

# INEE

Inter-Agency Network for Education in Emergencies  
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence  
La Red Interagencial para la Educación en Situaciones de Emergencia  
Rede Inter-Institucional para a Educação em Situação de Emergência  
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

## **INEE Working Group on Education and Fragility – Biannual Meeting 20-21 October 2011 – Brussels, Belgium**

**Present:** Grace Akukwe and Jane Benbow (American Institutes for Research), Anda Adams (Brookings Institution), Susy Ndaruhutse (CfBT Education Trust), Jessica Oliver (CIDA), Kamela Usmani (Comic Relief), Florence Malinga (Commonwealth Secretariat), Jane Millar-Wood (Creative Associates International), Corien Sips (Dutch Ministry of Foreign Affairs), Sarah Nogueira (Education Development Center), Emily Oldmeadow (European Commission), Mary Joy Pigozzi (FHI360), Ronja Hölzer (GIZ), Margarita Focas Licht (Global Partnership for Education), Karina Kleivan (IBIS), Lindsay Bird (IIEP-UNESCO), Jennifer Sklar (IRC), Sarah Dryden-Peterson (Ontario Institute for Studies in Education), Martha Hewison (Save the Children UK), Bautista Logioco (UNDP), Ita Sheehy (UNHCR), Jordan Naidoo (UNICEF), Giovanni Scotto (University of Florence), Yolande Miller-Grandvaux (USAID), Lili Cole (USIP), (DFID).

**Not present:** Tessa Mattholie (DFID), Frank Hardman (University of York),

**Ex officio:** Lori Heninger, Maria Lucia Uribe (INEE)

**Next Working Group Meeting: 26-27 March 2012  
Geneva, Switzerland**

### **1. Welcome**

Lori Heninger, INEE Director, welcomed participants to the meeting and thanked them for their commitment to the renewal of the Working Group. Emily Oldmeadow, as representative of the European Commission, acting as host agency, welcomed participants and provided an introduction to the venue.

Participants very briefly introduced themselves, where they come from and which organization they represent.

## **2. Getting started**

Lori Heninger gave a brief introduction of the INEE and the WG on Education and Fragility. She reviewed the TOR of the WG, goals and objectives of the meeting, highlighting that the main purpose of the meeting was to create a two-year work plan.

\* See Annex I for the Working Group meeting agenda

## **3. Achievements WG 2008 – 2011**

Members who were part of the previous WG shared the achievements of the group during the last three years. They mentioned that one of the main accomplishments was having created a consensus on the definition of fragility and its relation to education. They highlighted the dynamism that characterized the WG in developing high quality tools. During the three-year period the WG focused on building the evidence-base through a situational analysis in Afghanistan, Bosnia-Herzegovina, Cambodia and Liberia.

The WG also released the INEE Reference Guide on External Education Financing and created a learning space through consultations with national and regional stakeholders to discuss issues related to education and fragility. This process helped narrowing down the relations between these two topics and the scope of their work; the group also contributed to shape the policy dialogue and created synergies with other INEE working groups.

Additionally they mentioned that one of the main lessons from the work they embarked on was to create realistic and feasible plans for the years to come. The WG leveraged USD 1.5 million in contributions during the last three years from the different members. They all agreed that their work has broken ground on the field and has been very satisfactory for them as individuals and also for their organizations.

Click [here](#) to read the INEE Working Group on Education and Fragility 2008 – 2011 Major Accomplishments.

## **4. Member Agency Updates/Introductions**

Yolande Miller-Grandvaux facilitated a session on introductions and updates for the purpose of information sharing. Participants were asked to write on a card the three main activities their organizations are involved in regarding education and fragility. The cards were mixed and each person got a different card. Their role was to find the person/organization they thought the card corresponds to. The activity helped participants familiarize themselves with the work organizations are doing and getting to know each other better. After this activity was finished, each organization had five minutes to explain their work. Below is a brief summary of their presentations.

### **American Institutes for Research**

- Not-for-Profit, international and domestic.
- International development program: support research agenda of multiple orgs in many countries.
- Working through EQUIP on policy on issues of quality of education. It has supported an education and conflict forum, convening a meeting of practitioners and funders to look at conflict mitigation. It presented two papers, the first on aid workers thoughts on education and conflict mitigation and the second on indicators for education and conflict frameworks, that considers what we do as practitioners, and what and how should we be measuring.
- Focusing on building a strong research agenda on learning and crisis, continuing evaluations for donors, and the creation of an open learning community on education in crisis.

