

## INEE Working Group on Minimum Standards Terms of Reference (2009-2011)

### I. Introduction

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of over 3,400 practitioners, students, teachers, staff from UN agencies, non-governmental organizations, donors, governments and universities who work together within a humanitarian and development framework to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

INEE was defined not as a formal organization with bureaucratic functions, but rather as a flexible and responsive mechanism which brings organizations and individuals together to facilitate collaboration, share experiences and resources, establish standards for the field, and engage in advocacy regarding the right to education. INEE does not implement projects or co-ordinate agencies, but works to enable members to be more effective. INEE's Steering Group is comprised of CARE, Christian Children's Fund, the International Rescue Committee, the Norwegian Refugee Council, Save the Children Alliance, UNICEF, UNHCR, UNESCO, and the World Bank. The INEE Secretariat consists of a Director who is based at IRC (NY), a Project Manager who is based at IRC (NY), a Coordinator for Minimum Standards who is based at UNICEF (NY), a Coordinator for Network Services who is based at UNHCR (Geneva), and a Coordinator for Education and Fragility who is based at UNESCO (Paris).

The INEE *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* are the network's foundational tool. They provide concrete guidance based on education rights and good practices to improve access to safe, relevant and quality education. Developed through a broad consultative process, they are currently being used in over 80 countries around the world to improve program and policy planning, assessment, design, implementation, monitoring and evaluation as well as advocacy in order to reach the Education for All goals.

INEE established a Working Group on Minimum Standards to oversee the development of the standards in 2003-2004. The Working Group was reconstituted to oversee the promotion, training, analysis and implementation of the INEE Minimum Standards in 2005-2009. Based on INEE members' feedback, the INEE Steering Group endorsed the proposal to establish a new Working Group on Minimum Standards for 2009-2011, with a renewed mandate and reconstituted membership. For information on the decision to establish a new Working Group, see Annex 2. For more information on the history of the INEE Working Group on Minimum Standards, see Annex 3.

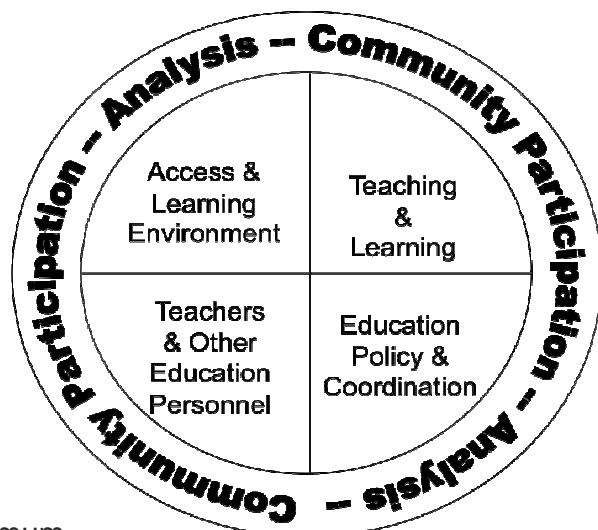
**These Terms of Reference include:**

- I. Introduction
- II. Working Group Objectives and Outputs
- III. Proposed Working Group Structure
- IV. Membership of the Working Group
- V. Communication mechanisms
- VI. Time schedule

Annex I: Criteria for membership

Annex II: Background to the formation of the INEE Working Group on Minimum Standards (2009-2011)

Annex III: History of the INEE Working Group on Minimum Standards



## **II. Objectives, Strategy, Outputs and Outcomes**

The following objectives, strategy and expected outputs have been identified based on INEE members' feedback and lessons learnt and recommendations from the INEE Working Group (2005-2009):

### **Objectives**

#### **1. Update, translation, dissemination and promotion of the INEE Minimum Standards**

- To facilitate a broad, multi-tiered, consultative process for the update of the INEE Minimum Standards Handbook and to produce and launch the 2010 edition of the INEE Minimum Standards Handbook.
- To widely disseminate and promote the use of the INEE Minimum Standards with key advocacy targets, including the IASC Education Cluster, donors, education and humanitarian workers, governments, teachers and other education personnel, and academics.
- To encourage and provide guidance on the translation of the INEE Minimum Standards Handbook and related tools.

#### **2. Application of the INEE Minimum Standards**

- To support the application of the INEE Minimum Standards through capacity-building, application visits, tool development, experience documentation and guidance on institutionalization of the INEE Minimum Standards.

