Meeting Outcomes

- Proposal for the Journal on Education in Emergencies finalized and approved
- Strategy to support the professional development of the next generation of EiE workers through a systematic approach at the university level developed.
- Mandate of the WG has been renewed, discussions around the strategic objectives under review.
- Progress on WG Strategic Plan activities from the past 4 months reviewed and future priorities identified.

INNE Working Group on Minimum Standards and Network Tools Meeting

In Attendance
1. Carine Allaf (WG Co-Chair)
2. Ken Rhodes (FHI 360)
3. Essa Ali Al-Mannai (ROTA)
4. Zeynep Turkmen (MaviKalem)
5. Linda Hiebert (World Vision)
6. Andres Felices-Sanchez (Save Aus)
7. Shakir Ishaq (BEFARe)
8. Peter Hyll-Larsen (ActionAid)
9. John Abuya (ActionAid)
10. Francesca Bonomo (UNICEF)
11. Silje Sjøvaag Skeie (NRC)
12. Markus Broer (AIR)
13. Annie Smiley (FHI 360)
14. Caroline Keenan (UNICEF)
15. Illari Aguilar (Soluciones Prácticas)
16. Mary Mendenhall (TC-Columbia)
17. Bente Sandal-Aasen (Save-Norway)
18. Tzvetomira Laub (INEE)
19. Arianna Sloat (INEE)
20. Lori Heninger (INEE)
21. Kerstin Tebbe (INEE)
22. Sweta Shah (Plan International)

Observer:
23. Ananda Galppatti (Save- Norway)

Apologies:
Khalil Al Hussaini (MOE-Yemen); WarChild, Caroline Pontifract (UNRWA), Anne Simmons-Benton (DAI), Marta Ricci (INTEROS), Howard Williams (AIR)

Next WG Meeting:
The next WG meeting will take place the week of March 31st 2014, location TBD.
I. Welcome and remarks (Carine & Essa)

The co-chair, Carine Allaf, and acting co-chair, Essa Al-Mannai welcomed members for whom this is their first WG meeting:

- **Illari Aguilar** is the secondary representative from Practical Action
- **Linda Hiebert** is filling in for Wendy Smith and Kerin Ord from World Vision International.
- **Mary Mendenhall** is the new representative from Columbia University, Teachers College
- **Annie Smiley** is the secondary representative for FHI 360
- **Caroline Keenan** is the new UNICEF representative, replacing Pilar Aguilar
- **Ananda Galppatti** is a consultant with Save-Norway and will be an observer at this meeting

Apologies from Khalil Al Hussaini (MOE-Yemen); Caroline Pontifract (UNRWA), Anne Simmons-Benton (DAI), Marta Ricci (INTERSOS), Howard Williams (AIR) and WarChild who are still working to replace James Lawrie.

Howard Williams, who has moved to AIR but will remain in his role as Co-Chair of the WG, was unable to attend this meeting as he is starting up the AIR program in Liberia. Essa has agreed to act as co-chair on day 1 and Ken has agreed to act as co-chair on day 2.

The May 2013 Sri Lanka WG meeting minutes were approved.

The goals and agenda for the current WG meeting were approved.

II. INEE WG Activities Overview: May 2013-Sept 2013 (Shakir)

The INEE Secretariat provided a quick update on WG-related activities carries out since May 2013. WG members were thanked for their guidance, leadership and support on many of the projects.

The following activities were shared. For more information please see the 2-page document in the meeting packet “WGMSNT 6-Month Activity Report” that shares more detailed information on the activities below.

- **Discussion Forum on tertiary level T&L on EiE:** This online forum brought together leading professors and emergency education colleagues to share and reflect on good practices and challenges in teaching Education in Emergencies (EiE) through 17 blog posts and member comments.
- **Bangladesh partner-led initiative:** INEE, Save the Children, and UNICEF-Bangladesh have launched a project to contextualize the INEE MS and to mainstream the Standards into country processes and policies at all levels. This partner-led initiative pilot project has been conceived as a 10-month project led by the Education Cluster in Bangladesh.
- **Common Core Standard update:** As part of the Joint Standard Initiative’s efforts to redesign the humanitarian standards “architecture,” the WG contributed to the drafting of the Common Core Humanitarian Standard, intended to be the cornerstone of the humanitarian standards architecture.
- **FMR Article:** Contextualization in Sri Lanka vs. Ethiopia: This article developed by Tzvetomira, Carine and Arianna shares background and lessons learned in contextualizing the INEE MS in contexts of forced migration.
• **Contextualization Lessons Learned** (discussed in later sessions): Given the INEE Secretariat’s 5+ years of experience engaging in INEE MS contextualizations and the expressed interest from INEE members around the world to continue this work, INEE developed a paper that synthesizes lessons learned and good practices in order to consolidate the knowledge around contextualization of Standards and to better address current challenges and gaps.

• **Contextualization template redesign:** As part of the review of MS contextualization processes, the template was updated to reflect lessons learned. The template and other related materials can be found on the INEE Toolkit [here](#).

• **Washington DC CSE Pack launch:** This was a two-part event, interactive workshop and high-level launch, co-hosted by FHI 360 and Save the Children. Thanks to Ken and Annie for their hard work to make this a successful event. Find more information and full video [here](#).

• **Capacity Development:** The INEE Secretariat supported an MS training in Erbil, Iraq, in collaboration with NRC and UNESCO in August 2013. Other MS trainings have been carried out by INEE partners in the past 6 months including in Canada, Burkina Faso, Haiti, Pakistan, UK, Norway, oPt, Turkey, Japan, Egypt, and Kenya.

• **Technical Support:** Since April 2013, the INEE Secretariat has provided technical support to over 48 INEE members. The greatest number of member inquiries and requests regard MS training (12), MS Usage and application (8) and the INEE Toolkit (5).

• **Toolkit Analytics:** In the reported period there were 4350 visits from 162 countries. Average time spent on website was 5.5 minutes which is an entire minute more than reported at our last meeting. More downloads on capacity development and training resources. CSE Pack downloaded over 2000 times since April. For more information see the Toolkit Analytics document in the meeting packet.

• **MS Arabic update process:** This process is now underway. The goal is to update the Arabic translation of the INEE MS to improve the accuracy of the language and for broader comprehensibility across the Arab region. We now have an intern, based in Jordan, supporting this project along with the Arabic Language Community Facilitator, Rami and Tz And I. We are in the process of organizing a strong review group and developing the methodologies both for the initial review of terms and the text of the standards.

• **Journal on EiE:** Please see session dedicated to the Journal below.

Discussion on the activities above included the following questions and comments:

**Q:** What are going to be the contributions of the WG on Education and Fragility (WGEF) and the WGMSNT to the promotion of the CSE Pack? How will this be teased out?

