

INEE

Inter-Agency Network for Education in Emergencies

Annual Report



2007

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Letter from the Chair



This has been a year of remarkable achievements and great change and growth for the Inter-Agency Network for Education in Emergencies (INEE). As the *Annual Report 2007* details, INEE – through its unique network approach, engaged and responsive membership, committed staff and determined leadership – is successfully harnessing the collective power of a global network to lead advocacy and policy dialogue, implement and evaluate standards, build capacity, and facilitate collaboration between diverse actors working to ensure the right to education for all people affected by crisis.

During the seven years of its existence, INEE has grown to serve over 2,300 members, working with over 300 government ministries, non-governmental organizations, UN agencies and research institutions in every part of the world.

INEE has made enormous strides in its advocacy for education to be accepted as an intrinsic part of all humanitarian response. It is helping its members increase the quality and accountability of the education programmes in emergencies. This past year has seen a deepening of these two functions as well as a broadening of INEE's focus to encompass efforts to bridge the gaps that persist in the education sector between preparedness, humanitarian response, post-crisis recovery and long-term development.

In 2007, INEE took stock of the network and its changing environment and engaged in a collaborative process of strategic planning and priority-setting for the coming three years. The Strategic Plan will allow us to build on our success and ensure that INEE continues to serve the dynamic field of education in emergencies and the interests of the Network's diverse constituencies.

INEE's core network services to members continue to grow in depth and usefulness, notably the email listserv, which provides frequent updates on new resources, tools and good practices within the field, and the excellent INEE website, which is continually growing in richness. The INEE Secretariat staff are in constant contact and communication with large numbers of individual members on a daily basis, responding to technical requests and facilitating collaborative work.

To respond to the growth in INEE's membership, activities and impact, the Steering Group has initiated changes in the staffing of the INEE Secretariat. A new post of Coordinator for Education and Fragility will be created shortly to coordinate the activities of the upcoming INEE Working Group on Education and Fragility. This, together with the growing need for strategic leadership and focus, has led the Steering Group to approve the creation of an INEE Director post, beginning in 2008. New roles for the other Secretariat staff, the Coordinator for Network Services and Coordinator for Minimum Standards were also articulated at the end of this year. I would like to pay tribute, on behalf of the whole INEE membership, to the outstanding and dedicated work of the current Secretariat staff, Allison Anderson, Marian Hodgkin and Jennifer Hofmann, to whom much credit for INEE's achievements in 2007 is due. I should also like to acknowledge the contribution made by Mary Mendenhall, INEE Network Coordinator between 2005 and mid-2007.

As you review INEE's *Annual Report 2007*, we kindly request that you consider the ways in which you and your organisation can continue to support the vital work being conducted by INEE and our mission to promote access to safe, quality education for all people affected by crisis. With a collective sense of urgency and collaborative approach, we will continue to make significant progress towards the fulfillment of this goal.

Sincerely,

A handwritten signature in black ink that reads "Christopher Talbot".

Christopher Talbot
Chair of the INEE Steering Group
Programme Specialist, Education in Emergencies and Reconstruction
UNESCO International Institute for Educational Planning (IIEP)

Overview of INEE

Since its inception in 2000, the Inter-Agency Network for Education in Emergencies (INEE) has grown to become an open global network of more than 2,300 practitioners, students, teachers and staff from UN agencies, non-governmental organizations, donors, governments and universities who work together to ensure the right to education in emergencies and early recovery. INEE has successfully created a vibrant and dynamic inter-agency forum that fosters collaborative resource development and knowledge sharing and informs policy through consensus-driven advocacy.

Mission and Vision

Our purpose as the Inter-Agency Network for Education in Emergencies is to serve as an open global network of members working together within a humanitarian and development framework to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery.

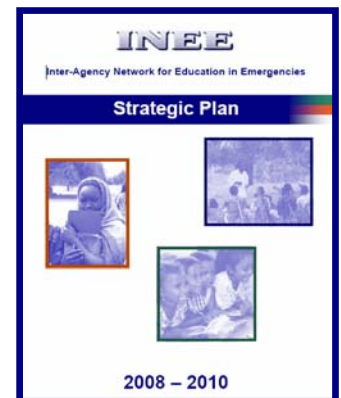
The Inter-Agency Network for Education in Emergencies envisions a world where:

- All people in crisis-affected and fragile states have access to quality, relevant and safe education opportunities;
- Education services are integrated into all humanitarian responses;
- Governments and donors ensure sustainable funding for education preparedness, crisis response, mitigation and recovery;
- All education programs responding to emergencies, chronic crises and reconstruction are consistent with the INEE Minimum Standards and accountable for quality and results.

