

INEE

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



INEE Global Consultation
March 31-April 2, 2009

Bridging the Gaps: Risk Reduction, Relief and Recovery

2009

The Inter-Agency Network for Education in Emergencies (INEE)

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from non-governmental organisations, 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.

Please visit the INEE website for more information: www.ineesite.org

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Table of Contents

Welcome	2-3
Christopher Talbot (Chair, INEE Steering Group) and Allison Anderson (Director, INEE Secretariat)	2
Vernor Muñoz (UN Special Rapporteur on the Right to Education)	3
Schedule-at-a-Glance	4
2009 Consultation Programme	6-42
Tuesday, March 31, 2009.....	6
Wednesday, April 1, 2009	20
Thursday, April 2, 2009	34
Friday, April 3, 2009	42
Preliminary Delegate List	43
In Memoriam	54
Acknowledgements	55
Services and Information	58
Appendices	60-70
INEE Global Consultation Concept Note	60
Reminders and Responsibilities for Session Chairs	62
Reminders and Responsibilities for Session Rapporteurs.....	63
INEE Organisational Chart.....	64
Engage with INEE	65
Summary from INEE Annual Report 2008	70
Notes	72

Welcome

Dear Delegates,

Welcome to the INEE Global Consultation 2009—*Bridging the Gaps: Risk Reduction, Relief and Recovery*. We are delighted to have you here with us in Istanbul, Turkey for this great event.

Over the next three days, we will have the opportunity to work together and share experiences in an effort to bridge the gaps currently affecting the field of education in emergencies. We will be addressing a number of overlapping and interrelated issues that include: engagement throughout the relief to recovery continuum; financing; coordination, cross-sectoral linkages and cross-framework dialogue; teaching and learning; and technical and resource capacity.

Through our combined and mutually beneficial efforts to achieve INEE's strategic goals, the information and insights shared and actions taken by delegates over the coming days will benefit you, your organisations and the wider network directly. These strategic goals are:

- Strengthening institutional coordination to ensure education for all affected by crisis
- Enhancing global knowledge and capacity in order to support education in crisis and post-crisis settings
- Promoting a dynamic network to advance the field of education in emergencies

Building upon two previous consultations in 2000 and 2004, the third global consultation provides a unique forum for governments and civil society to work together, face to face, to build upon lessons learned and create strategies and plans for meeting the right to education for all and contributing to a life with dignity for those affected by crisis.

We look forward to your active engagement throughout the duration of the consultation and to continuing this collaboration well beyond this gathering.

Sincerely,



Christopher Talbot
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Message from the Special Rapporteur on the Right to Education

Dear Delegates,

It is with genuine regret that I write this letter in place of attending the 2009 INEE Global Consultation—*Bridging the Gaps: Risk Reduction, Relief and Recovery*. Nonetheless, I welcome this opportunity to make the following observations, which I hope you will carry with you throughout the consultation.

The need for this consultation is reflected in the millions of children out of school because they live in crisis-affected countries and the continuing challenges the international community faces in ensuring the right to education for all. In contrast, it also reflects a convergence of commitment and dedicated action apparent in the multidisciplinary participants who have gathered with one shared aim: to understand more clearly how best to address and respond to the current gaps in meeting the right to education for all and, more specifically, in emergencies through development.

I have little doubt that this forum, made possible by the unwavering work of the INEE network, will do much to aid this understanding. It will serve to encourage and add vitality to the necessary and continued engagement of all actors, including children and marginalised learners of all ages, parents, communities and teachers, so that they may continue and redouble their significant efforts to date.

Already a number of priorities and key recommendations have been identified and publicised. If followed these will contribute to ensuring the provision of accessible, available, adequate and appropriate education. They should act as a focus of future efforts. All are situated within an overarching paradigm that insists upon the need of the international community, including States, donors, multilateral agencies, organisations and individuals to recognise and entrench inclusive education as a human right and an integral part of the response to emergencies.

Priorities with specific resonance to the INEE Global Consultation include the need for all actors to seek mechanisms to improve their overall coordination, more specifically to support the Inter-Agency Standing Committee's Education Cluster and to use the INEE Minimum Standards as a basis for educational activities.

Donors must focus on ensuring an increased and equitable stream of funding based on clearly identified needs at all 'phases', rather than on their own chosen priorities. All States, and in particular those prone to conflict or natural disasters, should prepare a plan of action as part of their general educational programmes, anchored in current and shared research and best practice, and including appropriate training of teachers and all relevant personnel in various aspects of emergency situations and responses.

There are few of us who have not been or will not be affected in some way by emergencies and their aftermath. The specific responsibility to promote and protect the right to education at such times rests upon us all.



Vernor Muñoz
UN Special Rapporteur on the Right to Education

Consultation Agenda:

Schedule-at-a-Glance

Monday, March 30

12:00-17:00 Registration (Marmara Hotel Lobby)

Tuesday, March 31

8:00-9:00 Registration (Taksim Foyer)

9:00-11:15 Welcome & Opening Plenary (Taksim Ballroom)

11:15-11:45 Coffee/Tea Break (Taksim Foyer)

11:45-13:00 Plenary: Addressing Gaps within the Global Architecture of Education in Emergencies (Taksim Ballroom)

13:00-14:30 Lunch (Taksim Foyer)

13:00-16:15 Commonwealth-ADEA Ministerial Luncheon and Roundtable (Tepe Room, 19th floor; closed session)

14:30-16:15 Concurrent Learning Session Block 1

- Bridging the Quality Gap: Launch of the INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Crisis Recovery (Taksim Ballroom A)
- Education for Social Cohesion and Peace: Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights (Taksim Ballroom B)
- Orientation on the INEE Minimum Standards Handbook and Toolkit (Anadolu Room)
- Promoting Safe Learning Environments: Minimising Violence in Schools (Kiz Kulesi Room)
- Increasing Inclusion in Emergency Education: Key Issues from the INEE Inclusive Education and Disability Task Team (Beyoğlu Room)

16:15-16:45 Coffee/Tea Break (Taksim Foyer)

16:45-18:30 Concurrent Learning Session Block 2

- Researching Education and Protection in Humanitarian Emergencies (Taksim Ballroom A)
- Introducing the Education Cluster (Beyoğlu Room)
- Certification of Learning Achievements of Refugee and Displaced Students: Successes, Challenges and Recommendations (Kiz Kulesi Room)
- Have We Made a Difference? INEE Minimum Standards 4 Years On (Beşiktaş Room)
- Closing the Learning Gap: The Potential and Pitfalls of Accelerated Learning Programmes in Emergency and Post-conflict Settings (Taksim Ballroom B)
- Integrating Quality Education within Emergency Response for Humanitarian Accountability: The Sphere-INEE Companionship (Haliç Room)
- From Emergency Reforms to Sustainable Development of Education Systems in Afghanistan and Angola (Anadolu Room)

18:30-19:30 Welcome Reception (Taksim Foyer)

Marketplace: Open Tuesday-Thursday from 9:00-5:00 pm (Taksim Ballroom)

Delegates are invited to visit the Marketplace in order to review and pick up materials made available by INEE and other organisations participating at the consultation.

Wednesday, April 1

9:00-10:30 Plenary: The Hidden Emergency— Education in Fragile Situations (Taksim Ballroom)

10:30-11:00 Coffee/Tea Break (Taksim Foyer)

11:00-12:45 Concurrent Learning Session Block 3

- Capacity Development for Educational Systems in Fragile Contexts (Taksim Ballroom A)

- Effective Education Financing in Fragile Contexts: Challenges and Opportunities (Beyoğlu Room)
 - Forced Migration in Conflict: Impact on Teacher Quality and Effectiveness (Haliç Room)
 - Psychosocial Programming After the Emergency Phase: A Look at Emergency Education Programmes in Transition (Anadolu Room)
 - Strategies to Increase & Improve Educational and Skills Building Opportunities for Displaced Youth (Taksim Ballroom B)
 - Personalising and Localising Community-Based Disaster Prevention Education: Personal and Professional Tools (Kiz Kulesi Room)
- 12:45-14:15 Lunch (Taksim Foyer)
- 14:15-18:15 Concurrent Working Session Block 4
- (15:45-16:15) *Coffee/Tea Break during session (Taksim Foyer)*
- Updating the INEE Minimum Standards Handbook: Opportunities to Shape the Process and the Content (Haliç Room)
 - Evidence for Change in Fragile Contexts: Research, Analysis and Advocacy (Taksim Ballroom A)
 - Programmatic Responses to Ensuring Access to Education in Armed Conflict (Beşiktaş Room)
 - The Quality Imperative Within Education for All: Teaching and Learning Essential Skills for Peaceful and Productive Societies (Anadolu Room)
 - Comprehensive Approaches to VET and Youth Livelihoods (Beyoğlu Room)
 - Tools for School Disaster Reduction: Learning by Doing (Kiz Kulesi Room)
 - Reaching Gender Equality In and Through Education in Emergencies, Chronic Crisis and Early Recovery (Taksim Ballroom B)
- 18:15 Adjourn
- 18:30-20:00 Rewrite the Future Global Evaluation Meeting (Hosted by Save the Children) (Haliç Room)
- 18:45-20:15 INEE Adolescent & Youth Task Team Business Meeting (Beyoğlu Room)
- 19:00-20:15 ADEA Meeting (Closed session, ADEA representatives only) (Ortaköy Room)

Thursday, April 2

- 9:00-13:00 Concurrent Working Session Block 5
- (10:30-11:00) *Coffee/Tea Break during session (Taksim Foyer)*
- The Path of Most Resilience: Early Childhood Care and Development in Emergencies (Haliç Room)
 - Understanding the Impact of International Financial Institutions' Policies and the International Legal Context on Teachers and Teaching Quality: Evidence from Uganda and Burundi (Taksim Ballroom A)
 - Inclusive Education in Emergencies: What Can We Do in Practice? (Kiz Kulesi Room)
 - Opportunities and Challenges in Building Capacity in the Education Cluster (Beyoğlu Room)
 - Towards a Strategic Research Agenda for Education in Emergencies, Chronic Crises, Early Recovery, and Fragile Contexts (Taksim Ballroom B)
 - INEE Minimum Standards: What Are the Next Steps? (Anadolu Room)
 - Mainstreaming HIV and AIDS in Education in Emergencies (Ortaköy Room)
- 13:00-14:30 Lunch (Taksim Foyer)
- 14:30-16:30 Closing Plenary (Taksim Ballroom)

Friday, April 3 - Optional Post-Consultation Sessions & Meetings

(lunch provided from 12:30-14:00)

- 9:00-13:00 Early Childhood Task Team Business Meeting (Ortaköy Room)
- 9:00-17:00 Planning Meeting for INEE Teaching and Learning Initiative (Anadolu Room)
- 9:30-12:30 Inclusive Education and Disability Task Team Business Meeting (Haliç Room)
- 9:30-12:30 Language Community Business Meetings (Arabic, French, Portuguese and Spanish) (Kiz Kulesi Room)
- 10:00-12:00 University-NGO Partnerships for Education in Emergencies: University of Nairobi & International Rescue Committee (Beyoğlu Room)
- 10:00-17:00 Consultative Workshop to Develop Guidance Notes for Safer School Construction (Taksim Ballroom A)

Consultation Agenda:

Tuesday, March 31, 2009

TUESDAY, MARCH 31, 2009

9:00-11:15 Welcome & Opening Plenary: Bridging the Gaps (Taksim Ballroom)

Welcome Speakers:

- Mary Mendenhall, Global Consultation Consultant, INEE
- Prof. Dr. Abdussamet Arslan, Deputy Undersecretary, Ministry of Education, Turkey
- Gabaipone Mmasekgoa Masire-Mwamba, Deputy Secretary General, Commonwealth Secretariat
- Christopher Talbot, Steering Group Chair, INEE; and Chief, a.i., Education in Post-Conflict and Post-Disaster Situations, UNESCO

The opening plenary will elaborate on the theme of the INEE Global Consultation 2009—*Bridging the Gaps: Risk Reduction, Relief and Recovery*. From their personal and professional experiences, speakers will explore both the challenges and opportunities currently facing the field of education in emergencies. The moderator and speakers will also pose larger questions for the consultation delegates to consider throughout the duration of the consultation.

Panelists for Moderated Discussion:

- Hon. Mrs. Daphrosa Gahakwa, Minister of Education, Rwanda
- Khin Htway, Youth Advisor, Women's Refugee Commission (Myanmar)
- Susan Nicolai, Deputy Coordinator, Education Cluster Unit, Save the Children

Chair: Christopher Talbot, Steering Group Chair, INEE; and Chief, a.i., Education in Post-Conflict and Post-Disaster Situations, UNESCO

11:15-11:45 Coffee/Tea Break

11:45-13:00 Plenary: Addressing Gaps within the Global Architecture of Education in Emergencies (Taksim Ballroom)

This plenary discussion will examine gaps within the global architecture of education in emergencies as well as innovations and steps that have been taken or are currently being taken to address those gaps. The panel will begin with an overview and mapping of the field of education in emergencies, including how INEE as a network and its participatory bodies fit within the global architecture and how INEE collaborates with and complements other frameworks and actors in order to bridge these gaps. The panel will also examine how INEE's inter-agency policy dialogue and advocacy, capacity-building initiatives and tool development, such as the INEE Minimum Standards, are helping to bridge the risk reduction, response and recovery gaps. Finally, the panel will examine global gaps with respect to disaster risk reduction and prevention education, including priority actions that INEE, its members and partners, can take to reduce these gaps.

Speakers:

- Peter Buckland, Lead Education Specialist, World Bank
- Allison Anderson, Director, INEE
- Marla Petal, Co-Director, RiskRED and Co-Chair, Coalition for Global School Safety and Disaster Prevention Education

Chair:

- Mitch Kirby, Senior Regional Education Advisor, USAID

13:00-14:30 Lunch (Taksim Foyer)

13:00-16:15 Commonwealth-ADEA Ministerial Luncheon and Roundtable

(Tepe Room, 19th floor; closed session)

Commonwealth-ADEA Ministerial Roundtable

Education and Gender in Conflict, Forced Migration and Post-Conflict Reconstruction: Implications for Development

Reports indicate that armed and other forms of conflict have differential impact on men, women, boys and girls. In fact, it has been reported that conflict, natural disasters and other difficult circumstances such as 'forced migration' present major obstacles to achieving the MDGs, in particular, the goals of Universal Primary Education and 'Women's Empowerment (Goals 2&3). For instance, returnee child soldiers (boys) from Uganda (2004), Sierra Leone, and Liberia did not choose returning to school as a priority, while girls had little difficulty returning to schools though they faced different challenges such as the problem of security.

In these environments however, the inequalities and inequities are further exacerbated by issues such as access to education, food distribution, access to resources including financing, mortality and the challenges presented by a 'dual-economy'. As a consequence, intervention and recovery programmes must adopt a holistic perspective, with a particular emphasis on gender, that draws upon qualitative and quantitative specificities in the delivery of education.

In seeking to address these challenges, African Ministers of Education adopted the 'Mombasa Declaration' on Education in Conflict & Difficult Circumstances, setting out a framework on how to improve education delivery. This declaration was profiled at the 1st and 2nd INEE Global Consultations.