A: The Pack was developed jointly, and the three components compliment one another. We have been working jointly to promote and distribute the resources. The WGEF includes more policy people, think tanks, donors, etc. The WGMSNT includes organizations with field presence, will focus on the promotion and field-based work and has lots of experience promoting new Tools. So the two groups compliment each other.

**Q:** Besides the Arabic MS update, are we working on other language updates?

A: The Bangala translation is being finalized. Nepali seems to be in progress, but we are not sure. The INEE MS is now available in 28 languages.

The INEE Secretariat also shared an update on work, prioritized by the WG, that did not get done:

• Update of the Risk Reduction training module. We have touched base with the Cluster and others, and not enough feedback/motivation for revision of module. This is a 90- minute module, not a three-day training on DRR. Not a lot of progress in revising. Save Australia is seeing how to move this forward. Gary Ovington will look at different training packages, and
see if he can include DRR and Comprehensive School Safety into these packs. This might be a first step in this but is specific to the Asia-Pacific region.

- No progress on the Partner-Led Initiative in Yemen; it has been challenging identifying key players in Yemen with current work restrictions.
- Jordan contextualization has not been started, partners have pushed back this activity to early 2014.
- No time to review institutionalization best practice due to short time-frame and lack of capacity.

### III. Journal on Education in Emergencies (Carine & Tzvetomira)

**Background on the Journal:** At the April SG meeting in Paris and the Sri Lanka WG meeting, there was an emphasis that INEE should be doing much more to contribute to the evidence base on EiE. And while INEE is not a research institute and does not have the capacity to do such research, INEE has a role to play in facilitating the building of the evidence base on EiE. Reflecting on this and the strategy to support tertiary teaching and learning on EiE, we have developed a concept note on the Journal on EiE (See WG Meeting Packet for Concept Note).

This scholarly, peer-reviewed Journal is set up in response to the growing need for rigorous EiE research to strengthen the evidence base, support EiE policy and practice, and improve learning in and across service-delivery organizations, policy and academic institutions. This Journal will create synergies among research, policy and practice. Moreover, the Journal will close a gap existing in the academic space: currently, there is no Journal dedicated to this topic.

**Purpose of the Journal/ Goals:**

The Journal on Education in Emergencies aims:

1. **To stimulate research** to build the evidence-base and the collective knowledge around EiE. Inter-sectorial linkages.
2. **To promote learning across service-delivery organizations, policy and academic institutions.**
3. **To help to define research gaps and key trends** as a way to inform policy, practice and future research.
4. (Internal goal to INEE and the WG/SG) **To elevate the role of INEE in facilitating research and knowledge generation.** INEE members, partners and members of the INEE SG and WGs have repeatedly called upon INEE to take on the lead in facilitating rigorous research in EiE.

**Target audience:** EiE practitioners, policymakers, academics, NGO, UN, humanitarian and development staff, global south/north.

The following points were raised regarding the Journal on EiE:

**Q: Would the journal be available in other languages?**
**A:** Abstracts, yes. **Submissions can only be accepted funding permitting. Suggestion to have special editions in a particular language once enough articles have been collected.**

**Q: What happens when the editor’s term limit is up? Do we change relationship with the school?**
**A:** The editor is more important than the school they are associated with. **Changing school may also be incentive to engage with universities around the world.**

**Suggestion to retain logo of initial school (like CIES retains U of Chicago logo though editor in chief moves).**
Suggestion to keep editor for 3 years for continuity. Changing every 2 years may undermine journal, esp. in the early years. Would giving 3 years be considered a better investment of time on the part of the editor? More time to develop the journal.

Q: Celebrating 10 years of the INEE MS and launch of journal- are there any obvious linkages here? A: We need to leave enough room to the editor to select pieces and themes. We’ll need to see if timing works. The launch may be part of MS celebration/advocacy.

Q: How can we support practitioners who may not have strong research/writing skills to be able to submit quality articles?

Q: What do we know about other journals in terms of sustainability? What is the most important aspect to ensure sustainability? A: Role of editor and promotion journal management is very important. Journals wither when submissions stop. Cost should not be an issue. The costs are not too high- Editor-in-chief, editorial board members are not paid.

Q: Are the INEE Strategic Research Agenda (SRA) and Journal related? What is INEE doing with the SRA? A: Lori is part of the BEE consultative group (WB, DIFD, GIZ, USAID- major donors looking at education research). They are looking, not to set an agenda, but to coordinate across donor organizations and to lift up particular areas. Lori’s group is looking at research on education in conflict with small working group. Hopefully that can feed into journal.

Guiding Questions for small group discussions and feedback:

1. From the list of topics/themes/issues appropriate for the Journal: what is missing? What should be prioritized and why? (Mary to lead)

2. Please review the criteria for the judging of manuscripts carefully—what other criteria would you suggest to add?
   - Practice Articles: To address the concern around getting quality articles from the field, one idea would be to partner up with an organization such as UNICEF who already does a lot of work around building the evidence base and working through them to support their field staff and support translation to share the work that is being done. There could be partnership built around the journal.
   - Practitioners need clearance from their organizations. We need to establish whether the individual or organization would get credit for this work.
   - Would be helpful to develop a template or guidance for pieces of a journal article so that someone who is interested has a roadmap and can also contribute.

3. To ensure inclusiveness, what actions should we take to guarantee content access and readability for all? (think about users with disabilities, language issues, etc.)
   - Language: If there is an article that is relevant to a particular group, may want to consider translating article into that language.
   - Blind/visual learners: Can there be audio files or podcasts?
   - How can we make this journal relevant for practitioners? Is it possible to have a forum within each issue that is more relaxed? Debate, interact in more accessible, less restrictive format.
   - Could we mandate that each article has a section that highlights recommendations or application so that the information can be more easily used by practitioners?
4. Is the proposed structure of the Journal (Section 1: EiE research; Section 2: EiE in Practice; Section 3: EiE Book reviews and other) appropriate? Are there any other sections that you could propose? Please review the descriptions of those sections carefully and propose any additions, as needed.
   - Noted that section three on Book Review, could also be a review of other media
   - Agreed that the structure of the journal makes sense and would work well
   - How do we reach out to people in the global South? Important that Editor has strong global network. Important to reach out to colleagues in the field for submissions.