### **Center for Universal Education - Brookings Institution**

- The Center for Universal Education (CUI) at Brookings develops and disseminates effective solutions to the challenges of achieving universal quality education. The Brookings Institution is a research institute with emphasis on influencing policy.
- The CUE's mission is to improve learning opportunities and outcomes.
- It has three main areas of work:
  - Education resources and learning outcomes. Looking at flows of resources and impact of learning outcomes. Research of private corporations and philanthropy. It has developed a study in Kenya about the implications of financing for equity.
  - Global development agenda: Focuses on how to influence the global agenda to 2015 and after. Aiming to develop a Global Compact on Learning to promote a focus on learning, global goals, targets and metrics. It aims to develop a shared research agenda to respond to questions like: What are the research gaps in the identified areas? And what are the strategies to put learning at the center of the global agenda?
  - Education in conflict and crisis. Conflict mitigation, using Brookings platform to raise awareness about it. There are discussions with USIP to work together on this topic.

### **CfBT Education Trust**

- Works in the UK and internationally in developing countries and fragile states.
- Research on service delivery on state- and peacebuilding roles in conflict-affected and fragile states. It has developed six desk-based studies on Cambodia, Sierra Leone, Rwanda, South Sudan, Liberia and Nepal that will be soon available.
- Currently working with Brookings to examine how to operationalize large-scale donor-funded education reform programs in fragile and conflict-affected states. It is developing an in-depth analysis on teacher salary systems and how national governments and donors can help support teacher salary systems. Completed a literature review and three desk-based country studies that will be integrated into a report that will be launched next year.
- Researching links between higher education and development leadership.

## **CIDA**

- One of Canada's three thematic priorities guiding CIDA's official development assistance is a commitment to address the needs of children and youth, including those living in conflict-affected and fragile states. CIDA's Children and Youth Strategy focuses on improving child survival, including maternal health, increasing access to quality education, and promoting safe and secure futures for children and youth.
- CIDA has 20 countries of focus. CIDA supports education in fragile states such as Afghanistan, Sudan, and Haiti.
- Canada is a leader in supporting community-based education in Afghanistan to increase access to education for out of school children, particularly girls. Canada has helped to establish more than 4,300 community-based schools throughout the country providing basic education to more than 125,800, of whom approximately 80% are girls. These programs help to address girls' access to education by working with communities to identify locally trusted teachers from within the community; establishing safe spaces for learning at the village level where parents feel more comfortable allowing girls to go to school; reducing the distance to travel to schools; providing female teachers for girls' classes; and including programs for parents, such as mothers' forums and parent literacy classes.
- In Sudan, CIDA has plans to support accelerated learning programs.
- In Haiti, CIDA is supporting school feeding. There is a need for further research on school feeding and learning outcomes and making links between the education and health sectors on this issue.
- In emergency contexts, the bulk of Canada's humanitarian assistance is food aid and approximately 2% is devoted to education. However, Canada has significant education programming in conflict-affected fragile states.
- CIDA was pleased to see UNICEF's Evaluation of the Education in Emergencies and Post-Crisis Transition Programme, particularly the lessons learned and best practices in the area of accelerated learning programmes.
- Canada was pleased to see that attacks against schools, was added to the MRM/1612.
- Canada is pleased to see the Global Partnership for Education's policy priority on fragile states and is interested to see how GPE will move forward in supporting conflict-sensitive and fragility-sensitive education in these contexts.

## **Comic Relief**

- Donor organization based in the UK. Raised 100 million pounds through different programs, from which 32 million has been earmarked for health and education. 50 percent of the money will be allocated to the UK and the other 50 percent internationally. There are 10 programs within the international grants team.
- Focuses its work on people affected by conflict.
- Uses a partnership approach, primarily through UK registered charities who work with partners on the ground.
- Provides funds for diaspora communities.
- One of its areas of work is a four-year strategy on conflict that will end in 2012. The main focus of work on education is access for children who have missed out on education, with special focus on marginalized groups. It also works on livelihoods, learning outcomes, protection and advocacy.

- It will launch a new strategy in 2013.

### **Commonwealth Secretariat**

- 54 member-states
- Priorities:
  - Inclusive education - targeting marginalized groups
  - Quality education: teacher development programs and teacher standards
  - Small states: 32 members are small states
  - Research
- Funded by 3 major developed countries, Australia, Canada and UK, and contributions from member states.
- Mandate from CHOGM (Commonwealth Heads of Government Meeting).
- Mandate for education: from Conference of Commonwealth education ministers, to take place in Mauritius.
- Youth program in northern Uganda, working with former child soldiers or children abducted during insurgency to provide them with skills and reintegration.
- Conducting a study on teachers in post-conflict situations.
- Commonwealth Teacher Recruitment Protocol, focus on teachers who are not recognized as refugees and yet they are displaced.
- Mapping exercise to identify former child soldiers in Commonwealth post-conflict countries, to line out good practices for reintegration. Looking for collaboration with non-Commonwealth countries.