Strategic Plan

In 2007 INEE undertook a strategic planning process to determine the Network's strategic goals and core initiatives for the next three years. In this process INEE re-committed to the core Mission and Vision of the Network, and has identified three strategic goals that will further these foundational commitments:

- Strengthen institutional coordination to ensure education for all affected by crisis
- Enhance global knowledge and capacity in order to support education in crisis and post-crisis settings
- Promote a dynamic membership to advance the field of education in emergencies



INEE's work within these areas in 2008-2010 build upon our successes to date and consolidate and strengthen inter-agency collaboration and drive forward emerging trends, commitments and initiatives that further our mission to better meet the educational rights, needs and aspirations of all persons affected by crisis. Download the INEE Strategic Plan at: www.ineesite.org/strategicplan

Select Accomplishments in 2007

INEE's collective work in 2007 has made strong contributions towards the realisation of the network's vision. INEE is proud to highlight the following select accomplishments:

Global Coordination

- Through INEE and its members' high level advocacy, the UN Inter-Agency Standing Committee (IASC) established an Education Cluster that will help to ensure that education is included within all humanitarian response.
- INEE played a significant part in the Education Cluster Advisory Group, providing technical assistance, standards and tools in support of the implementation of the IASC Education Cluster.

Training and Capacity-Building

- Over 50 trainers were trained through two INEE Minimum Standards regional Training of Trainers Workshops in Central and South America
- More than 95 follow-up workshops have been conducted by Training of Trainer graduates globally, training over a thousand staff worldwide.
- Over 70 education and humanitarian practitioners and policy makers from 21 countries in Anglophone and Francophone Africa came together to participate in capacity-building workshops on the INEE Minimum Standards and developed national and regional plans of action.

Inter-Agency Resource Development

- INEE members advocated for and developed education sections within two major global humanitarian resources. The *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings* and the *IASC Gender Handbook in Humanitarian Action* will be used throughout the humanitarian community.

INEE Minimum Standards Research, Evaluation and Implementation Support

- Over 300 INEE members and key partners helped to assess awareness, utilisation, institutionalisation and impact of the INEE Minimum Standards through participation in a global evaluation and an evaluation in Pakistan.
- Development of the INEE Minimum Standards Toolkit, containing the INEE Minimum Standards handbook, training and promotional materials and translations, as well as hundreds of the most practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific Minimum Standards.

Network Growth

- INEE now has over 2,300 members, an increase of 64% over the past year, and continues to represent a diverse range of UN and NGO practitioners, government officials, donors, academics, youth leaders, teachers, and students.

These accomplishments and others are described in more detail on the following pages.

Institutional Coordination, Policy Dialogue and Advocacy

IASC Education Cluster

In order to promote education as an integral component of humanitarian response, in 2007 INEE supported and contributed to the Inter-Agency Standing Committee's (IASC) Education Cluster. The IASC Education Cluster was established at the start of 2007 and is co-led by UNICEF and Save the Children Alliance.

INEE contributed to the IASC Education Cluster through its participation on the Advisory Group for the cluster, composed of INEE, IRC, CCF, UNHCR, WFP, UNESCO, and through facilitating ways for the INEE membership to provide guidance, technical assistance, standards and tools in support of the implementation of the IASC Cluster Approach. For instance, INEE contributed technical expertise to the development and implementation of the IASC Education Cluster 2007 priorities:

- 1) **Capacity mapping:** INEE is actively participating in the Human Resource Development Mapping initiative
- 2) **Core cluster capacity development and coordination:** INEE developed a list of Technical Skills and Expertise for Cluster Education Partners
- 3) **Training and toolkits:** The INEE Regional Capacity Building workshops and INEE Minimum Standards Toolkit are an integral part of the cluster work
- 4) **Needs Assessment, Monitoring and Evaluation:** The INEE Minimum Standards provide common framework for the Education Cluster and this work will build upon INEE Minimum Standards.

By drawing on its membership and dedicating technical expertise and human resources to the Education Cluster Advisory Group, INEE contributed to furthering humanitarian accountability and predictability and ensuring immediate response to the education needs of those affected by crises.

Education and Fragility

In partnership with key initiatives, such as the FTI Fragile States Task Team and the OECD DAC Fragile States Group, INEE is working to influence how education is funded and delivered in fragile states. In addition to participating in Fragile States initiatives such as the *Workshop on the Fast Track Initiative in Fragile States*, which was hosted by DFID in March, INEE is establishing a Working Group on Education and Fragility which will serve as a structure for facilitating coordinated initiatives on education and fragility. Through the establishment in 2007 of a Transition Team composed of USAID, DFID, UNICEF, CIDA, UNESCO, IRC, Save the Children Alliance, the FTI Secretariat and representatives from the INEE Secretariat and Steering Group, INEE laid the groundwork for the formation of this Working Group, which will hold its first meeting in the spring of 2008. The objectives of the Working Group on Education and Fragility are to:

- Strengthen consensus on what works to mitigate state fragility through education while ensuring equitable access for all
- Support the development of effective quality education programmes in fragile states
- Promote the development of alternative mechanisms to support education in fragile states in the transition from humanitarian to development assistance.

In addition, INEE participated in the international forum entitled "Capacity-Development for EFA: Putting Policy into Practice" organized by the German Federal Ministry for Economic Cooperation and Development (BMZ), in which over 120 delegates from across the globe developed recommendations on how best to ensure sustainable capacity-development for achieving Education for All. The INEE Capacity-Building Manager and an INEE Steering Group member played a leading role in the workshop session on Capacity-Development in Fragile States, highlighting the importance of including and funding capacity-development strategies in the education sector in humanitarian response.