Building on the achievements made through the Mombasa Declaration and the launch of the INEE Minimum Standards, this Ministerial Roundtable will seek to review the challenges highlighted above and outline practical steps to improve education delivery in conflict, forced migration and post-conflict situations. The session will benefit from presentations from renowned experts, practitioners, and civil society representatives.

Speakers:

- Honourable Ministers of Education and Senior Officials of Uganda, Kenya, Sierra Leone, Liberia, Ivory Coast, Democratic Republic of Congo, and Rwanda
- Ms. Sherrill Whittington, Consultant on Gender, Governance and Peacebuilding (Australia)
- Prof. Harendra de Silva, Professor in Pediatrics, Faculty of Medicine Ragama; Founder & Chairman, National Child Protection Authority; Researcher and Expert, Child Soldiers (Sri Lanka)
- Dr. Monica Juma, Executive Director for Research, Africa Institute of South Africa (South Africa)
- Dr. Leith Dunn, Senior Lecturer/Head, Centre for Gender and Development, University of West Indies (Jamaica)

Chair:

Gabaipone Mmasekgoa Masire-Mwamba, Deputy Secretary General, Commonwealth Secretariat

Learning & Working Sessions Defined

Learning Sessions are 1 hour 45 minute briefing sessions consisting of an introduction to a topic through a presentation and discussion.

Working Sessions are 4 hour working sessions consisting of an in-depth orientation on an issue and a mini-training and/or a task-oriented activity focused on working together toward a specific outcome or deliverable (includes 30 minute coffee/tea break).

14:30-16:15 Concurrent Learning Session Block 1

TUESDAY, MARCH 31, 2009

Session Title (1/5):	Bridging the Quality Gap: Launch of the INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery
Abstract:	<p>Along with structures, supplies, curricula and furniture, appropriately qualified teachers are critical for the provision of quality, protective education. However, in fragile states, situations of displacement and post-crisis recovery, teachers are often underpaid or not paid at all. Meanwhile, there are no policies or guidelines that exist on teacher remuneration in these contexts. This has led to inconsistencies in the eligibility for, amount and frequency of teacher stipends among and within non-governmental organisations (NGOs), government ministries and UN agencies. In the long-term, these insufficiencies and inconsistencies can lead to a brain drain from the teaching force thus weakening education systems. Non-payment of salaries can also contribute to social unrest, and to learning situations in which children are vulnerable to exploitation.</p> <p>The INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery were developed to address this critical challenge to quality education, and as such, provide a suggested framework for compensating teachers. They are organised around the following three themes:</p> <ul style="list-style-type: none"> • Policy and Coordination of Teacher Compensation • Management and Financial Aspects of Teacher Compensation • Teachers' Motivation, Support and Supervision as Forms of Non-Monetary Teacher Compensation <p>Speakers will give an introduction to the consultative development of the Guidance Notes and an overview of the content. Participants will hear how they are being used in fragile contexts as a platform for planning and implementing an appropriate response to teacher compensation and will then examine how they can be adapted for use in diverse contexts, sharing experiences, good practices and lessons learnt in this process. Participants will also discuss opportunities and make plans for future dissemination and use in policy and programming as well as make recommendations as to the incorporation of key elements within the Guidance Notes in the update of the INEE Minimum Standards handbook.</p>
Chair:	Allison Anderson, Director, INEE
Presenters:	<p>Kathy Hurley, Senior Vice President for Strategic Partnerships, Pearson Foundation Shewaye Tike, CYPD Coordinator, International Rescue Committee Jenny Perlman Robinson, Senior Program Officer, Women's Refugee Commission Laura Brannelly, Researcher/Consultant, CfBT Education Trust Rachel McKinney, Consultant, UNICEF Zimbabwe</p>
Location:	Taksim Ballroom A

14:30-16:15 Concurrent Learning Session Block 1 (Continued)

Session Title (2/5):	Education for Social Cohesion and Peace: Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights
Abstract:	<p>Do emergency education programmes help students cope with present problems and prepare them for a constructive role in rebuilding their societies? The INEE Minimum Standards for teaching and learning require that the curriculum meets the special needs of emergency-affected students, including education for life skills, respect for diversity, human rights, peace and active citizenship. These various topics are often treated separately, and hence difficult for schools to manage and for programmes to evaluate.</p> <p>These issues are addressed in a new tool: 'Learning to Live Together: Design, Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights.' The new Guidebook moves from a review of national educational goals relating to learning to live together to the delineation of a curriculum framework covering basic competencies (interpersonal, intrapersonal, cognitive) and their application in various thematic areas--from personal conflict resolution, to human rights and participation in civic life and peacebuilding. This framework can be adapted for programme design or for design of monitoring and evaluation schemas. The Guidebook also covers evaluation of teaching methodologies and textbook preparation in this area. The tool can be used for textbook analysis, to guide preparation of interview schedules for assessing learning and impact in schools and teacher training institutions or to structure analysis of the interview responses. Special emphasis is placed on elicitive approaches to interviews and focus group discussions.</p> <p>The tool is the outcome of collaboration between UNESCO's International Bureau of Education and Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ). The Guidebook has been piloted by the Sri Lankan Education Ministry's Social Cohesion and Peace Education Unit.</p>
Chair:	Rüdiger Blumör, Director Sector Project, GTZ
Presenters:	<p>Margaret Sinclair, Project Lead - Education in Conflict, Office of Her Highness Sheikha Mozah Bint Nasser Al-Missned</p> <p>Dr. Beebi Hajarjhan Jhan Mohamed Khan, Director of Education, Social Cohesion and Peace Education Unit, Ministry of Education, Sri Lanka</p> <p>James Kearney, Doctoral Candidate, Edinburgh University</p>
Location:	Taksim Ballroom B

14:30-16:15 Concurrent Learning Session Block 1 (Continued)

TUESDAY, MARCH 31, 2009

Session Title (3/5):	Orientation on the INEE Minimum Standards Handbook and Toolkit
Abstract:	<p>The INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction are the first global tool to provide guidance to support access to quality education in emergencies. They are both a handbook and an expression of commitment that all individuals – children, youth and adults – have a right to education during emergencies. Developed in 2003-2004 with the participation over 2,250 individuals from more than 50 countries, the INEE Minimum Standards reflect education rights and commitments as well as consensus on good practices and lessons learnt across the fields of education and protection in emergency and post-conflict situations.</p> <p>The INEE Minimum Standards are used in over eighty countries in the world, for programme assessment, design, monitoring and evaluation; as a global framework for coordinated action; and for advocacy and policy formulation as well as research.</p> <p>Participants who want to know more about INEE’s foundational tool are invited to attend this learning session, which will provide an overview of the INEE Minimum Standards, including the consultative process that led to their development; the content of the INEE Minimum Standards Handbook; their rights-based foundation; concrete examples of implementation by INEE members around the world, and an overview of related resources, especially the INEE Toolkit, and next steps.</p>
Chair:	Helge Brochmann, Programme Specialist, UNESCO Beirut and Norwegian Refugee Council
Presenters:	<p>Jennifer Hofmann, Coordinator for Minimum Standards, INEE Dean Brooks, Programme Manager, Norwegian Refugee Council, Lebanon Bente Sandal-Aasen, Adviser Education in Emergencies, Save the Children Norway Helge Brochmann, Programme Specialist, UNESCO Beirut and Norwegian Refugee Council</p>
Location:	Anadolu Room

14:30-16:15 Concurrent Learning Session Block 1 (Continued)

Session Title (4/5):	Promoting Safe Learning Environments: Minimising Violence in Schools
Abstract:	<p>The panel presentation will be an opportunity to familiarise participants with challenges different organisations have identified in promoting safe learning spaces and enhancing the protective dimension of education. Presenters will highlight some of their strategies for addressing these challenges, and ways of measuring safe spaces. Examples from Chad and the Central African Republic (CAR) will be discussed in an effort to analyse how education systems can provide safety to refugee children.</p> <p>UNHCR will present a general framework for both defining and promoting safe learning environments in refugee settings. The presentation will give a broad overview of what constitutes a safe learning environment, challenges to be addressed, types of strategies for reducing violence in schools, and possible ways to measure success.</p> <p>Christian Children’s Fund (CCF) will present the findings of its recent impact assessment on child friendly spaces and highlight both the lessons learned and good practice in establishing safe learning environments for child friendly spaces. CCF will describe how it conducted the assessment and specific ways of measuring safe learning environments within child friendly spaces.</p> <p>The International Rescue Committee (IRC) will then present its partnership with UNHCR and some additional tools and training materials that it jointly developed with UNHCR to further ‘operationalise’ these general guidelines. IRC will present the piloting of training materials in both Chad and CAR that will become distance education modules for UNHCR and implementing partner staff. IRC will share some of the types of violence and strategies that participants in these two trainings described for reducing violence in schools. The necessity to build a vision before mainstreaming Safe Learning Environments through the project cycle will be highlighted.</p> <p>UNHCR in Chad will present the strategy developed for the project Educating Children of Darfur funded by PriceWaterhouseCoopers in the challenging environment of Eastern Chad. Efforts will be made not only to provide safe infrastructures, but also to build a protective education system through a high level of quality of education in the camps.</p>
Chair:	Eva Ahlen, Senior Education Officer, UNHCR
Presenters:	<p>Audrey Nirrengarten, Associate Education Officer, UNHCR Jennifer Sklar, Education Technical Advisor, International Rescue Committee Martin Hayes, Child Protection Specialist, Christian Children’s Fund Barry Sesnan, Consultant, Echo Bravo</p>
Location:	Kiz Kulesi Room

14:30-16:15 Concurrent Learning Session Block 1 (Continued)

Session Title (5/5):	Increasing Inclusion in Emergency Education: Key Issues from the Inclusive Education and Disability Task Team
Abstract:	The session will introduce the recent work of INEE's Inclusive Education and Disability Task Team, highlighting the concerns and issues that brought the team together and introducing the key learning and guidance that the team has developed. This will include a brief assessment of how inclusion features in education emergency response and an introduction to a practical resource for field staff. The session will introduce and discuss advocacy messages for humanitarian and donor agencies to promote inclusive education in emergencies. It will also aim to capture participants' own views on the barriers to inclusion in education emergency response, as a starting point for a more in-depth working session taking place during the consultation.
Chair:	Sara Lim Bertrand, Education and Child Protection Senior Specialist, Save the Children
Presenters:	Helen Pinnock, Education Advisor, Save the Children Susie Miles, Lecturer in Inclusive Education, EENET & Manchester University
Location:	Beyoğlu Room

16:15-16:45 Coffee/Tea Break

16:45-18:30 Concurrent Learning Session Block 2

Session Title (1/7):	Researching Education and Protection in Humanitarian Emergencies
Abstract:	<p>This learning session will discuss initial findings and methods used to conduct field research on the relationship between protection and education in humanitarian emergencies and development settings, focusing on Darfur, Afghanistan, Lesotho, Nigeria, Rwanda, Swaziland and Tanzania.</p> <p>Safaa El-Kogali, will discuss a 2-year joint Population Council/Women's Refugee Commission research and advocacy project that seeks to identify measures that make and keep schools safe, as well as factors leading to insecurity in schools that must be addressed, in a diverse range of internally displaced communities in West and North Darfur. Safaa will discuss the project overview, initial findings as well as share some of the challenges in conducting such research in a conflict environment. Dana Burde will present methods, barriers, and findings from her research in Afghanistan. This study uses a randomised trial to examine how community-based schools affect children's educational outcomes in rural Afghanistan. Professors Dana Burde and Leigh Linden formed a partnership with the US-based nongovernmental organisation Catholic Relief Services (CRS) to implement random assignment of schools and programme interventions to eligible villages (where no government schools existed). Based on analysis conducted thus far, the introduction of the community-based schools has had a significant impact on children's participation levels and significantly reduces the existing educational disparities between boys and girls. Stephanie Bengtsson, doctoral student at Teachers College, will discuss a five-country research project for UNICEF, The Learning Plus Initiative: Schools as Centres for Care and Support. In addition to providing an overview of this multi-year project, Stephanie will discuss the development of a research instrument, the Learning Plus Index and child-friendly research methods. In addition to specific findings from these research studies, this session will also address the difficulties (theoretical, organisational and logistical) in conducting research on these topics and collecting data in the field.</p> <p>The session will include a group discussion for participants to share their experiences in conducting similar research, thoughts on how to use/disseminate research findings and ideas of ways to increase and strengthen these types of studies.</p>
Chair:	Lesley Bartlett, Associate Professor, Teachers College, Columbia University
Presenters:	<p>Safaa El-Kogali, Director of West Asia and North Africa Region, Population Council-West Asia and North Africa Dana Burde, Professor of International Education, New York University Stephanie E.L. Bengtsson, Doctoral Student / Lead Research Assistant, Teachers College, Columbia University / UNICEF</p>
Location:	Taksim Ballroom A

16:45-18:30 Concurrent Learning Session Block 2 (Continued)

TUESDAY, MARCH 31, 2009

Session Title (2/7):	Introducing the Education Cluster
Abstract:	<p>The Global Education Cluster is the newest of the IASC Clusters, established to enhance preparedness and response to emerging crises, whether human-made or natural disasters, around the world. This recognises the importance of education both as a first humanitarian response (along with health, nutrition, water/sanitation/hygiene, protection, shelter and others) and as a sector which contributes to better preparedness, disaster risk reduction, early recovery and transition from emergency status. In September 2008 an Education Cluster Working Group (ECWG) was inaugurated, embracing a broad alliance of members, to advance the Cluster's activities at all levels – global, regional, national and local.</p> <p>The ECWG is closely aligned to INEE and both global groups seek to promote appropriate education responses in and around emergencies. The Education Cluster is unique, being co-led by a UN Agency (UNICEF) and an NGO (Save the Children).</p> <p>This session will explore the development of the Education Cluster to date, and highlight ways forward as determined by the ECWG meeting just prior to the INEE Global Consultation. It will profile a recent Education Cluster country-level experience, through a case study looking at start up and operation in the Occupied Palestinian Territories.</p> <p>While an overview will be provided of the Education Cluster's work in relation to field operations and capacity building, this session will delve a bit deeper into knowledge management. Participants will take part in a brief activity drawn from field work on assessment and information management. There will be opportunity to further discuss their thoughts on improving the cluster's work in the area of knowledge management.</p> <p>This session is closely linked with a session on the capacity building work of the Education Cluster, held at a later time.</p>
Chair:	Susan Nicolai, Deputy Coordinator, Education Cluster Unit, Save the Children
Presenters:	<p>Roger Wright, Global Education Cluster Coordinator, UNICEF Susan Nicolai, Deputy Coordinator, Education Cluster Unit, Save the Children Ellen Van Kalmthout, Senior Education Specialist, UNICEF Bente Sandal-Aasen, Adviser Education in Emergencies, Save the Children Brenda Haiplik, Senior Specialist in Education in Emergencies, Save the Children Zuki Karpinska, Curriculum and Training Developer in the Child Mental Health Program, CERG</p>
Location:	Beyoğlu Room

16:45-18:30 Concurrent Learning Session Block 2 (Continued)