### **Creative Associates International**

- Founded in 1977; worldwide experience in over 85 countries;
- Two divisions: Education for Development (ED) and Communities in Transition (CIT) Major focus on education in crisis and post-conflict countries; recent/current education projects in Afghanistan, Yemen, Northern Uganda and Sudan.
- Within ED, two Practice Areas: (1) Education in Crisis and Conflicted Affected Environments and (2) Instructional Systems and Educational Governance. Work focuses on system building and policy reform, community mobilization, teacher professional development, training and support, literacy, numeracy and critical thinking, equitable access, student services and support. Special attention given to developing conflict-sensitive and flexible approaches that take account of high risk, complex and rapidly changing environments in crisis/conflict countries; focus on local collaborations, distance learning, customized training models, specialized curricula (e.g. life skills, conflict resolution, workforce development/youth at risk), safe access to schooling, etc.
- Developing a cross-sectoral project in Yemen to support reading, numeracy at primary level, increase access, workforce development and teacher training
- Assessing previous projects to examine what worked successfully or did not in post-conflict environments.

### **Education and Development Division – Dutch Ministry of Foreign Affairs**

- There has been a policy shift in the last year with the new cabinet. Priorities are peace and security, water and food security, and sexual and health rights. Education is no longer a priority. There are budget cuts programmed for next year.
- A budget will be allocated for the new pledge to the Fast Track Initiative (FTI).
- Partnership with UNICEF to work in 10 countries during a period of four years. It aims to use existing conflict analysis as the foundation for the development of their programs. It will include capacity building, access to education, advocacy and evidence-based programming.
- Committed to knowledge sharing through seminars.
- The evaluation policy department has authorized a review of Dutch education policy of the last 10 years, which may be available in November 2011.
- University of Amsterdam is doing a review of the literature on former child soldiers.

### **Development Education Centre (CIDEC), Ontario Institute for Studies in Education – University of Toronto**

- Bringing academic and applied research to build evidence base.
- Focuses on Education policy, international cooperation, aid, civil society, peace building, global governance, etc.
- Geographical scope: Central Asia and Africa.
- About to launch a new book: Educating Children in Conflict Zones.
- Experience with distance learning.
- Developing a course and interested to work with others.
- Interested faculty teams to do research.

### **Education Development Center (EDC)**

- 50 years working at the domestic and international level.
- Works on education, health and human development.
- It has a Learning and Teaching division.
- The International Development division works in 35 countries and has permanent offices in Nairobi and India.
- Focuses on children and youth, access to quality education with a variety of methods. The representative works mainly with curriculum development, teacher training and out of school youth. The youth work is comprised of literacy, numeracy and youth engagement in their own communities.
- Has an interactive audio school program - radio instruction.

### **European Commission**

- Developed a political economic analysis to be used by delegations to improve design of programs. Created a pilot program with CfBT in four countries: Nepal, South Sudan, Zimbabwe, and Republic of Kyrgyzstan. Will continue the work into next year.
- Provided general support to 17 delegations working in fragile situations. 33 percent of funding is going into these countries. Will continue providing advisory service and country-level support.

- With the EU Development Policy now released, there is greater differentiation of aid, and greater focus on poorest and fragile countries. Planning will start in March next year for funds over a 6-year period. Working on key messages on education.
- Will launch study to bring elements of donor policy and education in fragile states.
- Commitment to spend 20 percent of aid on health, education and social protection.

### **FHI360**

- Domestic and international organization
- Result of a merger between of FHI and AED. Works in the areas of health and education, social marketing, social change and gender.
- FHI360 work related to the WG:
  - Education: building education systems. It focuses from crisis to resilience. Works in Liberia, Ethiopia and South Sudan, among other countries.
  - Data and evaluations—GMR data comes from their databases
  - Teacher development
- New publication on assessment of education programs
- Peacebuilding work, especially bridging difference in countries/regions through the media.