Teacher Compensation Initiative

Building upon the recommendations of the 2006 Roundtable on Teacher Compensation in Fragile States, Situations of Displacement & Post-Conflict Return, in 2007 INEE worked with members to move forward an inter-agency initiative on teacher compensation. INEE's work on this critical policy issue has engaged a diverse group of stakeholders in the development of *Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Return*. The Guidance Notes will be drafted and the content will be deepened and refined through a series of Consultation Workshops and a peer review process in early 2008. Field testing and advocacy is planned for late 2008, with a launch of the Guidance Notes at the 2009 INEE Global Consultation.

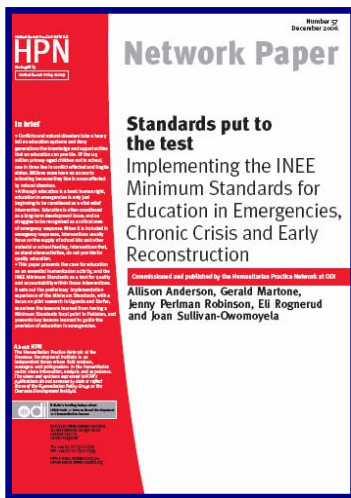
Collaboration with the Sphere Project

In 2007, INEE continued to share relevant training and advocacy resources and tools with Sphere users and the Sphere Project office. INEE also increased training linkages with Sphere, working with Sphere to enable INEE trainers to present on education in emergencies and share INEE materials at Sphere Training of Trainers Workshops. In addition, INEE and Sphere began exploring the possibility of a more formal relationship, through which the Sphere and INEE Minimum Standards Handbooks would be companion handbooks and joint advocacy, training and communications would be increased.

Advocacy Events and Articles

The following are a selection of speaking engagements by the INEE Secretariat on behalf of INEE in 2007:

- The Humanitarian Practice Network (HPN) and INEE launch of HPN Network Paper 57: *Standards put to the test: The Preliminary Implementation of the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction*, NY, US. The event highlighted the importance of education in humanitarian response and the INEE Minimum Standards as a tool for quality and accountability within those interventions, focusing on case studies and lessons learned from Darfur, Uganda and Pakistan (Allison Anderson and Mary Mendenhall, February)
- The Workshop on the Fast Track Initiative (FTI) in Fragile States hosted by DFID, at which INEE presented on the complementarity of the FTI Progressive Framework and the INEE Minimum Standards, highlighting means of convergence and mutual benefit between the work of INEE and FTI (Allison Anderson, March)
- Panel presentation at the Comparative and International Education Society (CIES) Conference Conference, entitled "Standards Put to the Test: Using the INEE Minimum Standards to Achieve Quality Education in Emergency and Post-Reconstruction Contexts", in which INEE Secretariat, Steering Group and Working Group members shared findings from two case studies on the INEE Minimum and organizational experiences implementing the standards (Mary Mendenhall, March)
- Meeting with members of the UK Department for International Development (DFID), including members of the Conflict, Humanitarian and Security Department (CHASE), on education in emergencies, INEE and the IASC Education Cluster (Allison Anderson, March)
- Meeting of the Steering Committee of the Association for the Development of Education in Africa (ADEA) in Congo-Brazzaville on education in emergencies, including a presentation on how INEE and the INEE Minimum Standards support the EFA goals in Africa (Jennifer Hofmann, March)
- Meeting with members of the US Agency for International Development (USAID) in Washington DC on education in emergencies, INEE and the INEE Minimum Standards (Allison Anderson, April)
- Presentation at the UNICEF Consultation on Disaster Risk Reduction and Education in Geneva, highlighting INEE's engagement in and resources for disaster risk reduction work (Allison Anderson, July)
- Meeting of the IASC Task Force on Mental Health and Psychosocial Support in Emergency Settings in Geneva, Switzerland, including a presentation on INEE's inter-agency work (Jennifer Hofmann, September)



Select articles written by the INEE Secretariat on behalf of INEE:

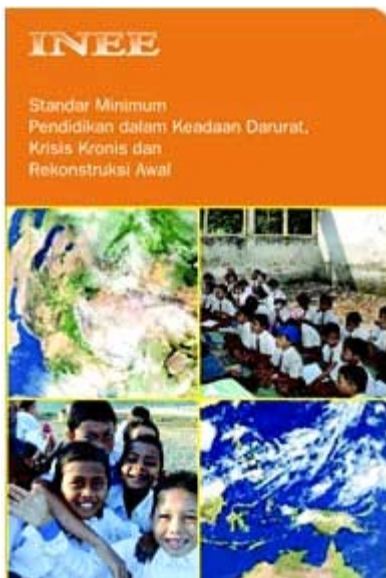
- HPN Network Paper 57: *Standards put to the test: The Preliminary Implementation of the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction*, Humanitarian Practice Network, 2007. Authored by Allison Anderson et al.
- *UNESCO’s Earthquake Response Programme: “Building back better”* in UNESCO Education News Alert, 20 March 2007
- *INEE Minimum Standards: A Tool for Bridging the Risk Reduction, Relief and Development Gaps*, Allison Anderson, the Asian Disaster Preparedness Center (APDC) Journal, fall issue, 2007.

