ONG Working Group on Education and Fragility – Biannual Meeting
22-23 March 2011 – Washington, DC

Present: Mary Joy Pigozzi (AED), Alberto Begué (FTI), Emily Echessa (Save the Children), Cornelia Janke (EDC), Jonathan Miller (CARE), Yolande Miller-Grandvaux (USAID), Jordan Naidoo (UNICEF), Susy Ndaruhutse (CfBT Education Trust), Ronja Hoelzer (GIZ), Lyndsay Bird (IIEP/UNESCO), Corien Sips (Dutch MFA), Rebecca Winthrop (Brookings Institute), Jessica Oliver (CIDA), Emily Oldmeadow (EC)

Not present: Alan Smith (University of Ulster), Joel Reyes (World Bank), Sally Gear (DFID), Joe Berger (UMass), Essa Al Mannai (ROTA)

Ex officio: Kerstin Tebbe, Lori Heninger, Anna Seeger (INEE)

*See Annex 1 for the Working Group meeting agenda.*

WGEF Work Plan Updates and Discussion
WG members provided key updates on events and activities that were undertaken between October 2010 and March 2011, the end of the WG’s current term.

- **GMR side event in New York:** On March 1, 2011 the WG co-hosted with UNICEF a side event, entitled “Linking education and peacebuilding: Evidence and action” in conjunction with the launch of the 2011 Global Monitoring Report (GMR): “The hidden crisis: Armed conflict and education”. The main objective of the event was to facilitate discussion between the education and UN peacebuilding communities, based on the findings of the GMR 2011 that highlighted the need to strengthen education’s peacebuilding component, to create linkages between education and peacebuilding processes and to adopt more cross-sectoral approaches. Discussions around and lessons learned from the event included the need to go to discussion partners instead of expecting them to come to us, as well as the need to draft key messages on the link between education and peacebuilding.

- **Side event in Washington, DC:** On 21 March 2011 the WG held a half-day Workshop on Cross-sectoral Approaches to Mitigating Conflict and Fragility Using the Case of South Sudan, in conjunction with its biannual meeting in Washington, DC. The event provided an opportunity for Washington-based stakeholders and Working Group members to share practices across sectors on approaches to mitigating conflict and fragility by focusing on the case of South Sudan and discuss cross-sectoral synergies to mitigating conflict and fragility, particularly between education and other areas of intervention. The workshop brought together 28 experts from various sectors and fields – education, health, governance and conflict management and mitigation. It was understood that the outcome of the workshop was a strong dialogue between the WG members and experts from the various sectors in attempt to understand how different sectors approach conflict mitigation, including issues of mitigating conflict versus mitigating the impact of conflict, the assumption that education outcomes are peace outcomes and the need to fully understand the importance of addressing resources and drivers of conflict rather than only the impact of conflict. In this sense, the WG members agreed on the importance of strengthened dialogue between sectors, and the need of understanding securitization and militarization of the education sector, in order to understand complex linkages and to create constructive dialogue. For the workshop report, see Annex 2.
• **Transition team:** Cornelia Janke provided a brief summary of the role, activities and outcome of the transition team that was formed in October 2010, to plan and overlook a smooth transition to a new WG, starting in fall 2011.

• **Synthesis report from Situational Analyses:** Kerstin Tebbe informed the WG that the synthesis report of the four situational analyses has been finalized and released by UNESCO-IIEP. The report can be found at http://www.iiep.unesco.org/information-services/publications/abstracts/2011/inee-synthesis.html.

• **Financing and fundraising:** Kerstin Tebbe provided a detailed overview of the WG’s budget for the last 6 months of the WG.

### INEE Updates

Lori Heninger presented the new INEE Strategic Plan, starting her presentation by thanking all WG members for their hard work and vision during the last three years. The INEE Strategic Plan 2011-2013 was developed in a highly consultative process and provides following strategic guidelines for the coming three years.

- Education in emergencies is seen through the lenses of human rights, development and protection;
- INEE will work to ensure that education in emergencies is incorporated as a first-line response in crises;
- Methods of prevention of crises and conflict through education are developed and implemented;
- The evidence base for education in emergencies is increased;
- Priority thematic areas – Youth, Education & Fragility, Disaster Risk Reduction, Quality Education, and Finance – are lifted up.

While in the past the development of tools was in the center of INEE’s work, the network will now focus on the use of tools in form of trainings, contextualization, evaluation and the implementation of a strategic research agenda.

The overall goal of the network is: “The provision of quality, safe and relevant education for all is strengthened in crisis and crisis-prone contexts through prevention, preparedness, response and recover”. It will be achieved through:

1. Strengthened commitment, collaboration and partnerships within the INEE network;
2. Enhanced knowledge and capacity within and beyond the INEE network;
3. An enabling environment for strengthening education in crisis and crisis-prone contexts is promoted, and policy makers and other stakeholders are influenced.