## **Strategy**

The INEE Working Group on Minimum Standards will carry out these objectives in an integrated manner, ensuring linkages between INEE Minimum Standards promotion, application and update activities. The operationalization of the Sphere/INEE Companionship will contribute to meeting these objectives through the formalization of training linkages, development of guidance and tools, joint advocacy and promotion activities, and linkages in the INEE MS update/Sphere revision processes.

INEE Minimum Standards activities will also be tied to the work of the IASC education cluster at the global level (through capacity-building, knowledge management, advocacy, and field operations) and at the field level to facilitate the development of shared objectives between stakeholders, promote holistic thinking and response and frame and foster inter- and intra- agency policy dialogue, coordination, advocacy and action for the provision of quality education in emergency, chronic crisis and early recovery contexts.

In addition, the Working Group will work in a manner that allows for a dynamic, consultative and transparent process that builds upon on-going research and INEE initiatives, including the INEE Working Group on Education and Fragility, the INEE Task Teams and other INEE Initiatives such as on Teacher Compensation, Teaching and Learning, Safer School Construction, and the Strategic Research Agenda.

## **Outputs**

- 2010 edition on the INEE Minimum Standards Handbook in English and at least 3 other languages
- Translation and production of INEE Minimum Standards implementation tools such as the INEE Minimum Standards Reference Tool and the institutionalization checklists
- Tools and briefs to support promotion and advocacy on the use of the INEE Minimum Standards
- Tools, technical guidance and case-studies to support the application of the INEE Minimum Standards
- Compilation of new selected practical tools and updated INEE Minimum Standards Toolkit
- Updated training materials on the INEE Minimum Standards and guidance on modular training approach
- A searchable database of INEE Training of Trainers and Capacity-Building Workshop graduates

## Outcomes

- The INEE Minimum Standards are used as an advocacy tool for increased education assistance to emergency-affected communities and to promote education as a core element of humanitarian assistance.
- The INEE Minimum Standards are used as a programming tool for improving the quality of and access to existing and future education programs.
- The INEE Minimum Standards are used as a tool to enhance the predictability and accountability of and coordination among humanitarian actors.
- The INEE Minimum Standards help to strengthen technical and policy competence for quality, coordination and accountability of emergency education response within the IASC Education Cluster.
- The INEE and Sphere Minimum Standards are used as complementing and companion standards to support the inclusion of education as a humanitarian response as well as integrated and holistic humanitarian policies and programs.
- The INEE Minimum Standards training materials and other promotional materials and tools, accessible in both paper and electronic form, are used to train and build the capacity of humanitarian, education personnel and government authorities to plan and manage quality education preparedness, risk reduction and response.
- During promotion, training and implementation, communities' and agencies' commitment to the INEE Minimum Standards will develop through and build on a consensual process focused on discussion and debate, dissemination, implementation and evaluations. This consultative process will strengthen the education and humanitarian community.

## Proposed INEE Working Group Structure

### Overall Structure

Pending approval at the first meeting of the INEE Working Group on Minimum Standards (2009-2011), the group will consist of three Sub-Groups:

- Operations Sub-Group
- Update Sub-Group
- Application Sub-Group

All Sub Groups will work on the operationalization of the Sphere/INEE Companionship Agreement and collaboration with the IASC Education Cluster. At the first meeting of the Working Group, changes may be made to the Sub Group structure based on the work plan developed. In addition, a Chair of the Working Group will be elected by the members of the group for a period of one year, after which the chair will rotate to another member through a transparent election process.

**Operations Sub-Group.** The Operations Sub-Group strategizes on and oversees the implementation of the INEE Working Group's:

- Structure, including INEE Secretariat staff
- Workplan and Budget
- Funding and fundraising strategy
- External relations, including advocacy, promotion and partnering with the IASC Education Cluster and the Sphere Project where possible

The Operations Sub-Group provides direction and support to the INEE Coordinator for Minimum Standards, including monitoring the Working Group's plan of work, budget, structure and external relations. The Operations Sub-Group serves as a Standing Committee between meetings of the full Working Group, executing actions agreed in principle by the Working Group.