Standard Setting, Knowledge Generation and Capacity Building

INEE Minimum Standards: Working Group

Almost three years after their launch, the INEE Minimum Standards handbook has been translated into eleven languages (Spanish, French, Arabic, Dari, Bahasa Indonesian, Japanese, Portuguese, Thai, Bangla, Urdu, Khmer) and the standards are being used in over 80 countries around the world for programme and policy planning, assessment, design, implementation, monitoring and evaluation as well as advocacy and preparedness. Users relate that the INEE Minimum Standards provide a common language, facilitating the development of shared visions between different stakeholders, including members of affected communities, humanitarian agency staff and governments. They are also being used to promote holistic thinking and response and to frame and foster inter- and intra-agency policy dialogue, coordination, advocacy and action for the provision of quality education in emergencies, chronic crises and early reconstruction.

The INEE Working Group on Minimum Standards, which facilitates the global implementation of the standards, worked in 2007 to diversify, deepen and expand promotion, utilization and institutionalisation of the Minimum Standards through continued capacity building and training, awareness raising and institutionalisation, identifying and promoting tools and materials complementary to the INEE Minimum Standards, and assessing their use and impact. The Working Group, which met in Colombia and France for its biannual meetings in May and November 2007, consists of representatives from the following agencies:



The INEE Minimum Standards Handbook, translated into Bahasa Indonesian

- Academy for Educational Development, Ken Rhodes (USA)
- AVSI, Elena Locatelli (DRC)
- BEFARe, Shakir Ishaq (Pakistan)
- CARE, Anita Anastacio (Afghanistan)
- Catholic Relief Services, Eric Eversmann, (USA) *Chair*
- Fundacion dos Mundos, Amalia Eraso (Colombia)
- GTZ, Rüdiger Blumör (Germany)
- International Rescue Committee, Jennifer Sklar (USA)
- Norwegian Refugee Council, Helge Brochmann (Norway)
- Foundation for the Refugee Education Trust, TBA (Switzerland)
- Save the Children Alliance, Carl Triplehorn (USA)
- UNESCO, TBA (France)
- UNHCR, Eva Ahlen (Switzerland)
- UNICEF, Pilar Aguilar (USA)
- USAID, Mitch Kirby (Kenya)
- World Food Programme, Annmarie Isler (Italy)
- World Education, Fred Ligon (Thailand)
- World Vision International, Micael Olsson (USA)

These members are leading the effort to promote greater accountability with respect to use of the INEE Minimum Standards by developing institutionalisation plans for their respective organisations. Working Group members used the *Adoption Strategy Checklists for organisations using the INEE Minimum Standards* for NGOs, for UN Agencies, and for donor organisations and government agencies, which articulate a variety of suggested actions that organisations can utilize when applying the standards internally and in bi- and multi-lateral work.

INEE Minimum Standards: Training and Capacity Building

Training of Trainer Workshops

In 2007, the INEE Working Group continued to facilitate the regional Training of Trainers (TOT) process on the INEE Minimum Standards. Nine out of eleven workshops were completed by the end of 2007, training over 225 education and humanitarian staff. Each TOT graduate is required to conduct a minimum of two follow-up training workshops on the INEE Minimum Standards within 12 months of completing the INEE TOT workshop. Consequently, over the next year, some 225 trainers will in turn train thousands of humanitarian workers, government representatives and education personnel, strengthening the capacity of humanitarian response, education and protection workers by equipping them to provide the psychosocial, physical and cognitive protection that quality education can afford to communities in crisis. The final 2 Training of Trainer workshops for the Caribbean and Indian Ocean regions are planned for 2008.

TOT workshops completed in 2007

South America Training of Trainers

6-8 March 2007 in Peru

Co-hosts: Save the Children, Oxfam, UNICEF, Fundacion dos Mundos

Central America Training of Trainers

28-31 August 2007 in Panama

Co-hosts: UNICEF, EIRD, Coordinadora de Education y Cultura de Centroamerica

Capacity-Building Workshops

As the community of users of the INEE Minimum Standards continues to grow around the world, and with increased accumulated knowledge about its implementation in practice, the INEE Working Group on Minimum Standards recognised the need to support the dissemination of this experience and knowledge about the implementation of the standards. In particular, training graduates are requesting additional learning and capacity-building opportunities at a regional level. Thus, while there is consensus on the utility and relevance of the INEE Minimum Standards, there is a need for additional capacity-building opportunities and tools to help users operationalise the standards.

