Present: Pilar Aguilar (UNICEF), Judy Benjamin (American Institutes of Research), Ronja Hoelzer (GTZ), Ellen Lange (NORAD), Fred Ligon (World Education), Martha Muhwezi (FAWE), Audrey Nirrengarten (UNHCR), Simon Purnell (ZOA Refugee Care), Sandra Renew (War Child Holland), Ken Rhodes (Academy for Educational Development), Eli Rognerud (UNESCO), Bente Sandal-Aasen (Save the Children Alliance), Olloriak Sawade (Oxfam Novib), Helen Stannard (IRC), Zeynep Turkmen (Mavi Kalem), Pamela Young (Plan).

Ex officio: Allison Anderson, Marian Hodgkin, Alison Joyner, Tzvetomira Laub (INEE Secretariat).

Apologies: John Abuya (ActionAid), Dean Brooks (NRC), Mitch Kirby (USAID), Shakir Ishaq (BEFARe).

SAVE THE DATE for the next Working Group meeting!
April 19-21, 2010: Working Group meeting, location TBD
April 22, 2010: optional day for advocacy meetings with key stakeholders or a field trip, location TBD

Welcome and Administrative Procedures

Welcome

The Chair of the Working Group presented the three main objectives for the meeting:
- To constitute the 3rd INEE Working Group on Minimum Standards (2009-2011);
- To update the Working Group members on recent INEE activities, including on the promotion and implementation of the INEE Minimum Standards;
- Based on those activities (and outcomes) and the Terms of Reference for the INEE Working Group, to develop the workplan for the Working Group, and the outputs and timeline for the Operations, Applications and Update & Promotion SubGroups

In addition to the returning members of the Working Group (Pilar Aguilar, Fred Ligon, Ken Rhodes, Bente Sandal-Aasen, Audrey Nirrengarten, Shakir Ishaq, and Mitch Kirby), the Chair welcomed 12 new individual and institutional Working Group members:
- John Abuya, ActionAid, Kenya
- Dr. Judy Benjamin, American Institutes for Research, US
- Dean Brooks, Norwegian Refugee Council, Lebanon
- Ronja Hölzer, GTZ, Germany
- Ellen Lange, NORAD, Norway
- Martha Muhwezi, FAWE, Uganda
- Simon Purnell, ZOA Refugee Care, Thailand
- Sandra Renew, War Child Holland, Sri Lanka
- Olloriak Sawade, Oxfam Novib, Netherlands
- Helen Stannard, International Rescue Committee, US
- Zeynep Turkmen, Mavi Kalem, Turkey
- Dr. Pamela Young, Plan International, US
The Chair also thanked UNHCR for hosting the Working Group meeting.

Administrative Procedures
The Chair introduced the agenda of the meeting, which was reviewed and approved by the Working Group members.

Supporting documents for the INEE Working Group meeting:
- WG Terms of Reference
- 2009-2010 WG Contact list
- WG Meeting Agenda
- INEE Organigramme
- INEE Strategic Plan Summary
- Engage with INEE brief
- INEE Tools brief
- Scope of Work for the Minimum Standards update process

### INEE Overview, Working Group Scope of Work and Process

**INEE overview**

INEE is an open global network of members working together within a humanitarian and development framework to ensure all persons the right to a quality and safe education. Since its inception in 2000, INEE’s membership has grown to over 3,900 practitioners, students, teachers and staff from UN agencies, non-governmental organizations, donors, governments and universities. INEE has successfully become a vibrant and dynamic inter-agency forum that fosters collaborative resource development and knowledge sharing and informs policy through consensus-driven advocacy.

INEE envisions a world where:
- All people affected by crisis and instability have access to quality, relevant and safe education opportunities;
- Education services are integrated into all emergency interventions as an essential lifesaving and life-sustaining component of humanitarian response;
- Governments and donors provide sustainable funding and develop holistic policies to ensure education preparedness, crisis prevention, mitigation, response and recovery;
- All education programs preparing for and responding to emergencies, chronic crises and recovery are consistent with the INEE Minimum Standards and accountable for quality and results.

INEE’s strategic goals (2008-2010) are to strengthen institutional coordination to ensure education for all affected by crisis, to enhance global knowledge and capacity in order to support education in crisis and post-crisis settings, and to promote a dynamic membership to advance the field of education in emergencies. In its strategic planning process, the network identified eight core initiatives that will further these goals:

**Strengthen institutional coordination to ensure education for all affected by crisis**
- Contribute to the work of the IASC Education Cluster
- Facilitate policy development around education and fragility
- Lead inter-agency policy dialogue and advocacy

**Enhance global knowledge and capacity in order to support education in crisis and post-crisis settings**
- Deepen the promotion, implementation and evaluation of the INEE Minimum Standards
• Integrate Disaster Risk Reduction into INEE resources and activities
• Shape the research agenda on education in emergencies, chronic crisis and early recovery

Promote a dynamic membership to advance the field of education in emergencies
• Improve the quality of network services through increased opportunities for member collaboration
• Promote balanced, responsive and sustainable network growth

INEE’s Steering Group is comprised of UNICEF, UNHCR, UNESCO, the World Bank, the International Rescue Committee (IRC), CARE, Christian Children’s Fund, and the Save the Children Alliance. Secretariat staff are based at member organizations:
• INEE Director: based at IRC, hired by IRC (New York)
• INEE Coordinator for Network Services: based at UNHCR, hired by NRC (Geneva)
• INEE Coordinator for Minimum Standards: based at UNICEF, hired by CCF (New York)
• INEE Coordinator for Education and Fragility: based at UNESCO, hired by UNESCO (Paris)
• INEE Project Manager: based at IRC, hired by IRC (New York)

The INEE Secretariat ensures that INEE functions as a free open network with diverse membership, but does not represent a separate legal identity. Rather, the Secretariat is guided by the INEE Strategic Plan (2008-2010) and the ongoing support provided by the Steering Group and network partners who contribute to its work.