Session Title (3/7):	Certification of Learning Achievements of Refugee and Displaced Students: Successes, Challenges and Recommendations
Abstract:	<p>This learning session will bring together a committed group of professionals to build upon on-going work on certification issues for refugees and Internally Displaced Persons (IDPs). The session will explore in-country issues and experience of certification, with an emphasis on solutions and new initiatives that are arising.</p> <p>The qualifications students gain from education programmes conducted in refugee or IDP camps are often not recognised by home or host ministries of education. The lack of clear policy guidance means that children are frequently open to arbitrary treatment or cannot move forward with their education. For refugee and IDP pupils and their parents, this is one of the most frequently expressed frustrations and a major obstacle to educational and economic advancement. Proper certification procedures would increase the economic and social contribution of IDPs, refugees and returnees to their respective communities.</p> <p>For international agencies and donors, certification is a critical issue for programme quality, impact and sustainability. There is however a major gap in educational policy and practice. Until 2007, there were no publications on the issue of certification. Since then, a research partnership on education in conflict, emergencies and reconstruction has devoted energy to this issue. The University of Amsterdam, IRC, the Netherlands Ministry of Foreign Affairs and UNESCO IIEP, worked together to lay the research foundations, which were discussed in a seminar on the topic held at IIEP, Paris in January 2008. One of the results of this seminar is a book on certification which will be published in the near future. This was edited by Jackie Kirk, who was brutally murdered in Afghanistan in August this year and whose loss and dedication to this cause is deeply mourned. The learning session in Istanbul will examine new developments in this field since January 2008. It will lay plans for further action including advocacy on policy recommendations such as those outlined in UNESCO-IIEP's policy brief on certification.</p>
Chair:	Christopher Talbot, UNESCO, Chief, a.i. Section for Education in Post-Conflict and Post-Disaster Situations
Presenters:	<p>Barry Sesnan, Consultant, Echo Bravo Andrea Berther, Education Specialist (Emergencies), UNICEF WCAR Regional Office Su-Ann Oh, Research Consultant, ZOA Refugee Care, Thailand Lyndsay Bird, Programme Specialist, Fragile States, UNESCO IIEP</p>
Location:	Kiz Kulesi Room

16:45-18:30 Concurrent Learning Session Block 2 (Continued)

TUESDAY, MARCH 31, 2009

Session Title (4/7):	Have We Made a Difference? INEE Minimum Standards 4 Years On
Abstract:	<p>Launched in 2004, the INEE Minimum Standards represent the first global tool to define a minimum level of education quality required in situations of emergencies, chronic crises, and early reconstruction. Four years after their launch, the handbook has been translated into 14 languages and is being used in more than 80 countries.</p> <p>While there is broad consensus on the utility and relevance of the INEE Minimum Standards, education practitioners and humanitarian workers are still grappling with the question of how to translate the good practices codified in the INEE Minimum Standards Handbook into concrete action and quality programming. Guided by the Working Group on the Minimum Standards, INEE has researched and systematised answers to some of the most pressing questions: How are the INEE Minimum Standards being used by various stakeholders and across contexts? What are common challenges, lessons learnt and good practices? Have they actually contributed to increased coordination, accountability and quality? What is the added value of operationalising and contextualising indicators? How can additional tools and capacity-building opportunities support the implementation of standards?</p> <p>If you are using the INEE Minimum Standards or interested in exploring how you may apply them in your work, this learning session will give you an opportunity to hear directly from other INEE members working in the Canadian International Development Agency, Afghanistan, and on the Thai-Burma border and from the INEE Working Group on Minimum Standards. Participants will also be able to ask questions and to discuss their own challenges and good practices in order to identify how they may apply the lessons learnt and good practices shared by the panel in their own education programmes.</p>
Chair:	Ken Rhodes, Deputy Director, Africa Education Team, Academy for Educational Development and Chair of the Applications and Analysis Subgroup of the INEE Working Group on Minimum Standards
Presenters:	<p>Eli Wærum Rognerud, Programme Specialist, Education in Post-Conflict and Post-Disaster Situations, UNESCO</p> <p>Huma Safi, Assistant Program Manager, Catholic Relief Services Afghanistan</p> <p>Fred Ligon, Director, World Education Thailand</p> <p>Julia Dicum, Senior Analyst, Education; Health and Education Directorate; Sectors and Global Partnerships Branch; Canadian International Development Agency (CIDA)</p>
Location:	Beşiktaş Room

16:45-18:30 Concurrent Learning Session Block 2 (Continued)

Session Title (5/7):	Closing the Learning Gap: The Potential and Pitfalls of Accelerated Learning Programmes in Emergency and Post-conflict Settings
Abstract:	<p>Accelerated Learning approaches are commonly implemented in emergency and post-conflict settings. The term is used to cover various approaches that ensure access to basic education for older children out-of-school through alternative opportunities to formal primary education. Accelerated Learning has the end goal of providing children and youth who have missed enrolling in schools at the stipulated official age a faster way back into the formal education system or other alternative vocational and technical training programmes.</p> <p>The session will highlight ALP interventions implemented by a variety of agencies in conjunction with governments through both formal and non-formal education settings. Questions covering what works (where and why), lessons learned and challenges encountered in the field as well as possible solutions will be addressed. In addition, the potential for Accelerated Learning Programmes for linking with government formal systems and what could be done to allow formal education to benefit more strongly from non-formal efforts will be discussed. The session will conclude with a vibrant discussion on robust recommendations and way forward for Accelerated Learning Programmes for all stakeholders.</p>
Chair:	Nathalie Fiona Hamoudi, Education Specialist, UNICEF Iraq
Presenters:	Helge Brochmann, Programme Specialist, UNESCO Beirut and Norwegian Refugee Council Emily Echessa, Education Adviser, Children in Conflict, Save the Children Nathalie Fiona Hamoudi, Education Specialist, UNICEF Iraq
Location:	Taksim Ballroom B

16:45-18:30 Concurrent Learning Session Block 2 (Continued)

TUESDAY, MARCH 31, 2009

Session Title (6/7):	Integrating Quality Education within Emergency Response for Humanitarian Accountability: The Sphere-INEE Companionship
Abstract:	<p>This learning session will explore the basis and implications of the ‘Companionship Agreement’ signed in October 2008, to promote the use of the <i>INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction</i> (INEE Minimum Standards) and the Sphere Project <i>Humanitarian Charter and Minimum Standards in Disaster Response</i> (Sphere Handbook) as ‘Companion Standards’. This agreement represents an important partnership to support the provision of quality, equitable and relevant education in acute emergencies through to development.</p> <p>The Sphere Humanitarian Charter argues for the universal right of all disaster-affected people to humanitarian assistance, while the Minimum Standards represent consensus on key technical indicators and guidance for: Water supply, Sanitation and Hygiene promotion; Food Security, Nutrition and Food Aid; Shelter, Settlement and Non-Food Items; and Health Services. The INEE Minimum Standards were developed based on the Sphere model, to promote education as a key pillar of emergency response, as well as develop a tool to ensure quality and accountability within these interventions.</p> <p>The companionship agreement between Sphere and INEE is an important achievement towards one of the main objectives of INEE—that education services are integrated into all humanitarian response from the very outset. For an effective education response that addresses children’s holistic needs, coordination and close collaboration between education and other sectors is essential. Education in safe spaces for children in an emergency context, provides a sense of normalcy, psychosocial support, and protection against harm, and a place for delivery of other vital services.</p> <p>In practice, how will the agreement affect those using and promoting Sphere and the INEE Minimum Standards? What needs to be done to maximise the potential of the agreement for improving the lives of people affected by disaster? The session will provide an opportunity to share and record ideas and experience on these questions. Please come prepared to share your ideas on the operationalisation of the Sphere/INEE companionship and bring any relevant tools that you have developed on both sets of standards.</p>
Chair:	Alison Joyner, Consultant (Sphere Project Manager till February 2009)
Presenters:	Alison Joyner, Consultant (Sphere Project Manager till February 2009) Allison Anderson, Director, INEE John Hatch, Education Specialist, USAID Moustafa Osman, Head of Humanitarian Department, Islamic Relief Worldwide & INEE Arabic Language Community Facilitator
Location:	Haliç Room

16:45-18:30 Concurrent Learning Session Block 2 (Continued)

Session Title (7/7):	From Emergency Reforms to Sustainable Development of Education Systems in Afghanistan and Angola
Abstract:	<p>Afghanistan and Angola are recovering from two of the most destructive and protracted wars in history. Despite educational reform efforts to repair the damage, major ongoing challenges include: unequal access to education for learners; insufficient quantity and quality of teaching personnel, including shortages of female teachers; limited to non-existent educational infrastructures; educational reforms implemented by the Ministries of Education that have suffered from severe delays or have not been effectively institutionalized into ministerial structures; and the threat of terrorism against teachers and pupils (Afghanistan only).</p> <p>Amidst these challenges, presenters will propose options for possible ways to bridge the gaps between emergency reform initiatives and the transition to post-conflict reconstruction as well as how to incorporate measures and responses into education policies and programs that will mitigate the effects of challenges associated with the post-war contexts of Afghanistan and Angola.</p> <p>In the case of Afghanistan, challenges caused by security threats, extremely slow pace of personnel and institutional capacity development, discontinuation of reform activities, collapse of temporary parallel structures, and lack of strategies for transition from emergency reforms to sustainable development will be specifically discussed.</p> <p>In the case of Angola, the efforts of the Norwegian Refugee Council (NRC) to sustain the Teacher Emergency Package (TEP) both during and after the conflict that affected the country for 27 years will be examined. Findings will demonstrate the ways in which the country's transition from relief to development affected NRC's ability to transfer the TEP to the Angolan government, thereby compromising its sustainability but also creating new opportunities to integrate certain human, material, and physical resources into the recovering educational system.</p>
Chair:	Rüdiger Blumör, Director Sector Project, GTZ
Presenters:	Susan Wardak, Senior Policy Advisor and General Director of Teacher Education, Ministry of Education Afghanistan Dr. Michael Hirth, Head of Basic Education Program for Afghanistan, GTZ Mary Mendenhall, Global Consultation Consultant, INEE
Location:	Anadolu Room

18:30-19:30 Welcome Reception (Taksim Foyer)

Wednesday, April 1, 2009

9:00-10:30 Plenary: The Hidden Emergency: Education in Fragile Situations (Taksim Ballroom)

Fragility is functionally defined as a state's lack of capacity and/or will to provide basic services to their populations. Contexts of fragility are distinguished by instability (political, economic, social), often coupled with the risk or the presence of violent conflict. Different conditions of fragility affect various aspects of education including access, quality, relevance, equity, and management. The development of the mutually re-enforcing linkages between education and fragility is at the forefront of the global agenda for education in crisis-affected situations. The increasing focus on these issues prompted INEE to establish the Working Group on Education and Fragility in early 2008.

This plenary will provide an overview of what education and fragility is, the challenges to education and the potentialities for education to contribute to stability in fragile situations. Specifically, the session will address three broad key questions:

- What are the challenges for education in fragile situations?
- How can education contribute to peacebuilding, state-building and stability?
- How can INEE further contribute to ensuring quality and accessible education in fragile situations that supports stability and peace?

The session will involve a structured dialogue between a panel of invited speakers and audience members, to allow for the sharing of concrete experiences and the discussion of practical strategies for moving forward the agenda to strengthen education in situations of state fragility or vulnerability.

Speakers:

- Hon. Maker Mwangu Famba, Minister of Education, Democratic Republic of Congo and ADEA representative
- Ginny Kintz, Project Manager, CARE International, Timor Leste
- Alan Smith, UNESCO Chair, University of Ulster, United Kingdom

Chair:

- Rebecca Winthrop, Senior Technical Advisor for Education, International Rescue Committee

10:30-11:00 Coffee/Tea Break

11:00-12:45 Concurrent Learning Session Block 3

Session Title (1/6):	Capacity Development for Educational Systems in Fragile Contexts
Abstract:	<p>It is now well documented and recognised that a lack of capacity is one of the bottlenecks preventing the harmonious development of education systems in any developing country. Given this challenge, the Fast Track Initiative (FTI) for Education for All recently issued guidelines to support decision-making and planning of capacity development strategies in its partner countries.</p> <p>In fragile contexts, the capacity challenge is even sharper and may take different dimensions, namely based on the following considerations:</p> <ul style="list-style-type: none"> (i) Many human resources have fled the country or been destroyed by conflict; (ii) Organisational and implementation capacities have generally been dramatically reduced (including the capacity of public education service provision); (iii) Institutional capacities are subject to the survival of the State and its fulfillment of the core regulation functions; (iv) Simultaneously, there is a pressing need and demand for restoring the basic social services, and especially education, in acceptable time frames. <p>Given the abovementioned context specificities of fragile environments, the strategic approach recommended for developing countries in general may not be appropriate, and the method for building effective and sustainable capacity development strategies needs to be adapted, building on a solid assessment of the situation.</p> <p>Based on these empirical observations, an issue paper on "Capacity Development for Educational Systems in Fragile Contexts" has been developed, which could serve as a basis for further practical work for country-oriented support. The issue paper will be presented and discussed. In addition, experience on teacher education in Afghanistan will be shared.</p>
Chair:	Rüdiger Blumör, Director Sector Project, GTZ
Presenters:	<p>Lynn Davies, Professor of International Education, University of Birmingham Susan Wardak, Senior Policy Advisor and General Director of Teacher Education, Ministry of Education Afghanistan Keith Holmes, Education Specialist, Operations Department, European Training Foundation (ETF)</p>
Location:	Taksim Ballroom A

11:00-12:45 Concurrent Learning Session Block 3 (Continued)

Session Title (2/6):	Effective Education Financing in Fragile Contexts: Challenges and Opportunities
Abstract:	This session will provide participants the opportunity to engage critically with the challenge of assuring effective financing modalities for education in situations of extreme fragility. The presenters will include individuals with direct experience of the strengths and weaknesses of different modalities at a national level. The aim is to provide an open and honest forum which will bring together different perspectives on “what works” and also the potential trade offs in choosing between different modalities. The session will provide an opportunity for participants to enhance their understanding of the strengths and weaknesses of different funding modalities, to learn from others experiences as to how different modalities have been implemented and to discuss the implications that choice of financial modality has on education delivery in fragile contexts. The session will also include a discussion and update on the recently formed FTI Education Transition Fund.
Chair:	Joris Van Bommel, Education Advisor, The Netherlands Ministry of Foreign Affairs
Presenters:	Laura Brannelly, Researcher/Consultant, CfBT Education Trust Ellen van Kalmthout, Senior Education Specialist, UNICEF Emily Echessa, Education Adviser, Children in Conflict, Save the Children
Location:	Beyoğlu Room

11:00-12:45 Concurrent Learning Session Block 3 (Continued)