**Update Sub-Group.** The Update Sub-Group oversees the update process of the INEE Minimum Standards Handbook and the launch of the 2010 edition. The Update Sub-Group will ensure that the update process is consultative and rigorous and will provide direction to the INEE Minimum Standards Coordinator and Update Consultant. The group will also be the main point of contact concerning launch activities and translation of the 2010 Handbook edition. The Update Sub-Group will also be responsible for leading the update of the INEE Minimum Standards Training Materials, so that they are in line with the updated INEE Minimum Standards Handbook, representative of new developments in the field of education in emergencies, and reflect the feedback that INEE members have provided.

**Application Sub-Group.** The Application Sub-Group oversees support to the application of the INEE Minimum Standards. This includes facilitating the following activities:

- Tools development: develop tools that can aid the application of the INEE Minimum Standards by different actors (MoE, implementers, the education cluster, etc.) and in various settings (acute emergencies, chronic crises, early reconstruction, etc.)
- Case-studies development: develop case-studies documenting in-depth the experiences of INEE members applying the INEE Minimum Standards, including challenges, lessons learnt, good practices and recommendations.
- Application visits: coordinate application visits to support the application of the INEE Minimum Standards in selected settings.
- Training and Capacity-Building: develop guidance and materials on conducting INEE Minimum Standards trainings focused on concrete application and document training workshops conducted by INEE members.
- Institutionalization support: develop tools and guidance to support various organizations institutionalize the INEE Minimum Standards.

### **INEE Coordinator for Minimum Standards**

A full time Coordinator for Minimum Standards (*refer to the separate Terms of Reference for this post*) facilitates the Working Group process with the assistance of the Operations Group. The Coordinator is responsible for managing the global implementation of the INEE Minimum Standards, particularly the elements of promotion, training, application, institutionalization, monitoring and evaluation.

The Coordinator is an ex-officio member of each of the sub-groups and is responsible for liaising between the sub-groups and reporting back to the INEE Working Group on Minimum Standards. The Coordinator, who is based at UNICEF in New York, is also a member of the INEE Secretariat and liaises with and is supervised by the INEE Director.

### **Communication Mechanism**

In addition to two face-to-face meeting of the full INEE Working Group on Minimum Standards each year, the INEE Coordinator for Minimum Standards and members of the INEE Working Group will engage in regular communication over the telephone and email, and when possible, subgroup conference calls and/or face-to-face meetings, to move work forward. In addition, the INEE Coordinator for Minimum Standards or the INEE Director will update the INEE Steering Group at its bi-yearly meeting on the progress of the INEE Working Group.

INEE has over 3,400 members working in emergency education and development throughout the world (as of July 2009). The INEE listserv and the INEE website will continue to be a major vehicle for information dissemination through which the INEE Coordinator for Minimum Standards will update members on the progress of the INEE Working Group as well as solicit feedback from members and key stakeholders on a regular basis, encouraging debate and transparency. Furthermore, the INEE Coordinator will build upon the national and regional networks created during the development of and training on the INEE Minimum Standards for increased field-based communication as well as utilize, and build upon the IASC Education Cluster communication channels and coordination mechanisms.

### **Time Schedule and Key Milestones**

The INEE Working Group has a limited life span of up to three years (2009- 2011) for facilitating the promotion, implementation, training, monitoring and evaluation of the INEE Minimum Standards.

***TO BE DRAFTED BY THE NEW Working Group at their first meeting, October 2009***

## **Annex 1: Working Group Membership Criteria**

Membership in the Working Group on Minimum Standards is on an organisational basis, and each organisation selects a representative (a person). It is important that the individual representative is committed to participating for the entire three years of the Working Group. Membership will be diverse, as various skills, resources and strengths are needed to carry out the activities, produce the outputs, and meet the objectives. Furthermore, membership will reflect a variety of perspectives, i.e. NGO, government, donor, UN, multilateral, academic members – from HQ and field level. In addition to the competence and skills of the individuals, the members of the Working Group should be balanced with regard to gender and area of expertise.