INEE Working Group Terms of Reference and Objectives
The INEE Coordinator for Minimum Standards presented the Terms of Reference of the Working Group (see attached).

The objectives of the Working Group are two-fold:
1. Update, translation, dissemination and promotion of the INEE Minimum Standards
   • To facilitate a broad, multi-tiered, consultative process for the update of the INEE Minimum Standards Handbook and to produce and launch the 2010 edition of the INEE Minimum Standards Handbook.
   • To widely disseminate and promote the use of the INEE Minimum Standards with key advocacy targets, including the IASC Education Cluster, donors, education and humanitarian workers, governments, teachers and other education personnel, and academics.
   • To encourage and provide guidance on the translation of the INEE Minimum Standards Handbook and related tools.
2. Application of the INEE Minimum Standards
   • To support the application of the INEE Minimum Standards through capacity-building, application visits, tool development, application documentation and guidance on institutionalization of the INEE Minimum Standards.

INEE Working Group Structure and Working Process
The INEE Coordinator for Minimum Standards provided an overview of the Working Group structure and working process.

The INEE Secretariat and the Working Group are pleased to welcome Eli Rognerud (UNESCO) as the new Chair of the Working Group for the October 2009-October 2010 period. Eli Rognerud received the highest number of nominations for the 1-year Chairmanship of the Working Group from the INEE Transition Team, consisting of representatives from the previous Working Group, the INEE Steering Group and INEE Secretariat. In September 2010, the Working Group will engage in a transparent elections process to elect the next Chair of the Working Group.
The Working Group as a whole undertakes some activities within the workplan while others are led by one of three SubGroups: Operations, Application and Update & Promotion. Work developed within the SubGroups is then presented to the whole Working Group for approval. All Working Group members, for example, work on the operationalization of the Sphere-INEE Companionship Agreement and the INEE collaboration with the IASC Education Cluster. The work and members of the three SubGroups are detailed in the sections below (see section Overview of SubGroups and Membership, and SubGroups Working Sessions below).

The SubGroup structure of the Working Group is based on the structure and lessons learned from the 1st Working Group (2003-2004) and 2nd Working Group (2005-2009) on Minimum Standards. The structure allows for 1) the work of Working Group members to be more manageable and 2) the INEE Coordinator for Minimum Standards to facilitate and support the work of the Working Group in achieving their goals.

Working Group members use face-to-face meetings, phone/Skype calls and email to communicate with each other and the INEE Secretariat. Working Group decisions are shared with the broader INEE membership and audience through the INEE website, listserv and other communications channels.

**Framing of the Workplan:**
**INEE Minimum Standards Activities and Achievements since 2004**

**INEE Minimum Standards Promotion, Trainings and Capacity-Building**

The INEE Consultant on the Application of the Minimum Standards provided an overview of the promotion of and training and capacity-building on the INEE Minimum Standards.

Since the launch of the INEE Minimum Standards Handbook in December 2004 at INEE Global Consultation in South Africa, more than 25,000 English copies of the Handbook have been produced and strategically disseminated to practitioners and policy makers working in the field of education in emergencies. The Handbook has been subsequently translated and published in 23 languages: Arabic, Bahasa Indonesian, Bangla, Chinese, Dari, French, Japanese, Khmer, Portuguese, Spanish, Urdu, Tajik, Uzbek, Kazakh, Russian, Nepali, Hindi, Tamil, Sinhala, Karen, Thai, and Myanmar language. Electronic copies of the translated Handbooks are available online at http://www.ineesite.org/index.php/post/translations_reproductions/. The INEE members are “thirsty” for translations of the Minimum Standards Handbook and on average, 4 new translations are carried out by members and partners each year. The Minimum Standards are being used in over 80 countries around the world and INEE has received multiple examples of their use in program design, policy planning, assessment, implementation, monitoring and evaluation, and advocacy.

The INEE Minimum Standards provide a common framework for practitioners and can facilitate the development of shared objectives between different stakeholders, including members of affected communities, humanitarian agency staff and governments. The Standards also promote holistic thinking and frame and foster inter- and intra-agency policy dialogue, coordination, advocacy and action for the provision of quality education in emergency and post-crisis recovery settings. The promotion of the INEE Minimum Standards has been carried out through the development of talking points on education in emergencies and the Minimum Standards, INEE briefs and case studies on the standards, a set of Frequently Asked Questions on the standards, and guidelines for translation.

Since 2006, INEE has conducted 11 regional INEE Training of Trainers (TOT) Workshops in Anglophone Africa, Francophone Africa, South Asia, South East Asia and the Pacific, South America, Central America, Caribbean, Europe, North America and the Middle East. The network has also conducted 4 regional
Capacity-Building workshops (CBW) in Anglophone Africa, Francophone Africa and Haiti, Asia, and Europe, Middle East and the Caucasus. Over 200 follow-up training workshops have been carried out around the world by INEE members and TOT and CBW graduates. To date, approximately 4,000 people have been trained on the INEE Minimum Standards. In addition, INEE has developed over 17 training adaptations, which are available to anyone who is developing a training on the Minimum Standards (posted on the INEE website). The INEE Training and Capacity Building Consultant continues to assist with preparations and adaptations of training materials.