Session Title (3/6):	Forced Migration in Conflict: Impact on Teacher Quality and Effectiveness
Abstract:	<p>Migration is a phenomenon that has impacted, both positively and negatively, teachers and learners over the last century. Since 1949, the International Labour Organization (ILO) in the Migration for Employment Convention (Revised) 1949 has sought to guide and influence national policies, laws and regulations relating to emigration and immigration. In the 1960's, recognising the impact of migration on "underdevelopment", the ILO noted that there was cognizance of the "stress" that migration can create in developing countries and the need to "encourage the transfer of capital and technology rather than of workers".</p> <p>Whether it is the qualified teachers of developing countries migrating to the "greener pastures" of the industrialised or learners seeking university qualifications to "better" their education in metropolis, the education systems of the source and the receiving countries can be affected by a multitude of factors. However, where migration is "forced", the impact and effect can be perilous for the teachers, learners and the education systems from which they come. The loss of dignity and sense of hope experienced by those who are forced to migrate internally and beyond their own borders can have untold detrimental impact on all persons, not least, teachers and learners</p> <p>The Guiding Principles (1998) on Internal Displacement caused by forced migration in conflict and emergencies speak to the fact that displaced persons may be discriminated against merely for being displaced and it is more difficult for them to access basic services. They are more vulnerable than other groups to abuse by others, reflected in the high levels of sexual and gender-based violence in IDP settings.</p>
Chair:	Dr. Roli Degazon-Johnson, Education Adviser, Commonwealth Secretariat Ms. Elsie Onubogu, Gender Adviser, Commonwealth Secretariat
Presenters:	<p>Prof. Harendra de Silva, Expert, Sri Lanka Dr. Leith Dunn, Senior Lecturer/Head, Centre for Gender and Development, University of the West Indies (Jamaica) Mr. Ramesh Joshi, Municipal teachers Organization of Mumbai, India Dr. Meera Sethi, Senior Regional Advisor for Sub-Saharan Africa, International Organisation for Migration (IOM) Ms. Sherill Whittington, Consultant on Gender, Peace and Conflict (Australia)</p>
Location:	Haliç Room

11:00-12:45 Concurrent Learning Session Block 3 (Continued)

Session Title (4/6):	Psychosocial Programming after the Emergency Phase: A Look at Emergency Education Programmes in Transition
Abstract:	Psychosocial support in its many manifestations has become a recognised and necessary component of emergency education programming. However, too often the value added by bringing a psychosocial support component into educational offerings in emergency contexts is lost as programmes transition out of the relief phase. This session will consider ways in which emergency education programmes can integrate well-being and socio-emotional learning into education (both formal and non-formal) in a sustainable way following an emergency.
Chair:	Ragnhild Dybdahl, Director of Education and Research Department, Norwegian Agency for Development Cooperation (NORAD)
Presenters:	Bente Sandal-Aasen, Adviser Education in Emergencies, Save the Children Norway Ana Diaz, Volunteer Facilitator and M&E Specialist, Fundación para la Reconciliación (Colombia) Michael Wessells, Senior Advisor on Child Protection, Christian Children's Fund
Location:	Anadolu Room

11:00-12:45 Concurrent Learning Session Block 3 (Continued)

Session Title (5/6):	Strategies to Increase & Improve Educational and Skills Building Opportunities for Displaced Youth
Abstract:	<p>The Women’s Refugee Commission, Norwegian Refugee Council (NRC) and the INEE Adolescent and Youth Task Team (AYTT) will organise an interactive learning session that focuses on strategies to address the educational and job training needs of displaced young women and men. The session will begin with a facilitated discussion with panelists who will share their perspective of what appears to be working in regards to post-primary and skills building opportunities for displaced youth, what’s missing and what more is needed. Panelists will include: NRC discussing their Youth Education Pack concept, objectives and lessons learned; RET sharing elements of what works and what matters to refugee youth based on two of their programmes with displaced youth; and two Women’s Commission youth advisors who come from conflict-affected countries to share their opinions and perspectives. The panel will be moderated by the Women’s Refugee Commission.</p> <p>After the panelists’ discussion, participants will divide into small groups to address the same questions of what’s working, what’s missing and what more is needed. Each small group will include a youth advisor to contribute to the discussion. The groups will reconvene for a plenary discussion where each small group will briefly share a few ideas of models for possible replication; gaps that need to be addressed; and strategies and tools that are required to address ongoing needs. These ideas will be discussed among the panelists and larger group.</p> <p>The session will conclude with the Women’s Refugee Commission, NRC and AYTT sharing some recent tools developed & initiatives underway to address some of the issues raised (e.g., NRC’s Youth Education Pack, Women’s Refugee Commission’s Market Assessment Toolkit, AYTT’s mapping exercise and action plan, etc)</p>
Chair:	Jenny Perlman Robinson, Senior Program Officer, Children and Youth, Women’s Refugee Commission
Presenters:	<p>Eldrid Midttun, Senior Education Adviser, Norwegian Refugee Council Jenny Perlman Robinson, Senior Program Officer, Women’s Refugee Commission Nicolas Servas, Adolescent and Youth Task Team Co-Chair (AYTT); Programme Development Manager, The Foundation for the Refugee Education Trust (RET) Ishmeal Alfred Charles, Youth Advisor, Women’s Refugee Commission, Sierra Leone Christine Lamunu, Youth Advisor, Women’s Refugee Commission, Uganda</p>
Location:	Taksim Ballroom B

11:00-12:45 Concurrent Learning Session Block 3 (Continued)

Session Title (6/6):	Personalising and Localising Community-based Disaster Prevention Education: Personal and Professional Tools
Abstract:	<p>This learning session will set the stage for community-based disaster reduction work with a brief review of successful efforts to meet special needs of early childhood, people with disabilities, and non-literate populations and mobilisation of child-led disaster reduction efforts.</p> <p>Simple tools for personalising community-based disaster reduction and Family and Organisational Disaster Plans will be examined and participants will identify their own disaster preparedness priorities.</p> <p>Participants will have the opportunity to examine a wide range of hands-on materials available for disaster reduction education, and evaluate these for content, design, and interactivity. Materials will be assessed for potential adaptation and localisation.</p> <p>Participants will also learn about the development of a comprehensive library of disaster reduction educational materials and participate in design of a Learning Management System to streamline adaptation and localisation of materials and online courseware for educators and humanitarian actors.</p>
Chair:	Zeynep Turkmen, Social Development Consultant, Bogaziçi University, Center for Disaster Management
Presenters:	Zeynep Turkmen, Social Development Consultant, Bogaziçi University, Center for Disaster Management Yasamin O. Izadkhah, Assistant Professor, International Institute of Earthquake Engineering and Seismology (IIEES) Risk Management Center Marla Petal, Co-Director, RiskRED and Co-Chair, Coalition for Global School Safety and Disaster Prevention Education Sanjaya Bhatia, Focal Point Disaster Resilient Schools and Hospitals, World Bank
Location:	Kiz Kulesi Room

12:45-14:15 Lunch (Taksim Foyer)

14:15-18:15 Concurrent Working Session Block 4 (including coffee/tea break: 15:45-16:15)

Session Title (1/7):	Updating the INEE Minimum Standards Handbook: Opportunities to Shape the Process and the Content
Abstract:	<p>This session will engage participants in a review of the proposed update of the INEE Minimum Standards (2009-2010).</p> <p>Following a presentation of the feedback and analysis that will inform the update, participants will have the opportunity to contribute their thoughts and suggestions on how to improve the content and format of the standards for the next version of the handbook. Plenary discussions will consider the style and format of the guide, as well as the anticipated process for conducting the update. Smaller working groups will focus on how to strengthen the standards' crosscutting themes in <i>HIV/AIDS, disability and vulnerability, and early childhood care and development</i>.</p> <p>This working session will provide a hands-on opportunity for participants to concretely shape the changes to be made and the process to follow to update the INEE Minimum Standards. If you are a user of the standards or simply have expertise in an issue that needs strengthening in the handbook, please come to share your thoughts and be part of this exciting update initiative!</p> <p><i>Background on the INEE Minimum Standards:</i> In order to develop a tool to help achieve a minimum level of educational access and quality in emergencies and early reconstruction as well as to ensure the accountability of the workers who provide these services, the INEE Working Group on Minimum Standards facilitated a highly consultative process to develop <i>Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction</i>. In use in more than 60 countries since their launch in 2004, the standards represent globally-accepted good practice to guide analysis and community participation; access and learning environments; teaching and learning; teachers and other education personnel; and education policy and coordination</p>
Chair:	Pilar Aguilar, Senior Education Advisor, UNICEF
Presenters:	<p>Eric Eversmann, Education Advisor, Catholic Relief Services Jennifer Hofmann, Coordinator for Minimum Standards, INEE Jennifer Sklar, Education Technical Advisor, International Rescue Committee</p>
Location:	Haliç Room

WEDNESDAY, APRIL 1, 2009

14:15-18:15 Concurrent Working Session Block 4 (Continued)

Session Title (2/7):	Evidence for Change in Fragile Contexts: Research, Analysis and Advocacy
Abstract:	Education plays a central and very visible role in any state. Education's role is no less central in fragile contexts. Yet our understanding of this role, and knowledge of how best to support education during prolonged periods of crisis or slow recovery, has yet to be rooted in a strong evidence base. This session will briefly explore the notion of education and fragility: what does it mean and why is it important? This will lead to an examination of the need to increase the evidence base, and to organise and analyse that evidence in a way that can contribute to mitigating fragility. The Education and Fragility Working Group's Analytic Framework will be presented as a means to help organise and 'interrogate' collected evidence. In smaller groups, participants will use the framework to pursue more incisive understanding of the interplay between education and security, governance, economy, society, and environment. To conclude the session, groups will combine insights gained from each education and fragility 'lens' to develop a revised analytic framework and other policy, planning and implementation guidance that the Education and Fragility Working Group, and INEE members, can use to pursue more and better evidence about the interplay between education and fragility.
Chair:	John Hatch, Education Specialist, United States Agency for International Development Cornelia Janke, Associate Director, Global Learning Group, Education Development Center
Presenters:	Kerstin Tebbe, Coordinator for Education and Fragility, INEE Alan Smith, UNESCO Chair, University of Ulster Nour El Din Sharief, Minister of Education, West Darfur State, Sudan
Location:	Taksim Ballroom A

14:15-18:15 Concurrent Working Session Block 4 (Continued)

Session Title (3/7):	Programmatic Responses to Ensuring Access to Education in Armed Conflict
Abstract:	<p>In armed conflicts, children are often denied access to education, many for months and even years. There is often a deliberate use of force in ways that disrupt and deter the provision of and access to education. This violence, targeted against students, teachers, and schools for political, military or ideological reasons can have severe and long term affects on children and education. This violence has included destroying schools, abducting teachers and students, voluntary and forced recruitment of child soldiers, extortion of teachers, occupation of schools as military bases, prevention of attendance, and attacks on students, teachers and other educational personnel. Among the worst affected countries and territories in the past five years are Afghanistan, Colombia, Iraq, Nepal, Occupied Palestinian Territories, Sri Lanka, Sudan and Zimbabwe.</p> <p>Under the most challenging conditions, a number of innovative programmatic responses have been created to ensure access to education for children and education systems both as victims and targets of war. These include armed protection, community defense, promotion of education resilience, schools as safe sanctuaries and a number of education programmatic responses to help children make up lost months and years out of school. In Nepal, a programme in Schools as Zones of Peace was initiated involving negotiations among community stakeholders, including the army and Maoist insurgents, to reach agreement on schools as safe sanctuaries. In Afghanistan, school protection committees are being formed to defend schools against attack and religious and community leaders are advocating for access to education. In the Occupied Palestinian Territories, a number of innovative approaches in psychosocial support, education access, and catch up education have been implemented to respond to chronic lack of access to education. In the Sudan, innovative methods have also been designed to reach a generation of children denied education and targeted by the conflict.</p> <p>This session will provide a global perspective on this issue and present case studies of programmatic responses in OPT, Sudan, Nepal and Afghanistan. Participants will engage in an interactive discussion of best practices and challenges to ensuring access to education under conditions of targeted violence and chronic conflict that denies access to education.</p> <p>The session will be dedicated to the work and memory of Jackie Kirk and her colleagues. Jackie was one of the original organisers of the topic.</p>
Chair:	Melinda Smith, Consultant, UNICEF ESARO Sharon Wright, Independent Consultant
Presenters:	Jane Kalista, Assistant Programme Specialist, Education in Post-Conflict and Post-Disaster Situations, UNESCO Mahmoud Abu Mahmoud H. Abudraz, Child Welfare Program Manager, Islamic Relief-Palestine Sharon Wright, Independent Consultant Lailoma Hassani, Senior Education Program Officer, Save the Children Melinda Smith, Consultant, UNICEF ESARO Zama Coursen-Neff, Deputy Director, Children's Rights Division, Human Rights Watch
Location:	Beşiktaş Room

14:15-18:15 Concurrent Working Session Block 4 (Continued)

WEDNESDAY, APRIL 1, 2009

Session Title (4/7):	The Quality Imperative within Education for All: Teaching and Learning Essential Skills for Peaceful and Productive Societies
Abstract:	<p>Children in emergency education situations often have to learn by rote with little comprehension and few resources, and sometimes in fear of their teachers. INEE Minimum Standards on teaching methods and curriculum enrichment may thus seem out of reach to field programme managers who lack the needed resources and training to implement unfamiliar approaches. These quality weaknesses lead to high levels of drop out and students' failure to achieve core competencies.</p> <p>It is therefore vital to build global knowledge and capacity, including training of trainers capacity, to support effective teaching and learning in crisis and post-crisis situations, especially for essential skills. For this reason, INEE is establishing a Teaching and Learning Initiative, to promote dynamic inter-agency exchange of knowledge, experience and teaching and learning materials, as well as develop a cadre of trainers able to work at national, regional and/or global level to increase teaching-learning capacity. This Initiative will be launched at the Istanbul session.</p> <p>The Teaching and Learning Initiative will be a consultative process to assess needs and identify resources that can help field programmes implement the INEE Minimum Standards on Teaching and Learning. The Initiative will develop Guidance Notes, including case studies, focusing especially on the Education for All goals of sustainable literacy, numeracy and life skills (including education for peace and citizenship). The Initiative will collect resource materials useful for teachers and teacher trainers, for curriculum enrichment and improved teaching methods, and will prepare a Resource Pack to meet identified gaps and needs. INEE members will be invited to participate in trialling of these materials and for training as trainers.</p> <p>Session participants will be invited to advise on the structure and content—including case studies—of the planned Guidance Notes and Resource Pack. Working groups will review the approach to themes of interest to participants such as: developing a curriculum framework, as well as textbooks/education aids, for schooling and for teacher training that meet the Dakar goals especially for sustainable literacy, numeracy and life skills (including peace/citizenship); meeting psychosocial needs of students and teachers; and possibly: rapid emergency response; ECD; and renewal of secondary and higher education.</p>
Chair:	Micael Olsson, Senior Education Advisor, World Vision International
Presenters:	<p>Micael Olsson, Senior Education Advisor, World Vision International Margaret Sinclair, Project Lead - Education in Conflict, Office of Her Highness Sheikha Mozah Bint Nasser Al-Missned Pamela Baxter, Independent Consultant Yolanda Patricia Hartasanchez Calle, Essential Life Skills Advisor, World Vision International</p>
Location:	Anadolu Room

14:15-18:15 Concurrent Working Session Block 4 (Continued)