Areas of work include membership and communications, partnerships, tools, thematic areas, advocacy, and administration. The network defined following priority methodologies:

- Horizontal communications between members will be strengthened;
- Individual and organizational members will emphasize partnerships and work at the national level;
- Emphasis on cross-sectoral linkages;
- Thematic areas will be reviewed and will move forward based on member input.

The full INEE Strategic Plan can be found on the INEE website ([www.ineesite.org](http://www.ineesite.org)).
Discussion of Consultations
Yolande Miller-Grandvaux facilitated a debriefing and discussion on the WG’s latest project – consultations with regional and country-based stakeholders on education and fragility. Kerstin Tebbe provided a brief presentation on key findings, issues and lessons learned from two consultations that took place at the beginning of 2011 – a 2-day consultative workshop on education and fragility in Juba and a one-day consultative workshop in Sarajevo held in conjunction with the INEE tools launch. WG members discussed overall purpose, objectives, realization and follow-up of the series of consultations. For a more detailed illustration of lessons learned please see Annex 3.

Member Agency Updates
Susy Ndaruhatse facilitated a round of member agency updates, for the purpose of information sharing.

AED
- Recently published book “AED and Education in Contexts of Fragility: Providing Support to Education Over the Long Haul” by Felix Alvarado focuses on AED’s knowledge and experience in countries moving from fragile situations to greater resilience
- Book uncovers lessons learned from working in El Salvador, Ethiopia, Guatemala, Honduras, Namibia, and Nicaragua.
- Lessons about the relationship between education and fragility are highlighted, and analyze. It also translates those lessons into suggestions for integrating crisis assistance and subsequent development in the education sector, which are critical in a world where the number of low-income countries experiencing crises, especially war, continues to increase.
Mary Joy Pigozzi also informed the Working Group that AED has been put on suspension. AED will pursue a process to sell itself of all of its programs and assets.

UNESCO -IIEP

- IIEP currently aims to integrate fragility into the education sector plans of its partners by aligning two processes – messages coming out of the national plan will be the same as in the sector plan.
- In West Africa IIEP developed guidelines to integrate DRR into education planning, however it was noticed that there is a tension between development language and DRR and emergency language. Problems arise in regard to the question of how to phrase certain conditions.
- UK Forum for Education and Training Conference in Europe: major theme in 2011 is education in emergencies IIEP will be involved in presenting its work on post-crisis capacity development.

EDC

- Main shift: budget and arrival of advisor for Education & Fragility, Jean Moulton.
- The organization is currently in the process of developing a strategy for the next five years.
- While EDC has been heavily involved in the area of education and fragility in the past it will continue to be.

CARE

- Haiti programs: CARE is facing a series of issues and challenges, especially in regard to get the education program.
- Afghanistan programs: CARE is facing a different sort of issue, as funding for lower secondary education and girls’ education is still not in place.
- Activities in Mali, Yemen and Egypt have been suspended, partly due to the recent popular revolutions in the Middle East.

EC

- Interest in taking the work on conflict analyses, embedded in EC programs forward.
- EC takes E&F framework into account when preparing EC support to certain countries.
- The framework will be further developed and complemented by a technical assistance component from which delegations can draw on.
- EC also aims to explore and include political analysis (embedding political economy) in its tools, which will be explored and adapted in regard to its use and functionality in 2011.
- Seminar in October 18-19 in Brussels in co-operation with CfBT with the purpose of sharing and reflecting on experiences and exploring possible collaboration with other partners.
- Emily Oldmeadow will share all necessary information with the WG members in mid-April month.

USAID

- USAID has recently shared its new education strategy 2011-2015 pursuing three global education goals: 1. Improved reading skills in primary grades; 2. Improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country’s development goals; and 3. Increased equitable access to education in crisis and conflict environments.
- WB, DFID and USAID have partnered to facilitate staff training in in regard to programming in fragile and conflict-affected countries.
- The training modules will be revised by the end of April, and shared with INEE.
- In the coming months two roundtables will be held on 1. ICT and 2. Education and Fragility.

UNICEF

- Peacebuilding study, final literature review by the end of March.
- Pilot study will be completed by June, initially planned to have 6 case studies.
- Other activities: DRR through cluster, tools analyses, participation in the youth conference.
• Studies include a review of pool-funded intervention in Zimbabwe, review of implementation
  ECOWAS with a focus on education this year.
  UNICEF is also in steering committee of global coalition of protection of education from
  attack.