**INEE Minimum Standards Application**

A five-point application support strategy was approved by the previous Working Group on Minimum Standards and consists of the following priorities:

1. Develop implementation case studies with INEE members: Since their official launch in December 2004, the INEE Secretariat and the Working Group on Minimum Standards engage in an ongoing dialogue with INEE members to understand and share the good practices and lessons learned on the contextualisation, implementation and institutionalization of the INEE Minimum Standards. From this constructive dialogue, case studies on the contextualisation of the INEE Minimum Standards have been developed. They demonstrate the Minimum Standards applicability to a range of situations along the emergency-chronic crisis-recovery-development continuum. These case studies serve as informational tools from which other users of the standards can learn and build upon. The following case studies can be accessed at [http://www.ineesite.org/index.php/post/implementation_cs/](http://www.ineesite.org/index.php/post/implementation_cs/).

   - **INEE Case Study: Implementation of the INEE Minimum Standards by the Canadian International Development Agency (CIDA) (2008)**
   - **INEE Case Study: Implementation of the INEE Minimum Standards by the Government of Norway (GoN) (2008)**
   - **INEE Case Study: the Contextualization of the INEE Minimum Standards by Community-based Education Providers in Afghanistan (2008)**
   - **INEE Case Study: Using the INEE Minimum Standards to Develop a Teachers’ Code of Conduct in Somaliland (2008)**
   - **INEE Case Study: School Rehabilitation in Iraq (2007)**
   - **INEE Case Study: Responding to an Educational Emergency in the Occupied Palestinian Territory (2007)**
   - **INEE Case Study: Inter-Agency Coordination in the Aftermath of the Tsunami (2007)**
   - **INEE Case Study: Post-Conflict Basic Education Programmes in Burundi and DRC (2007)**
   - **INEE Case Study: Participatory Assessment and Teacher Training in the Aftermath of the Tsunami (2006)**

2. Develop additional tools (checklists, matrices, etc.): The following resources are examples of the tools to support the application and contextualisation of the INEE Minimum Standards are:
a) **INEE Minimum Standards Toolkit** contains the INEE Minimum Standards Handbook, training and promotional materials (including translations) as well as practical tools and resources to assist government officials and field staff in implementing the standards. The tools within the Toolkit will help users of the standards contextualize the indicators to their local setting; tools are linked to specific standards in the categories of:

- Community Participation
- Analysis
- Access and Learning Environment
- Teaching and Learning
- Teachers and Other Education Personnel
- Education Policy and Coordination

The toolkit also contains a set of tools for disaster preparedness and risk reduction as well as for the crosscutting issues of human and childrens’ rights, gender, HIV/AIDS and inclusive education. To access the Toolkit, visit [www.ineesite.org/toolkit](http://www.ineesite.org/toolkit).

b) **The Thematic Guides** were designed by the INEE Secretariat to highlight the most useful resources contained within the INEE Toolkit on themes relevant to the work of INEE members. The Thematic Guides are available on the following topics:

- Community Participation
- Initial Assessment
- Teaching and Learning
- Adolescents and Youth
- Disaster Risk Reduction and Preparedness
- Early Childhood Development
- Education and Fragility
- Education and Gender based violence
- Education in Situations of Displacement
- Establishing a Safe Learning Facility
- Gender
- HIV/AIDS
- Hygiene Promotion and Water/Sanitation
- Inclusive Education
- Protection & Well-Being
- Psychosocial Protection & Well-Being
- Human and Children’s Rights
- Teachers and Other Education Personnel

INEE Minimum Standards Reference Tool is a quick reference tool in an "indestructible" pamphlet, listing all the standards, indicators and guidance notes in an easy-to-read format. This tool is designed to accompany and complement the INEE Minimum Standards Handbook and is available at [www.ineesite.org/implementation](http://www.ineesite.org/implementation).

3. Conduct/facilitate application visits: The first application visit on the INEE Minimum Standards was conducted by the INEE Coordinator for Minimum Standards in Uganda in September 2008. This visit was carried out as a follow-up to the INEE Minimum Standards Evaluation that was conducted by an independent consultant in April 2008 to determine the awareness, utilisation, institutionalisation and impact of the INEE Minimum Standards in Uganda. The evaluation revealed that while awareness of the INEE Minimum Standards was high (over two thirds of the 86 respondents were familiar with the INEE Minimum Standards either through one of the eight training workshops that had taken place since 2006 or by word-of-mouth), levels of utilization of the handbook were low (less than 20%). Some of the main challenges explaining this gap included: the existence of national education standards and the perception that the INEE Minimum Standards were competing with these; the perception that the INEE Minimum Standards were not relevant because Uganda was in a post-emergency phase; the perception that the INEE Minimum...
Standards were a useful tool for UN agencies and international NGOs only; and the difficulty to translate the good practices codified in the Handbook into actual programming and policy.

Thus, the evaluation provided both a detailed case study of the implementation of the INEE Minimum Standards in Uganda and important lessons and recommendations to inform INEE’s global implementation, monitoring and evaluation processes. The Application and Analysis SubGroup of the INEE Working Group on Minimum Standards (2005-2009) felt that INEE had a responsibility to assist education stakeholders in Uganda overcome some of the challenges highlighted by the evaluation. The SubGroup recommended that the INEE Coordinator conduct a field visit to the same areas visited by the evaluator (Kampala and northern districts) to work with partners on the application of the INEE Minimum Standards.