Therefore, in 2007 the INEE Working Group began organising and facilitating a capacity-building process on the INEE Minimum Standards for Training of Trainers workshop graduates who had carried out at least one follow-up training since their original TOT training. At the INEE Regional Capacity-Building Workshop for the Francophone World and the Workshop for Anglophone Africa, INEE trainers shared challenges, good practices and lessons learned in the training and implementation process and developed recommendations for improvements in training content and methodology in order to further facilitate the training process at regional and national levels. Trainers also participated in refresher training sessions that deepened their understanding of the INEE Minimum Standards. In addition, participants received an introduction to the new INEE Minimum Standards Toolkit and other new materials developed to aid in implementation of the INEE Minimum Standards. Finally, INEE Capacity-Building workshops provided an opportunity for participants to develop regional and national plans of action for deepening inter-agency coordination and collaboration to reach quality education.

Capacity Building Workshops completed in 2007

INEE Regional Capacity-Building Workshop for the Francophone World

3-5 July 2007, Cote d'Ivoire

Co-hosts: UNICEF, UNDP, WFP, Save the Children Alliance.

INEE Regional Capacity-Building Workshop for Anglophone Africa

12-14 November 2007, Ethiopia

Co-hosts: UNICEF, UNESCO, WFP, Save the Children Alliance, World Vision.

Follow-up Trainings

As each TOT graduate is required to conduct a minimum of two follow-up training workshops on the INEE Minimum Standards within 12 months of completing the INEE TOT workshop, INEE trainers are conducting dozens of follow-up trainings on the INEE Minimum Standards around the world. Follow-up trainings on the INEE Minimum Standards target a variety of audiences, from communities and teachers to local and international NGOs, to UN agencies and government officials. The INEE Secretariat has provided increased support to INEE trainers to ensure the relevance of their training workshops to their audiences, by making content and/or duration adaptations. As of December 2007, the INEE Secretariat had recorded over 90 follow-up trainings, with many more planned for 2008.

Select examples of recent training workshops on the INEE Minimum Standards include:

- Save the Children UK, UNICEF, in Gaza, Occupied Palestinian Territories, 10-12 September 2007: Training workshop on the INEE Minimum Standards for 26 participants from 14 different local and international NGOs as well as UN agencies and government officials.
- Save the Children Alliance, in Kathmandu, Nepal, 11-13 September 2007: Training workshop on the INEE Minimum Standards, with a focus on child-led Disaster Risk Reduction and planning education in emergencies and reconstruction, for 25 government officials, Save the Children Alliance staff and local partners.
- WFP, Rome, Italy, 25 September 2007: One-day training workshop on the INEE Minimum Standards for WFP headquarters staff from Food for Education, Protection, food Security and Communications sections. This training focused on the links between the INEE Minimum Standards and WFP's Food for Education programs in emergency and protracted relief situations.
- CIDA, in Gatineau, Quebec, 15-16 October 2007: Training workshop on the INEE Minimum Standards for 19 CIDA and partner NGOs.
- NRC, Save the Children, in Kampala, Uganda, 21-25 October 2007: Training workshop on the INEE Minimum Standards for 42 participants from NRC (Education, Shelter, Food for Education, and YEP programmes), District Education officers representatives and pre-service training staff from Kitgum, Pader, Gulu and Amuru districts.
- Save the Children, UNICEF, Global Infancia (local NGO), Asuncion, Paraguay, 20-24 November 2007: Training workshop for 28 participants from a variety of governmental institutions, the Red Cross and local NGOs. This training focused on the use of the Minimum Standards for disaster risk reduction, emergency preparedness and response.



INEE Capacity Building Workshop for Francophone Africa



INEE Capacity Building Workshop for Anglophone Africa

INEE Minimum Standards: Monitoring and Evaluation

Evaluation of the INEE Minimum Standards has been ongoing since their launch. Periodically, those working in education in emergencies, chronic crises, and early reconstruction contexts have been queried as to their awareness and utilisation of the INEE Minimum Standards, the extent to which their organisations had institutionalised the standards and their impact. They have also been asked for their suggestions for improving the INEE Minimum Standards, the associated training workshops and other supporting materials. As part of this process, between September 2006 and May 2007, a team of researchers from InterWorks, Columbia University and George Washington University developed a survey, collected and analyzed nearly 200 responses from people working in 95 countries on the implementation, institutionalization and impact of the INEE Minimum Standards.

Results from the INEE Minimum Standards Global Evaluation

- More than half of respondents are using the INEE Minimum Standards in their work. The contexts in which they are being used are diverse, ranging from situations of conflict to natural disasters and from acute emergencies to post-crisis/reconstruction contexts.
- Respondents most frequently use the INEE Minimum Standards for technical guidance, monitoring and evaluation, and project design.
- The Community Participation standards are used most frequently. Moreover, more than 80% of respondents use one or more of the cross-cutting issues in their projects, most commonly gender issues. Nearly 70% of respondents incorporate gender issues into their projects, while approximately 40% of respondents have incorporated HIV/AIDS and/or special education as cross-cutting issues.
- The vast majority of respondents indicate that they will use the INEE Minimum Standards in the future.
- The majority of respondents indicate that education in emergencies, chronic crises and early reconstruction has been incorporated into their institutions and almost 20% of respondents indicated that development of the INEE Minimum Standards and training in their use have been important factors in their institution's decision to prioritize education in emergencies.
- Almost a third of respondents reported that their use of the INEE Minimum Standards has led to achievements in project outcomes and quality
- Respondents felt that the Minimum Standards allow for holistic design, response and monitoring and evaluation.