FTI Secretariat
• Afghanistan became new member of FTI.
• Spring meeting in Kigali: lack of clarity of how much money donors will give. Allocations were
  cancelled until case is clear.
• FTI is developing a policy paper on fragile states, who, how and what

Save the Children
• Completed global evaluation for education for a better future, with focus on South Sudan,
  Afghanistan, and Angola.
• Working with Attack on Education Coalition.
• Save the Children is currently restructuring its organizational structure – advocacy, policy
  and research part within education is growing.
• Organization started unifying country offices.
• New international organization will be launched soon.

Dutch Ministry of Foreign Affairs
• Policy shift due to new cabinet, October 2010.
• Four priorities areas: security, justice, water/ food security, sexual reproductive health and
  rights.
• Education is not longer a priority, which is reflected in heavy budget cuts.
• Education is mentioned as a tool of achieving the objectives within the four priorities.
• Education in fragile states however is still mentioned.

GIZ
• Policy shift towards education as priority.
• Implementation of beacon programs include primary and secondary education in fragile
  contexts, TVET, media.
• In regard to vocational training and higher education, there is a clear message to the private
  sector to invest in education.
• New German backup initiative to support Africa with FTI.
• The new government decided on merging the main three development agencies GTZ, DED
  and Inwent into GIZ.
• Results in regard to education sector in more focus on training, quality and education
  systems in fragile situations.
• Current study on education and fragility aims to inform the ministry on the interrelationship of
  education and fragility and to advocate for the need to support activities that mitigate fragility
  and strengthen peace.

CIDA
• Dissemination of INEE tools: brown bag lunch in January on education in conflict and fragile
  situations.
• Focus also on cross-sectoral and cross-departmental discussion – there is great interest in
  education in emergencies and education and fragility.
• GMR launch was inspiring. Foreign affairs have shown interest in education and fragility.
• CIDA doesn’t have an education strategy, as education is part of children and youth strategy.
  Safety and security of children and youth is one part of this strategy, are at the beginning of
  a thinking process around this.

CfBT Education Trust
• In process of completing six desk-based studies (Cambodia, Nepal, Sierra Leone, South Sudan,…) will be shared once finalized, second phase will include in-depth study on the ground.
• Impact of their view on legitimacy on their state, crossing service delivery and state-building looking at positive/negative links. Is feeding into a wider and longer-term research program.
• Research program with AusAid, role of higher education in contributing to stability.
• Ongoing research with Brookings looking at teacher salary systems, how teachers can be paid in conflict-affected and fragile states (banking system, payment, management system), what are the blockages and was has been done to unlock the blockages.

Overview: Achievements of the WGEF (April 2008 to present)
Kerstin Tebbe presented the WG’s achievements in the course of its three years. The review of achievements can be found in Annex 4.

Finalization of new WGEF Terms of Reference (TOR)
Starting on day one, the WG discussed details of the terms of reference (TOR) for the new WGEF in small groups. This session aimed to finalize sections of the TOR (governance, membership and staffing) as well as to explore a range of fundraising strategies. The Working Group agreed on following goals and objectives:

| INEE Goal: | The provision of quality, safe and relevant education for all is strengthened in crisis-prone contexts through prevention, preparedness, response and recovery. |
| WGEF Sub-Goal: | Contribute to crisis-sensitive education in fragile and conflict-affected contexts thru inter-agency collaboration at global, regional and country levels. |
| Objectives: | 1. Facilitate a learning space for dialogue and information sharing on education’s role in state- and peace-building. 2. Promote conflict-sensitive approaches to education in fragile contexts to influence decision-makers at all levels. |

The revised TOR is available in Annex 2.

Wrap-up of Next Steps: the gap period and beyond
The WG concluded its final meeting with a summary of next steps and activities that yet need to be determined between the meeting and the establishment of the new WGEF at its first meeting in late 2011.
Discussion around membership resulted in following list of potential new WG members that need to be directly targeted:

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Partners that focus more broadly on conflict</th>
<th>Implementing agencies/donors</th>
<th>Research community</th>
<th>Southern-based / regional ministry organizations</th>
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<tbody>
<tr>
<td>OSF</td>
<td>INCAF, USIP</td>
<td>AusAid, South Africa</td>
<td>University of Sussex, University of Nairobi, ODI, USIP, Oxford</td>
<td>African Union, ADEA, BRAC, SEAMEO, The Commonwealth, ActionAid</td>
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<td>Aga Khan Development Network</td>
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<td>Comic Relief</td>
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<td>Hewlett Packard Foundation</td>
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Next steps for the Transition Team include:

- Fundraising
- Finalizing TOR for WGEF
- Recruitment of members
- Recruitment of new Secretariat staff
### Day 1: Tuesday 22 March