5. To ensure proper promotion, what strategies in addition to the ones mentioned in the concept note would you suggest?
   - Develop a promotion strategy that targets students, academics, practitioners, donors
   - Map key universities that have EiE programs to better target promotion to students
   - Ask partner organizations to promote through their networks
   - Hard copy fliers
   - Share information pack/journal in campus resource centers
   - Share with donor organizations through BEE? In donor coordination meetings? Leverage these opportunities meetings to promote the research.
   - Student meetings/side meetings at conferences
   - TED talk
   - Interactive, non-text way of promotion: e.g. Webinars- meet the authors, ask questions, debate
   - Podcasts, iTunes university

6. Review Editorial Board TOR—what else should be added?

   General:
   - On Board’s role, is this advisory or does it hold responsibility? Need to articulate the formal decision making process.
   - Representation to reflect the global nature of the membership along the lines of expertise, experience, geography (north – south), and institutions.
   - Need to balance between academic, practitioner and field/local knowledge
   - Need to support practice from the south
   - Need to define values that guide the editorial board

   On activities:
   - Also encourage manuscript submissions from skilled practitioners
   - Also include identification of potential reports (alongside books) for review
   - The Board member should also have responsibility for editing articles as necessary

   On competencies:
   - Reduce the number of years experience for Peer Reviewers from 15 to 5 years (note that INEE MS is only 10 years old)

   On duration of tenure:
   - We suggest the 2 year tenure of Editorial Board members be renewable for 2 terms with at least half the members rotated every year

Journal Concept Note approved to take to the INEE SG.
### IV. Contextualization of the INEE MS: Lessons Learned and Future Work (Peter and Francesca)

(Background on INEE MS Contextualization) In order to be applicable and usable in any context, the INEE MS Handbook is necessarily written in general terms and provides generic guidance on EiE throughout prevention, mitigation, preparedness, response, recovery and development phases.

Since every context is different, the key actions and guidance notes in the Handbook must be adapted and tailored to each local context, thus making them concrete and actionable. Since 2008, the INEE Secretariat has been supporting MS contextualization processes around the world. The INEE MS have been contextualized in the following areas: Afghanistan, Somalia, Vietnam, South Sudan, Ethiopia, oPt, Lebanon, and Sri Lanka. Upcoming contextualization processes include: Bangladesh, Jordan, and Ecuador. Possible interest in Indonesia.

Given this 5+ years of experience and the expressed interest from INEE members around the world to continue to engage in this process the WG suggested (at the last WG meeting in Sri Lanka) that INEE collect lessons learned and good practices in order to consolidate the knowledge around contextualization of standards and to better address current challenges and gaps.

This session was dedicated to addressing the challenge of continuous usage/application of the INEE MS at the country/local level in order to inform future contextualization follow-up work. (many of the strategies we come up would be appropriate for both application of the contextualized MS and the original/global MS)

**Q:** What are some of the main lessons learned from previous MS contextualization processes?
**A:** One of the main lessons learned is the need for clarity with colleagues on the ground about ultimate goal—for the sake of using an adapted version of the standards to develop policy, laws, mandates of service orgs, etc. Otherwise a contextualized document is not helpful. It's easier for people to know what to do when there is a goal. It also helps with follow-up. Also regarding the timeline for contextualization—over a period of months is better for a more consultative process. It is hard for the Secretariat/consultants to go every month, need strong committed leadership in country.

**Q:** What has worked best?
**A:** Vietnam to strengthen DRR—due to involvement of the ministry. Bangladesh, still in process, but goal on DRR is set. Falls within the Cluster system and 2 Ministries related to education are already involved in the process. In Indonesia, launched regulations on education in emergencies, but can’t mention INEE MS because they are international and they have sovereignty issues, but say they are inspired by the standards and therefore have been used to apply the MS.

In S. Sudan the standards have been used by govt, and has influenced USAID projects. Proposal requires that MS must be the framework and they want people who know the standards to do the work. This is very influential.

**Q:** How many of these countries are starting a process of institutionalizing it in country?
**A:** A good question, imperfect info from countries. We depend on hearing from partners. We heard from Vietnam, but not many answers from Afghanistan and Somalia, lots of turnover. No current analysis done.
What can help is to look at the governance context in which contextualization happens. Is it strength of ministry? Relation with western aid agencies? Sovereignty? When do you get govt buy-in, before or after?

Sub-group questions and feedback:

Group 1: How does INEE ensure follow-up on the usage/institutionalization of the contextualized standards at the country level? How can we better track this usage? How can follow-up mechanisms be built into the initial planning process?

Key actors/initiatives to engage with:

- Donors
  - Need for stronger advocacy among donors
  - Consider designing short orientation for donors (in-person event + information sharing resources)
- Sector/cluster coordinators
  - Must engage more directly through sector coordination and cluster coordination, including training
- INEE WG on Advocacy
  - Determine how best to get message into advocacy messages they are imparting, help provide language for WG to use

Better documentation of INEE MS use:

- Pick the 8 countries where contextualization has happened: what does this look like, what does it entail? Document success stories from the 8 countries
- Identify more examples of how you institutionalize the INEE MS and organization-wide adoption of the standards; look at wider membership in terms of adoption in their agencies; compile a list of good practice
- Re-evaluate the use of our tools, for example institutionalization checklists (come up with new name)
  - Change/simplify the language: “Simple ways to use the standards”
- Re-advertise existing case studies to show members the various ways in which they can be utilized in more realistic ways
- Issue another call for case studies, including WG members (e.g. NGOs working in South Sudan, academics applying INEE MS in their classes) (note: very time intensive for INEE Secretariat to get case studies in good form)
  - Link to 10-year anniversary for standards and INEE Global Consultation (including local events)
- Who’s the audience we know will use the INEE MS (UNICEF, UNHCR, NGOs)?
- Can we use a mobile app for INEE MS? Top 10 ways to use the standards—“create a code of conduct”, including hyperlinks to get more details
  - Mobile app might address turnover challenge; continually targeting cadre of education practitioners working in the field
  - Question: Is there a way to get information back from the messages sent via a mobile app?

Mechanisms for planning process:

- Encourage/initiate more partner-led (we already have the focus initiated in the 4 partner-led initiatives ongoing) and member-led country strategies: How do we get more activity-led by members in various countries and less Secretariat-driven?
• Help members and partners understand that they can modify the standards to make them more realistic. E.g. Need to tackle smaller pieces of project design/implementation: sometimes need to think smaller in terms of our own implementation; what are 3-4 issues we can realistically tackle in the life of this project as per the INEE MS?; easier to operationalize if we manage our ambitions
  o E.g. from Somalia: created a code of conduct, infused with some of the INEE MS with education authorities’ endorsement
• Need to push more for local ownership and contextualization of INEE MS (refer to national laws, statutes, etc.)

Group 2: Are there any gaps in the contextualization process that can be improved? How can INEE ensure a more thorough and inclusive consultative process given limited time and capacity? (this group included people selected because they had been quite involved with past contextualizations)

Gaps in the contextualization process that can be improved:
• Ensure representation of the agencies across the full process
• Government buy in, involvement, and mostly government leadership in the process. Do agencies/cluster fill the gap or wait for MOE to take their time?
• Convince MOE in advance. Consultative process to get the buy in happened in Sri Lanka by deciding that the INEE MS would constitute the framework for a research on the past 10 years of EIE.
• More clarity on the objectives (contextualization for policy is different than contextualization for practice)
• Previous political analysis of how the policy approval policy works in the country
• You cannot rely on the product of the first group coming together to produce something that is appropriate.