### **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)**

- GIZ, (previously) GTZ, merges three organizations (DED – German Development Service, GTZ – German Technical Cooperation and Inwent – Capacity Building International), to offer services that go from technical to international support for everyone, not just developing countries but also north-north cooperation.
- Education and Fragility has merged with four sector programs, now called Education. Education and Fragility is included in this area but there are no specific funds or staff as before. There is an internal working group called Education in Fragile Situations, which has now hired Anna Seeger (former INEE intern).
- Pushing the education sector in peace and security areas.
- Anna Seeger is working on education and youth and with the Education Cluster
- German BACKUP Initiative: Education in Africa. Germany wants to support the GPE to serve countries affected by fragility through conflict mitigation—south-south cooperation. This will be done through learning events, study tours, etc.

### **Global Partnership for Education (GPE)**

- Name change from EFA/FTI to GPE
- Constituency-based board of directors
- Greater focus on results and mutual accountability
- New fund called the Global Partnership for Education Fund
- Works in four main areas:
  - Supporting countries in sector plan development
  - Funding governments to prepare plans
  - Implementation of sector plans
  - Building knowledge to explore topics: learning outcomes, education financing and out of school children

- Works on three strategic directions:
  - Learning outcomes and quality education
  - Girls' education
  - Increase support for fragile states
- Recently finalized a paper on fragile states. It examines how the tools they have will be adapted to fragile situations. They are looking at how to work in fragile states and this WG will be a valuable resource to move forward on this objective.
- Examining interim/transitional plans with some key strategic focus areas with the goal of moving toward a sector development approach, and to develop new appraisal guidelines to increase focus on risk assessment and vulnerability analysis.

### **IBIS**

- A Danish development organization with its head office in Copenhagen. Working during the last 40 years with education in Latin America and Africa. In 2002, they started looking at education in emergencies, using a rights-based approach
- Works in reconstruction in post-conflict societies in Africa. Uses Accelerated Learning Programs and Youth Skills in Liberia, Sierra Leone and South Sudan.
- Education and fragility is the IBIS priority for the next 2 years.
- IBIS' work with EiE & Reconstruction. It is currently undergoing a comprehensive assessment by EiE specialist Eldrid Midttun.
- Will continue to work on Education and Fragility and aims to scale up work in South Sudan.

### **IIEP- UNESCO**

- The International Institute for Educational Planning is attached to UNESCO.
- Covers all aspects of educational planning from training, research and technical assistance.
- Together with the Global Education Cluster and UNICEF, developed Guidance Notes for Educational Planners - Integrating Conflict and Disaster Risk Reduction into Education. What do you do in a sector diagnosis? How do you integrate these issues into policy development and programming? What indicators do you use? Inclusion in budget?
- Works in fragile situations, taking countries through a process to get to an outcome/product.
- For the WG, suggests to look at common countries where organizations are already working.
- Research on gender equality in educational planning and management.
- Organizing a Youth Policy Forum next fall.

### **IRC**

- Supporting University of Nairobi to provide specialization on Education in Emergencies within its masters program. There are 6 courses in the specialization and 20 students have now completed the first 1.5 years. The purpose is to build capacity in the Horn of Africa and East Africa. Funding for another 5 years was just granted

- In the last 4-5 years they have focused on building the evidence-based, and there is action research going on now to build on efforts on daily teaching practices that promote student well being. They have developed a list of teaching practices that contribute to the well being of students. Video-based teacher training and follow up videos have been developed as well.
- An impact evaluation is being developed in DRC and India on learning (Math and reading) and to assess the well being of students.
- Child protection unit has partnerships on impact evaluation in Burundi and Thailand, measuring child wellbeing and parenting skills.

### **Save the Children**

- The representative supports programs in Democratic Republic of Congo, South Sudan, Somalia and Kenya. Sits in Tanzania.
- Save the Children will become Save the Children International.
- Save the Children works on education in emergencies and conflict affected fragile states. Technical advisors sit in the Humanitarian Technical Unit. Has six Emergency Respond Personnel ready to deploy in emergency situations.
- Save the Children acts as co-cluster lead.
- There is an Education in Emergencies Working group within Save the Children.
- There is a new Fragile States Unit that helps build capacity and responds to gaps: Finance, logistics and sector-wide.
- Education in Emergencies response to delivering basic education in conflict-affected and fragile states. There is emphasis on access and learning outcomes, literacy and numeracy.
- Save also provides technical advise on Disarmament, Demobilization and Reintegration (DDR), and resilience.
- Advocacy focuses on ensuring that education is part of every humanitarian response in which Save is engaged. Save also advocates to BRICS (Brazil, Russia, India, China and South Africa) donors to donate to fragile states.
- The UK Department for International Development (DFID) provided a grant in South Sudan to add a fragility component in education.
- Completing research in the DRC on education, provision and opportunity for youth.
- DFID is working with Sierra Leone to embed a fragility lens in education response.