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Topic</th>
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<tbody>
<tr>
<td>9h00-9h45</td>
<td><strong>Welcome</strong> (45 min)</td>
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<tr>
<td></td>
<td>- Welcome from EDC as host agency, chairs (Cornelia Janke, Lyndsay Bird)</td>
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<td></td>
<td>- Review of agenda (Kerstin Tebbe)</td>
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<tr>
<td>9h45-10h30</td>
<td><strong>WGEF Work Plan Updates and Discussion</strong> (Kerstin Tebbe) (45 min)</td>
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<td>- GMR side event in New York (Jordan Naidoo)</td>
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<td></td>
<td>- Side event in Washington (TBD)</td>
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<td></td>
<td>- Transition team (TBD)</td>
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<td>- Synthesis report from Situational Analyses (Kerstin Tebbe)</td>
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<td>- Financing and fundraising</td>
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<tr>
<td>10h30-11h15</td>
<td><strong>INEE Updates</strong> (Lori Heninger) (45 min)</td>
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<td>- New INEE strategic plan</td>
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<td>- Other updates</td>
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<td>11h15-12h30</td>
<td><strong>Discussion of Consultations</strong> (75 min) (Yolande Miller-Grandvaux)</td>
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<td>Further updates on consultations (Juba, Sarajevo, etc.); group discussion about</td>
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<td>the overall purpose, objectives and follow-up to the series of consultations</td>
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<td>12h30-13h30</td>
<td><strong>LUNCH</strong> (60 min)</td>
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<tr>
<td>13h30-14h30</td>
<td><strong>Review of new WGEF objectives</strong> (60 min) (Mary Joy Pigozzi)</td>
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<td>Small groups discuss each objective and core initiatives, and propose changes as</td>
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<td>needed</td>
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<td>14h30-15h30</td>
<td><strong>Plenary discussion: Review of new WGEF objectives</strong> (60 min) (Mary Joy Pigozzi)</td>
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<td>15h30-16h00</td>
<td><strong>BREAK</strong> (30 min)</td>
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<tr>
<td>16h00-17h30</td>
<td><strong>Member Agency Updates</strong> (Susy Ndaruhutse) (90 min)</td>
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<tr>
<td>19h30</td>
<td><strong>Group Dinner (Optional)</strong></td>
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<td>Time</td>
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<tr>
<td>9h30-10h30</td>
<td><strong>Overview: Achievements and Challenges of the WGEF (April 2008 to present)</strong> (Kerstin Tebbe) (60 min)</td>
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<tr>
<td>10h30-12h00</td>
<td><strong>Review of new WGEF Terms of Reference</strong> (120 min) (Cornelia Janke; Jonathan Miller, Emily Echessa, Corien Sips for the groups) Small group discussions about sections of the TOR (governance, membership, staffing) and fundraising strategy</td>
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<tr>
<td>12h00-13h00</td>
<td><strong>LUNCH</strong> (60 min)</td>
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<tr>
<td>13h00-14h30</td>
<td><strong>Plenary Discussion: Review of new WGEF TOR</strong> (Lyndsay Bird) (90 min)</td>
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<tr>
<td>14h30-15h30</td>
<td><strong>Finalization of new WGEF Terms of Reference</strong> (60 min) (Cornelia Janke; Jonathan Miller, Emily Echessa, Corien Sips for the groups) Small groups finalize sections of the TOR (governance, membership, staffing) and fundraising strategy</td>
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<td>15h30-16h00</td>
<td><strong>BREAK</strong> (30 min)</td>
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<tr>
<td>16h00-17h00</td>
<td><strong>Wrap-up of Next Steps: The gap period and beyond</strong> (Kerstin Tebbe) (60 min) Presentation of next steps already determined; discussion of next steps and activities yet to be determined between the meeting through to the establishment of the new WGEF at its first meeting in late 2011</td>
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<tr>
<td>17h00-17h30</td>
<td><strong>Closing, thank you</strong> (Lyndsay Bird, Cornelia Janke)</td>
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# INEE Working Group on Education and Fragility

## Workshop on Cross-sectoral Approaches to Mitigating Conflict and Fragility Using the Case of South Sudan

### Agenda

**Date:** Monday 21 March 2011, 2-5:30pm  
**Venue:** Education Development Center (EDC), 1025 Thomas Jefferson St. NW, Suite 700, Washington DC  
**Purpose:** Share practices across sectors on approaches to mitigating conflict and fragility by focusing on the case of South Sudan and discuss cross-sectoral synergies to mitigating conflict and fragility, particularly between education and other areas of intervention.