Based on the success of this pilot application support visit, the INEE Working Group on Minimum Standards (2005-2009) recommended that application visits be one strand of the application strategy to be moved forward by the new INEE Working Group on Minimum Standards (2009-2011). Therefore, the INEE Coordinator for Minimum Standards conducted an application visit in eastern DRC in July 2009. Based on the two application visits, the INEE Secretariat has produced a document that provides guidance on the aims, objectives and selection criteria for conducting future application support visits on the INEE Minimum Standards; it also highlights challenges to be taken into account and contains a checklist for future preparations.

4. Support trainings focused on application: (see section above)

5. Support institutionalization: The INEE Working Group on Minimum Standards has developed checklists for donor organisations and government agencies, NGOs and UN Agencies, to assist in the institutionalization of the INEE Minimum Standards. It has also developed a checklist for inter-agency coordination within an education cluster/sector planning and response. These checklists articulate a variety of suggested actions that organizations can utilize when applying the standards internally and in bi- and multi-lateral work:

- Checklist for NGOs
- Checklist for UN Agencies
- Checklist for Donor Organisations and Governments
- Checklist for Interagency Coordination within an Education Cluster

Sphere-INEE Companionship Agreement

October 21, 2009, marks the 1-year anniversary of the signing of the Sphere-INEE Companionship Agreement. Through this Agreement, the Sphere Project acknowledges the quality of the INEE Minimum Standards and the broad consultative process that led to their development. The Sphere Project recommends that the INEE Minimum Standards be used as companion and complementing standards to the Humanitarian Charter and Sphere Minimum Standards in Disaster Response. INEE and Sphere encourage their members to use the two sets of standards together in order to support holistic humanitarian action that recognizes the critical linkages between education and the other sectors, improves the quality of disaster preparedness and response, and reinforces the right to life with dignity.

Since the signing of the Companionship Agreement, the Sphere Project and INEE have been working together to put the Companionship into practice. Below are a few highlights of the joint initiatives:

Joint Training Module

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1. See the INEE Working Group on Minimum Standards’ draft application strategy for more details.
Sphere and INEE are developing a joint training module on inter-sectoral linkages and the use of the Sphere and INEE Minimum Standards in emergency contexts. After its finalization, INEE and Sphere will use this module in the TOT workshops offered by the two bodies around the world. Moreover, beginning in 2005, the participation of INEE practitioners in Sphere TOT workshops and vice versa, continues to grow and become further institutionalised. For more information, visit the INEE Training and Capacity Building page at http://www.ineesite.org/index.php/post/training_and_capacity_building/.

E-Learning Module
INEE is also contributing an e-learning module on education in emergencies to the Sphere E-Learning Tool. The E-Learning Tool aims to enable humanitarian workers to use the Sphere handbook for decision making in the field, understand the Sphere standards and indicators and understand processes for dealing with humanitarian emergencies. The education module in particular will provide an opportunity for humanitarian workers to learn about the INEE Minimum Standards and Indicators, see the linkages between education and other humanitarian sectors, and see what education programming in emergencies looks like. This e-learning module uses a case study approach, based on the conflict-induced displacement of Darfuri refugees in Chad, to help learners gain knowledge on standards and practice applying them. The e-learning tool will be made available online and on a CD in order to provide humanitarian workers around the world with greater access to learning opportunities.

ACTION: INEE Secretariat calls on Working Group members to send any materials on Darfuri refugees in Chad, especially photos about education, education programme descriptions or maps to mstraining@ineesite.org and tzvetomira@ineesite.org.

Communication and Promotion
The INEE Secretariat and the Sphere Project have developed a joint paper entitled Integrating Quality Education With Humanitarian Response For Humanitarian Accountability: The Sphere-INEE Companionship (available upon request). In this paper, Sphere and INEE examine the history and implications of the Companionship, and its promises for greater quality and accountability in humanitarian action. In addition to the full-paper, excerpts from the paper will be published by Forced Migration Review and other journals in 2010.

| Framing of Workplan: INEE Minimum Standards Update Process and Application Experiences |

**Overview of INEE Minimum Standards Update process and next steps**
The INEE Minimum Standards were first published in December 2004 with the knowledge that the process of implementation would provide valuable feedback on the quality and utility of the standards. Since the launch of the INEE Minimum Standards, significant changes have taken place in the field of education in emergencies. First, a number of issues have evolved or emerged, notably around climate change and disaster risk reduction. Second, the Humanitarian Reform process was launched in 2005 and aims ‘to enhance humanitarian response capacity, predictability, accountability and partnership’ and the Handbook needs to explain and take into account the IASC Education Cluster. Third, the Companionship Agreement between the Sphere Minimum Standards for Disaster Response and INEE Minimum Standards calls for a better representation of the strong linkages between the two sets of standards.