### **Organizational Member Criteria (Institution)**

- The organization's interest in and commitment to supporting and contributing to the INEE Minimum Standards process
- Involvement in INEE and past effort to develop and/or implement the INEE Minimum Standards and/or interest in supporting and contributing to the process in the future;
- Promotion of the INEE Minimum Standards within their organizations, to partners and networks;
- Willingness to share expertise, technical materials and work in a collaborative manner on behalf of INEE;
- Background and experience relevant to the objectives of the Working Group
- Institutional expertise in education in emergencies, post-crisis recovery, disaster risk reduction
- Institutional expertise relevant to the particular tasks outlined in the Working Group ToR;
- Commitment of resources (funds to cover travel to WG meetings and staff time)
- Organizations should commit to the entire period of three years;
- Assist in Working Group fundraising efforts;
- Other voluntary contributions, such as support to training material development, hiring training facilitators and consultants; printing and distribution of materials; promotion and evaluation of INEE Minimum Standards, conference calls, and indication of annual financial and/or in-kind contributions;
- Perspective of international and local NGO, Government, UN, Academic, etc;
- Regional Context, i.e. Africa, Asia, Latin America;

### **Organizational Representative Criteria (Person)**

- Organizational seniority in order to ensure institutional buy-in, bring others on board, and influence decision-makers and donors;
- Professional education and/or protection background;
- Direct experience in education programmes in situations of emergencies and crisis;
- Special skills, such as development of strategy and policy; planning and

- administration of programs; program implementation, assessment, monitoring and evaluation; group facilitation and training; effective writing and fundraising abilities; and education cluster/sector-related experience;
- Field-based, field-focused or policy-focused position;
  - Access to efficient means of electronic communication, including e-mail and phone.

### **Organizational Representative Responsibilities (Person)**

- Promoting the process internally within the organization as well as externally with partners and networks
- Participating in the activities of one of the sub-groups (Operations Sub-Group, Update Sub-Group, Application Sub-Group), as outlined in the Working Group ToR;
- Participating in the INEE Minimum Standards Update process as a Focal Point and/or Peer Reviewer, and organize at least one consultative workshop to collect inputs
- Conducting at least two training workshops and/or application visits on the INEE Minimum Standards;
- Assisting in fundraising efforts;

**Time Commitment:** Working Group members will be expected to attend at least two meetings each year. This includes Working Group meetings twice a year (one approximately every six months). Each meeting will be at least 2 days in length. More time will be required for conference calls, e-mail correspondence, and coordinating and carrying out promotion, training, update, application support, and monitoring and evaluation. Working Group members will need to make a commitment to keep in touch and respond to communications and meeting deadlines, even when traveling on other program business. Working Group members will do their work alongside their regular jobs; estimation of this time commitment is approximately two to four days per month. This time commitment and work should ideally be written into the job description of the Working Group member.

## **Annex 2: Background to the formation of the INEE Working Group on Minimum Standards (2009-2011)**

During the meeting of the INEE Working Group on Minimum Standards in Tbilisi in June 2008, the Operations subgroup highlighted the need to discuss what structure(s), if needed, INEE should put in place to support INEE Minimum Standards activities and processes following the expiry of the current Terms of Reference of the Working Group at the INEE Global Consultation in April 2009.

The Operations group produced a document entitled “Options for Next Steps after the Expiration of the ToR of the INEE Working Group on Minimum Standards (2005-2009)”. This document describes the INEE Minimum Standards activities that have been prioritized

based on INEE members' feedback and that will take place post-April 2009, and outlines a set of possible options for the facilitation, coordination and support of these activities.

### **Activities prioritized post-April 2009:**

- The INEE Minimum Standards Handbook Update
  - Online consultations
  - Global update process facilitated by focal points and reference groups
  - Peer review
  - Launch
- Support to training and capacity-building on the INEE Minimum Standards
  - Continue to support the INEE TOT and training process, in a more responsive way
  - Increase support to training for implementation
  - Update the INEE training materials
- Application of the INEE Minimum Standards
  - Tools development
  - Case-studies development
  - Training and Capacity-Building
  - Applications visits
  - Institutionalization support

### **Possible options for next steps:**

1. No inter-agency body or mechanism
2. Project-based reference groups
3. A Working Group on Minimum Standards with a renewed mandate and a reconstituted membership

During the INEE Working Group meeting in Bangkok on November 2008, it was Option 3 that was recommended by the entire Working Group on Minimum Standards. It was also discussed, reviewed and endorsed by the INEE Steering Group during its meeting in Oslo in December 2008.