### **UNHCR**

- Works with populations created by conflict situations.
- Works with countries in fragile situations to protect people during crisis, and supports governments so education systems are prepared to receive returning refugees.
- It is now developing a five-year strategy that will be available by end of the year.
- UNHCR is looking to work strategically in education to prevent refugee exodus and to prepare government for refugees' return. Integration into host community is also a very important issue.
- Needs to work more with governments to provide a coherent approach to strengthen the systems.

- Does UNHCR recognize teachers across-borders? HCR does recognize. There is more leeway if the government has signed the Convention.

## **UNICEF**

- Three projects related to the WG:
  - Education and Fragility. Working in 42 countries, work funded by Netherlands. Education in Emergencies and Post-crisis Transition Program is ending. There are discussions on a follow-up program focusing on education and peacebuilding, to be implemented in 10 countries aiming to build security and resilience, ensure links between education interventions and peacebuilding, support building the evidence based, and increase peace-building capacity.
  - Education and peace building study. The literature review is completed and the publication will be released in November 2011. A summary is already available. Three case studies were developed in Sierra Leone, Nepal and Lebanon. A synthesis report will also be available soon. In January or February there will be an event to launch the study and this could be a joint event.
  - UNICEF is working on equity. As part of health work, they redeveloped a model on Marginal Budgeting for Bottlenecks (MBB). In education they have been slightly resistant to use this model because education and health contexts are different. Pilot projects of adapted model will be implemented in Ghana and Nigeria. The purpose is to apply the model in conflict-affected countries.

## **UN Interagency Framework Team for Preventive Action – UNDP**

- It is an internal UN system that promotes inter-agency collaboration to jointly support efforts on conflict prevention and peace building. It started in 1995 and brings 22 agencies together. Initially it worked to identify potential peacekeeping areas, and currently focuses on early prevention situations.
- It operates similarly to INEE. There is a high-level group and an expert reference group, at the working level, that meets on a monthly basis.
- The Framework Team can support the WG acting as an information channel to the UN system, through its member agencies.
- It works in three main areas:
  - Country engagement: from brainstorming to supporting development of integrated preventive strategies in a country. Supports the deployment of conflict prevention/peace building specialists in more than 30 countries.
  - Policy and knowledge development: It is coordinating the development of the first on-line training course on conflict-sensitive approaches for UN staff, including humanitarian, development and political planning and programming, among others.
  - Awareness-raising inside and outside the UN. Development of learning series, identifying crosscutting issues that need to be addressed, and bringing people together to improve UN efforts in this area.
- Brown bag lunch series for UN staff, missions and civil society. This could be an opportunity to bring the work of the WG.

- Note of information. Peace-Building Fund: It is used to fund different UN agencies on the ground. The FT is not an implementing agency, therefore does not have direct access to these resources.

### **University of Florence**

- Train teachers at the university.
- Is setting up a multi-disciplinary peace and governance education program.
- Focuses on research and conflict transformation at the local level. Through former students, they implement programs on mediation at neighborhood level. They also focus on non-violent education in schools, underlying the importance of working to promote systemic change.
- Established the UNESCO chair on human development and a culture of peace.
- Focuses its work on raising the value of local knowledge, especially in Latin America.
- Regional foci on Israel, Palestine, Lebanon, the Balkans and Latin America.
- Shared the vision to bring forward the role of peace studies and peace education in schools as drivers for systemic change.

### **USAID**

- Has now more legitimacy to do education and conflict. It has two basic education goals: 1) Improve reading in primary schools and 2) Increase equitable access to youth and children in conflict.
- Allocated resources toward financing the WG on Education and Fragility.
- Commissioned studies on what practitioners say about education and conflict.
- Doing more conflict-sensitive education programming, and it is focused equitable access, and strongly on rigorous monitoring and evaluation. Interested to develop innovative ways of measuring impact.
- Funding USAID missions to develop conflict-sensitive programming.
- Priority countries: Pakistan, Afghanistan and South Sudan and probably Middle East.
- US State Department issued a strong brief on conflict mitigation and conflict prevention.