Based on recommendations received from the INEE Minimum Standards feedback forms (collected 2005-2008) and verbal recommendations received from members at trainings workshops and various meetings over the past four years, three key areas have emerged as priorities in carrying out the update:

- Reflecting developments in the field of education in emergencies and post-crisis recovery
- Being more user-friendly
• Incorporating the experiences of INEE members using the Minimum Standards so far

The purpose of the update process is not to change the qualitative standards, nor to overhaul the INEE Minimum Standards Handbook. Rather, it is to simplify its format and language while strengthening key issues as needed (Disaster Risk Reduction, HIV and AIDS, Youth, Gender, Inclusive Education, Human Rights, Protection and Psychosocial Support, Inter-sectoral Linkages, Early Childhood Education, and Conflict Mitigation) and making qualitative indicators and guidance notes more specific and quantifiable. The update will also address inconsistencies, faults and omissions from the 2004 edition.

October, 2009, marks the middle point in the year-long update process. The following timeline, proposed by the Minimum Standards Thematic Focal Points and approved by the Update & Promotion SubGroup, indicates the next steps and deadlines in the update process:

Dec 7, 2009  Thematic Focal Points send the following outputs to the INEE Secretariat:
1. Final drafts of suggested updates
2. Annotated list of recommended tools and resources
3. Key definitions relevant to the thematic issue
4. Briefs (‘2-pagers’) on thematic issues

Dec 2009  INEE Secretariat prepares a document with all suggested updates in track change format.

Jan 1-22, 2010  Thematic Focal Points review the first complete document with all updates in track change format. Thematic Focal Points interact with each other to discuss the suggested updates, as necessary.

Jan 22-31, 2010  INEE Secretariat incorporates feedback from the Thematic Focal Points who have reviewed the first complete document with all updates in track change format.

Feb 1-Feb 28, 2010  Category Focal Points review categories. Each Category Focal Point is only responsible for one category (chapter). Category Focal Points work with Thematic Focal Points, INEE Secretariat and several experts to resolve outstanding issues and contradictory updates, if any.

Mar 1-Apr 15, 2010  Peer review by Thematic Focal Points (optional), Category Focal Points, INEE Steering Group, INEE Working Group on Minimum Standards, INEE Task Teams and other experts

Apr 15-Apr 30, 2010  Listserv circulation

May-early Jun 2010  Editing, graphic design and production

Mid-Jun 2010  Launch (English)

Jun-Oct 2010  Launches (French, Spanish, Arabic) and other promotion events

Review of Key Issues and Recommendations from the Thematic Focal Points Meeting (Oct 19-21, 2009)
At the 2nd Focal Points Meeting in Geneva on October 19-21, 2009, Thematic Focal Points reached consensus on the immediate steps they needed to take as part of the update process and outputs. Thematic Focal Points committed to carrying out further consultative workshops and focused discussions. It
was determined that the remaining consultative workshops and focused discussions should engage as much as possible youth, MoE officials and local organizations in Africa, Latin America, East Asia and the Balkans.

Thematic Focal Points also agreed to develop a brief that would give an overview of the thematic area and highlight the way that it had been integrated within the INEE Minimum Standards Handbook (approximately 2 pages). The brief may also capture in more details the good practices and lessons learnt on the thematic issues that may not be integrated into the handbook due space constraints. The briefs will be posted on the INEE website for wide use and may also be incorporated in the annex of the INEE Minimum Standards Handbook and/or included in the INEE Minimum Standards Toolkit. The Update & Promotion SubGroup is considering these options.

Thematic Focal Points discussed other issues, for which they sought further guidance and decisions by the Working Group and its Update & Promotion SubGroup. These issues include the overall timing of the Minimum Standards update process, and the title, introduction, tools and formatting issues of the 2010 edition of the Minimum Standards Handbook. For more information of the recommendations of the Update & Promotion SubGroup to the whole Working Group, see section SubGroups Working Sessions below.

Sharing of Minimum Standards Application Experiences in Thailand and OPT
Fred Ligon shared information about several applications of the INEE Minimum Standards by World Education, which operates at the Thai-Burmese border: 1) World Education developed an Internal Reflection Tool to be used in the annual audit, scheduled for January 2010 and to be conducted by the Committee for Coordination of Services for Displaced Persons (CCSDPT) in Thailand; 2) a joint UNHCR-CCSDPT mid-term strategy, developed in 2009, incorporates references to the INEE Minimum Standards and requires a commitment to the INEE Minimum Standards by all registered education NGOs along the Thai-Burmese border; 3) and in 2010, the application of the INEE Minimum Standards will be piloted in migrant schools supported by the Burmese Migrant Worker Education Committee.

Bente Sandal-Aasen also shared information on the application of the INEE Minimum Standards by Save the Children in the Occupied Palestinian Territories.

Overview of SubGroups and Membership

The INEE Coordinator for Minimum Standards presented an overview of the three SubGroups and their activities.

Operations SubGroup
The Operations SubGroup strategizes on and oversees the implementation of the INEE Working Group’s:

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

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

Application SubGroup
The Application SubGroup oversees support to the application of the INEE Minimum Standards. This includes facilitating the following activities:

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

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

Membership
Working Groups members chose to participate in the SubGroups, as follows:

Operations SubGroup
- Members: Pilar Aguilar, Eli Rognerud, Fred Ligon
- Chair: Eli Rognerud
- Ex officio: Allison Anderson, Tzvetomira Laub

Application SubGroup
- Members: Audrey Nirrengarten, Bente Sandal-Aasen, Fred Ligon, Helen Stannard, Judy Benjamin, Ken Rhodes, Ronja Hoelzer, Sandra Renew, Zeynep Turkmen
- Chair: Fred Ligon
- Vice-Chair: Ronja Hoelzer
- Ex officio: Tzvetomira Laub

Update & Promotion SubGroup
- Members: Dean Brooks, Mitch Kirby (USAID), Ellen Lange, John Abuya, Martha Muhwezi, Olloriak Sawade, Simon Purnell, Shakir Ishaq, Pamela Young
- Chair: Olloriak Sawade
- Vice-Chair: Ellen Lange
- Ex officio: Tzvetomira Laub

SubGroups Working Sessions

The Operations, Applications and Update & Promotion SubGroups worked to identify the priorities and to map out the workplans and action points for the coming year.
Operations SubGroup
The Operations Group met with the INEE Coordinator for Minimum Standards and Director to review procedures and protocols for working with the Working Group members. The Operations SubGroup will convene on an as-needed basis.