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<th>Time</th>
<th>Session</th>
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| 2:00—2:15 | **Welcome**  
**Cornelia Janke, Co-chair of the INEE Working Group on Education and Fragility**  
Brief introduction to INEE Working Group on Education and Fragility, overview of objectives and agenda |
| 2:15—3:30 | **Panel: Sector approaches to mitigating conflict and fragility in South Sudan**  
Brief presentations (15 min each) on different sectors’ approaches to mitigating conflict and fragility in South Sudan  
1. Deborah Grieser – USAID/ Director of South Sudan operations  
2. Leonard S. Rubenstein – USIP/Chair of the USIP Health and Peacebuilding Working Group  
3. Kerstin Tebbe – INEE Coordinator for Education and Fragility  
Question and answer |
| 3:30—4:45 | **Interactive working session: Mitigating conflict and fragility in South Sudan across sectors**  
Participants work in small groups to discuss key questions (see below) |
| 4:45—5:15 | **Presentation and discussion on working session findings** |
| 5:15—5:30 | **Wrap-up, next steps** |
The following **key questions** will be discussed during the workshop:

1. How does your sector or community of practice work to mitigate conflict and fragility, using the example of South Sudan?
   a. Is mitigating conflict and fragility in your sector an explicit objective of your work?
   b. If so, what frameworks/guidelines/analysis/activities does this focus on?
   c. If not, do you think it should be? Why? How?

2. What cross-sectoral linkages have been tried in the past and what synergies are needed?
   a. Does your sector’s approach to mitigating conflict and fragility include interaction with other sectors, including the education sector?
   b. What challenges exist in cross-sectoral coordination or collaboration, including with the education sector?
   c. What could be done to improve cross-sectoral linkages, particularly with education?
   d. How could collaborating with the education sector help you to achieve better conflict/fragility mitigation outcomes?
I. Introduction

The Inter-Agency Network for Education in Emergencies (INEE) is a global open network of practitioners and policy makers 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. In early 2008, a Working Group on Education and Fragility was established within INEE as an inter-agency mechanism to coordinate diverse initiatives and catalyze collaborative action on issues relating to education and fragility. The group completed its three-year mandate at a final biannual meeting in March 2011.

At their biannual meeting in October 2010, the members of the Working Group took the decision to continue to focus on education and fragility via a reconstituted Working Group, the activities of which will build on the work of the first group and be aligned with the INEE Strategic Plan for 2011-2013.

INEE anticipates that the new Working Group will be formally established at a meeting in October 2011 with a two-year mandate from late 2011 to late 2013. A detailed work plan and budget for the Working Group will be finalised at the first meeting of the group. A transition team is currently in place to lead the process of formation of a new group.

II. Goals and Objectives

**INEE Goal:** The provision of quality, safe and relevant education for all is strengthened in crisis and crisis-prone contexts through prevention, preparedness, response and recovery.

**Working Group on Education and Fragility Subgoal:** Contribute to crisis-sensitive education in fragile and conflict-affected contexts through inter-agency collaboration at global, regional and country levels.

**Objective 1:**
Facilitate a learning space for dialogue and information sharing on education’s role in state- and peacebuilding.

Objective 2:
Promote conflict-sensitive approaches to education in fragile contexts to influence decision-makers at all levels.

Illustrative Activity:
Develop/adapt tools and resources for the application of conflict-sensitive approaches to education.

III. Membership

The Working Group is voluntary and consists of members who have been identified as interested in and committed to the goals and objectives of the Working Group and which, through both their agency at large and chosen representative, demonstrate a potential contribution to achieving those goals and objectives. Member agencies will represent a range of organization types and may include: academic or research institutions; donor agencies or foundations; NGOs; UN agencies; governmental or ministerial organizations; etc. Membership will be determined via an open application process with a focus on ensuring member diversity in terms of type of agency; geographical placement; institutional scope; and experience and expertise as embodied by the representative.

Membership in the Working Group will be on an institutional basis, with a representative who is chosen based on their expertise and position within that agency. In committing to membership in the group, the agency commits to support its representative to participate in and contribute to Working Group activities for an average of two days per month and to support the representative’s travel to each of the biannual meetings of the group.

A key principle of the Working Group is engaged participation of all member organizations. While the normal “ebb and flow” of organizational time constraints and resource availability is recognized, it is expected that all members will contribute to the work of the group beyond attending meetings to the extent that they are able. Examples of contributions include active involvement in subgroups, hosting Working Group meetings, and contributing to Working Group events or publications. Inability to participate fully over a one-year long period should lead the organization to question the reasons for partial engagement and will trigger a dialogue between the chair(s) of the Working Group and the member agency about the appropriateness of the agency’s continuing membership in the group.

