and local actors in attempting to implement educational initiatives within the refugee context. INEE cited in relation to issues pertaining to educational quality in refugee settings (p. 31), and discusses how education can potentially fuel or diminish conflict (p.32). Author references "The Multiple Faces of Education in Conflict-Affected and Fragile Contexts"

(p.2, 26), which suggests “nuancing” or contextualizing MS (p.26, 67) as a means of mitigating rather than exacerbating conflict.

UNICEF. (2009). [Machel study 10-year strategic review: Children and conflict in a changing world](http://www.un.org/children/conflict/machel/english/). Retrieved from: <http://www.un.org/children/conflict/machel/english/>

Study aims to serve as an advocacy and policy tool for children affected by armed conflict. Strategic review re-examines the current state of children in armed conflict ten years after the initial Machel report, including the impacts of contemporary warfare on a child’s right to education. Right to education (p.112-121) mentions INEE as one of “significant changes” in the field since original Machel report publication (p.114-15), with specific contextualized example of implementation of MS in Iraq (p.116). Report recommendation on educational sector includes reference to INEE as key in improving coordination and capacity building among humanitarian actors, and lists MS as important resource for education in conflict (p.120-121). INEE Peace Education program for refugees highlighted on p.177.

Zeus, B. (2009). [Exploring paradoxes around higher education in protracted refugee situations: The case of Burmese refugees in Thailand](#). (Masters thesis). Institute of Education, University of London.

Three different scenarios create the rationale for this study: Protracted refugee situations in general, higher education in protracted refugee situations, and the case of Burmese refugees in Thailand. MS referenced in calling for the need to promote higher education for refugees (p.18), and the importance conflict affected communities place on education (p.20).

Zanskas, S. (2010). A systems approach to post-conflict rehabilitation. In Martz, E. (Ed), Trauma rehabilitation after war and conflict: Community and individual perspectives (pp.111-132). New York: Springer Science+ Business Media.

Introductory chapter outlines general concepts underlying systems theory and analyzes how such a framework can transcend the separation between psychosocial rehabilitation and mental health. MS along with Sphere charter cited as source for key psychological and psychiatric intervention indicators, and description of Sphere-INEE companionship agreement included on p.124.