In addition to this global evaluation, an evaluation of the awareness, utilization, institutionalisation, and impact of the INEE Minimum Standards in Pakistan in the summer and fall of 2007 came to similar conclusions and recommendations. A sample of 112 key stakeholders representing local and international NGOs, UN agencies, and national, district and field level government officials, were interviewed and the evaluation found that since the earthquake in 2005, awareness of the INEE Minimum Standards in Pakistan has increased considerably. Nonetheless, only approximately half of the study participants were aware of the standards. Those most likely to be aware of the standards work at international NGOs and United Nations agencies committed to education. The study recommended that INEE Minimum Standards trainings continue on a long-term basis and that focal points and/or stakeholders engaged in education programming, policy and advocacy at local and national levels continue advocacy for the INEE Minimum Standards.

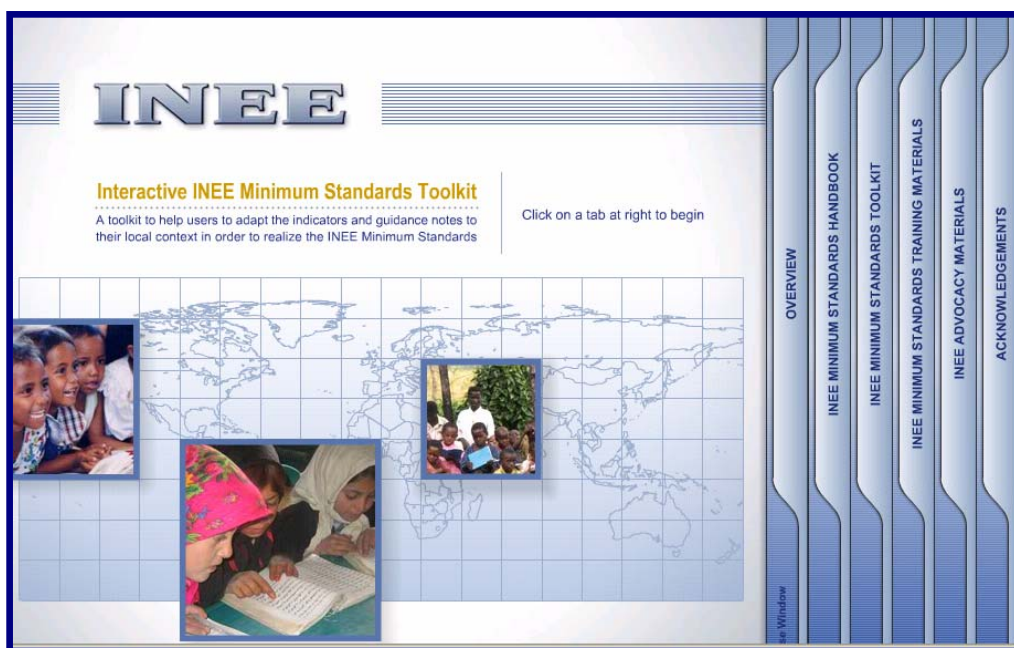
Half of the study participants aware of the standards used them in their work. Importantly, many study participants reported that, once individuals had familiarized themselves with the INEE Minimum Standards handbook, 'it has influenced the way they approach program design' and it helped to avoid duplication.

Those most likely to use the standards are at top of hierarchies in their respective institutions and have participated in INEE Minimum Standards trainings. The most frequently reported use of the standards was for monitoring and evaluation activities, followed closely by project design, advocacy, assessment, and preparedness planning. The evaluation found a general sense among those aware of the INEE Minimum Standards that the standards positively influenced the emergency response in Pakistan and improved coordination efforts.

INEE Minimum Standards: Toolkit Development

Based on findings and recommendations from these evaluations and other feedback, the INEE Working Group on Minimum Standards, in partnership with the IASC Education Cluster, developed a toolkit in response to the growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards.

Thanks to hundreds of INEE members around the world, the resulting CD Rom contains not only the INEE Minimum Standards handbook, training and promotional materials, including all translations, but also a toolkit of the most practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific INEE Minimum Standards. The toolkit will help users of the INEE Minimum Standards to adapt the indicators to their local setting and contextualise the guidance notes, good practices and lessons learned that are codified within the handbook. There are also a selection of tools that are particularly relevant to disaster preparedness and risk reduction as well as to the cross-cutting issues of human and children’s rights, gender, HIV/AIDS and disability.