IV. Structures and Governance

The Working Group will operate under an agreed-upon work plan that will constitute the individual and joint activities that members will develop and carry out. The work plan will be accompanied by a budget and an external communications strategy or plan. Members of the Working Group will carry out the following tasks in collaboration with the Secretariat:

- Agree upon, develop and implement a work plan for the defined period of its mandate that is consistent with the objectives of the Working Group;
- Establish and assume responsibility within the Working Group for tasks and subtasks, defining the specific support role of the Secretariat, that will enable the completion of the work plan;
• Agree upon the allocation and sources of budgetary and other resources (from the total amount available) to specific tasks and sub-tasks; and
• Report on the utilization of resources to the Secretariat.

Progress towards fulfillment of the work plan will be reviewed at each meeting of the group and adjustments made to the work plan as necessary.

**Structures**

**Leadership**
The Working Group will be led by a chair or co-chairs, elected by the members of the Working Group to serve for a one-year period of time. The role of the chair will be to work closely with the Secretariat to:

• facilitate the smooth-running and forward progress of the work of the Working Group;
• coordinate decisions related to Working Group activities based on a consensus model;
• develop, facilitate the implementation of, and monitor the work plan of the Working Group;
• develop and monitor the budget of the Working Group;
• ensure that any “representation” of the Working Group is representational; and
• make every effort to ensure fair and equal participation of every member of the Working Group;

As this position of chair does require a significant time commitment and willingness to pay attention to detail regarding the functioning of the Working Group, the agency from which the chair(s) comes must be agreeable to this designation and allow its representative to devote the additional time required.

**Consultative Committee**
The Consultative Committee will consist of the Working Group chair(s) and four or three (depending on whether there is a single chair—four, or two co-chairs—three) members of the Working Group that represent a range of the types of agencies participating in the Working Group; the Secretariat will serve as a ex-officio member of the Consultative Committee. The Consultative Committee will be elected by the membership and will serve as a support group and “sounding board” for the chair(s) and Secretariat, particularly between meetings. It will meet regularly as deemed necessary (e.g. every month or every other month) via conference call. Some aspects of the leadership role (see above) may be devolved to the Consultative Committee with the agreement of the Working Group as necessary and appropriate.

**Subgroups**
It is anticipated that much of the work undertaken by the group will be divided among subgroups of smaller numbers of members of the Working Group who will devote focused attention and inputs to the activities being led by that subgroup. Given that these subgroups will focus on specific activities or products, their lifespan will match the timeframe of completion of those activities/product; these subgroups are therefore not permanent in nature and may have a shorter life span than that of the Working Group. They will implement components of the agreed-upon Working Group work plan, will have a leader, and agree to clear membership and accountabilities.

**Governance**

**Decision-making**
The majority of decisions, technical and administrative, will be taken by the entire Working Group during biannual meetings of the Working Group based on a consensual model. Decisions will be included in the written minutes of the meetings. In situations where decisions are necessary between formal meetings, the chair(s) with the Consultative Committee will take decisions on behalf of the entire Working Group. These decisions will be communicated to the entire Working Group in writing in a timely fashion. Most day-to-day technical decisions will rest with the Secretariat under the overall guidance of the chair(s) and with support and input from the subgroups. Any decisions that have budget implications should be submitted to the chair(s) for determination as to how best take a decision (by the
Meetings and Communication
The Working Group will meet on a biannual basis over the period of its mandate. Biannual meetings will generally last two days, though in rare and exceptional cases the meeting may require an additional, third day. Each meeting will devote time to a) work plan updates and operations; b) joint working sessions on work plan tasks or activities as appropriate; c) updates from members on relevant activities or initiatives in their agencies; and d) presentations and discussions on themes or topics of interest to the group. Meetings will be planned to balance time spent on operations and tasks with information sharing and knowledge generating activities. Side events to the meetings (e.g. workshops, etc.) may be organized by the group as appropriate to contribute into its work plan.

In addition to two face-to-face meetings of the full Working Group each year, the Working Group will engage in regular communication via telephone conference calls and email between these meetings, facilitated by the Secretariat. Various groups within the Working Group, including the Consultative Committee and subgroups, will also communicate separately via conference calls and/or additional face-to-face meetings as needed.

Budget and Financing
The Secretariat, in consultation with the chair(s) and the Consultative Committee, will develop 1) a financing plan and 2) a budget linked to the agreed-upon work plan—the latter for presentation to and approval by the Working Group. The budget should cover all costs of the Working Group, including those of the Secretariat. All contributions by Working Group members – both financial and in-kind – will be tracked by the Secretariat.

Reporting
The Secretariat will report back updates to the full Working Group via monthly email communication as well as a review of work plan updates and achievements at each biannual meeting. At each meeting of the Working Group when progress on the work plan is reviewed, expenditures against the budget will also be presented for discussion.

The Secretariat will contribute to regular reporting on the Working Group’s activities to INEE, including to the annual report, as determined by the INEE Director. Reports, including on budget and expenditures, will be drafted by the Secretariat, with consultation with the chair(s) and the Consultative Committee as needed. As part of the INEE Secretariat, the members of the Secretariat in service to the Working Group will attend the biannual meetings of the INEE Steering Group on request by the INEE Director to provide updates on the Working Group.