Session Title (5/7):	Comprehensive Approaches to VET and Youth Livelihood
Abstract:	<p>The crucial role of education and training in emergencies, post-conflict, and fragile contexts is to cultivate an environment in which all young people have a chance to develop a positive sense of agency and purpose in their lives, and to be actors for peace and stability through access to learning, skills training, and livelihoods.</p> <p>Currently, youth are underutilised as a resource for recovery in crisis and post crisis contexts and there are few programmes that address their educational and/or employment needs. The programmes that seek to prepare youth for employment often overlook the role of the market in determining the skills young people need. In an emergency or post conflict setting, there are often clear and urgent skills that youth need to access the immediate and unique employment opportunities that are available. Government and non-governmental organisations can play a key role in assuring that these skills are included in training programmes to prepare young people for employment. Mercy Corps and IRC will present case studies that highlight participatory approaches and links between youth education and market needs. ETF will present their work with developing and supporting national policies that support youth during recovery.</p> <p>Market-driven approaches are not enough to assure that youth are prepared to work. In addition to the loss of educational opportunities, young people often participate in and witness acts of violence, and experience family separation and social upheaval. IRC will present their ‘healing classrooms’ concept as part of emergency education for youth and Mercy Corps will discuss the value of connecting young people beyond their community and soft skills training not only as psychosocial support but also as foundation for peace and economic recovery in Iraq and the Middle-East. CCF will also present models of integrating psychosocial support with livelihood education.</p>
Chair:	Muriel Dunbar, Director, European Training Foundation
Presenters:	<p>Nicolas Servas, Adolescent and Youth Task Team Co-Chair (AYTT), INEE; Programme Development Manager, The Foundation for the Refugee Education Trust (RET)</p> <p>Lilli Stern, Youth & Livelihoods Technical Advisor, International Rescue Committee</p> <p>Muriel Dunbar, Director, European Training Foundation</p> <p>Lida Kita, Kosovo Country Manager and Team Leader for Social Inclusion of Ethnic Groups in Education and Training, European Training Foundation</p> <p>Natalie Wooller, Global Youth Connectivity Advisor, Chief of Party, Youth Cross-Cultural Exchange Program, Mercycorps Iraq</p>
Location:	Beyoğlu Room

14:15-18:15 Concurrent Working Session Block #4 (Continued)

Session Title (6/7):	Tools for School Disaster Reduction: Learning by Doing
Abstract:	<p>This working session will introduce participants to a range of new guidance materials and tools for school disaster prevention, and provide the opportunity for participants to examine and critically assess these.</p> <p>Comprehensive School Disaster Reduction will be parsed in three essential spheres of activity: Assessment and Planning, Physical and Environmental Protection, and Response Capacity Development.</p> <p>For assessment and planning a School Disaster Reduction and Readiness checklist will be applied in role play to examine appropriateness and adaptations needed for application in various field settings. For physical protection, a school vulnerability assessment tool and emerging guidelines for disaster resistant construction will be introduced for feedback. For response capacity development, incident command exercise for convergent responders, and guidance materials for school drills will be explored through simulations and discussion. Participant inputs will inform further development of both toolkits and electronic courseware for education sector decision-makers and humanitarian actors.</p> <p>ISDR publication School Disaster Prevention: Guidance for Education Sector Decision-Makers will be distributed to participants.</p>
Chair:	Sanjaya Bhatia, Focal Point Disaster Resilient Schools and Hospitals, World Bank
Presenters:	<p>Sanjaya Bhatia, Focal Point Disaster Resilient Schools and Hospitals, World Bank Marla Petal, Co-Director, RiskRED and Co-Chair, Coalition for Global School Safety and Disaster Prevention Education Zeynep Turkmen, Social Development Consultant, Bogaziçi University, Center for Disaster Management Darren Hertz, Consultant on Safer School Construction Guidance Notes, INEE/World Bank GFDRR</p>
Location:	Kiz Kulesi Room

14:15-18:15 Concurrent Working Session Block #4 (Continued)

Session Title (7/7):	Reaching Gender Equality In and Through Education in Emergencies, Chronic Crisis and Early Recovery
Abstract:	<p>It is critical to establish gender-responsive education programmes throughout the emergency preparedness, relief to recovery continuum. Not only do girls and boys, women and men, experience conflict and natural disasters differently, but these crisis contexts can also provide opportunities for systemic change that can increase gender equality within communities and national systems as they recover and rebuild.</p> <p>This session will allow participants to explore their own conceptualisation of gender, and discuss the links between gender and education and the gender dynamics of emergencies. The session will also introduce the work of the INEE Gender Task Team, highlighting key issues that have been addressed through collaborative training, tool development and advocacy. Inter-Agency tools will be shared, including the INEE Gender Strategy Sheets, INEE Gender Training Workshop Guide and the UNESCO Education and Gender Advocacy Brief.</p> <p>Presentations on how gender inequalities are being addressed in and through education will give participants the opportunity to share promising practices and lessons learned as well as identify common challenges and outstanding issues which should be prioritised for future action by the Task Team and other INEE partners moving forward.</p>
Chair:	Rebecca Winthrop, Senior Technical Advisor for Education, International Rescue Committee
Presenters:	Rebecca Winthrop, Senior Technical Advisor for Education, International Rescue Committee Jyotsna Jha, Advisor, Gender & Education and HIV/AIDS, Commonwealth Secretariat Moira Wilkinson, Education Specialist, UNICEF Martha Muhwezi, Uganda National Coordinator, FAWE Carl Triplehorn, Independent Consultant Narges Nemat, Youth Advisor, Women's Refugee Commission, Afghanistan Sradda Thapa, Youth Advisor, Women's Refugee Commission, Nepal
Location:	Taksim Ballroom B

18:15 ADJOURN

Wednesday Evening Side Meetings

- 18:30-20:00 Rewrite the Future Global Evaluation Meeting (Hosted by Save the Children) (Haliç Room)
- 18:45-20:15 INEE Adolescent & Youth Task Team Business Meeting (Open session, all delegates welcome) (Beyoğlu Room)
- 19:00-20:15 ADEA Meeting (Closed session, ADEA representatives only) (Ortaköy Room)

Thursday, April 2, 2009

9:00-13:00 Concurrent Working Session Block 5 (including coffee/tea break: 10:30-11:00)

Session Title (1/7):	The Path of Most Resilience: Early Childhood Care and Development in Emergencies
Abstract:	<p>Early childhood care and development is a crucial part of ensuring children have the best platform from which to develop. It views childhood holistically and acknowledges the fundamental role families play in children’s healthy development. Even in resource-stretched contexts families and caregivers can provide their children with essential building blocks that will form a foundation of physical, social, emotional and cognitive well-being for their futures.</p> <p>In emergencies the impact of good ECCD programming has the potential to build resilience in children and assist families in establishing good practices to increase the emotional, social, nutritional and intellectual stimulation of children from womb to classroom, as well as in their neighborhoods and communities.</p> <p>This working session will discuss implications to programming and M&E and will use this knowledge to draft an action plan to move ECCD forward within emergency response. The ECCD working session will build knowledge among participants and draw on their experiences to ensure the plan of action is practical and realistic.</p>
Co-Chairs:	<p>Louise Zimanyi, Director, The Consultative Group on Early Childhood Care and Development Amalia Fawcett, Policy and Learning Advisor, Plan International Australia</p>
Presenters:	<p>Louise Zimanyi, Director, The Consultative Group on Early Childhood Care and Development Lisa Long, Senior Education Specialist, Early Childhood Development, Save the Children; Co-Convener, ECCD in Emergencies Working Group & INEE Early Childhood Task Team Arnaud Conchon, Emergency Specialist, UNICEF; Co-Convener, ECCD in Emergencies Working Group & INEE Early Childhood Task Team Louise Ruskin, The Consultative Group on Early Childhood Care and Development and INEE Intern Amalia Fawcett, Policy and Learning Advisor, Plan International Australia Mary Moran, Senior ECD Specialist, Christian Children’s Fund</p>
Location:	Haliç Room

THURSDAY, APRIL 2, 2009

9:00-13:00 Concurrent Working Session Block 5 (Continued)

Session Title (2/7):	Understanding the Impact of International Financial Institutions' Policies and the International Legal Context on Teachers and Teaching Quality: Evidence from Uganda and Burundi
Abstract:	<p>ActionAid and partner organizations have been undertaking participatory research in Uganda and Burundi on (a) improving learning outcomes in primary schools and (b) increasing budgetary allocations to education by challenging macroeconomic policies.</p> <p>This session will:</p> <ul style="list-style-type: none"> (i) review regional and international trends on teacher recruitment, training, compensation (ii) offer training on national budgets and international agreements (International Monetary Fund and World Bank) pertaining/impacting teacher recruitment, training and compensation (iii) discuss the impact of these trends and policies on education quality, in particular on gender disparities; and (iv) consider how legal frameworks and instruments can be used to holding the Government accountable <p>Session participants will be engaged in a dynamic review and lead through how to adapt tools to track budgetary allocations for teacher recruitment, training and compensation at the international and national level.</p> <p>The panel is composed of representatives from ActionAid country offices leading the research and campaign activities along with colleagues from National Teachers Union. This representation provides an opportunity to understand how different stakeholders engage on a common issue and work together as members of the Global Campaign of Education and Education International.</p>
Chair:	Elise Legault, Education Policy Advisor, ActionAid
Presenters:	Charlotte Bazira, Education Lead, ActionAid Burundi Peter Hyll-Larsen, Right to Education Project Coordinator, ActionAid Topher Kwiri, Education Lead, ActionAid Uganda
Location:	Taksim Ballroom A

9:00-13:00 Concurrent Working Session Block 5 (Continued)

Session Title (3/7):	Inclusive Education in Emergencies: What Can We Do in Practice?
Abstract:	<p>This session will take participants through a process of learning and reflection where they can explore their own and others' concerns around inclusion and equity in emergency education - with a particular, but not exclusive focus on disability. The session will use issues expressed in the previous Learning Session as a starting point, and will focus on increasing people's confidence in developing and adjusting education responses to include the most excluded and cater for the needs of disabled people - even in challenging and pressured circumstances.</p> <p>The session will use an enquiry based learning approach, developing scenarios through which participants can consider how they and their colleagues can work more inclusively. It will also include participatory photography activities to stimulate debate and reflection. The session will conclude by identifying potential ways in which INEE can take this work forward.</p>
Chair:	Sara Lim Bertrand, Education and Child Protection Senior Specialist, Save the Children
Presenters:	Susie Miles, Lecturer in Inclusive Education, EENET & Manchester University Helen Pinnock, Education Advisor, Save the Children
Location:	Kiz Kulesi Room

9:00-13:00 Concurrent Working Session Block 5 (Continued)

Session Title (4/7):	Opportunities and Challenges in Building Capacity in the Education Cluster
Abstract:	<p>This session will allow a wider audience to engage in an overview and debate regarding the challenges and opportunities to increase capacity and create synergies among the agencies involved in the IASC Education Cluster.</p> <p>The central aim of the session is to explore the capacity required and outline planned steps toward achieving adequate capacity in education in emergencies preparedness and response. The session will explore how best, through the Cluster, agencies can complement each other's efforts and build on each other's strengths. Participants will have an opportunity to hear current plans, participate in sample exercises and contribute their ideas to the way forward.</p> <p>Current plans for capacity building through the Education Cluster are focused on three different target audiences. These include:</p> <ol style="list-style-type: none"> (1) Current and future Education Cluster Coordinators (2) Ministries of Education and other education authorities (3) Country level cluster members and other education in emergencies actors <p>The first initiative will develop the capacity of current and future Education Cluster Coordinators to effectively coordinate Education Clusters at national and local levels in the field, and is being organised by UNICEF and Save the Children. The second is meant to target high-level Ministry of Education decision-makers and includes a consultation by UNESCO IIEP in March and plans for roll out in Anglo-phone Africa and Latin America later in 2009. The third area, involving technical level cluster members and Ministry of Education counterparts who are the 'front-line responders' during emergencies, will be developed and rolled-out through a cascade approach by UNICEF and Save the Children first in eastern and southern Africa and later in other regions.</p> <p>A number of partners are actively engaged in the Education Cluster Capacity Building Task Team. These currently include UNICEF, UNESCO, Save the Children, INEE and the Refugee Education Trust.</p>
Chair:	Roger Wright, Global Education Cluster Coordinator, UNICEF
Presenters:	<p>Lyndsay Bird, Programme Specialist, Fragile States, UNESCO IIEP Lisa Doherty, Regional Education in Emergencies Specialist, UNICEF ESARO Deborah Haines, Emergencies Education Adviser, Save the Children UK Brenda Hajplik, Senior Specialist in Education in Emergencies, Save the Children US Leonora MacEwen, Assistant Programme Specialist, UNESCO IIEP Gary Ovington, Senior Emergency Specialist, Education, UNICEF Melinda Smith, Consultant, UNICEF ESARO</p>
Location:	Beyoğlu Room

9:00-13:00 Concurrent Working Session Block 5 (Continued)

Session Title (5/7):	Towards a Strategic Research Agenda for Education in Emergencies, Chronic Crises, Early Recovery, and Fragile Contexts
Abstract:	<p>The aim of this Working Session is to solicit the input of INEE members into the Strategic Research Agenda (SRA) for education in emergencies, chronic crises, early recovery, and fragile contexts. INEE is currently in the process of identifying and prioritising key research gaps in our emerging field, with a view to developing a comprehensive and sequenced research agenda that will serve to provide direction and strengthen the limited evidence base. It is expected that the SRA will facilitate the production of relevant, sound and useful knowledge that will be of benefit to the many stakeholders working in this area.</p> <p>This Working Session will begin with the presentation of an overview of the background and purpose of the SRA, as well as the draft research topics and questions generated thus far. Session participants will then be invited to critique the guiding framework of the SRA, refine and prioritise the list of research needs, and contribute to strategic decisions regarding taking the research agenda forward.</p> <p>Through wide participation of INEE members, the SRA will provide grounded research questions that reflect the evidence required by practitioners, policymakers, and other stakeholders to make better informed decisions in the planning and implementation of education programmes in crisis-affected contexts.</p>
Chair:	Stephanie E.L. Bengtsson, Doctoral Student / Lead Research Assistant, Teachers College, Columbia University / UNICEF
Presenters:	<p>Julia Paulson, Chair, Conflict and Education Research Group (CERG), University of Oxford</p> <p>Zuki Karpinska, Curriculum and Training Developer in the Child Mental Health Program, CERG</p> <p>Stephanie E.L. Bengtsson, Doctoral Student / Lead Research Assistant, Teachers College, Columbia University / UNICEF</p> <p>Sarah Dryden-Peterson, Instructor and Doctoral Student, Harvard University</p>
Location:	Taksim Ballroom B

9:00-13:00 Concurrent Working Session Block 5 (Continued)

