

## Education in emergencies and post-crisis recovery is life sustaining and life saving

Conflict and natural disasters deny generations the knowledge and opportunities that an education can provide. Education is not only a right protected by legal and human rights frameworks, but in situations of emergency, chronic crises and early recovery, it provides physical, psychosocial and cognitive protection that can be both life sustaining and life saving.

Education sustains life by offering safe spaces for learning, as well as the ability to identify and provide support for affected individuals – particularly children and youth. Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future.

Education can save lives by protecting against exploitation and harm, including abduction, recruitment of children into armed groups and sexual and gender-based violence. Education provides the knowledge and skills to survive in a crisis through the dissemination of life-saving information, such as hygiene, landmine safety and HIV/AIDS prevention.

Quality education also builds social capital, enhances social cohesion and supports conflict resolution and peacebuilding. Education can reduce the risk of violent conflict and mitigate state fragility, contributing directly to the social, economic and political stability of societies.

## Join INEE

INEE is open to all interested individuals and organizations who implement, support and advocate for quality education for all, including those affected by crisis.

Interested individuals can become members by visiting [www.ineesite.org/join](http://www.ineesite.org/join) or by contacting the INEE Coordinator for Network Services via email [network@ineesite.org](mailto:network@ineesite.org). Membership involves no fee or obligation.

Membership forms are also available in French, Spanish, Portuguese and Arabic.

Please contact the INEE Secretariat staff for more information on any of the network's initiatives:

**INEE Coordinator for Network Services:**

[network@ineesite.org](mailto:network@ineesite.org)

**INEE Coordinator for Minimum Standards:**

[minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org)

**INEE Coordinator for Education and**

**Fragility:** [educationfragility@ineesite.org](mailto:educationfragility@ineesite.org)

INEE is grateful to over 30 agencies, institutions and organizations for supporting the network since its inception. For full details, please visit [www.ineesite.org/acknowledgements](http://www.ineesite.org/acknowledgements)

# INEE

## Inter-Agency Network for Education in Emergencies

*Promoting access to quality and safe education for all affected by crisis*



## What is INEE?

The **Inter-Agency Network for Education in Emergencies** (INEE) is an open global network of representatives from non-governmental organizations, UN agencies, donor agencies, governments, teachers, researchers and individuals from affected populations working together to ensure all people the right to quality and safe education in emergencies and post-crisis recovery.

INEE was conceived in 2000 in Dakar during the World Education Forum's Strategy Session on Education in Emergencies and has grown to serve thousands of members, providing a dynamic inter-agency forum that:

- *informs policy through consensus-driven advocacy*
- *facilitates the sharing of resources and tools and encourages information and experience exchange*
- *fosters collaborative resource development*
- *establishes inter-agency standards and supports their implementation through technical support and training*

## INEE strives to ensure that:

- *All persons in crisis-affected and fragile states have access to quality, relevant and safe education opportunities*
- *Education services are integrated into all humanitarian responses*
- *Governments and donors ensure sustainable funding and education preparedness, crisis response, mitigation and recovery*
- *All education programmes responding to emergencies, chronic crises and reconstruction are consistent with the INEE Minimum Standards and are accountable for quality results.*

## What does INEE do?

INEE promotes the provision of quality education for all people affected by crisis by strengthening institutional coordination, enhancing global knowledge and capacity, and promoting a dynamic and inclusive network.

The INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction is the foundational document for the network and represents consensus on good practice in the field. INEE members work to promote, implement and institutionalise the INEE Minimum Standards in order to ensure that educational programming before, during and after times of crisis is holistic and enhances quality and accountability.

The INEE website is a comprehensive and fully searchable portal for practitioners, academics, policymakers, donors and governments, providing hundreds of tools and resources, case-studies and advocacy materials. The INEE listserv allows members to exchange information about training opportunities, new resources and tools while also creating a forum for discussion about current education challenges and innovative practices.

## How does INEE work?

INEE members self-organise and engage through the INEE listserv, website, working groups and task teams. Members are supported by Secretariat staff based in New York, Paris and Geneva.

### INEE General Membership

INEE is made up of thousands of members working at policy level and as programme implementers. Members are engaged in country, regional and global level activities, and use INEE resources in their work. Membership is free, with no obligations, and is open to all: [www.ineesite.org/join](http://www.ineesite.org/join)

### INEE Steering Group

In consultation with the wider membership, the Steering Group provides overall leadership and strategic guidance for the network. [www.ineesite.org/steeringgroup](http://www.ineesite.org/steeringgroup)

### INEE Working Group on Minimum Standards

Works to ensure the utilisation and institutionalisation of the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction. [www.ineesite.org/standards](http://www.ineesite.org/standards)

### INEE Working Group on Education and Fragility

Seeks to strengthen consensus on what works to mitigate state fragility through education and supports the development of quality education policy and programmes in fragile contexts. [www.ineesite.org/educationandfragility](http://www.ineesite.org/educationandfragility)

### INEE Task Teams

Focus on specific areas of interest to INEE members including: Adolescents and Youth, Gender, HIV/AIDS, Early Childhood Development, and Disability and Inclusion. [www.ineesite.org/taskteams](http://www.ineesite.org/taskteams)

### INEE Language Communities

Arabic, French, Portuguese and Spanish speaking INEE members share experiences, lessons learnt and good practice and work collaboratively to collate, translate and develop inter-agency resources in their working languages.