Welcome and Administrative Procedures

Welcome
Eli presented the four main objectives for the meeting:

- To review progress on the promotion and application of the INEE Minimum Standards in the past 6 months and provide strategic guidance for the Minimum Standards activities in the next 6 months
- To define the parameters and process of the Minimum Standards Evaluation project
- To structure the recruitment of WG members and TOR for the WG 2011-2013
- To promote the Minimum Standards among partners in Chile and to learn from their experience and good practices on Disaster Risk Reduction

We should also keep in mind that our work happens in the context of bigger events and developments. Eli also thanked UNESCO-Chile for hosting the Working Group meeting.
UNESCO Country Representative welcomed the WG members to Chile and talked about the insufficient disaster prevention carried out in Chile.

Administrative Procedures

Eli introduced the agenda of the meeting, which was reviewed and approved by the Working Group members. Eli emphasized that “EiE professionals come together to work on the INEE Minimum Standards and at the WG, we take off the organizational hats and get at the core of the issues in a way that we don’t get to do at our day jobs. We work together to move things forward to promote and apply the INEE Minimum Standards.”

Eli welcomed the following new WG member representatives:
Annika Sjoberg (UNHCR)
Randi Gramshaug (NORAD)
Sweta Shah (Plan USA)
Veerle Verloren van Themaat (Oxfam Novib)
Sylvia Schmitt (GTZ) in abstentia

Overview of recent INEE Secretariat Initiatives

MS Update: Last 6 months (Tzvetomira Laub)
- INEE Tools Launches since Sept 2010: (Geneva, Paris, Lima, Panama, Hague, Sarajevo, El Salvador, Dominican Rep) = total of 15 to date; last Tools launch will be in Amman on May 17, 2011.
- Strategic Plan: completed draft, SubGroup to review this during the WG mtg.
- INEE Toolkit launched: high usage rates in 151 countries; 60% are new visits; average time on the Toolkit is 5 min; every person who visits the Toolkit downloads a document; (see more info below and the attached Google Analytics report).
- INEE E-learning module pilot launched in Jan 2011: http://sphereprototype.conted.ox.ac.uk/cases/learningistheirfuture/index.php
- Call for MS case studies: 13+ submissions received; access at www.ineesite.org/MScasestudies
- MS Reference Tool developed and printed in: English, French, Spanish, Arabic, Urdu
- MS poster developed and printed in: English, French, Spanish, Portuguese, Arabic and Bahasa Indonesia
- Continued distribution of MS hard copies (see attached info)

INEE Initiatives Update: Last 6 months (Lori Heninger) (see attached PPT)
- GMR development and launch: INEE worked closely with the team in setting the parameters of the GMR report and held a side meeting at the NY launch event.
- Centralized financial monitoring system and Annual Report developed (see attached).
- Anniversary blog, webpage, photo contests to celebrate the INEE 10th Year Anniversary on April 12, 2011 in London.
- INEE Strategic Plan (attached)
  - Emphasis on education and the continuum of prevention, preparedness, response and recovery
  - Thematic foci: youth, education and fragility, DRR, quality education
o National level orientation: more work will be done with MOEs, Education clusters at the field level
o Question from Helge: if INEE looks at EiE through a development lens only, donors may not give any money for EiE if they perceive education as a development issue.
o Other comments: Lori was encouraged to strengthen the connection with the two WGs. The two WGs worked closely on mainstreaming conflict mitigation in the MS update process; the Fragility Coordinator published a paper on this process in HPN magazine.
o Mitch’s comment: it is difficult to measure the outcomes because they are multidimensional and statements are too complicated; Lori should consider this if there is any revision.

Spanish Language Community update (Claudio Osorio) (see attached PPT)
- Technical support provided on the translation, launch and application of the INEE Minimum Standards and related tools in Latin America.
- Presented the Education and Disaster Risk Reduction Web Portal (http://educacionygestiondelriesgo.crid.or.cr/)