Session Title (6/7):	INEE Minimum Standards: What Are the Next Steps?
Abstract:	<p>This session will engage participants in a discussion on the future of the INEE Minimum Standards. In particular, it will address the proposed update of the content and format of the INEE Minimum Standards handbook and next steps for supporting their use by various stakeholders and varying contexts.</p> <p>Following a presentation of the feedback and analysis on the update and application of the INEE Minimum Standards, participants will split into two subgroups. One sub-group will work on the update of the handbook paying particular attention on strengthening the cross-cutting issues of gender, adolescents and youth, and disaster risk reduction.</p> <p>The second sub-group will discuss next steps in supporting the concrete application of the standards – utilisation, capacity building and institutionalisation. This sub-group will begin to develop tools or plans that help address one or two specific recommendations made in the presentation.</p> <p>Each sub-group will be expected to produce specific recommendations on the way forward, which will be shared back in plenary to ensure linkages. If you are interested in the use of the minimum standards, have responsibility within your organisation for ensuring their use, or simply have expertise in an issue that needs strengthening in the handbook, please come to share your thoughts and help shape the future of the INEE Minimum Standards!</p>
Chair:	<p>Jennifer Hofmann, Coordinator for Minimum Standards, INEE Eric Eversmann, Education Advisor, Catholic Relief Services Ken Rhodes, Director, Africa Education Team, Academy for Educational Development</p>
Presenters:	<p>Eric Eversmann, Education Advisor, Catholic Relief Services Jennifer Sklar, Education Technical Advisor, the International Rescue Committee Pilar Aguilar, Senior Education Advisor, UNICEF Ken Rhodes, Director, Africa Education Team, Academy for Educational Development Anita Anastacio, Chief of Party, PACE-Afghanistan Fred Ligon, Director, World Education, Thailand Mitch Kirby, Senior Regional Education Advisor, USAID East Africa</p>
Location:	Anadolu Room

9:00-13:00 Concurrent Working Session Block 5 (Continued)

Session Title (7/7):	Mainstreaming HIV and AIDS in Education in Emergencies
Abstract:	<p>During times of conflict and displacement, children and young people, especially young girls, face additional vulnerabilities and risks with regard to HIV. These additional threats are linked to the breakdown of community cohesion and social and sexual norms regulating behaviour, lack of protection due to separation from or loss of family members, and increased sexual and gender based violence, including rape and sexual exploitation. In these situations, education, health and communication systems that are usually used to provide essential HIV interventions, such as safe and supportive environments, information and skills building, and access to condoms and treatment, are also disrupted. During situations of emergencies, it is therefore particularly important that sector responses mainstream HIV prevention, care and support to ensure that children and young people maintain their rights to access life saving information and services in this regard.</p> <p>On the one hand, this session will provide opportunity for discussions and in-depth orientation around the extent to which HIV-related prevention, care and support issues are included in education responses in emergencies. This discussion will be based on data from a survey on the inclusion of the recommended education actions of the IASC Guidelines on HIV in emergencies. It will be directed towards preparing concrete recommendations for mainstreaming HIV and AIDS in the new INEE Minimum Standards on Education in Emergencies.</p> <p>On the other hand, the discussion will be followed by task-oriented group work to develop educational modules for mainstreaming HIV prevention, care and support issues in education in emergencies. This group work will be based on preliminary adapted modules from the existing IATT Toolkit on mainstreaming HIV and AIDS in Education, and will be directed towards the publication of a self-guided training (e-learning) toolkit for education development colleagues.</p>
Chair:	Joris van Bommel, Education Advisor, The Netherlands Ministry of Foreign Affairs
Presenters:	<p>Naseem Awl, Specialist, Adolescent Development (Emergencies Focal Point), UNICEF Anna Maria Hoffmann, Education Specialist, HIV/AIDS and Life Skills Education, UNICEF Susan Morey, Assistant Professor of HR Management, American University of Sharjah, UAE Marian Schilperoord, Sr. HIV Technical Officer, UNHCR Barry Sesnan, Consultant, Echo Bravo</p>
Location:	Ortaköy Room

13:00-14:30 Lunch (Taksim Foyer)

14:30-16:30 Closing Plenary: The Way Forward (Taksim Ballroom)

The closing plenary will provide delegates the opportunity to reflect upon key findings that emerged from the three days of the INEE Global Consultation through a facilitated conversation with a small panel of INEE members who are representative of the diverse membership of the network. The panelists will highlight areas of shared consensus and priorities for collective action, as well as discuss remaining gaps and those issues requiring further dialogue and research. A presentation of an historical case study of INEE as a network by the Overseas Development Institute (ODI) will highlight INEE's strengths and challenges since its inception, its changing role over time, and make recommendations for the network's continued development as an collaborative community that is responsive to emerging issues in the field. Finally, representatives from the INEE Steering Group and Secretariat will close the consultation with a synthesis of concrete steps that the network will take to respond to the key areas identified for follow-up and action.

ODI Presentation

- Simon Hearn, Research Officer, Overseas Development Institute

Panelists:

- Chernor Bah, Youth Advisor, Women's Refugee Commission (Sierra Leone)
- Prof. Karega Mutahi, Permanent Secretary, Ministry of Education, Kenya (ADEA Member)
- Lisa Doherty, Regional Education in Emergencies Specialist, UNICEF ESARO
- David Skinner, Director for Rewrite the Future, Save the Children
- Joris van Bommel, Education Advisor, The Netherlands Ministry of Foreign Affairs

Closing remarks:

- Allison Anderson, Director, INEE
- Kjersti Okkelmo, Education Adviser, Save the Children; incoming Chair of INEE Steering Group

16:30 Adjourn

Consultation Agenda:

Friday, April 3, 2009

(lunch provided from 12:30-14:00)

Friday, April 3 Post-Consultation Sessions & Meetings (Optional)

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|-------------|--|
| 9:00-13:00 | Early Childhood Task Team Business Meeting (Ortaköy Room) |
| 9:00-17:00 | Planning Meeting for INEE Teaching and Learning Initiative (Anadolu Room) |
| 9:30-12:30 | Inclusive Education and Disability Task Team Business Meeting (Haliç Room) |
| 9:30-12:30 | Language Community Business Meetings (Arabic, French, Portuguese and Spanish)
(Kiz Kulesi Room) |
| 10:00-12:00 | University-NGO Partnerships for Education in Emergencies: University of Nairobi
& International Rescue Committee (Beyoğlu Room) |
| 10:00-17:00 | Consultative Workshop to Develop Guidance Notes for Safer School Construction
(Taksim Ballroom A) |

Preliminary Delegate List

(Final delegate list to be provided on last day of consultation)

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In Memoriam

On behalf of INEE, we would like to take the opportunity to remember and honor the lives of our colleagues who were killed in August 2008 while working for the International Rescue Committee in Afghanistan: Mohammad Aimal, Shirley Case, Nicole Dial and Jackie Kirk.

We would like to pay particular tribute to Jackie Kirk, who was an extremely active member of INEE and a passionate advocate for quality education in emergencies. For those of you who didn't have the honour of working personally with Jackie, she was a technical specialist in education in emergency and post-conflict and fragile states, focusing on gender and teacher-related issues. In addition to working with the International Rescue Committee, providing ongoing technical assistance to country programs as well as working on global policy and program development projects, Jackie was the founder and, on behalf of IRC, convenor of the INEE Gender Task Team/IASC Education Cluster Working Group. She also represented IRC on the IASC Education Advisory Group, was a trainer on the INEE Minimum Standards and a resource person on a myriad of inter-agency initiatives, such as the initiatives to develop Teacher Compensation Guidance Notes and IASC Gender Guidelines for Humanitarian Action.

Jackie had extensive field-based experience working in humanitarian settings, including refugee camps and returnee communities, and advocated for gender mainstreaming and cross-sectoral programming involving the impacts of conflict on children and women, of child rights, protection, sexual abuse and exploitation issues, especially for girls. In addition, Jackie was an Adjunct Professor in the Department of Integrated Studies in Education at McGill University and worked on several research projects focused on gender, education, conflict and peace. This included topics on, but not limited to, education and fragility, safe schools and learning environments, teacher recruitment, support and training, school feeding, certification of learning achievements, and strategies for more effective education financing. Jackie was a prolific writer and produced numerous academic and policy-focused publications on education in emergencies. She also developed and co-taught classes at the University of Ulster, Sydney University and McGill University.

Many of us have been impacted by the work that Jackie did for the education in emergencies field, either through a personal working relationship or benefiting from tools/resources and opportunities for training and engagement she developed for the community over the years.

Jackie worked extensively with educators, field staff, education organisations and institutions, including ministries of education and teacher education institutions around the world and the positive impact of her tireless work with all of these groups will be felt for years to come. She was a passionate advocate, generous colleague and a good friend and she will be sorely missed. Mourning her loss, we must dig deep within ourselves to find and act on the same kind of commitment to rights that Jackie embodied so well.

Sincerely,
INEE Secretariat and Steering Group

We invite you to visit the special area at the global consultation designated for remembering Jackie and highlighting a number of INEE-related resources to which she contributed.

Acknowledgements

INEE offers its special thanks to the following individuals and institutions for their support of and contributions to the 2009 Global Consultation. The success of this event would not have been possible without their creative ideas, time, and energy.

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- Elsie Onubogu

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- Christopher Talbot, UNESCO
- Kerstin Tebbe, INEE
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- Eva Ahlen, UNHCR*
- Allison Anderson, INEE*
- Sarah Bouchie, Steering Group Member, CARE
- Catherine Hwang, Intern
- Stephanie Bengtsson, Intern
- Peter Buckland, Steering Group Member, World Bank
- Lisa DiPangrazio, Intern*
- Monica Garcia, Intern
- Martin Hayes, Steering Group Member, Christian Children's Fund*
- Marian Hodgkin, INEE*
- Jennifer Hofmann, Coordinator for INEE Minimum Standards
- Aygül L. Kabaca, Intern
- Mary Mendenhall, INEE*
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- Kjersti Okkelmo, Steering Group Member, Save the Children
- Robyn Paz, Intern
- Jennifer Sklar, International Rescue Committee*
- Elizabeth Sweet, Consultant
- Christopher Talbot, Steering Group Member & Chair, UNESCO
- Kerstin Tebbe, Coordinator for Education and Fragility
- Ellen van Kalmthout, Steering Group Member, UNICEF*
- Rebecca Winthrop, Steering Group Member, International Rescue Committee
- Vanessa Zuidema, Intern

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And finally, a very special thanks to all of the session chairs, presenters and delegates who actively participated in the INEE Global Consultation 2009 and are committed to advancing the recommendations from this event in the spirit of genuine inter-agency collaboration.

Services and Information

The Marmara Hotel (Consultation Venue)

Taksim Meydani Taksim Istanbul 34437

Phone: +90 212 251 46 96

Fax: +90 212 244 05 09

- Wireless connection is *free of charge* in the hotel rooms, lobby and meeting areas.
- Business Center is open 24 hours for guests staying at hotel. Business Center staff work from 8:00 to 23:00 hrs. Printers and fax are available.

Nearby Restaurants in Taksim (Recommended by the Yanki Travel Agency)

HaciBaba

Istiklal caddesi No: 49

Beyoglu

Tel: +90 0212 244 1886

<http://www.hacibabarest.com/>

Note: walking distance from Marmara Hotel

Hamdi

Tahmis Caddesi

Kalçin Sokak No. 17

Eminonu

Tel: +90 212 528 0390

<http://www.hamdirestorant.com.tr/hamdien.htm>

Note: known for its southeastern kebabs; located in heart of Old Town near Spice Bazaar

Leb-i Derya

Kumbaracı yokuşu 57/6 Tünel

Beyoğlu

Tel: +90 212 293 4989

<http://www.lebiderya.com>

Note: reservation required; higher prices due to view; walking distance from Marmara Hotel

Balık Pazari (Fish Bazaar)

Istiklal Street

Beyoglu

Note: Recommended for seafood

360 Restaurant

Istiklal Caddesi

Beyoglu

Tel: +90 212 251 1042

<http://www.360istanbul.com/360.html>

Note: Great view; good for dinner; reservation required

For other information on restaurants, excursions, shopping, etc: <http://www.istanbul.com>

Safety & Security

Turkish citizens and foreign visitors alike are required to carry some form of identification at all times such as a passport or driving license. You may be asked to show ID before entering some restaurants/bars. In Istanbul, like any other cosmopolitan city, be careful of pickpockets in train stations, around money exchange offices, at open markets and stores. You should always be alert and take sensible precautions against theft.

Emergency Numbers:

Police (free number): 155

Ambulance (free number): 112

Hospital (German Hospital; closest): +90 212 293 2150

SOS Doctor: Medline ambulatory services: +90 212 442 1212

Currency & Exchange

You can exchange your currency into the New Turkish Lira (YTL) either at the exchange office at the airport or around the hotel. Hotel buying rate is generally lower than the market rate, therefore it is not recommended. Please also keep in mind that US\$ or Euro currencies are accepted generally by taxis, restaurants and shopping centers in Istanbul.

English-Turkish Dictionary: The Basics

English	Turkish
How are you?	Nasilsiniz?
Nice to meet you	Memnun oldum
Thank you	Tesekkur ederim
Excuse me	Afedersiniz
Sorry	Uzgunum / pardon
You are welcome	Rica ederim
Please I'd like to call a taxi	Bir taksi luften
Good morning	Gunaydin
Good evening	Iyi aksamlar
Goodbye	Hoscakal
Can I have the bill please?	Hesap luften
How much is that?	Bunun fiyatı kac lira?
Can you change these notes into Turkish Liras?	Bu paraları Turk Lirasına cevirebilir misiniz?
I would like to go to.....hotelOteline gitmek istiyorum

INEE Global Consultation 2009

Bridging the Gaps: Risk Reduction, Relief and Recovery

31st March – 2nd April 2009, Istanbul, Turkey

Quality education can play a critical role in reducing risk through preparedness, mitigation and prevention, lessening the impact of crises, and providing protection throughout all stages of relief and recovery. Access to safe and uninterrupted education during and in the aftermath of a conflict or natural disaster is a necessity that is life saving and life sustaining, helping to heal traumatic experiences by building skills, supporting conflict resolution and peacebuilding, and providing an essential foundation for future economic and political stability.

Meeting the fundamental human right to education for those affected by crisis, and fulfillment of international commitments such as the Education for All and Millennium Development Goals, are critical challenges facing the humanitarian and education communities. To address these challenges a number of internationally recognised frameworks and coordination mechanisms have emerged such as the INEE Minimum Standards, the Fast Track Initiative's Progressive Framework and the Inter-Agency Standing Committee Education Cluster. The INEE Global Consultation will explore these and other innovative opportunities and partnerships as ways to collectively work towards preparing for and providing quality, equitable and relevant education in acute emergencies through to development.

The INEE Global Consultation will bring together over 250 practitioners, researchers and policymakers from national and international NGOs, UN agencies, multilateral institutions, government agencies, Ministries of Education, teachers unions, academic institutions and youth groups. These stakeholders will work together over three days to identify ways of bridging the gaps in order to achieve INEE's strategic goals of:

- Strengthening institutional coordination to ensure education for all affected by crisis
- Enhancing global knowledge and capacity in order to support education in crisis and post-crisis settings
- Promoting a dynamic network to advance the field of education in emergencies

The INEE Global Consultation will provide a unique forum for governments and civil society to work together, face to face, to build upon lessons learned and create strategies and plans for meeting the right to education for all and a life with dignity for those affected by crisis. The following are overarching and inter-related gaps along the risk reduction, relief and recovery continuum, which sessions at the INEE Global Consultation will address:

Engagement throughout the relief to recovery continuum. Benefits of work done during one phase are often lost or counteracted in subsequent phases because of skewed prioritisation of education services and financing as well as lack of coordination and risk reduction and preparedness measures. A lack of donor funding for education services between the acute emergency phase and development exacerbates the problem, resulting in a failure to build upon the interconnectedness of lessons learned from one phase to the next. Sessions at the INEE Global Consultation will impart lessons learnt on how to bridge these gaps and build risk reduction into education responses and systems in order to better prepare for and mitigate the effects of disasters. These sessions seek to ensure that safe spaces established during an acute emergency transition into quality schooling environments that contribute to a reduction of violence, peacebuilding and reconstruction. Workshop sessions will address these gaps through presentations of strategies and lessons learnt in mainstreaming quality education in emergencies through to reconstruction in national disaster and conflict contexts; mitigating education's effect on fragility; program handover and phasing out after an intervention; indigenous knowledge and integration of disaster risk reduction into formal and non-formal education curricula; and community participation in education response for enhanced social cohesion.