How can INEE ensure a more thorough and inclusive consultative process given limited time and capacity?
• COUNTRY STRATEGY: Contextual analysis of the country has to be done before contextualization: local and global support in various aspects
• INEE MS training can be the opportunity to discuss the way forward on the contextualization, make a strategy for the country, design an advocacy agenda, etc.
• Support Government to understand before the contextualization what the tool could be used for – and articulate the objectives in a participatory manner (buy in the objectives and demand is created). A vision is created for something that does not exist.
• Quality review of the first draft: expert to be identified in the beginning of the process and also INEE has to put in quality control.
• Use online courses as a way to get participant prepared for the contextualization process. Would support capacity building and better buy in and participation.
• Link with University, identify existing courses.
• Give some type of certificate to those who participate in process.

ACTION:
• Bente, Peter, Silje, Francesca, Zeynep, Illari, Arianna, Tzvetomira: Due to time constraints this sub-group will continue the conversation and prioritize actions.

V. INEE MS E-learning Module (Sweta & Annie)
This session connects two WG priorities: (1) The WG Strategic objective to support education policy and programming through the sustainable use of the INEE MS through trainings, workshops,
promotion, etc. and (2) The underlying principle of the WG Strategic Plan to search for and employ innovative methods of advancing the application of the INEE Minimum Standards, as appropriate.

- The goal of this session is to figure out how the WG can best support capacity building for EiE workers through the use of e-learning and innovative technology:
- Brief update on the [INEE E-learning module](#) assessment including key findings and recommendations.

Guiding Questions:
- Given limited capacity (and lack of funding) for work around e-learning, what actions should we prioritize to maximize the improvements to and usage of the existing module.
- How can we invigorate the usage of the existing INEE E-learning module? Promote it and make it more accessible?
- How should INEE engage with DRI to leverage the opportunity in the most strategic way?

Sweta updated the WG on what the e-learning module is and how it is structured. Arianna shared the key results from the assessments. For more information on the e-Learning Module Assessment please see the Assessment Report in the Meeting Packet.

Conversation on the INEE MS e-Learning Module included the following points:

- The original target audience may no longer be appropriate. What is the most cost-effective way to get to this audience?
- What is the goal and need and is this fulfilling the need for capacity building and training piece of the WG mandate?
- Internet access is increasing fast; e-learning is and will continue to be a powerful training and capacity development tool. We should continue to promote this resource and update it as we can to be more user friendly.
- There may be a way to pair the module with peer-learning and real interaction via online classes, face time, mentoring, online training program

ACTION:
- Bente, Illari, Peter, Silje, Francesca, Zeynep, Annie, Sonia (FHI), Arianna: It was agreed that this is a valuable conversation to continue and due to time constraints a sub-group will take this work forward.

### VI. Knowledge Management on INEE Good Practice Tools (Caroline K. and Bente)

**Knowledge management** (for the purposes of this session) refers to the strategies and practices that are used to identify, capture, disseminate, and enable adoption of insights and experiences. It is based on two critical activities (1) the capture and documentation of knowledge (*knowledge creation*) and the (2) dissemination of knowledge throughout the network (*knowledge sharing*).

Since its launch in 2003, the WG has worked on various KM related activities to strengthen the evidence base, support EiE policy and practice, and improve learning in and across service-delivery organizations, policy and academic institutions. This work, informed by the INEE MS and network tools, has included:

- **Knowledge creation**: The development of case studies (INEE MS, Gender PG, GN CSE), INEE Tools, training materials (2005 and 2011 versions), INEE MS and other tool assessments, contextualized standards, various papers, publications and compilations, institutionalization checklists, online discussion forums.
This work has been carried out through widely collaborative, consensus-driven processes utilizing the knowledge and experience of INEE WG members and the entire membership.

Knowledge sharing: Sharing of this knowledge through the INEE website and INEE Toolkit (both 2008-2011 versions), conferences, INEE Meet-ups, social media (Facebook, Twitter, LinkedIn), listserv messages (BWB and additional messages), language communities, blogs, INEE e-learning module, INEE Resource Database, annotated bibliographies, hard copy distribution, and webinars etc.

Development of the INEE Strategic Research Agenda.

For more information on any of the activities listed above please see the document “Knowledge Management Activities List” in the meeting packet.

It was noted that given limited capacity, funding and the INEE Strategic Plan priorities, INEE does not engage in primary research.

This session aimed to develop strategies to improve existing KM around INEE MS and network tools and to brainstorm new KM-related ideas to support EiE advocacy, capacity development, and program implementation

Guiding Questions for small group work and feedback:

1. How can INEE improve existing services around KM (Annotated bibliographies, strategic research agenda, INEE MS Case Studies, etc.)
   - Survey the members- to figure out what is working and what they would like more of
   - Increase knowledge created by and disseminated in non-English language and also knowledge created by underrepresented populations
   - May be useful to develop a strategy by country, ask them what do they want to achieve. More direct targeting. Case study on country. Targeting materials more specifically may appeal to donors as well. For example, in a particular crisis: Pakistan for example—what are the lessons learned from past experiences that may be relevant? We could choose “focus countries” that may not be prioritizing EiE now to share resources with as part of a country strategy.
   - May be easier to have requests narrow topics for case studies as opposed to more general MS case studies —webinar for people based in country.
   - Take hints from tech support that Sec gives. Others’ questions may indicate knowledge gaps that INEE can respond to.
   - Organize the Case Studies (thematically or by geographically) and make other resources more easily accessible.
   - There is already so much information – there is no need for more, just more targeted and more easily searchable information
   - Focus on gaps – create and disseminate information more strategically.

2. What new ideas do colleagues have to strengthen KM around INEE MS and Network Tools?
   - Whiteboard videos are a great way of sharing information
   - Short video clips of members talking about their work/podcasts
   - Sending out call for videos from members on how they use the tools
   - Snapshots: why is education important to you?
   - Infographics--posters with pictured data.
   - Annotated bibliographies,
   - More case studies could be developed, evaluation reports
o How are we sharing knowledge with students and teachers in situations, getting info to
the ground level? Teachers and students living in these contexts

3. **How can INEE support your day-to-day work in EiE through improved KM around the INEE
tools?**
   o Better navigation on the website. Difficult to download from website, have cd rom or
   flash drives.
   o How to break down the institutional gap between headquarters and the ground. WG
could be focal points for certain countries, be mentors for those countries. Role as
members would be slightly more practical.
   o How to gather info on past programs and policies that relate to a specific country.
   Indexing, etc, linking to databases that already do monitoring. Have an INEE-led process
through the Meet-Ups, asking people to create a taxonomy to have people upload docs.
   Needs to be thought through.