Application SubGroup
The Application SubGroup discussed and prioritized the Minimum Standards applications-related activities in 2010 in five categories: 1) documentation and case studies, 2) application visits, 3) tools development, 4) institutionalization support, 5) training and capacity building.

Documentation: The Application SubGroup discussed the need to identify potential priority themes vis-à-vis Minimum Standards application visits. Furthermore, two Application SubGroup members agreed to take the lead on case studies on the application of the Minimum Standards on the Thai-Burmese border and oPt. The compilation of the case studies as a publication was also discussed.

Application Visits: The Application SubGroup discussed the need to identify lessons learned from the application visits to date. This will form the basis for identifying priority areas for future application visits. The SubGroup also agreed on the need to keep track of tools developed during application visits and to share these tools with the broader INEE membership.

Tools Development: The Application SubGroup agreed to develop a template for guiding questions on contextualization, building on the previous examples of Minimum Standards contextualization in Afghanistan and Thailand.

Institutionalizations Support: The Application SubGroup discussed the need to update the Working Group member institutionalization plans for the Minimum Standards. New institutional Working Group members need to develop such institutionalization plans. The SubGroup members also decided to map out the breadth and depth of the institutionalization of the Minimum Standards.

Training and Capacity Building: The Application SubGroup discussed the importance of continued Secretariat support for training adaptations and decided to repackage the full Minimum Standards training package in the 2nd half of 2010. The SubGroup members committed to reviewing the e-learning module on education in emergencies, currently under development. Furthermore, the SubGroup members discussed the importance of coaching and mentoring that the INEE Secretariat provides through its training and capacity building support to INEE members.

For the Application SubGroup action points, see section Working Group Plenary: Sub-Group Report Back and Action Planning below. The section below also indicates the responsibilities of the SubGroup members and the steps to achieve the SubGroup priorities.

Update & Promotion SubGroup
Category Focal Points TOR
The Update & Promotion SubGroup reviewed the proposed role of the Category Focal Points in the Minimum Standards update process and finalized the Category Focal Points Terms of Reference (see attached). Some WG members have volunteered to serve as a Category Focal Point while others have committed to work with the Category Focal Points as members of a small expert team. The INEE Secretariat will approach potential Category Focal Points and expert team members in mid-November and inform the Update SubGroup of any developments.
Launch Strategy
The Update SubGroup discussed and agreed on an overall launch strategy (see section Launch of the 2010 Edition of the Minimum Standards Handbook below). The SubGroup agreed that there is a need to develop a launch guide, which would include information on the 2010 edition, talking points, Power Points, an invitation template and other documents. The SubGroup also agreed on the need to develop a media strategy and a media kit (“launch-in-a-box”). Finally, the SubGroup agreed to approach Save the Children regarding the child-friendly poster on the Minimum Standards and to develop a generic poster on the Minimum Standards in advance of the launch events.

Minimum Standards Update Process: Format and Design Issues
The Update SubGroup reviewed and discussed format and design issues in relation to the 2010 edition of the Minimum Standards Handbook. The following is a list of the format and design issues endorsed by the Update SubGroup:

- A more reader-friendly handbook is required (bigger font and less jargon)
- Clearer layout and navigation through an index and an expanded Contents page. Thumb tab or a bleed will be considered, depending on cost.
- Better graphics
- Quick-reference ‘pull-out’ (for standards and indicators or the Minimum Standards map) in the front cover
- New cover (several professionally designed options will be considered by the SubGroup in Spring’10)
- Tools to be taken out of handbook, but INEE Minimum Standards Toolkit to be referenced in intro (website, CD Rom) and top tools for each category to be listed immediately following each category. Normative tools in an Annex (referenced in the intro).
- Eco-friendly paper and production methods should be used, to be consistent with our values and principles, if possible and cost-effective
- No numbering of the Standards; numbering or lettering the indications is still up for discussion
- No advocacy annex
- Acknowledgements in the printed Handbook, but if it is too costly, then only online Acknowledgements
- No text boxes with examples or case studies
- No highlighting of the acute emergency indicators, but the introduction should explain the applicability of the Minimum Standards in a variety of situations
- No blue shading; black font on white background
- Title: to be further discussed in the whole Working Group
- Foreward/back cover text: to be further discussed by the Update & Promotion SubGroup
- Short summary versions for community, young people, governments: to be further discussed by the Update & Promotion SubGroup

For the Update & Promotion SubGroup action points and responsibilities, see section Working Group Plenary: Sub-Group Report Back and Action Planning below.


Applications SubGroup Action Points
Jennifer Hofmann presented the action points of the Application SubGroup (see below). Note: If you have questions on the following action points, please email tzvetomira@inee.org.