V. Staffing of the Working Group

The Secretariat staff for the Working Group will consist of two full-time posts – a Coordinator for Education and Fragility and a Deputy Coordinator for Education and Fragility. The Coordinator and Deputy Coordinator will work closely with the chair(s) and will both serve as ex-officio members of the Consultative Committee and any subgroups, depending on their assignments.

Together, the Coordinator and Deputy Coordinator (referred to also as the Secretariat) will work to achieve the following results:
- implement projects and decisions of the Working Group;
- facilitate collaboration and inputs from Working Group members as appropriate and possible on the majority of tasks and activities;
• build and convey consensus within the Working Group; and
• promote, deepen and enhance knowledge and work on issues of education and fragility within INEE and beyond.

The Coordinator for Education and Fragility will oversee management and coordination of the work plan of the Working Group on Education and Fragility and serve as a technical expert on education and fragility for the Working Group and within the network. The Deputy Coordinator for Education and Fragility will support the operations of the Working Group on Education and Fragility by ensuring the day-to-day administration and project management of the Working Group’s activities. Both the Coordinator and Deputy Coordinator will collaborate with the chair(s) of the Working Group as needed and appropriate.

As members of the Secretariat, the Coordinator and Deputy Coordinator are supported, supervised and managed by the INEE Director. The Coordinator serves as the supervisor and manager for the Deputy Coordinator as well as any other consultants or interns hired to facilitate the work of the Working Group. All core functions (e.g. communications, advocacy, promotion and fundraising) will be coordinated with the other Secretariat staff via the leadership of the INEE Director in order to ensure coherence and harmonization across activities. While the first responsibility of the Coordinator and Deputy Coordinator will be to contribute to the work of the Working Group, they will also collaborate as appropriate on other network activities as members of the broader INEE Secretariat.

**Hosting and Hosting**
Hosting of the Secretariat for the Working Group will follow general INEE Secretariat hiring and hosting arrangements. Final decisions about hiring and hosting will be determined by the INEE Director in consideration of the value-added of the type of hosting agency and geographical location as well as facilitation of the necessary logistical and human resources arrangements. As is possible, Secretariat staff for the Working Group will be located strategically with access to a critical mass of relevant agencies and individuals, key stakeholders, Working Group members, and other members of the INEE Secretariat.
Consultative Workshops (on regional and national level) ---
Lessons learned

Preparation
- Logistics:
  - need to be on site prior to Workshop (at least 1 week) to:
    - establish partnerships with relevant stakeholders including researchers at national universities, key figures in MoE, donors
    - put all logistical and planning items in place
    - vet the participants list
  - need for more side events to share agencies interests, activities, cross-country alliances, networks, platforms, etc. (maybe even facilitated side events where participants have the chance to present on particular themes)
- others:
  - need to understand the context! Prepare carefully and thoroughly
    - e.g. South Sudan: there was a need to provide solid country examples on conflict analyses
    - need to explain terms (e.g. conflict-dynamics, conflict drivers)

Process
- Logistics:
  - 2 days are too short
  - Half-day event rather than full day event, would give facilitators the opportunity to synthesize findings (needed for further actions)
  - Q: what level is workshop focusing on? Suggestion: separate out levels by facilitating smaller workshops on state level and national level and bring them together afterwards to share findings and develop next steps
  - Need for knowing protocols (minister, etc.)
- Facilitation:
  - Need for clear instructions, clear messages
    - Language!
  - Need for sharing information on purpose of event and process of broader E&F work with participants (has been highly appreciated)
  - Need for neutral facilitators, WG members bring in agency’s standing which is helpful for group discussions but not when facilitating a workshop
- Content:
  - Conflict Analyses
    - Need to challenge conflict analyses by synthesizing conflict assessments, presentation on synthesis, see how it resonates with participants, how do they see conflict drivers in relation to education
INEE Working Group on Education and Fragility (2008-2011)
Major Accomplishments

Building the evidence base
Finalized the Working Group’s research programme of four country case studies and a synthesis report entitled “Situational Analyses of Education and Fragility” including:
- “Education and Fragility in Afghanistan: A Situational Analysis” developed by UNESCO-IIEP and released in 2009;
- “Education and Fragility in Bosnia-Herzegovina” developed by the UNESCO Chair at University of Ulster and released in 2010;
- “Understanding education’s role in fragility: Synthesis of four situational analyses of education and fragility: Afghanistan, Bosnia and Herzegovina, Cambodia, Liberia” released in 2011; and
- Case studies of Cambodia and Liberia forthcoming pending e-publication by IIEP.