Sphere-INEE Companionship Agreement (Helge Brochmann)
Sphere Project Director has decided to include the education icon and the explicit reference to the INEE-Sphere Companionship Agreement (see attached) on the back cover of the Sphere Handbook, contrary to expectations of the Agreement. The WG discussed and agreed to send a formal letter to the Sphere Board sharing the concerns about the branding and also welcoming the beginning of the process for the renewal of the Agreement. See below a preliminary analysis of the progress on the Agreement’s implementation.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities in the Companionship Agreement</th>
<th>INEE</th>
<th>Sphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>MS with similar colors and size to Sphere</td>
<td>yes</td>
<td>not applicable</td>
</tr>
<tr>
<td>4b</td>
<td>icon on edu on MS cover</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>4c</td>
<td>Statement on the Companionship on the cover</td>
<td>yes</td>
<td>partial</td>
</tr>
<tr>
<td>4d</td>
<td>Website features the Companionship</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>4e</td>
<td>Companionship features in all official communications</td>
<td>partial</td>
<td>n/a</td>
</tr>
<tr>
<td>5a</td>
<td>Statement in the Intros</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>5b</td>
<td>Edu/ intersectoral linkages mainstreamed in MS/ Sphere</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>6a</td>
<td>info on MS/ Sphere in training materials</td>
<td>yes</td>
<td>n/a</td>
</tr>
<tr>
<td>6b</td>
<td>link to trainings on the website</td>
<td>yes</td>
<td>n/a</td>
</tr>
<tr>
<td>6c</td>
<td>informing Sphere/INEE for each upcoming training</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>7a</td>
<td>ordering Companion Handbook</td>
<td>in progress</td>
<td>n/a</td>
</tr>
<tr>
<td>7b</td>
<td>mutual participation in workshops etc</td>
<td>partial</td>
<td>n/a</td>
</tr>
<tr>
<td>7c</td>
<td>newsletter: info on Companionship</td>
<td>partial</td>
<td>partial</td>
</tr>
<tr>
<td>7d</td>
<td>llistserv: training and other info as relevant</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
Action:

- Pilar, Annika and Randi to draft letter to INEE Steering Group and Edu Cluster. (completed)
- Tzvetomira and Lori to raise this concern at the INEE Steering Group meeting and take action as needed.

**MS Evaluation project (Eli Rognerud and Mitch Kirby)**

Eli updated the WG on the MS evaluation work completed in 2008. In general, the evaluation found that awareness about the standards does not necessarily mean usage of the Standards. While interesting information on types of usage was compiled, the WG faced major difficulties on measuring impact. To see the 3 case studies in the tiered approach in 2008, please visit [http://www.ineesite.org/index.php/post/monitoring_evaluation/](http://www.ineesite.org/index.php/post/monitoring_evaluation/) and download the case studies:


The Promotions and Analysis SubGroup debated and agreed that the purpose of the evaluation is to review and assess the value added of the MS to date as a tool for:

1. Advocacy
2. Coordination
3. Programme planning and response
4. Research
5. Institutional change

In order to identify the value added, the evaluation will focus on the utilisation of the MS as a tool for the above domains, in different contexts with various actors and institutions. It is evident that both quantitative and qualitative methods are required for an in depth analysis in these domains. The number of countries, domains and/ or institutions will be decided upon during the development of the detailed Terms of References.

Action:

- Annika, Randi and Veerle to draft an evaluation outline summarizing the agreement; Mitch and Eli to review. (completed, see attached)
- WG members to share the evaluation outline with evaluation specialists.
- Lori and Tzvetomira to determine approximate cost for evaluation and fundraise for this.
- Draft the MS Evaluation SOW (TBD).

**Strategic Plan: P&A Activities (Simon Purnell)**

The SubGroup reviewed the SubGroup activities and indicators proposed for the 3-year plan. For more information on suggestions and changes made, please refer to the attachment.

Action:
• Simon to incorporate suggested changes in the Strategic Plan and circulate to SubGroup members.

**Strategic Plan: Applications Activities (Helge Brochmann)**
The SubGroup reviewed the SubGroup activities and indicators proposed for the 3-year plan. In particular, the SubGroup agreed that we needed to develop more outcome indicators (versus process indicators). For more information on suggestions and changes made, please refer to the attachment.

Action:
• Helge, Ken and Sweta to incorporate suggested changes in the Strategic Plan and circulate to SubGroup members. (completed)

**MS Case Studies (Fred Ligon)**
The WG put out a call for case studies on the use and application of the INEE Minimum Standards in February 2011. We received more than 13 submissions and worked closely with the INEE members to polish the case studies. To read all new submissions from Malaysia, Gaza, Somalia, Ethiopia, Pakistan, Haiti, Kenya and Yemen, go to www.ineesite.org/MScasestudies. We have very few case studies submitted by WG members, and therefore WG members are encouraged to capture their lessons learned and good practice in a case study. Please use the case study template available at www.ineesite.org/MScasestudies. Case studies should record lessons learned, challenges and successes.