### **United States Institute of Peace (USIP)**

- Funded by the US Congress, but not part of State Department. Cannot raise other funds and it is not allowed to do advocacy.
- Focused on education through their Academy—Think, Act, Teach and Train. Offers a range of classes to different audiences ranging from the military to inter-agency groups. Provides distance learning, on-line and simulations.
- Main areas of work are:
  - Curriculum development in civics, human rights and peace education. Currently engaged in consultations with government of Iraq who are putting peace education into the curriculum.
  - Teacher training for education for peace and shared historical narratives (Sudan and South Sudan and Israel/Palestine).
  - Religion and peace building.
  - Research on post-conflict history education.

- Nonviolence and conflict resolution training for student leaders, especially in Palestine.
- Development of a handbook on post-conflict reconstruction that examines five interlocking processes. Education was given a prominent place in the handbook.

Click [here](#) to see the full list of members of the WG on Education and Fragility 2011-2013.

## 6. INEE Updates

Lori Heninger presented an update of INEE and its current projects and initiatives. She started her presentation highlighting that INEE has focused during the last year in creating a more cohesive work between the different Working Groups and Task Teams, thus breaking the silos and strengthening the work of the network and the Secretariat. She presented the following updates:

- NEE Website upgrade and redesign to be ready by February 2012
- Development of a social media strategy aiming to allow members to communicate between themselves (horizontally) and strengthen collaboration
- Membership snapshot available on line; INEE has currently over 6000 members
- Engaged in a large-scale assessment of the Minimum Standards
- Development of Quarterly Thematic Spotlights with focus areas that lead to webinars
- Initiate a piloting program in three countries on the implementation of the Minimum Standards on the ground
- Focused on pushing down the work through global meet-ups and reading clubs to exchange knowledge and share experiences
- Developed an engagement survey to assess language communities and task teams
- Quality Education Task Team created

Click [here](#) to download INEE Update Presentation

## 7. Working Group Internal Organization

Lindsay Bird, former WG co-chair explained the role of the chair and invited members to make their nominations for the new chair.

*Role of the chair:* The main task of the chair is to support the Secretariat, facilitate work behind the scenes, and make sure things are working well. The Chair/Co-Chairs of the WG is/are expected to dedicate time for and commitment to the following responsibilities, in collaboration with the INEE Deputy Coordinator of Education and Fragility:

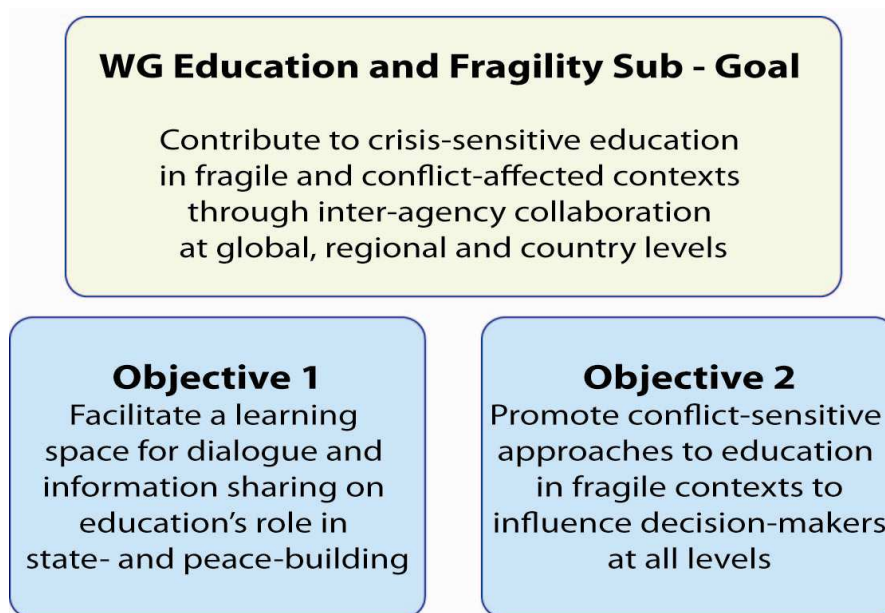
- Facilitate the activities of the WG and monitor the work plan, budget and related priorities;
- Establish a collaborative and egalitarian environment among WG members, facilitating dialogue and decision-making and articulating the direction for the WG that emerges from members/initiatives/meetings;
- Give input into the biannual WG meeting agenda (prepared by the INEE Deputy Coordinator in advance of the meeting) and facilitate meetings;

- Provide guidance and technical supervision to the INEE Deputy Coordinator for Education and Fragility. Contribute to the Deputy Coordinator’s annual performance review (carried out by the INEE Director).

Yolande Miller-Grandvaux and Sarah Dryden-Peterson were elected as co-chairs of the Working Group for the period 2011-2013.