Supported the development of the European Commission’s Study of Governance Challenges for Education in Fragile Situations, including 8 country case studies and a synthesis report, released in 2010.


Developed an Annotated List of Research Questions on Education and Fragility as a tool for mapping research in the field of education and fragility and identifying research gaps where the evidence base can be strengthened, released in 2008.

Engaging with national and regional stakeholders
Organized and facilitated a two-day Consultative Workshop on Education and Fragility in Addis Ababa, Ethiopia in October 2010. The workshop brought together 45 education experts from education ministries, NGOs and development agencies in Ethiopia, Kenya, Somalia, Sudan and Uganda, as well as members of the Working Group, to analyze education’s role in fragile contexts and generate strategies to enhance education’s positive role in mitigating fragility.

Organized and facilitated a two-day Consultative Workshop on Education and Fragility in Juba, Southern Sudan in February 2011. The workshop brought together approximately 35 stakeholders from the Government of Southern Sudan (GoSS) Ministry of Education, state ministries of education, civil society organizations and donor agencies, as well as Working Group members, to undertake a conflict analysis of the education sector to be incorporated into the sector planning process.

Facilitated a one-day Consultative Workshop on Education and Fragility in Sarajevo, Bosnia-Herzegovina in March 2011. The workshop took place as part of an INEE regional tools launch event and brought together approximately 30 education experts from ministries of education and civil society organizations in Bosnia-Herzegovina, Croatia, Macedonia, Montenegro and Serbia to analyze education’s role in fragile contexts and generate strategies to enhance education’s positive role in mitigating fragility.

Supporting financing of education in fragile contexts
Organized the INEE Policy Roundtable on Education Finance in States Affected by Fragility held in Brussels on 27-28 October 2008, hosted by the European Commission. The event brought together approximately 45 technical experts to review existing and new financing modalities for education in situations of fragility and chronic crises to determine how these modalities can better respond to the challenges faced by the sector, including the most effective mix and phasing of modalities.

Developed an in-depth analysis paper on financing modalities entitled “Appropriate and Effective Financing Modalities and Channels for Education in Fragile Situations” as the basis for INEE Reference Guide on External Education Financing including six country desk studies of Afghanistan, Ethiopia, Nepal, Pakistan, Sierra Leone and Somalia.

- Released translations of the INEE Reference Guide on External Education Financing in Arabic, French and Spanish.
- Developed learning materials for 30-minute and 1.5-hour learning sessions on the Reference Guide.
- Developed a webinar training session for the Reference Guide; undertook a pilot session in February 2011.
- Undertook widespread dissemination of the Reference Guide including via the series of INEE regional tool launches including in:
  - Dakar, Senegal in June 2010
  - Washington, DC in July 2010
  - New York, NY in July 2010
  - Bangkok, Thailand in July 2010
  - Nairobi, Kenya in July 2010
  - Oslo, Norway in September 2010
  - Lima, Peru in October 2010
  - Panama City, Panama in October 2010
  - Geneva, Switzerland in September 2010
  - Paris, France in November 2010
  - Sarajevo, Bosnia in March 2011
  - Amman, Jordan May 2011

**Advocating for policy change**
Maintained continuous outreach and support to the EFA Global Monitoring Report (GMR) team for the 2010 report on marginalization and the 2011 report on education and armed conflict including making contacts, providing background materials and resources and supporting consultation.

Supported the World Bank’s World Development Report (WDR) 2011 on security, conflict and development by contributing to the background paper on service delivery in fragile contexts.

Organized a consultation meeting in Washington, DC, in November 2009 on the 2011 GMR and the 2011 WDR including building contacts and facilitating consultation between the two report teams.

Developed a background paper in 2010 for the GMR and WDR teams entitled “The multiple faces of education in conflict-affected and fragile contexts.”

**Promoting education and fragility**
Facilitated a side event to the 2011 GMR launch on education and peacebuilding with UNICEF in New York in March 2011.

Facilitated a side meeting to the biannual Working Group meeting in March 2011 on cross-sectoral approaches to mitigating conflict and fragility.

Developed and facilitated four sessions on education and fragility topics at the INEE Global Consultation in Istanbul in April 2009 including:
- Effective Education Financing in Fragile Contexts: Challenges and Opportunities
- Capacity Development for Educational Systems in Fragile Contexts
- The Hidden Emergency: Education in Fragile Situations
- Evidence for change in fragile contexts: research, analysis and advocacy

Continuously raised the profile of education and fragility issues with key audiences through advocacy and outreach. Undertook outreach both within the education community (e.g. the Education For All (EFA) Team) and developed cross-sectoral linkages (e.g. through the OECD—DAC International Network on Conflict and Fragility), the Health and Fragile States Network, etc.).