The SubGroup discussed the evaluative vs. reflective case studies. The 2006-2008 evaluations recorded their findings in case studies (Pakistan, Uganda and Darfur). Ken will work with a graduate student to evaluate an education program in Liberia using the MS as a framework.

Once we have a few case studies for each Domain and Standard, the WG will compile a small booklet to be used for promotion of the MS and for fundraising.

Action:
• Each WG member to draft case studies on their use of the MS by June 2011.
• Tzvetomira to map out the case studies according to the INEE Minimum Standards and identify gap areas by the end of May 2011.

**Minimum Standards Technical Support (Bente Sandal-Aasen)**
Bente presented on her technical visit to the Cluster in Afghanistan and shared concerns about CARE’s project to translate the MS into Dari and Pashto and train more than 800 colleagues. However, concerns about the quality of the training and actual use of the MS by trained participants were raised. Partners also shared that it was difficult to translate the MS into Dari and Pashto because some of the words have no equivalent in that language. In the update process, INEE consulted and used “Plain English” approach in order to make it easier for translations. Tzvetomira asked Bente for examples of words/phrases that were particularly difficult to translate into Dari and Pashto.

Lori presented on INEE Secretariat’s efforts to bring in a MS trainer as a full-time position in order to guarantee continuity and consistency in the delivery of MS trainings and TOTs. WG will be asked to participate in the recruitment process in the Summer 2011.
The SubGroup decided that it was crucial to work more closely and coordinate closely with the Education Cluster Capacity Development TT. Tzvetomira represents INEE on this Capacity Development TT. Bente and Sweta also sit on the ECWG and can help ensure synergies.

**INEE and MS Budgets (Mitch Kirby)**

Tzvetomira presented on the MS spending for 2010 and MS budget for 2011 (see attached). MS activities are funding about 80% for this year but we still need to fundraise for the MS Evaluation. There are not MS-allocated funds (neither MS-program nor MS-core funds) for 2012 and INEE needs to fundraise heavily in order to guarantee sustainability for next year. WG members were asked to share any possible fundraising leads.

Lori presented the overall INEE budget for this year and for 2012 (attached), emphasizing that INEE Secretariat overall is looking at a 50% cut. Lori will emphasize fundraising for the second half of 2011. Any helpful contacts with possible donors are welcome.

The WG emphasized that we need to focus on strengths we have for fundraising – for example, building on the network itself – networks are hot topics. We should position ourselves as to why donors should give us money in a strategic, focused, outcome-focused way. INEE should also target in-country efforts where money is already available.

**Action:**
- Annika to connect Lori to private donors.
- UNESCO can possibly absorb printing costs – Secretariat to further discuss this with Eli.
- INEE Secretariat and the Application SubGroup to explore feasibility for charging for MS trainings and for shipping fees.
- Tzvetomira to draft a generic MS proposal for fundraising by early June and circulate to WG members.
- Bente to approach the Save the Children Alliance for possible funding or joint proposals.
- Simon to connect Lori with EU donors.
- Ken to connect Lori to Hewlett Packard contacts.
- Clarify Norwegian MFA activities with donor: Lori, Helge, Randi, Bente.

**MS Use by MOEs (Fred Ligon)**

The SubGroup discussed the need to make a more concerted effort in reaching and collaborating with MOEs. However, we should build on previous and existing work. We may find that the best way to reach MOEs is by partnering with Education Cluster or UNESCO-IIEP.

- **Vietnam:** INEE is cooperating with UNESCO Vietnam and MOE on the translation and contextualization of the MS in Vietnam. In May, INEE will hold 3 workshops in Hanoi on the contextualization of the standards, which will serve as the foundation for the drafting of national norms on EiE and DRR preparedness. MOE is taking an active lead on this and is very interested in the INEE Minimum Standards. Alison Joyner has been hired to move this project forward. INEE has been requested to deliver MS training in Fall 2011 to help with the capacity development in Vietnam.

- **Turkey:** Zeynep will conduct an advocacy project with the MOE in Turkey. The goal of the project is the revision of the national framework for disaster response, which is outdated and does
not include education. Zeynep will start with the translation of the MS into Turkish and convene a roundtable discussion with MOE and relevant actors from other line ministries.

**INEE E-learning Module Pilot (Sweta Shah)**
Sweta shared that in the development of the module, INEE had to work within the software design constraints set up by Sphere. SubGroup members reviewed the feedback and recommendations received to date on the e-learning module (see attached). At this point, we should limit changes in the module to only minor changes and technical issues, finalize and launch the final product. Sweta will be the focal point on the e-learning module.