1. Documentation
Potential Thematic Areas
a. Identify priority themes (e.g. working with national governments, Cluster use of the Minimum Standards, Paris Declaration)
   Initial step: Jennifer (Oct. 30, 2009)
   Follow-up: Bente (Myanmar)
   Follow-up: Ronja (Sierra Leone)

b. Work with the Education Cluster Working Group-Knowledge Management Task Team, drawing on Cluster Checklists
   Initial step: Marian Hodgkin (1st Half of 2010)

Case Studies by Working Group members
a. Case study on an acute emergency within a chronic crisis
   Initial step: Secretariat to prepare draft case study on the basis of Fred's presentation at the Working Group meeting (March 2010)
   Follow-up: Fred to review and finalize the case study
   Follow-up: Application SubGroup to review final draft (May 2010)

b. Case study on the Minimum Standards application in Gaza (March 2010)
   Initial step: Bente and Secretariat
   Follow-up: Application SubGroup to review final draft (May 2010)

c. Compilation of case studies as a publication
   Initial step: this compilation is to be discussed at the 1st SubGroup teleconference (tentatively mid-December 2009)
   Follow-up: TBD

d. Briefs on particular issues (identify priority issues and particular contexts)
   Initial step: Jennifer to identify priority issues
   Follow-up: Secretariat and students/interns

2. Application Visits
Lessons Learned Report on Application Visits
a. Write a report on lessons learned from application visits, including the criteria for selection of application visits
   Initial step: Jennifer (October 30, 2009)
   Follow-up: INEE Secretariat will circulate the report to Application SubGroup for review (November 2009)

b. Identification of priority countries
   Initial step: Application SubGroup to propose options
   Follow-up: Application SubGroup to review (December 2009)

c. Case studies on application visits (April 2010)
   Initial step: TBD, dependent on the locations of the application visits

d. Development of tools used during the application visits
   Initial step: TBD, dependent on the locations of the application visits

Note: additional application visits will be planned for end of 2010 till mid-2011.

3. Tool Development
Templates for Guiding Questions on Contextualization

a. Development of prioritized list of issues
   Initial step: Jennifer (October 30, 2009)
   Follow-up: Fred, Bente, and Secretariat (December 2009)

b. Contextualization: Building on previous examples from Afghanistan and Thailand
   Follow-up: Sandra, Ken and Secretariat (January 2010)

4. Institutionalization Support (Ken and all)
   a. Develop or update Working Group member institutionalization plans
      Initial step: all to develop or update institutionalization plans (by reviewing old examples, old checklists etc)
      Follow-up: Secretariat to request institutionalization plans (before April 2010 WG meeting)

   b. Mapping the breadth and depth of institutionalization of the Minimum Standards
      Initial step: Ken, research with John G Equip 2 Share Institutional Change Model (November 15, 2009)
      Follow-up: all Application SubGroup members (before April 2010 WG meeting)

   c. Formal approach of the Education Cluster regarding institutionalization of the Minimum Standards
      Initial step: Bente and Pilar, working with Education Cluster Unit, Knowledge Management Task Team, and Field Operations Task Team (January 2010)
      Follow-up: Bente and Pilar to report to the Application SubGroup on progress

5. Training and Capacity Building

Materials Adaptation and Development

a. Training package adaptations
   INEE Training and Capacity Building Consultant, ongoing process

b. Revision/repackaging of full training package (2nd half of 2010)
   Initial steps: Secretariat
   Follow-up: Judy, Audrey, Zeynep and Dean to provide feedback

c. Sphere e-learning tool education module development
   Initial steps: Secretariat
   Follow-up: Application SubGroup to provide feedback (by February 2010)

d. Interactive Toolkit (possibly to share with the INEE Language Communities and Task Teams)
   Initial step: TBD

Coaching and Mentoring

a. Coaching and Mentoring provided through Training and Capacity Building support
   Initial steps: INEE Training and Capacity Building Consultant, ongoing process
   Follow-up: Secretariat to give update at the April Working Group meeting

Networking

a. Trainers’ Database (early 2010)
   Initial steps: Secretariat and Consultant
   Follow-up: Judy, Audrey, Zeynep, and Dean to provide feedback
Strategy

a. Revisit previous Working Group strategy
   Initial steps: Secretariat
   Follow-up: Judy, Audrey, Zeynep, and Dean to provide feedback

b. Cluster Capacity Development Strategy and INEE linkages
   Initial steps: Pilar, Bente and a small group

6. Evaluation and Analysis

   a. Funding, Methodology and Self-reflection/External Evaluation
      Initial steps: revisit at the April Working Group meeting
      Follow-up: TBD (end 2010-early 2011)

Update & Promotion SubGroup

Pamela Young and Olloriak Sawade presented the action points of the Update & Promotion SubGroup (see below). Note: If you have questions on the following action points, please email tzvetomira@inee.org.