Financing One of the most visible and quantitative gaps is financing education services in a manner that promotes equity and accountability from the acute emergency through to the development phase. Relative to other sectors, education remains under-financed and gaps between aid that is pledged and aid that is delivered are significant. These financing gaps have grave consequences for the provision of safe and quality education, which too often results in uneven and unreliable services. Sessions at the INEE Global Consultation will share information and good practices on new and innovative financing mechanisms and advocacy and policy developments in delivering education in fragile contexts, providing an opportunity for stakeholders to move this agenda further.

Coordination, cross-sectoral linkages and cross-framework dialogue. One of the biggest gaps across the risk reduction, relief, to recovery continuum is poor coordination across agencies and across frameworks. While new frameworks and tools, such as the fragile states agenda and the FTI Progressive Framework, the INEE Minimum Standards and the IASC Education Cluster, present opportunities for better coordination, there is also a need to clarify the linkages between these agendas. As such, the INEE Global Consultation will provide the opportunity for stakeholders to highlight the connectivity between these coordination mechanisms and tools as well as to share information about and experiences in their use in the field. Workshop sessions will build upon these inter-agency coordination mechanisms and tools by reviewing good practices and next steps for more effective acute emergency response and preparedness as well as for quality service delivery in fragile contexts. Cross-sectoral linkages will be explored particularly within the context of the forthcoming companionship between the Sphere Minimum Standards for Disaster Response and the INEE Minimum Standards. Participants across sectors will share case studies of good practices and lessons learned in the application of the INEE Minimum Standards and will have the opportunity to input into the revision of the INEE Minimum Standards.

Teaching and Learning The lack of 18 million teachers is a key limitation to reach the Education for All and Millennium Development goals by 2015. The INEE Global Consultation will provide an opportunity to learn about teacher training initiatives and resources relevant for crisis contexts. In addition, delegates can participate in sessions launching new tools for supporting quality teaching, including the INEE Guidance Notes on Teacher Compensation, which cover the issues of policy and coordination, financing mechanisms and cross-organisational coordination. The event will also seek to provide a forum for participants to discuss the development of detailed guidance on the development of learning content in crisis contexts. The Global Consultation will be an opportunity for inter-agency debate and action on this important next step of articulating the essential life skills for peaceful and productive societies.

Technical and Resource Capacity. Human resource capacity and mechanisms to coordinate preparedness and response have not kept pace with increasing prioritisation of education within humanitarian response. The human resource gap is seen by the shortage of education professionals with sector leadership and programmatic and technical expertise, including in psychosocial support, gender issues, physical reconstruction. Weak technical capacity is demonstrated by fragmented assessments, limited standardisation of emergency interventions, insufficient community level participation and inconsistent institutionalisation and application of the INEE Minimum Standards. The INEE Global Consultation will provide the opportunity for members to receive an orientation to the INEE Minimum Standards and Toolkit and share key resources that support the implementation of the standards, such as the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings and the IASC Gender Guidelines. Other sessions will provide technical information on disaster risk reduction, safe spaces, inclusive education and disability, early childhood care, psychosocial support, gender based violence and HIV/AIDS, informing and training participants in the use of pre-existing tools, the revision of such tools, or if necessary, the development of additional tools to fill need gaps.

INEE Global Consultation 2009

Session Chair Reminders and Responsibilities

At the conclusion of each Learning and Working Session or in the debrief with presenters afterward, the Session Chair and fellow presenters will take a few minutes to reflect and document new insights, key findings and primary recommendations that surfaced during both the presentations and discussions with delegates. Session Chairs will facilitate this process within the context of the overarching goal of the INEE Global Consultation—*Bridging the Gaps: Risk Reduction, Relief and Recovery*—as well as INEE’s strategic goals, which are:

- *Strengthening institutional coordination, policy dialogue and advocacy to ensure education for all affected by crisis*
- *Enhancing global knowledge and capacity in order to support education in crisis and post-crisis settings*
- *Promoting a dynamic network to advance the field of education in emergencies*

The Session Chair plays a special role in not only managing the session but also ensuring a sustained focus on the consultation theme and overarching goals of INEE.

Specific Responsibilities:

The Session Chair facilitates the Learning/Working Session and, depending on the format of the Session, is responsible for the following:

- Introducing the session topic and objectives
- Introducing briefly the presenters for the session
- Ensuring that each presenter keeps to allotted time, and if necessary interrupts the presenter to advise them of time remaining, or stop them when time is up
- Acknowledging participants who wish to contribute to discussions on presentations and decides on the order and length of these interactions
- Ensuring that the same participants do not monopolise the discussions and that interventions are relevant to the topic under discussion
- Summing up the presentations and discussions at the end of the session
- Completing a Session Brief (to be provided by the INEE Secretariat) at the conclusion of the session.
 - a. The Session Brief will provide the opportunity to document new insights, key findings and primary recommendations that surfaced during the session. These insights, findings and recommendations should be captured in the context of the consultation theme—*Bridging the Gaps*—and INEE’s strategic goals (see above).
 - b. The Session *Brief must be submitted by the end of the day (if not sooner)* to an INEE Secretariat member and will feed into the closing session on the last day of the consultation as well as the final outcome report.

INEE Global Consultation 2009

Rapporteur Reminders and Responsibilities

At the conclusion of each Learning and Working Session or in the debrief with presenters afterward, the Session Chair and fellow presenters will take a few minutes to reflect and document new insights, key findings and primary recommendations that surfaced during both the presentations and discussions with delegates. Session Chairs will facilitate this process within the context of the overarching goal of the INEE Global Consultation—*Bridging the Gaps: Risk Reduction, Relief and Recovery*—as well as INEE’s strategic goals, which are:

- *Strengthening institutional coordination, policy dialogue and advocacy to ensure education for all affected by crisis*
- *Enhancing global knowledge and capacity in order to support education in crisis and post-crisis settings*
- *Promoting a dynamic network to advance the field of education in emergencies*

The Session Rapporteur complements the efforts made by the Session Chair(s) by documenting from his/her perspective the important information that emerges during the Learning/Working Sessions. This two-pronged approach will ensure that INEE captures important and relevant information from each session, which will be used to frame the closing plenary and to prepare the outcome report.

Specific Responsibilities:

- Arrive at session room a few minutes prior to the start of the session and introduce yourself to the Session Chair(s)
- Listen carefully and take detailed notes throughout the session
- Prioritize recording new insights, key findings and primary recommendations as they relate to the consultation theme and strategic goals stated above
- When possible, attribute the comments to the speaker (if you do not know the delegate’s name, please indicate the country, region or organisation they represent)
- Complete the *Rapporteur Notes* document (to be provided by the INEE Secretariat) by clearly writing or typing the new insights, key findings or primary recommendations
- Submit the *Rapporteur Notes* document to a member of the INEE Secretariat by the end of the session

Appendix V: INEE Organisational Chart

Inter-Agency Network for Education in Emergencies (INEE)

INEE Membership

Over 3,300 members working in over 114 countries worldwide

INEE Steering Group

- CARE International
- Christian Children's Fund
- International Rescue Committee
- International Save the Children Alliance
- Norwegian Refugee Council
- UNESCO
- UNHCR
- UNICEF
- World Bank

INEE Working Group on Education and Fragility

- Academy for Educational Development
- Australian Agency for International Development
- Canadian International Development Agency
- CARE International
- Center for International Education, Univ. of Massachusetts
- CfBT Education Trust
- Council on Foreign Relations
- Department for International Development, UK
- Deutsche Gesellschaft für Technische Zusammenarbeit
- Dutch Ministry of Foreign Affairs
- Education Development Center
- European Commission
- Fast Track Initiative Secretariat
- International Rescue Committee
- Reach Out to Asia
- Save the Children United Kingdom
- UNESCO
- UNICEF
- University of Ulster
- USAID
- World Bank

INEE Secretariat Staff

- Director – Allison Anderson (Hosted by International Rescue Committee)
- Coordinator for Network Services – Marian Hodgkin (Hosted by UNHCR)
- Coordinator for Minimum Standards – Jennifer Hofmann (Hosted by UNICEF)
- Coordinator for Education and Fragility – Kerstin Tebbe (Hosted by UNESCO)

INEE Task Teams

- Adolescents & Youth Task Team (Convened by RET and CCF)
- Disability and Inclusive Education Task Team (Convened by Save the Children UK)
- Early Childhood Task Team (Convened by the Consultative Group on Early Childhood Care and Development)
- Gender Task Team (Convened by International Rescue Committee)
- HIV/AIDS Task Team (Convened by UNICEF)

INEE Working Group on Minimum Standards

- Academy for Educational Development
- AVSI
- BEFARe
- CARE International
- Catholic Relief Services
- Deutsche Gesellschaft für Technische Zusammenarbeit
- Foundation for the Refugee Education Trust
- Fundación dos Mundos
- International Rescue Committee
- International Save the Children Alliance
- Norwegian Refugee Council
- UNESCO
- UNHCR
- UNICEF
- USAID
- World Education
- World Vision International

Engage with INEE

INEE is an open global network of over 3,300 members working together within a humanitarian and development framework to ensure all persons the right to quality and safe education in emergencies and post-crisis recovery. The INEE Secretariat strives to improve communication and coordination in the field of education in emergencies by sharing resources and tools, facilitating information and experience exchange and by cultivating constructive and collaborative relationships among its members and strategic partners.

INEE Membership

INEE is open to all interested individuals and organisations who implement, support, advocate for and study education in emergencies, chronic crises, early recovery and contexts of fragility. INEE members work in a range of organisations that include:

- UN organisations
- Local, national and international NGOs
- Research institutions and universities
- Advocacy organisations and networks
- Independent consultants and trainers
- Bilateral and multilateral entities
- National governments

INEE has members working in over 114 countries in all geographic regions of the world. If you aren't already a member, please join by visiting: www.ineesite.org/join.

Membership involves no fee or obligation. The minimal service given to a member is being added to the INEE listserv, through which INEE shares regular updates on relevant initiatives and events, bi-weekly bulletins and job opportunities. Members can contribute to INEE by sharing ideas, information, resources, staff time and expertise, and by participating in INEE-facilitated activities. Please see below for examples of how you can actively engage with the work of the network.

If you are already a member, you can manage your membership profile by logging in on the INEE website, or by contacting the INEE Coordinator for Network Services: network@ineesite.org

Advocacy, Events and Activities

The INEE Secretariat organises and participates in a variety of inter-agency events and facilitates member input into these activities, representing the network and advocating for the right to quality and safe education for all affected by crises.

INEE Webpage on Events: www.ineesite.org/events

INEE Webpage on the IASC Education Cluster: www.ineesite.org/cluster

INEE Online Calendar: www.ineesite.org/calendar

INEE Secretariat Contact: network@ineesite.org

- Find out about events and activities organised by INEE, its members and partners
- Share an event or activity that your organisation is coordinating or participating in, at the national, regional or international level
- Engage in ongoing initiatives, including online consultations which will feed into INEE events and activities

Core Tools and Resources

The INEE Secretariat identifies and disseminates new resources and tools through the INEE listserv and website and updates to the INEE Resource Database.

INEE Webpage on the Resource Database: www.ineesite.org/resources

To receive INEE's Bi-Weekly Bulletins, simply join INEE: www.ineesite.org/join

INEE Secretariat Contact: network@ineesite.org

- Search for and download hundreds of resources and tools concerning education in emergencies, early recovery and fragile contexts
- Share your organisation's tools and publications for dissemination
- Request INEE resources available in hardcopy to be shipped to you by the INEE Secretariat

INEE Minimum Standards

The INEE Secretariat provides support to INEE individual and organisational members to promote, implement, train on and institutionalise the *INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*.

INEE Webpage for the INEE Minimum Standards Handbook: www.ineesite.org/handbook

INEE Webpage for the INEE Minimum Standards Toolkit: www.ineesite.org/toolkit

INEE Webpage for Implementation: www.ineesite.org/implementation

INEE Webpage for Advocacy and Promotional Materials: www.ineesite.org/advocacy

INEE Webpage for Training and Capacity-Building: www.ineesite.org/training

INEE Webpage for Monitoring and Evaluation: www.ineesite.org/evaluation

INEE Secretariat Contact: minimumstandards@ineesite.org

- Find out if others have implemented the INEE Minimum Standards in a context similar to yours and/or share a case-study on the implementation of the INEE Minimum Standards
- Utilise and share practical tools that can help operationalise and contextualise the INEE Minimum Standards indicators and guidance notes
- Request assistance as you prepare to conduct a training workshop on the INEE Minimum Standards, identify other INEE trainers in your country/region whom you can partner with to conduct a training, and/or find out about trainings happening in your country/region in which you can participate
- Collaborate with the INEE Working Group on Minimum Standards to monitor and evaluate the application of the standards within a particular project and/or region
- Participate in and provide inputs into the update of the INEE Minimum Standards Handbook

Education and Fragility

The INEE Secretariat supports the INEE Working Group on Education and Fragility, which works to coordinate diverse initiatives and catalyse collaborative action on education and fragility.

INEE Webpage for Education and Fragility: www.ineesite.org/educationfragility

INEE Webpage for Oxford CERG Study on Education and Fragility: www.ineesite.org/CERGstudy

INEE Secretariat Contact: educationfragility@ineesite.org

- Collaborate with the INEE Working Group on Education and Fragility and explore ways to contribute to its work plan
- Contribute to the Working Group's outreach and advocacy by providing contacts for those working on education and fragility or cross-sectoral fragility issues
- Share your research and tools on education and fragility
- Become a "Partner of the Working Group on Education and Fragility" to receive periodic email updates and resources specific to education and fragility and the work of the Working Group

INEE Task Teams

INEE Task Teams allow INEE members to work collectively on specific areas of interest, advocating for these key cross-cutting issues and collaboratively developing tools and resources to help practitioners provide inclusive, quality and safe education for all affected by crisis. Task Team membership is open to any INEE member, and more information about all of these teams, including materials they have developed and contact email address is available online here: www.ineesite.org/taskteams

INEE currently has five Task Teams:

- INEE Adolescents and Youth Task Team (*convened by RET and CCF*)
- INEE Inclusive Education and Disability Task Team (*convened by Save the Children UK*)
- INEE Early Childhood Task Team (*convened by the Consultative Group on ECCD*)
- INEE Gender Task Team (*convened by IRC*)
- INEE HIV/AIDS Task Team (*convened by the Inter-Agency Task Team on HIV/AIDS & Education*)

INEE also encourages members to propose a new Task Team if there is an area of interest that is not addressed by INEE's other initiatives. To participate in existing Task Team, or propose a new area of work please email network@ineesite.org.