**Actions:**
- John, Annika, Randi, James, Martha, Simon, Eli, Pilar and Veerle together with one member of their organizations will provide feedback to Tzvetomira on technical and minor changes.
- Tzvetomira to work with SubGroup members on finalization of the module by end of August.
- WG members can take this back to their orgs for translations. At end of year, there may be funds to do this when money is left over. Translations in French, Spanish and Arabic are desired.

**Contingency Plans (Lori Heninger)**
The Applications SubGroup agreed that it would be helpful for the INEE network if we could collect and make available various examples of contingency plans, including those that have used the MS as a framework for development of the contingency plans. INEE will consult with the Cluster and reach out to members who have worked on contingency planning before. For more info, see attached draft of the Contingency plan listserv message.

**Action**
- Tzvetomira to send out a listserv message on contingency plans.

**INEE Toolkit and Webinars (Simon Purnell)**

**Toolkit:** launched in January, the Toolkit has had 4,618 visits from 151 countries (more than the countries where INEE has members); 12,000+ page visits; average time spent is 4.45 min, longer than the average time spent on the INEE website; 60% are new visits; 40% are returning visitors; top visitors per country: US, UK, Pakistan, Canada, Kenya, India; most often visited section of the Toolkit is the MS, followed by “Overview” section and TL section; most often downloaded item is the English MS, followed by TL, Inclusive Education, Gender. Most often downloaded implementation tools are the MS Community Participation tools, followed by MS training materials, and MS Monitoring tools.

**Action:**
- Tzvetomira to periodically promote sections of the Toolkit through the INEE listserv.

**Webinars:** INEE held 2 webinars on the MS and 2 webinars on the INEE Toolkit. To hear the webinars, please go to [http://www.ineesite.org/blog/C122/](http://www.ineesite.org/blog/C122/). The SubGroup recommended that INEE Secretariat continues to offer webinars as relevant.

**MS Advocacy: GA Resolution (Annika Sjoberg)**
The GA resolution on EiE was a huge achievement from an advocacy perspective. INEE is contributing to the Special report of the Special Rapporteur on the Right to Education with info on:
- developments made since the GA resolution was adopted
- key gaps and challenges
- key recommendations
Action:

- Tzvetomira to circulate the final submission to WG members (attached).

**MS Advocacy to Donors (Randi Gramshaug)**

We need to come up with good, simple messages to send to donors. Who do we need to target? Is there a window of opportunity with specific donors? The WG discussed drafting a template for an advocacy letter that could be sent to donors. Points to be included: Education in emergencies need to be part of sector plans and Donor Trust Fund criteria. Donor support is needed for sector plans. There are bilateral difficulties regarding restrictive uses of humanitarian aid funding, but there has been spillover to actually fund education. These need to be captured to help make the case for EiE for donors. We need to ask donors why they do or do not support education in emergencies. Attached is a draft letter that could be the beginning of our discussions on this issue.

Ways forward:

- Capture successes of donor governments who have provided EiE (especially those who have adopted the MS)
- Are there donors that we want to influence and timing?
- Advocating as individual orgs and/or as INEE? Both?
- When education events come up, are there options to organize side events or panel discussions to talk about EiE/MS?
- Marketing tips:
  - “they’re doing this, I should do this as well”
  - “What you miss if you don’t take it”
  - You can be associated with key brand and brand assurance
  - Fear of losing something
  - Relationship development and trust
  - MS are a tool to use as advocacy strategy

**Minimum Standards Application Visits (Ken Rhodes)**

At the invitation of the Somalia Education Cluster, INEE conducted an application visit that aimed to increase the capacity of the Cluster members and their knowledge on the MS. We did a MS training, followed by a day-long contextualization exercise to contextualize 10 out of the 19 standards. We also did a day-long application exercise where participants looked at their own education projects, mapped out how education activities fall within the MS and then generated suggestions and ideas on what else could be done to strengthen the education response. The Application visit report has been shared with the Education Cluster and Ellen in her role as the focal point on the MS in the SG. The WG is exploring another application visit to OPT and 3 WG members with OPT experience will work with Tzvetomira to tailor the application visit and to build on previous MS work there (see also the Application Visit final report attached). You can see some of the blog posts on the Application visit here: [http://www.ineesite.org/blog/C113/](http://www.ineesite.org/blog/C113/).

The WG reviewed the request for an application visit to OPT. Helge, Bente, Pilar to support Tzvetomira in tailoring the next application visit. Thanks to UNICEF funding and Cluster funding, INEE can take on 2 other application visits this year.