Click [here](#) to download the ToR for the co-chairs of the WG on Education and Fragility

## 8. Brainstorming – WG Work Plan



Mary Joy Pigozzi led a session to brainstorm ideas on possible activities to be undertaken by the WG to meet its two main objectives. Participants were divided into two subgroups to work on one of the objectives. The figure above shows the objectives of the WG as contribution to the INEE’s main goal and the WG sub-goal. The following is a summary of the brainstorming of each objective.

### *Brainstorming sub-group Objective 1*

- Peace building/state building terms do not exclude other thematic areas
- Transfer the learning from one another and within the group to member agencies or other stakeholders so they can replicate it in their own spheres
- The learning space was conceived as a broader space, to be able to pull in others for dialogue
- To strengthen our understanding on education and fragility
- Inspiring members to what we can contribute to our own work
- Importance of considering both processes and content aspects
- Collective learning, strategic knowledge and analysis agenda

- How to reach beyond the usual actors such as the military
- Response is not often good when we reach out beyond our own group
- Creating a platform for a meeting of the minds
- We know some of the answers, but we do not know all of the answers, will this hinder us?
- Is there data or knowledge out there that we do not know that would help us decide on advocacy messages?
- What are the areas we want to have interaction around: military/defense establishments?
- Who are the other actors: national governments (legislative and executive), Ministers of Education, north and south, donors, taxpayer associations (domestic organizations—how is education financed in these situations?), philanthropists, civil society, other social sectors especially health/public health, gender, faith-based NGOs, unions, university people, (there are around 100 universities with peace education programs in the US), private sector actors, professional network groups—Rotary, Lions, Association of Female Educationalists, etc.
- What is done in different countries in the field of peace education and peace study—global database of what is done in conflict and conflict-prone countries.
- Disseminate briefs to be shared as introduction and arrange through INEE members in different locations. Cost effective.
- Take advantage of events—Ministerial meeting next year
- One major event with different parties—side event coupled with a meeting
- Is there a world ecumenical meeting at which we can add a side event to? Add side events to others' meetings. Creation of a stock presentation to give.
- Host off-the-record meetings/discussions
- Major conference assessing the state of the art of this information/field.
- Technological space to be created? Revamp of INEE website.
- Reach teachers within national governments

### *Brainstorming sub-group objective 2*

What do we still need to know about conflict-sensitive approaches?

- There has already been a mapping of education and fragility
- Need to use a common definition of conflict-sensitive approaches to education
- Mindful not to duplicate work that others have done
- Create definitions of key terms linked to Minimum Standards – consistency with Minimum Standards
- What is so special about conflict-sensitivity – What is the added value?
- Define – evidence-based conflict-sensitive approaches to education
- What are the different levels of decision-makers we want to work with?
- What are the approaches to conflict-sensitive education?
- Put together what is already there – Multiple faces of education document

What do we not have? What is out there in the non-education world?

- Put together what our organizations have on the area – Regroup

- Field level- Get something very concrete for practitioners to implement in the field
- Get some set of best practices of standards that can become an advocacy tool
- “Solid empirical examples” - When things go right or wrong
- Focus more on success stories – Concrete good results
- Guiding questions – for practitioners to make sure that education is conflict-sensitive – reality check
- What is important for a policy-maker? How conflict-sensitive approaches to education have an impact to other sectors and a benefit the country –
- Decision-makers have different needs – approaches are different

What has been done during the previous years in relation to this objective?

- We defined linkages between education and fragility
- Literature review – best practices
- Evidence – “solid empirical examples”
- Advocacy done with different partners – round tables. Advocacy with donors and NGOs, not much directly with countries
- We established the foundations – How do we make it happen?
- We checked what we are doing – We started consultations: cross-sectional and with countries – Very successful - We need to do more of that – policy round tables
- How do we influence partners at country level?
- Has it been translated into simple messages? Not yet

Advocacy. We have made the case but now we need some tools, ideas

- Development of the conceptual/practical approach
- Difference between conflict-sensitivity and peace building
- Can tools really influence decision-makers?
- Types of messages and strategies for different decision-makers
- Training can be a very powerful method
- What practical/operational tools do we need? Tools that we can use at the field level
- Capture the richness of our agencies in this area
- Understandable language to share
- What has the conflict-prevention and peacebuilding sector generated?
- Info-graphics for “solid empirical examples”
- Sector plan: vulnerability analysis or political analysis

After the brainstorming session four sub-groups co-facilitators (two per sub-group) were selected to lead the work of each sub-group.