### VII. WG mandate review and discussion (Essa and Carine)

In the past 10 years, the WG-MS has achieved a lot and has clearly defined the field of EiE. The EiE
field has also grown and professionalized, and much of this growth and professionalization is due to
the work of INEE Secretariat and the WG-MS.

Yet, it is helpful for our work and processes to periodically take a step and reexamine who we are
and where we stand. So in this session, our task is to do so and to decide collectively, how we want
to move forward. There are also a few WG members who did not make it to this meeting, and we’d
want to hear their take on this issues as well.

In our discussions, we also need to reflect on the current WG Strategic Plan (copies included in your
folders) and see to what extent we have achieved what we set ourselves to do. Do we feel like we
have accomplished all 3 goals of the Strategic Plan, or is there work that still needs to be done?

Brief overview of the progress to date. For more information please see the handout in your meeting
packets, “Key Accomplishments of the WGMS 2003-2013.” In addition, there is a short write-up
developed by Ken and Peter based on a short lunch time discussion with some members in Colombo.

What are the types of requests to the WG from the INEE membership?
   o Advocacy & Tools
   o Education Policy development
   o Application of the INEE MS & Tools
   o Training and capacity development
   o Contextualization of the INEE MS
   o Humanitarian Standards
   o Knowledge Management on EiE
   o Support for Teaching and Learning on EiE
   o Conferences and Events
   o Collaboration and consensus driven processes, how to set up communities of practice
   and how to develop consensus driven networks and tools.

Working group constraints:
   • WG members and Secretariat time
   • Travel schedules
- Financial constraints
- Lack of institutional support within WG member organizations

Guiding Questions:

1. What are the demands towards the WG and its initiatives? What do the INEE members and partners ask of us?
2. What are the benefits of WG membership for you as EiE professionals and for your organizations?
3. What are your constraints in engaging with the WG? (time, effort, travel funds, lack of support from your supervisor?)
4. Should we extend the mandate of the WG: what is your feedback?
5. If extending the mandate, do we extend it by 1 year (until Oct 2014) or by 2+ years (until Dec 2015 which is when the current WG Strategic Plan ends)? Do we open the opportunity for new WG members to join for the remaining duration of the WG mandate?
6. If we do extend the mandate, (1) is there anything about the WG focus/priorities that needs to be shifted or improved to ensure greater relevance? (2) is there anything about the WG processes that could be improved upon?
7. If we decide to end the WG, what are the processes or issues that we need to take care of?

The conversation regarding the WG mandate included the following questions and comments:

I think that meetings are lacking in focus. Do we have a unifying discussion that connects the little discussions? We are not focusing on the big picture around EiE.

I think we should consider changing the membership of the group depending on the revised objective. How representative is the WG? No donors? No Ministry? No private sector?

I think we still have a lot to achieve, so I do not think that the WG should disband. Something in strategic plan- country level plans- there is a lot of work that we need to do on that. Suggestion to focus on certain countries to deepen network actions.

Looking at strategic plan I don’t think we have accomplished goals, but we may need a shift in approach.

Q: Is there a sense from Steering group- How do they view the WGMSNT and the role that we’re playing. Feedback that we are playing a central role? Or not?
A: No. INEE WGs are member led- what this group decides will go forward.

It seems like the group has been wandering over the past few years—there have been lots of specific projects—but something missing. Overarching direction, where do you all see this going? Given that the tools are out there and given that we have been discussing KM- you have been working on one piece of a bigger puzzle. What is the need? What need does this group fill? Tools? Institutionalization? Training?

From the perspective of someone who has been with WG from very beginning. In the beginning work was very simple- wanted to provide guidance to work in the field. Raise awareness on EIE and support practitioners. That was it. More focused. We have come a long way- there is so much that has been done. But we have become highly technical, but is it being used outside? Are people using these resources? Many people still don’t know what the INEE MS are. We have become introverted, but need to speak to those outside now.
I agree that there is a lack of broader discussions that we are all very concerned about- and how can we address issues from the focus of the WG? For example, the gap in humanitarian funding or the response to Syria crisis. I don’t think that we are on the cutting edge of EiE and policy, resilience agenda for example. There is potential for this group to work on broader issues that relate more to WG member networks.

We should build upon work that INEE has done on the creation of Tools. Given that international aid to Education is shrinking, we need to look at how the INEE MS can support advocacy, especially around post-2015 agenda.

We need to have an outcome measure that we are working towards, change in children’s lives. Tools that will impact on practice... maybe we need to adjust our theory of change. From development of tools to changes in behavior, but are these changes happening? Do we need to focus more there?

We have gone down into the weeds a lot, from historic work on the INEE MS. We should put ourselves on the back for the journal. By the same token, we are missing something, what is our role ultimately? This working group is focused on practitioners and field level. Does change come from incremental change? Or does it come from a big idea? What is the role of our members? To share knowledge? To build capacity? Do we need to re-look at mandate? Are we serving the needs of field workers? Do we need to bring in more topical conversations? Syria, for example.

What we have been doing is capacity building. Are we done with that? Is there a role for us to play at the country level? The capacity building objective of this group is not finished?

Questions of country engagement and Ministry engagement goes way back. Critical reflection on why it has been so challenging to reach ministries and do work on the ground.

We should focus on leadership of the WG, Sec, Carine and Howard. How can co-chairs be intellectual leaders of group.

Noted it is very important for all to feed into creation of agenda and main areas of work

There is a tension within this discussion: Big picture thinking OR focus on the tools? I think this group has been focused on the Tools for too long. I think the tools are important, but may be an inhibitor. Maybe we can focus on the big picture and bring in the tools as needed. How does INEE remain the thought leader around EiE? How does this group become the thought leader? Where do we need to go? Could it be this group? Not talking about the next big things, but for group of people to let mind run about what is important and how do we get there? Pearsons needs to be here? Ministries need to be here? What is the change you want to see? And how do you get there? Syria, how do you use the Tools for Syria. How do we openly share between organizations on the ground. I don't feel like we are utilizing the capacity of the WG members.

If we want to do something? What would this job look like? Looking at the objectives- should they be broad and open like they are? Or be more focused? What would a done job look like?

On the issue of the issue of the Agenda: the agenda reflects mandate, suggestion to revise mandate

The group agreed that the WG should continue and that there was a need for further reflection on the WG mandate.
**ACTION**

- **Howard, Carine, Shakir, Zeynep, Francesca, Silje, Peter:** Sub-group to review the information below and develop next steps on the WG mandate review.

  - **All:** Send input on the following questions to Carine, by October 4th. **Carine and Howard** will then compile the information and share back with the WG for discussion on next steps:
    - Should we revise our mandate/goal? (We can change our goal and objectives!)
    - Where do we need to go as a working group? What is needed in the field of EiE?
    - What should our new mandate/goal be?