Action:

- Helge, Bente, Pilar to support Tzvetomira in tailoring the next application visit to OPT.
- WG members to pass along suggestions for application visits as relevant.
MS Contextualization (Helge Brochmann)
The SubGroup discussed the contextualization processes and agreed that contextualization should always be encouraged by the WG and the MS Coordinator when promoting the MS. However, undertaking actual contextualization of the MS should be a demand-driven process. INEE Secretariat should readily support such contextualization processes.

Somalia: Tzvetomira undertook an application visit that included the contextualization of the MS for Somalia. The report was circulated through the WG in March. The April evaluation of the Somalia Cluster found that the Cluster members cherished the MS contextualization a lot and have taken away useful knowledge on the practical use of the MS.

Vietnam: Alison Joyner is leading the contextualization of the MS for Vietnam in May 2011. The contextualization template has been adapted for the context of Vietnam. More info to follow after contextualization is complete. Contact Alison.joyner@sfr.fr with any questions.

To access all contextualization materials, visit http://www.ineesite.org/index.php/post/know_contextualization_of_the_minimum_standards/.

Action:
- Tzvetomira to share info on contextualization in Vietnam and upload such info on the MS webpage.
- All WG members to connect their Vietnamese partners with Tzvetomira to ensure involvement in the contextualization process.

MS Response to New Emergencies (Annika Sjoberg)
The SubGroup reviewed the INEE response to recent emergencies (see attached). The WG wants to ensure that education is a key component of humanitarian aid in a given emergency and that the INEE Minimum Standards inform the provision of education programs and coordination. INEE should convey the same messages to donors and governments, as well as the organizations working on education service delivery. At the same time, our goal should be for every organization engaged in education responses to emergencies to use and refer to the INEE Minimum Standards in development, implementation and M&E of education programs. INEE Secretariat welcomes any further suggestions on INEE’s response to emergencies in the future.

Membership in the Working Group (2011-2013) (Eli Rognerud)
The current Working Group’s lifespan ends in August. This summer INEE will recruit new WG members for 2011-2013, following the same process as the recruitment in 2009. WG members can encourage local partners, MOE representatives and others to apply.

Action:
- Lori, Eli and Pilar to discuss draft TOR for the WG. (completed)
- Lori to incorporate changes and circulate to Eli, Tzvetomira and Pilar. (completed)
- Eli to review the WG recruitment process doc.
- Tzvetomira to finalize TOR and supporting docs and initiate the recruitment call through the listserv by mid-June.
- Tzvetomira to draft a sample letter of institutional support to share with WG members.
- Simon to incorporate changes in the TOR for the SubGroup Chairs.
• WG members to inform Tzvetomira whether they will continue on the WG past August for another 2 years by June 24.

**MS TOT (Ken Rhodes)**
INEE has secured funding for the next TOTs, which will take place in Doha in June 2011 and in South East Asia in Fall 2011. The SubGroup reviewed the TOT prep materials and provided guidance on the TOTs. Zeynep, Bente and Fred to support Tzvetomira in the organization of the TOTs and the review of the TOT materials.

Regarding the future TOTs, INEE needs to consider previous work on EiE done in the region, reach out to MOE, Education Sector Coordination group.

**Action:**
- Fred to review TOT prep materials. (completed)
- Tzvetomira to share TOT draft materials with the SubGroup before Doha; Zeynep, Bente and Fred to review.
- SubGroup members to help with the selection of participants in the Doha TOT; Zeyenp, Bente and Fred to review candidates.

**WG member updates**
See attached updates. Edits and comments welcome by the end of May.

### Closing

**Wrap Up/Conclusion**

The Chair thanked all members for attending this meeting, and reiterated INEE’s appreciation to UNESCO-Chile for hosting the meeting.

INEE encouraged members to contribute to the INEE Anniversary Blog (What do you want to tell INEE on its 10th Birthday?, www.ineesite.org/blog)

**Next Working Group Meeting**

Working Group meeting will occur on September 26-28, 2011. Criteria for possible locations include:
- 2 meeting rooms with Internet access and PowerPoint
- Lunch provided by co-hosts (if possible)
- Easy to travel to by plane
- Possibility for advocacy for the Minimum Standards
- Possibility to meet with the MoE or provide technical support to local organizations (this could be conducting a MS training, technical assistance, presentations, etc.)
- Country interested in learning more about education in emergencies and DRR strategies