## 9. Wrap-up and next steps

Lori Heninger informed the WG that the next meeting will be held in Geneva in March 2012 to coincide with the INEE Steering Group and Minimum Standards Working group meetings. This will allow the interaction of the three groups on a one-day meeting on **March 28**. The WG biannual meeting will be held on **March 26-27**. All members are requested to participate in both meetings.

## **9. Working Group on Education and Fragility Work Plan 2011-2013**

Click [here](#) to download the Work Plan 2011-2013

## ANNEX I - Working Group Meeting Agenda

Time	Session Topic
<b>Day 1: Thursday 20 October</b>	
9h00-9h30	<b>Welcome</b> (Lori Heninger) (30 min) <ul style="list-style-type: none"> <li>▪ Welcome from EC as host agency</li> <li>▪ Welcome from Lori Heninger, INEE Director</li> <li>▪ Introductions</li> </ul>
9h30-10h00	<b>Getting Started</b> (Lori Heninger) (30 min) <ul style="list-style-type: none"> <li>▪ Brief into to the Working Group (review of TORs, review of goal and objectives)</li> <li>▪ Review of objectives and agenda for the meeting</li> <li>▪ Logistics</li> </ul>
10h00-11h00	<b>Member Agency Updates/Introductions</b> (Yolande Miller-Grandvaux) (60 min) Member agencies have five minutes each to introduce themselves and describe the relevant activities their agencies are currently undertaking or planning to undertake.
11h00-11h30	<b>BREAK</b> (30 min)
11h30-13h00	<b>Member Agency Updates/Introductions (cont.)</b> (Yolande Miller-Grandvaux) (90 min)
13h00-14h00	<b>LUNCH</b> (60 min)
14h00-14h45	<b>INEE Updates</b> (Lori Heninger) (45 min) <ul style="list-style-type: none"> <li>▪ INEE strategic plan and relevant activities (e.g. country strategic partnerships)</li> <li>▪ Staffing update</li> <li>▪ Funding, fundraising update</li> </ul>
14h45-16h00	<b>Brainstorming – Working Group Work Plan</b> (Mary Joy Pigozzi) (75 min) <ul style="list-style-type: none"> <li>▪ Instructions on developing the work plan</li> <li>▪ Brainstorming in small groups for activities related to the goal and objectives and the ongoing relevant activities of members</li> </ul>
16h00-16h30	<b>BREAK</b> (30 min)
16h30-18h00	<b>Feedback from Brainstorming</b> (Mary Joy Pigozzi) (90 min) Members share back what they have brainstormed in small groups via brief presentations and open discussion.
19h30	<b>Group Dinner (Optional)</b>

Time	Session Topic
	<b>Day 2: Friday 21 October</b>
9h00-9h30	<b>Overview of Day 2</b> (Lyndsay Bird) (30 min) <ul style="list-style-type: none"> <li>▪ Review of Day 1</li> <li>▪ Objectives for Day 2</li> </ul>
9h30-11h00	<b>Developing the WGEF Work Plan</b> (Susy Ndaruhutse) (90 min) Using the work plan template provided, members work again in small groups to start fleshing out their ideas into feasible activities including tasks, subgroups/focal points, timelines, resources, etc.
11h00-11h30	<b>BREAK</b> (30 min)
11h30-13h00	<b>Feedback: Developing the WGEF Work Plan</b> (Susy Ndaruhutse) (90 min) Small groups share back with the full group for discussion.
13h00-14h00	<b>LUNCH</b> (60 min)
14h00-15h00	<b>Working Group Internal Organization</b> (Lyndsay Bird) (60 min) <ul style="list-style-type: none"> <li>▪ Election of Working Group chair(s)</li> <li>▪ Election of consultative committee</li> </ul>
15h00-15h45	<b>Finalization of WGEF Work Plan</b> (Maria Lucia Uribe) (45 min) Small groups finalize sections of the work plan and determine next steps including timelines, resources, etc.
15h45-16h15	<b>BREAK</b> (30 min)
16h15-17h15	<b>Presentation/Feedback: Finalization of WGEF Work Plan</b> (Maria Lucia Uribe) (60 min) Small groups present back their sections of the work plan and the determined next steps including timelines, resources, etc.
17h15-18h00	<b>Wrap-up and Next Steps</b> (Lyndsay Bird/Lori Heninger) (45 min) <ul style="list-style-type: none"> <li>▪ Conclusions and agreements</li> <li>▪ Next Working Group meeting (dates, location)</li> </ul>