1. Update Process

Category Focal Points

a. Identity Category Focal Points
   Initial steps: Secretariat to approach potential Category Focal Points
   Follow-up: Working Group members acting as Category Focal Points or members of the small expert teams to review categories

b. Category Review and Finalization Process
   Initial steps: Secretariat to develop track changes document with all updates
   Follow-up: Dean to act as Category Focal Point on Teachers and Other Educational Personnel
   Category in February-early March 2010
   Follow-up: Ellen, Pamela, Martha, Simon, John, and Mitch to participate in the small expert groups working with Category Focal Points to finalize categories in February-early March 2010

Format Issues

a. Outstanding Format Issues
   Initial steps: Secretariat to prepare list of outstanding format and design issues
   Follow-up: Update & Promotion SubGroup to review

b. Cover Design
   Initial steps: Graphic designers to offer several cover options, on the basis of SubGroup discussions at the Geneva Working Group meeting
   Follow-up: Update & Promotion SubGroup to discuss

c. Title
   Initial step: Secretariat to work with Chair to identify top choices for title
   Follow-up: whole Working Group to discuss and agree on a title

2. Launches and Promotion Events for the 2010 Edition of the Minimum Standards Handbook

a. Launch Strategy: Overall Strategy and Launch Locations
   Initial steps: Secretariat to write up Update & Promotion SubGroup decisions regarding the launch
   Follow-up: Update & Promotion SubGroup to review launch strategy
b. Develop a Launch Guide (this includes advocacy messages, target audience, Power Points, talking points, etc)
   Initial steps: Secretariat
   Follow-up: Update & Promotion SubGroup to review and Working Group members to adapt as appropriate for the needs of a particular launch or promotion event that they are hosting/co-hosting

c. Media Strategy and Media Kit (“launch-in-a-box”)
   Initial steps: Secretariat
   Follow-up: Update & Promotion SubGroup to review (Simon to check for SCRAM issues [size, contrast, repetition and movement], Olloriak)

d. Posters: develop a generic INEE MS poster; revisit Save the Children’s child friendly poster
   Initial steps: Secretariat to check with Save the Children regarding the child friendly poster
   Follow-up: Pamela, Olloriak

e. Launch Locations (English, French, Spanish, Arabic & New York, Paris, Geneva)
   Initial steps: WG members to inquire within their organizations
   Follow-up: Secretariat to follow-up with individual WG members

Outstanding Issues
The Working Group briefly discussed a number of options for the title of the 2010 edition. However, the Working Group did not reach a consensus and the Working Group Chair asked the members to revisit the title discussion at a later date.

Launch of the 2010 Edition of the Minimum Standards Handbook
The INEE Coordinator for Minimum Standards referred to the earlier presentation of the launch strategy (see above). The Coordinator presented the generous offer from UNICEF TACRO to translate the Minimum Standards Handbook into Spanish and to host the Spanish launch of the 2010 edition in Lima, Peru. UNICEF TACRO has secured funds in their budget for 2010 for these activities. The INEE Secretariat and the Working Group Chair and members thanked the UNICEF representative for their strong commitment to the INEE Minimum Standards and the update process. Launch events will be also conducted in New York, Paris and Geneva where the INEE Secretariat members are based.

The INEE Secretariat, in close cooperation with the Update & Promotion SubGroup, will explore various opportunities for regional launches in English, French and Arabic.

The Chair encouraged Working Group members to explore opportunities for hosting or co-hosting the launch events or the follow-up promotion events. Working Group members were asked to kindly inform the INEE Coordinator about any possibilities. The Secretariat will keep the Working Group informed of any proposals for hosting and co-hosting the launch events and promotion events for the 2010 edition of the INEE Minimum Standards Handbook.

**ACTION:** Please explore opportunities for hosting or co-hosting the launch events or the follow-up promotion events and kindly inform the INEE Coordinator about any possibilities.

Closing

Next Working Group Meeting
The Working Group decided to hold its next meeting on April 19-21, 2010 with an additional day (April 22) for a field visit or advocacy meetings. Tentative proposals for hosting and co-hosting the meeting have come from Oxfam Novid (The Hague, the Netherlands) and FAWE (Kampala, Uganda). Exact location is to be determined at a later stage.

**ACTION:** If your organization is able to host the Working Group meeting, kindly let the INEE Secretariat and the Working Group Chair know.

**Thanks**
The Chair thanked all Working Group members and the INEE Secretariat for the very productive meeting. In addition, the Chair also thanked UNHCR and Audrey Nirrengarten for hosting the Inaugural Meeting of the 3rd INEE Working Group on the Minimum Standards. The Chair and Working Group members thanked Jennifer Hofmann, INEE Consultant for Minimum Standards Applications and previous INEE Coordinator for Minimum Standards for her commitment, leadership and hard work to promote the Minimum Standards over the past 3 years.
Annex 1: Working Group Action Points

The following action points are common for all Working Group members and are not SubGroup-specific:

- Review the INEE Working Group meeting report and send any comments or questions to Tzvetomira by 1 December.

- Review the Category Focal Point ToR and let Tzvetomira know if you would like to serve as a Category Focal Point or to participate in one of the small expert groups by December 1.

- Encourage your colleagues in the field and at HQ to hold focused discussions or consultative workshops to contribute to the Minimum Standards update process by November 31. Discussions and workshops held in Africa, Latin America, East Asia and the Balkans and involving youth, MoE officials, and local NGOs would be particularly helpful. Contact msupdate@ineesite.org for support.

- Send materials on Darfuri refugees in Chad (photos, education programme descriptions or maps) for the Sphere e-learning tool module on education in emergencies to mstraining@ineesite.org and tzvetomira@ineesite.org by December 1.

- Block time in your schedule now for participating in the peer review process of the 2010 edition of the Minimum Standards Handbook, which is planned for March 2010.

- Review and update your organisation's institutionalization plan for the INEE Minimum Standards and share the plan with Tzvetomira before the April 2010 Working Group meeting. If you haven't developed a plan before, go to http://www.ineesite.org/index.php/post/implementation_tools/ to download the checklists for your type of institution.