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**VIII. End Day 1**
Day 2, May 14, 2013

IX. Overview of Day 2 Plan and Items left from Day 1 (Linda & Ken)

Essa was thanked for stepping in to co-chair on day 1. Ken was thanked for co-chairing day 2. Kerstin Tebbe, INEE Deputy Director, was welcomed to the meeting.

Review of the key points of day 1:

• Journal on EiE, exciting development.
• E-Learning, we did not develop a solution but the follow-up group will bring the work forward.
• Knowledge management work- Idea to develop country level strategies and new ideas around visual learners.
• Discussion of WG mandate, decision to move forward, how to move forward:
  o Carine to compile feedback from WG members.
  o Have two conference calls? Or have a smaller group to develop some options to be shared with entire WG?
  o Helpful to have common paper to develop options for WG

ACTION:
• Howard, Carine, Shakir, Zeynep, Francesca, Silje: Will re-group after Carine compiles the feedback from WG members to discuss next steps regarding WG mandate.

X. Strategy to Support Tertiary T&L on EiE (Mary & Markus)

The purpose of this session is to discuss, and to develop a way forward, on how the WG can contribute to educating the next generation of EiE practitioners at the college and university level.

Given the growing recognition of the importance of EiE, and demand for humanitarian workers with knowledge and skills related to EiE, there is an opportunity for INEE, as a hub for knowledge generation, sharing and management, to support undergraduate- and graduate-level efforts to educate the next generation of EiE workers.

Working with academic institutions at the tertiary level may be a way to (1) further support capacity development and the professionalization of the field of EiE through the use of INEE tools and resources, (2) reach future generations of EiE practitioners that may not be introduced to the sector, (3) strengthen linkages between INEE and academic institutions, (4) make future EiE staff aware of the use of INEE tools to inform EiE policy and programming.

INEE received requests from universities: e.g. Johns Hopkins and Fordham to review syllabi, partner on the development of programs, come up with practical courses, share students’ theses, etc. INEE has responded but we haven’t had a strategy regarding teaching and learning at university level to better understand and support what students and professors need. This is becoming a huge area of interest, lots of demand – help prepare students.

The recent INEE Discussion Form on Teaching EiE: Good Practices and Challenges brought together leading professors and emergency education colleagues to share and reflect on good practices and
challenges in teaching Education in Emergencies (EiE). The Discussion Forum may help inform WG Strategy around efforts to educate the next generation of EiE workers. Key themes and relevant outcomes of the Discussion Forum include:

- Linking academics with practitioners, finding the right forum for practical student learning is really difficult.
- Lots of comments on what students actually need to enter the profession – it’s very difficult, practical experience needed but issues with taking internships
- Tools and materials from classes shared
- Link between practitioners, students and professors re: the evidence base – difficult to link, students feel lost and want to have a more meaningful role.
- There were some remaining technical issues (e.g. logging in to comment) that limited participation. We can do better with the membership to get them engaged.

Q: Did we engage with middle income countries or the global South?
A: We don’t have a good sense of who’s doing what where. Most of our connections are UK and US based. We have a mapping planned for after meeting.

It may be helpful to articulate the competency frameworks for humanitarian aid – this could inform education program development.

Internships usually entails high costs, and therefore are only available for those with resources which creates a hierarchy.

World Vision has two types of internships – field-based and within the US/UK – either type of experience is useful. Can be a disadvantage though for those who have only worked in HQ when an organization requires field experience.

Liability insurance is an issue – the technicalities and liabilities are too difficult/high also the length of internships – if students only have a summer, that may not be enough for some programmes.

Internship placement is probably beyond the scope and capacity of the INEE WG.

Feedback from Group #1: Strengthening the Evidence Base for EiE

1. How can INEE better link practitioners and researchers (academics and students alike) to help strengthen the EiE evidence base?

- Prepare standard tailored communication that can be shared with interested university professors/grad students (e.g. as a follow-up from conversations that individual WG members had; or to send to potential univ partners)...a two pager with text and links
- Trial on INEE acting as a clearing house for a few select research questions (limited call to submit research questions needed in the field – trying to find research institutions interested in collaborating)
- Hire librarian to help INEE to come up with a framework for organizing existing research. Filing existing sources, look for relevant articles in a systematic way, respond to requests from INEE members on research not listed on the website (see also #3).
• In general things should be organized in such a way that it allows for user-generated contributions (that is creating templates for uploading relevant work; filling research questions, etc.)

2. **How can INEE’s Strategic Research Agenda contribute to expanding the evidence base? In what ways should it be strengthened or expanded to better reflect the research needs in the EiE field?**
   
   • Annotated bibliographies are good – streamline; maintain, promote. Next step would be joint effort with a researcher to conduct a comprehensive literature review / monograph/ white paper on a specific topic regarding what we know works; what doesn’t; where there is insufficient evidence; directions for future research....
   
   • Better understand the pressing research questions from practitioners in the field (surveys, submissions on the webpage, etc.)
   
   • Convene forum/roundtable on research in EiE with donor organizations

3. **How can the Academic Space page on the INEE website be more effective, better organized and utilized?**
   
   • Needs to be better structured and needs a more systematic process for populating the structure for it to be more useful (see also #1)
   
   • Here a possible simple 2x2 matrix with 24 cells for categorizing research... just as a starting point for discussion:

<table>
<thead>
<tr>
<th>Research with a focus on...</th>
<th>Preparedness</th>
<th>Preparedness</th>
<th>Emergency</th>
<th>Emergency</th>
<th>Recovery</th>
<th>Recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disaster</td>
<td>Conflict</td>
<td>Disaster</td>
<td>Conflict</td>
<td>Disaster</td>
<td>Conflict</td>
</tr>
<tr>
<td>Children</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Teachers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents/community</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MoE/NGOs/others</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group #2: Support for EiE Teaching and Learning**

How can INEE help to identify feasible topics or projects suitable for academics/students and education practitioners to collaborate on during the academic term? What challenges might accompany partnerships between academics/students and international organization staff? How can INEE connect more closely with students, researchers and academic institutions in the Global South or those working in other languages?

• Challenges associated with engaging students and interns: it is time consuming, takes money, there are security-related liabilities, in-house expertise v. taking on people with limited experience, issues of different expectations for research and needs (of academics v. practitioners).

• Possible types of feasible projects: NGOs could develop projects that students could feed into (e.g. comparative studies, turn academic pieces into practical tools or briefs, etc.) – students can interface with field staff.