## **Annex 3: History of the INEE Working Group on Minimum Standards**

### **Transition Team (2002)**

A Transition Team was established to make decisions related to the start-up of the process. After the Experts Meeting in March 2002, the Transition Team met via telephone on a regular basis. Based on recommendations and regular input from the field, the Transition Team accomplished the following:

- Formulated a concept paper and budget, which included identification of the mechanisms for managing the standards process
- Established the criteria and a process for selecting the members of the WG □
- Obtained financial assistance from the Swedish International Agency for

- Development (Sida) to assist in covering the cost of standards process □
- Obtained a commitment from the IRC to house the Focal Point and to provide some funding for the Standards Process

While the transition team was developing the ToR and strategy for the next phase of the Working Group, a Promotion Reference Group made up of the INEE Secretariat members, NRC, Save the Children UK and UNICEF developed and publicized over the INEE listserve a standardized promotion package for advocacy.

In November 2002, after a well-publicized application process, the Transition Team selected a broad range of NGOs and UN agencies who could commit their organizations resources to support the standards process.

The Transition Team members were:

- CARE USA (Jane Benbow)
- Catholic Relief Services (Mike Pozniak)
- Inter-Agency Network for Education in Emergencies (Nancy Drost)
- The International Rescue Committee (Wendy Smith)
- Norwegian Refugee Council (Eldrid Midttun)
- Save the Children Alliance (Susan Nicolai)
- Save the Children USA (Christine Knudsen)

### **INEE Working Group on Minimum Standards (2003-2005)**

In 2003, the INEE Working Group began facilitating the development of standards, indicators and guidance notes that articulate a minimum level of educational quality and access in emergencies and the early reconstruction phase. A focal point was hired in June 2003 to drive the process forward and sits at the International Rescue Committee. Funding has been provided by the Canadian International Development Agency (CIDA), the International Rescue Committee, the International Save the Children Alliance, Save the Children Norway, the Swedish International Development Cooperation Agency (SIDA), UNESCO, UNHCR, UNICEF and the World Bank.

*INEE Working Group members (2003-2005):* CARE Canada, CARE USA, Catholic Relief Services, the International Rescue Committee, Norwegian Church Aid, Norwegian Refugee Council and the Norway United Nations Association, Save the Children UK, Save the Children USA, Refugee Education Trust, UNESCO, UNHCR, UNICEF and World Education/The Consortium. □□

*The transition team in 2005 was:* CARE USA (Hassan Mohammad), IRC (Rebecca Winthrop), Norwegian Church Aid (Birgit Villumstad), Save the Children Alliance (Carl Triplehorn), UNESCO IIEP (Christopher Talbot), World Education /The Consortium (Fred Ligon).

### **INEE Working Group on Minimum Standards (2005-2009)**

The INEE Working Group on Minimum Standards (2005-2009) focused on implementation so membership was expanded and diversified in order to carry out the promotion, training, piloting, monitoring and evaluation of the INEE Minimum Standards. In addition to the greater number of UN agencies and NGOs, this diversification translated into a greater number of field-based members government representatives on the Working Group. While the INEE Working Group needed new members with different skills to carry out the objectives and produce the aforementioned results, it was also important to have some continuity of organizations with memory and experience of process. □□

#### *INEE Working Group on Minimum Standards members:*

Academy for Educational Development,  
*Ken Rhodes (US)*

AVSI, *Elena Locatelli (DRC)*

BEFARe, *Dr. Shakir Ishaq (Pakistan)*

CARE USA, *Geeta S. Menon (US)*  
*followed by Anita Anastacio (Afghanistan)*

Catholic Relief Services, *Eric Eversmann (US)*

Fundacion dos Mundos, *Jiovani Arias M and Amalia Eraso (Colombia)*

GTZ, *Dr. Rüdiger Blumör (Germany)*

International Rescue Committee, *Jennifer Sklar (US)*

Ministry of Education, France, *Martine Storti (France)*

Norwegian Refugee Council, *Helge Brochmann (Norway)*

Foundation for the Refugee Education Trust (RET), *Benoit d'Ansembourg (Kenya)*

Save the Children Alliance, *Carl Triplehorn (US)*, *followed by Kim Kerr (Canada) and Bente Sandal-Aasen (Norway)*

UNESCO, *Eli Rognerud (France)*

UNHCR, *Eva Ahlen (Switzerland)*

UNICEF, *Pilar Aguilar (US)*

USAID, *Mitch Kirby (Kenya)*

Windle Trust, *Robin Shawyer (Kenya)*

World Education, *Fred Ligon (Thailand)*

World Food Program, *Annmarie Isler (Italy)*

World Vision International, *Micael Olsson (US)*