INEE Safer School Construction Initiative

INEE is working with the World Bank's Global Facility for Disaster Reduction and Recovery to develop Guidance Notes for Safer School Construction. These Guidance Notes will be developed through a widely consultative process involving key stakeholders from the education, disaster prevention, shelter, engineering and construction sectors. The Guidance Notes will layout a set of suggested steps and minimum principles for designing, planning, implementing and institutionalising efforts to improve the structural safety of schools as well as provide links to resources including designs, manuals, academic studies, case studies and other materials developed by practitioners and technical experts around the globe.

INEE Webpage: www.ineesite.org/saferschoolconstruction

INEE Secretariat Contact: saferschoolconstruction@ineesite.org

- Share your experiences, resources or case studies on safer school construction
- Participate in the drafting and review of the Guidance Notes
- Express interest in piloting the Guidance Notes in your country or region

INEE Teaching and Learning Initiative

The INEE Teaching and Learning Initiative is working to identify realistic mechanisms, approaches and tools to help relief agencies, teacher's colleges and education ministries address the complex issues surrounding curriculum assessment, development, monitoring and evaluation in contexts affected by crisis. The Initiative will involve the development of Guidance Notes and a Resource Pack, which will outline the key principles of quality, relevant and inclusive teaching and learning practice, and include a collation of resources including sample tools, teaching materials and case studies.

INEE Webpage: www.ineesite.org/teachinglearning

INEE Secretariat Contact: teachinglearning@ineesite.org

- Share your experiences, resources or case studies on teaching and learning in crisis contexts
- Participate in the drafting and review of the Guidance Notes
- Express interest in piloting the Guidance Notes in your country or region

INEE Teacher Compensation Initiative

The INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Conflict Recovery (INEE Guidance Notes on Teacher Compensation) have been developed in a widely consultative manner and provide a suggested framework of issues to consider when addressing the complex issue of teacher compensation. Intended for education authorities and staff within UN agencies, teachers unions, community-based organisations, NGOs and donors, the INEE Guidance Notes provide points for stakeholders to reflect upon as they plan and implement education programs. They are organised around the following three themes: Policy and Coordination of Teacher Compensation; Management and Financial Aspects of Teacher Compensation; Teachers' Motivation, Support and Supervision as Forms of Non-Monetary Teacher Compensation.

- Download and read the Guidance Notes, available in English, French and Spanish
- Utilise the guidance notes in your country, and work to engage a wide range of stakeholders in their implementation in both policy and programming
- Provide feedback on how the you have used the Guidance Notes, including good practices, lessons learnt and what could be improved in a future revision

INEE Strategic Research Agenda

INEE is engaging its members and key partners in the collaborative development and implementation of a Strategic Research Agenda. The development of the Strategic Research Agenda will identify and prioritise key research gaps in this field with the view of developing a comprehensive research agenda able to facilitate the production of relevant, sound and useful knowledge to strengthen evidence-based and accountable programming and policy-making.

- Enter your details into the INEE Research Contacts Database
- Share your ideas on priority research areas
- Submit your research for inclusion in the INEE Resource Database

Language Communities

The INEE Secretariat supports four language communities (French, Spanish, Portuguese, Arabic) formed by INEE members to facilitate the sharing of resources, experiences and tools in their language of work through communication mechanisms including the INEE website and dedicated listservs.

- Request information about INEE language communities
- Share resources in French, Spanish, Portuguese, and Arabic
- Engage in language communities activities and initiatives

الشبكة المشتركة للتعليم في حالات الطوارئ مجتمع اللغة العربية

مجتمع المتحدثين بالعربية للشبكة المشتركة للتعليم في حالات الطوارئ هو مجتمع حيوي يضم الممارسين ، الدارسين، المدرسين ، موظفي الأمم المتحدة ، المنظمات الغير حكومية، المانحين، الحكومات والجامعات، الذين يعملون معاً للتأكيد على الحق في التعليم في حالات الطوارئ والأزمات المزمنة واعدة البناء المبكر. مجتمع الشبكة المشتركة للمتحدثين بالعربية عبارة عن منتدى نشط يتبنى تطوير المصادر وتشارك المعلومات والبحوث التي تخدم السياسات من خلال المناصرة المبنية على الاجماع.

يعمل مجتمع اللغة العربية على جمع ونشر المؤلفات العربية الأساسية كما يعمل على سد الثغرات إذا وجدت عن طريق تطوير و ترجمة أدوات ودراسات حالة جديدة، كما تعتبر أنشطة المناصرة في العالم العربي من صميم فعاليات هذا المجتمع، حيث يقوم بنشر الوعي بأهمية التعليم للمتأثرين بالكوارث، بل وأكثر من ذلك فإن مجتمع اللغة العربية يقوم بدعم وتسهيل تدريب وبناء قدرات المتحدثين باللغة العربية المهتمين بالتعليم.

وهو منتدى مفتوح لكل المتحدثين باللغة العربية. للأشتراك، يمكنك زيارة موقعنا www.ineesite.org/join ثم اضغط على أختيار اللغة العربية كللغة العمل المفضلة لك. بذلك تكون قد سجلت تلقائياً كعضو في الشبكة المشتركة للتعليم في حالات الطوارئ وتكون جزءاً من مجتمع المتحدثين باللغة العربية. إذا كان لديك أي تساؤلات حول الشبكة المشتركة للتعليم أو حول مجتمع اللغة العربية أرجو أن ترسل رسالة إلى: Arabic@ineesite.org

Le Réseau inter-agences pour l'éducation en situations d'urgence Communauté Francophone

La communauté francophone de l'INEE est ouverte à tous ceux qui sont intéressés par le partage de ressources et d'informations en français concernant l'éducation en situations d'urgence, de crise chronique et de début de reconstruction. Les membres de la communauté francophone recevront régulièrement des messages électroniques envoyés depuis la liste de diffusion francophone de l'INEE, notamment des informations sur le travail de tout le réseau INEE, des nouvelles publications, des événements, des offres d'emplois, et des opportunités de formation et renforcement des capacités. La communauté francophone servira aussi de forum pour que les membres francophones partagent leurs expériences et leçons apprises et forment ensemble des messages de plaidoyer sur l'éducation dans le monde francophone. Si vous souhaitez faire partie de la communauté francophone de l'INEE, veuillez envoyer un message à francophone@ineesite.org avec votre nom, organisation, pays et tout autre commentaire dont vous souhaitez faire part au coordinateur de la communauté francophone.

Rede Inter-Institucional para a Educação em Situação de Emergência Comunidade Lusófona

A Comunidade Lusófona da INEE é uma rede aberta a todos aqueles que estão interessados em partilhar recursos e informação relacionada com a educação em situação de emergência, crises crónicas e reconstrução em português. Os membros da Comunidade Lusófona da INEE receberão mensagens regulares da lista de distribuição, incluindo informação sobre a rede INEE e actualizações no que concerne aos recursos mais recentes em Português, eventos, oportunidades de trabalho, capacitação e formação. A Comunidade Lusófona da INEE proporcionará também um fórum para os membros da INEE que trabalham em língua portuguesa para partilhar as suas experiências e lições aprendidas, uns com os outros, com a comunidade como um todo, e para trabalharem em colaboração em advocacia dirigida aos falantes de língua portuguesa. Se está interessado em participar na Comunidade Lusófona da INEE, por favor, junte-se à INEE visitando www.ineesite.org/join seleccionando o português como língua de trabalho será automaticamente incluído na INEE-PLC. Por favor, também contribua para que esta mensagem seja disseminada para os seus colegas e contactos, que poderão estar interessados em juntar-se à INEE e participar na Comunidade Lusófona.

Red Interagencial para Educación en Situaciones de Emergencia Comunidad Hispana

La Comunidad Hispano Parlante del INEE está abierta a todos aquellos interesados en compartir recursos e información en español relacionados con la educación en emergencias, crisis crónicas y reconstrucción temprana. Los miembros de la Comunidad recibirán mensajes regularmente de la lista de distribución, incluyendo información sobre el trabajo de la red del INEE, y actualizaciones sobre los últimos recursos, eventos, vacantes, talleres y capacitaciones en español. La Comunidad también proveerá un foro para los miembros del INEE que trabajan en español para compartir sus experiencias y lecciones aprendidas con otros miembros y con toda la Comunidad del INEE, y para trabajar en colaboración en asistencias específicas y alcance al mundo de habla hispana. Si usted está interesado en participar en la Comunidad Hispano Parlante del INEE, por favor envíe un correo electrónico a comesp@ineesite.org, dando su nombre, organización, país de trabajo y otros comentarios que usted quiera compartir con la facilitadora de la CHP.

Inter-Agency Network for Education in Emergencies 2008 Activities and Accomplishments

Since its inception in 2000, the Inter-Agency Network for Education in Emergencies (INEE) has successfully created a vibrant and dynamic inter-agency forum that fosters collaborative resource development and knowledge sharing, and informs policy through consensus-driven advocacy. In 2008 INEE continued to grow at a remarkable pace. The network now brings together and serves over 3,300 members, an increase of 40% over the past year, who are working in more than 114 countries for government ministries, non-governmental organizations, UN agencies, bi- and multilateral donors, research institutions and schools. Moreover, in 2008 members engaged more actively than ever before with INEE, illustrated through the network's expanded number of participatory bodies: two Working Groups (Minimum Standards and Education and Fragility), five thematic Task Teams (Adolescents and Youth, Early Childhood, Gender, HIV/AIDS, Inclusive Education and Disability), and four Language Communities (Arabic, French, Spanish, Portuguese).

INEE Mission and Vision

Our purpose as the Inter-Agency Network for Education in Emergencies is to serve as an open global network of members working 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. The Inter-Agency Network for Education in Emergencies envisions a world where:

- All people 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 for 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 accountable for quality and results.

INEE's activities in 2008 made strong contributions toward the realisation of the network's objectives of strengthening institutional coordination to ensure education for all affected by crisis, enhancing global knowledge and capacity in order to support education in crisis and post-crisis settings, and promoting a dynamic membership to advance the field of education in emergencies. INEE is proud to highlight the following selected accomplishments:

Enhancing Institutional Coordination, Policy Dialogue and Advocacy

The INEE Working Group on Education and Fragility was established in 2008 as an inter-agency mechanism to coordinate diverse initiatives, catalyse collaborative action on education and fragility and engage with new, strategic education and cross-sectoral stakeholders, such as the Organisation for Economic Cooperation and Development's Development Assistance Committee (OECD-DAC), the Association for the Development of Education in Africa (ADEA) and the Education For All (EFA) Coordination Team and Global Monitoring Report.

INEE convened a Policy Roundtable on Education Finance in States Affected by Fragility at the European Commission that brought together a diverse group of 45 representatives from donor agencies, UN and NGO practitioners, government representatives and researchers/ academics. The INEE Policy Roundtable's discussion and recommendations influenced a broader discussion on issues of financing education in states affected by fragility, including inputs into the Norwegian "EFA Forum: Financing of Education in Fragile Situations: Challenges and Innovations" and the Doha meeting on "Financing Education to Achieve the Education for All Goals".

The INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery were launched; they were developed in a widely consultative manner to address a critical challenge to

quality education. The INEE Guidance Notes provide a suggested framework for the policy and coordination of teacher compensation, the management and financial aspects of teacher compensation, and teachers' motivation, support and supervision.

The network provided strategic support to the Inter-Agency Standing Committee's (IASC) Education Cluster through facilitating ways for the INEE membership to provide guidance, technical assistance, standards and tools in support of the implementation of the IASC Cluster Approach for greater quality, predictability and partnership. This, in turn, has increased the application of INEE tools in emergency contexts.

INEE facilitated member input into the UN Special Rapporteur on the Right to Education's report on Education in Emergencies and the Annual Report 2008 Committee of the Rights of the Child's Day of General Discussion on Education in Emergencies, which released recommendations for Member States and represents a new avenue for partnership to further the network's vision.

Standard Setting, Knowledge Generation and Capacity Building

INEE and the Sphere Project signed a Companionship Agreement, whereby the INEE Minimum Standards Handbook will be used as companion to the Sphere Handbook, Humanitarian Charter and Minimum Standards in Disaster Response.

INEE facilitated inter-agency Regional Capacity-Building Workshops for Asia and for Europe, the Caucasus and North America, which brought together 45 education and humanitarian practitioners and policy-makers from 26 countries to hone their skills for providing quality education in emergencies and recovery contexts, including developing national and regional plans of action.

INEE Training of Trainers graduates, Capacity-Building Workshop graduates and INEE members facilitated more than 50 follow-up workshops on the INEE Minimum Standards in 2008, training over 1,000 staff worldwide. The INEE Secretariat provided training support, technical advice and materials to ensure quality.

The INEE Minimum Standards Toolkit and Reference Guide were launched in partnership with the IASC Education Cluster to help field staff and Ministry of Education officials implement the standards; over 5,000 hard copies were disseminated to members around the world.

Eighty-six respondents participated in the evaluation of the INEE Minimum Standards in Uganda and helped assess awareness, use, institutionalisation and impact for ensuring greater quality and predictability in inter-agency responses in education.

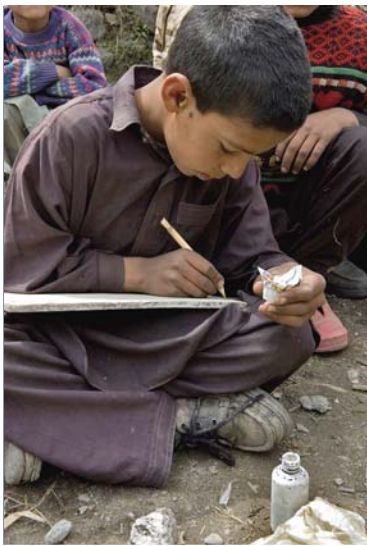
In partnership with the United Nations Girls Education Initiative (UNGEI), UNICEF and the International Rescue Committee (IRC) in Geneva, Switzerland, the INEE Gender Task Team/IASC Education Cluster Gender Working Group built the capacity of more than 20 participants from 18 countries to address gender inequalities in and through education in emergencies, post crisis and contexts of fragility, which will result in a training pack for others to use in 2009 and beyond.

INEE is pleased to acknowledge the following agencies which have given support to the network since its creation in 2001 up to the present time: Academy for Educational Development * American Institutes for Research * Anonymous * AVSI * BEFARe * Canadian International Development Agency * CARE * Carnegie Mellon * Catholic Relief Services * Christian Children's Fund * IASC Education Cluster * International Rescue Committee * International Save the Children Alliance * Mission Laïque Française * Norwegian Ministry of Foreign Affairs * Norwegian Refugee Council * Organisation Internationale de la Francophonie * Save the Children Alliance * Swedish International Development Cooperation Agency * Unbound Philanthropy * UNESCO * UNESCO Beirut * UNESCO Islamabad * UNESCO IIEP * UNICEF * UNICEF East Asia and the Pacific Regional Office * UNICEF Pakistan * UNICEF TACRO * UNICEF West and Central Africa Regional Office * UNHCR * USAID * US Contribution to UNESCO for Post-Conflict Reconstruction of Education Systems * The World Bank * UN World Food Programme * Women's Refugee Commission * World Education *

For more information please visit www.ineesite.org

INEE

Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educaci3n en Situaciones de Emergencia
Rede Inter-Institucional para a Educa3o em Situa3o de Emergencia
الشبكة المشتركة للتعليم في حالات الطوارئ



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