• Systematic reviews – around areas of work or around geographical literature – at country level reviews would have to be updated (ongoing process)

• Case studies – academic content into more usable practitioner-friendly overviews

• Linking classrooms to current emergencies

• Sharing grey literature – students helping to review and incorporate
Questions/ comments:

- Who are we training and for what purpose? We need to clarify the different stakeholders and their particular needs of EiE practitioners in globalized context. Maybe we’re thinking too much about ourselves and forgetting those in-country who aren’t interested in working internationally but need to know how to apply things in their particular context.
- We may need to look at different sorts of institutions like teacher training institutions.
- Possibility of trying to create space for different agencies to start sharing their research agendas – means of engaging students and academics

Group #3: Communication and Knowledge Sharing

How can we promote the usage of the INEE Tools and resources within tertiary EiE curricula?

- Promoting INEE tools and resources – get a virtual forum going in the region – at regional level (cultural, linguistic issues, local focus)
- Approach academics in the region
- Network of promoting our tools to them – also have to consider incentives for them to engage (e.g. online training, face-to-face regional training, link to journal, etc.)
- Repository of syllabi, etc. on website needs to be highlighted
- Most tools and resources are very practitioner-oriented – need to help translate to something that can be used at a more academic level
- Link with foundations, existing networks in east and west Africa, etc.

One barrier in supporting academic institutions globally is a lack of information on EiE-related programs, especially outside of the US and Europe. How can we map EiE related programs so that we can more systematically approach this work? How can INEE connect more closely with students, researchers, and academic institutions in the Global South or with those working in other languages?

- We need to do a mapping to better understand where education-related work is happening– start with a call through our membership – need to identify beyond education to emergency and disaster management programmes, i.e. much wider field
- INEE can help support building a network by working through clusters and MOEs (realizing their limitations), FHI360’s Global Connections, UKFIET, CIES, humanitarian studies conference in Turkey, SEMEO, ADEA. We need to think regionally, think about language.

ACTION:

- Tzvetomira, Arianna: share a survey with INEE membership and others to map EiE-related coursework worldwide.

Xi. Celebrating 10 years of the INEE MS (Silje & Shakir)

In 2014, the INEE MS will turn 10 years old! This is an opportunity for INEE to consolidate and share the important work that has taken place over the past 10 years.

The INEE Secretariat has come up with a list of suggestions to share with the WG for feedback and as a launching point for the development of other creative ideas. See list of Celebration Ideas doc. We have incorporated suggestions mentioned in Sri Lanka as well.
The main activity proposed is to develop an edited volume that synthesizes the history, development, usage and shortcomings of the INEE MS. See Concept Note: Edited Volume on INEE Minimum Standards.

Feedback from small group discussions:

(1) Edited Volume on the INEE MS: decided NOT to move forward on this, given limited audience and other priorities.

(2) Branding the 10 Year Celebration
   a. The slogan should acknowledge both achievement and need for further resources: Slogan should have these two dimensions and be a call to action.
   b. We should add logo to all documents coming out
   c. The slogan should emphasis the final goal- securing quality education for children in emergencies.
   d. “All children protected” maybe not a phrase
   e. INEE MS, something about inevitable nature of crisis, that there will always be a need for EiE
   f. The slogan should reflect change that we are making- something to appeal to donors.
   g. No abbreviations
   h. How does the INEE MS help feed mind?
   i. The consequences of not using the MS

(3) Which ideas should we prioritize (prioritized activities marked with *) :
   a. Ideas that promote inclusiveness, the MS is everyone’s tool and everyone can participate in this.
   b. Asking members to share videos during meet-ups*:
      i. This would be an interactive way of showing various facets of the INEE MS with a personal face
      ii. People captive, one minute on what the INEE MS means to them
      iii. Should we structure the videos? “I am... I live in... I use the INEE MS”
      iv. Add two seconds in front to brand the videos
      v. Can we have children’s voices in there? Parents and teachers?
      vi. As they will not be familiar with the INEE MS- ask what helped them get back to schools- then add the relevant INEE MS.
      vii. This would be a way of connecting people virtually and in-person
      viii. If we got enough they could be country specific: sample talking points and slides- why education in emergencies? Why is it important? How they use the INEE MS?

(4) Other ideas
   a. Banner on INEE website
   b. Something to share at INEE meet-ups, paying homage to those who created the INEE MS, what happened, what next?
c. Do we need to make something more thoughtful?
d. Interviews? Would a TV channel be interested in doing a special on 10-years of Education in Emergencies- Anderson Cooper
e. Get Gordon Brown to ask Anderson Cooper
f. One year celebrity endorsement?
g. Press pack

(5) What can your organizations do?

a. Can we use this as an opportunity to train people/ raise awareness within our organizations?
b. Orientation- INEE day, to advocate within
c. May be nice to have all WG organizations do it at the same day- better for media. Briefing packages for media.
d. Something that everyone posts on their LinkedIn page (can INEE develop). Today we celebrate INEE
e. **Statement made on importance of INEE MS***:
   i. Can the Steering committee ask for directors of organizations to record a statement, goodwill ambassadors talking about achievements.
   ii. This would be a way to use this opportunity to advocate for the unconverted? Focus on the senior management within organizations.
   iii. Can we present them with a statement with logos from all organizations
   iv. This would have to link with initiatives of the Advocacy WG

Other discussion included the following comments:

- Is there an agenda for post 2015 that we want to get out around use of the INEE MS?
- We start documenting now how the INEE MS is being used in Syria, position ourselves into major current crisis.
- We also need to mention and respond to small emergencies, reoccurring crises and preparedness
- How can we quantify—what would you lose if you lose one year of education? How can the INEE MS ensure that this year is not lost.
- Suggestion to discuss these ideas with Advocacy WG to ensure any necessary linkages

- **Film for change?** Qatar based organization that does pro-bono work. Essa will share information.
- Free app called “perspective” that may be a useful tool
- Should we think of a challenge?

**ACTION:**

- **Andres, Essa, Bente, Francesca, Tzetomira, Arianna:** Clarify priorities and organize next steps
- **Essa:** Work on slogan for 10 Year anniversary with ROTA creative team
XII. Common EiE Terminology List (Andres and John)

The WG has been approached by the Education Cluster and other INEE members with a request to develop a comprehensive and authoritative set of EiE-related terms.

During the INEE MS update process, we also committed ourselves to make the long list of terms we had generated public so that the EiE community can use it, so with this initiative, we will be fulfilling what we promised to do.

The challenge identified is that different organizations are using EiE technical terms in inconsistent ways, and sometimes incorrect ways. This leads to challenges in communication and is an obstacle to implementation at the field, HQ and international levels.

The goal would be to develop a set of agreed upon terms, collectively, as a community. Many EiE terms have been defined in the INEE MS, but as the field evolves new terms are coined and definitions may have to be updated. A preliminary list of terms is included in the meeting packets.

The development of definitions can be a lengthy and difficult process, so INEE may be looking at a possibility to get funding for a consultant to support this work.