Beta version of the INEE Minimum Standards Toolkit

Linkages with the Disaster Risk Reduction Community

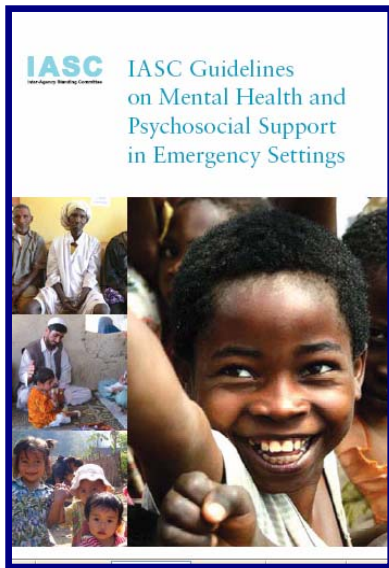
In 2007, INEE actively engaged with the Disaster Risk Reduction (DRR) community, joining the International Strategy for Disaster Risk Reduction (ISDR) Thematic/Cluster Platform on Knowledge and Education and participating in the ISDR Global Disaster Risk Reduction meeting (June) and the UNICEF consultation on DRR (July). The INEE Secretariat is also liaising with key actors, including national and regional networks, to collect relevant case studies, resources and opportunities for INEE resource bulletins, tools and the INEE website.

IASC Gender Handbook and IASC Mental Health & Psychosocial Guidelines

The INEE Secretariat played an instrumental role in drafting the education sections of the *IASC Gender Handbook in Humanitarian Action* and the *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*, based on the *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*. Once drafted, the INEE Secretariat mobilized the network's members through the INEE listserv for feedback and served as a final reviewer for both resources.

The goal of the *IASC Gender Handbook in Humanitarian Action* is to enable stakeholders to implement a set of multi-sectoral interventions based on women's different needs and the imperative to provide them with equal opportunities during emergencies. As a result of INEE's contributions, including those of the INEE Gender Task Team, the education chapter provides an overview of gender issues in education in emergencies; outlines what humanitarian staff need to know to design and implement gender-responsive education in emergencies; lists actions to ensure gender mainstreaming in emergency education and provides a sample indicator checklist for education in emergencies (all of which are based on INEE Minimum Standards).

INEE also contributed to the *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*, which were launched in September 2007. These Guidelines highlight education as a key psychosocial intervention which provides a safe and stable learning environment and restores a sense of normalcy, dignity and hope by offering structured, appropriate and supportive activities. Based on the INEE Minimum Standards, the education chapter outlines key actions, including promoting safe learning environments, making formal and non-formal education more supportive and relevant, strengthening access to education for all, preparing and encouraging educators to support learners' psychosocial well-being, and strengthening the capacity of education systems to support learners experiencing psychosocial and mental health difficulties.



Network Services and Membership Development

INEE Website and Listserv

INEE's inclusive and interactive membership communication mechanisms such as the listserv, website and resource bulletins continue to engage members and foster a collaborative community of practice. Site traffic has dramatically increased in the past year. In 2006 the average number of website hits a month was 11,000. In 2007 this has more than trebled to an average of over 34,000 hits a month, an exponential increase with December 2007 seeing the website's highest ever usage, with over 47,000 hits.

Responding to requests from members the INEE Secretariat created a number of new website areas focused on emerging initiatives and catering to particular audiences. The INEE Academic Space, launched in March, invites students and academics researching education in emergencies, chronic crisis and recovery or related topics, to submit articles, conference papers and projects to a dedicated area of the INEE website. The Academic Space now boasts a wide ranging number of papers from researchers at institutions in Oxford, Islamabad, Oslo, Stanford, Bremen, Amsterdam and Mendoza in Argentina, as well as two journals dedicated to Education in Emergencies produced by graduate students at Columbia University, New York.

The INEE website has also grown to include two new web portals dedicated to up-to-date information, key documents and resources relating to the IASC Education Cluster and the new INEE Working Group on Education and Fragility. Furthermore, the INEE website hosts a fully searchable and regularly updated Resource Database, which provides users with access to over 800 hundred categorised and summarised resources.

2007 saw the INEE listserv function in high demand. The INEE Secretariat worked with several member organisations and partners to conduct online consultations targeting the input of the entire INEE membership. For instance, INEE members participated in the INEE Strategic Planning process and were consulted by the authors of the 10-year Strategic Review of the Machel Study on Children and Armed Conflict. With regard to the latter, INEE members highlighted key areas of achievement and shortfalls at the national and international levels and identified ongoing and new priorities and strategies to further advance education within the children and armed conflict agenda. In addition, through the listserv INEE members took part in a 4-week consultation on School Feeding in Emergencies conducted by the World Food Programme as part of their global policy review on the subject.