The goal of this session is to brainstorm an appropriate process to ensure a collaborative, effective and widely consultative process.

Guiding Questions:

- What should this process to develop a common EiE terminology look like, so that it is a collaborative, consensus-driven engagement?
  - Reference other definitions, we should not be developing new definitions from scratch. If there is no consensus, explain controversy.
  - Terms should be EiE specific, not dictionary words.
  - Start with a smaller group to develop definitions, then share with a broader group.
  - Should focus on operational definitions for practitioners – not creating a new language.
  - Definitions should not be long, unwieldy overly academic definitions that are difficult to understand.

- What other terms should be added to the list?
  - Gender responsive, SGBV, VAW, VAC, Needs Assessment, PTSD, Teacher Quality Training
  - Youth and Adolescents should be separately defined

- What ideas do you have to make the document easier to use? (e.g. organize the terms thematically)
  1. Dynamic. E-glossary on a webpage, not a PDF
  2. Have all the languages all together, side by side
  3. You should be able to search by thematic area

Ask those with knowledge on particular areas to provide definition and then share further.

**ACTION:**

- Each sub-group note taker: Send notes and additional terms to Arianna
Please see attached WG member updates for complete information.

**MaviKalem:** Working with Syrian refugees in Turkey, conducting trainings for UNICEF Turkey to support refugees living in camps. Organized panels at Humanitarian Studies Conference, October 2013.

**Save the Children- Norway:** Save will be working to further implement the standards in Sri Lanka, and will be conducting projects in DRC. We will build up roster system in Norway, fund global cluster system. End of November will begin work with ministry to implement MS. Guidance Document- developing 10 year review of EiE in Sri Lanka linking to contextualized INEE MS.

**NRC:** Used guidance to inform conflict teacher training in Latin America. Nobel Peace prize funds- to EiE through ECHO, NRC project in DRC. High profile. ECHO has traditionally not funded education, but now leaning that way.

**Teachers College:** CSE Pack launch in August, research using INEE MS as benchmark for education programs.

**ROTA:** We operate through partners, in Nepal ActionAid, we make sure they are adopting INEE MS. Flood area. Community ownership of program, including risk assessments, T&L have train 340 teachers. In Pakistan, ROTA’s partner is Care Int. worked SWAT valley after floods. Work in Bangladesh has been halted due to government decreasing support.

**Save the Children- Australia:** EiE capacity building project coming to an end Feb 2013. Going through a process of collecting evidence and lessons learned. Doing education sector snap-shots- repository of what is the situation? Who are the actors? Legislation, gaps, etc. Starting to plan for project evaluation and what is the way forward. What are we finding? Looking at coordination from wider point of view, engaging with local partners and communities. When looking at how INEE MS could modify its mandate, looking at DRR issues may be way of expanding scope of work.

**Suggestion to share WG work through INEE network channels.**

**BEFARe:** The organization uses INEE MS in all of its work. There is a need to train field in how to use INEE MS and to continue to use INEE MS for programming.

**ActionAid:** Piloting CSE Pack in DRC, supporting access to quality education. Request to print copies of CSE Pack to support work.

It was shared the INEE does give permission to print INEE Materials when hardcopies are not available.

**Peter:** Recently facilitated a UNESCO and NRC training workshop with Dean Brooks in Erbil, Iraq. Training to address influx of current refugees. 2-day training, focus on use, advocacy, linkages. Trying to establish new coordination system. Coordination is not working well. Mechanisms developing out of workshop. May reach out to WG regarding contextualization in Kurdistan.

**UNICEF Ethiopia:** Getting final signature from MoE on Ethiopia contextualization. Next steps on implementation are being developed, this process has been opportunity to build capacity of cluster and
refugee partners. Started implementing peacebuilding program. More space to discuss conflict openly than originally thought.

**World Vision:** Beginning to be more engaged in EiE. DRR, PB, Capacity building. Interviews and more information, see “Robbed of Childhood: Running from War”.

**Practical Action:** Working with Save the Children and MoE introducing DRR in Education. How to introduce DRR in education systems, how to introduce the norm of DRR in management plans and in schools. Providing technical guidance to MoE, new law on DRR to introduce law and at all levels. Part of cluster work on how to contextualize the standards for Peru, both in Lima and around the country. Interest in contextualizing the standards. Request for information on experiences with DRR in schools with disabilities?

**Carine:** Recently undertook social cohesion analysis project in Palestine. Also kicked off research study to look at youth in conflict, around tolerance of youth for conflict- comparative study East Jerusalem and Gaza. Working for Qatar Foundation International. Also working with IIE scholar rescue fund looking at Syrian refugees for higher education. Any connections to universities that may be interested in “Lives in Motion” Chapter on lessons learned from integration of Iraqi refugees in schools in Lebanon Virtual platform for youth exchange

**FHI 360:** US Launch of CSE Pack. Participated in USAID Summit on Education, one whole day was on EiE. USAID launched Room to Learn, S. Sudan, DRC, Haiti, Nigeria, Afghanistan and Pakistan. FHI 360 is working on the South Sudan initiative in partnership with Winrock. Big part of work FHI360’s is EMIS. Working on Biometrics ID Cards for teacher reporting, policy and planning as well as teacher accountability. Had ECAF 101 day- internal capacity building at FHI 360. Liberia project on teacher education and early grade reading. El Salvador, working on gang violence.

**Plan:** see Sweta’s update.

**Action:**
- **ALL:** Please email all organizational updates to Tzvetomira

**XIV. Prioritization of WG activities (Shakir & Ken)**

The implementation of the Strategic Plan is to be carried out by the WG with the support of the INEE Secretariat.

This session is to develop a work plan for the next six months of member-led activities that are related to the work of each member and their organization.

Each activity should be clearly linked to the strategic objectives and may incorporate some of the underlying principles from the new Strategic Plan.

WG members will work in pairs to each complete the Strategic Plan Priorities Worksheet. Activities can include new initiatives will begin within the next 6-months or work that the WG member organizations are already engaged in that help achieve the three WG strategic objectives.
ACTION:
• **ALL:** For those of you who did not complete and hand in the Strategic Plan priorities Worksheet please do so and email to Arianna

**XV. Wrap up and Next Steps (Carine & Ken)**

The INEE Secretariat and Working Group thanked FHI 360 for their generous hosting.

**Action:**
• **ALL:** Share information on Syria Crisis with Tzvetomira

Announcements: INEE will be meeting with companion Standards and Sphere, October 23rd in Istanbul, Turkey. All WG members are welcome.

Next meeting: INEE has received an invitation from AIR to host the next meeting in Monrovia, Liberia. INEE has also offered to host the next meeting in New York. Location still TBD.

The week of March 31st, 2014 was agreed upon for the next meeting.