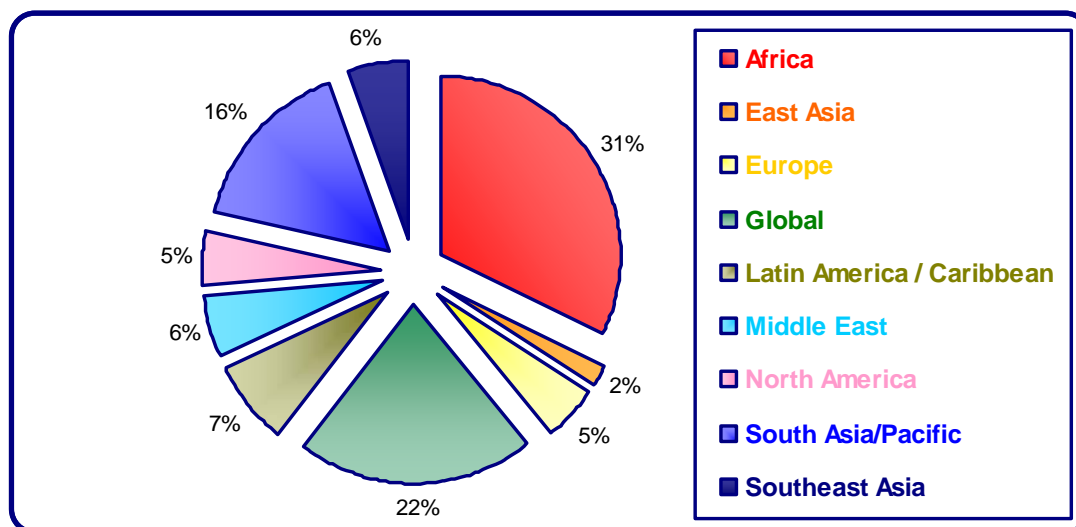
The INEE listserv also marked a number of internationally-recognised days including International Day for Disaster Reduction, World Refugee Day and World Teachers Day, whereby INEE member-organised events were highlighted and relevant resources and tools were shared. Moreover, 24 INEE Bi-Weekly Bulletins were shared over the listserv in 2007, highlighting resources, events, publications and professional development opportunities that are relevant to those working in the fields of education in emergencies and recovery. Resources that were included in these bulletins ranged from a series of podcasts on education in emergencies, disaster risk reduction online simulations, scholarly articles, news and useful web links.



INEE Homepage: www.ineesite.org

INEE Membership Development

INEE now has over 2,300 members, an increase of 64% over the past year, and continues to represent a diverse range of UN and NGO practitioners, government officials, donors, academics, youth leaders, teachers, and students. INEE Members work throughout the world:



Regions where INEE members are working

In 2007 INEE improved its membership data collection processes and introduced membership profiles that allow the INEE Secretariat to learn of members' specific work and interests and facilitates the connection of members to relevant events, opportunities and inter-agency exchanges.

INEE Language Communities: Francophone, Hispanophone, Lusophone

In response to members' initiatives, INEE is supporting Language Communities so that members for whom English is not their working language can collaborate and participate in INEE-related activities and share information and experiences in their language. The INEE Francophone, Hispanophone and Lusophone Communities are in early stages of development and the INEE Secretariat and Working Group on Minimum Standards are exploring with them the most appropriate ways to support them.

For instance, following the momentum of the INEE Capacity-Building workshop for Francophone Africa (July 2007), francophone INEE members decided to create a "committee" composed of francophone resource people who will partner with others to provide trainings on the INEE minimum Standards in French and share education resources available in French. The Hispanophone Community is currently in the process of creating a "regional platform" on the INEE Minimum Standards. This regional platform will not only provide an opportunity for Hispanophone INEE members to engage in INEE activities in Spanish, but it will also serve as a forum to share resources in Spanish on education in emergencies and links with the Disaster Risk Reduction community.

INEE Task Teams and Interest Groups

INEE engages its members in Task Teams and Interest Groups in order to facilitate collaborative work on particular issues of interest. The Gender Task Team and Adolescent and Youth Interest Group continued their work in 2007, contributing to the development of the INEE Minimum Standards Toolkit, and raising awareness about specific gender and youth related issues through the INEE website and listserv. Furthermore, the Gender Task Team disseminated three resources – *Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Contexts* – focusing on issues such as Gender-Based Violence, School Sanitation, Health and Hygiene and Recruiting and Supporting Women Teachers. In 2007 INEE members also expressed interest in the establishment of a new Task Team on Teaching and Learning and preparations for a launch in early 2008 are well underway.

Inter-Agency Network for Education in Emergencies (INEE)

INEE Membership

Over 2,300 members working in over 80 countries worldwide

INEE Secretariat Staff

UNICEF, New York:

- Coordinator for Network Services – Marian Hodgkin

UNESCO, Paris:

- Coordinator for Education and Fragility – *Recruiting*

International Rescue Committee, New York:

- Coordinator for Minimum Standards – Allison Anderson
- Capacity-Building Manager – Jennifer Hofmann

INEE Steering Group:

- CARE – Sarah Bouchie (Georgia, USA)
 - Steering Group Vice Chair
- Christian Children's Fund – Martin Hayes (Virginia, USA)
- International Rescue Committee – Rebecca Winthrop (New York, USA)
- International Save the Children Alliance – Kjersti Okkelmo (Oslo, Norway)
- Norwegian Refugee Council – Eldrid Midttun (Oslo, Norway)
- UNESCO-IIEP – Christopher Talbot (Paris, France)
 - Steering Group Chair
- UNHCR – Eva Ahlen (Geneva, Switzerland)
- UNICEF – Ellen van Kalmthout (New York, USA)
- World Bank – Peter Buckland (Washington, DC, USA)

Working Group on Minimum Standards

Operations Group:

- Catholic Relief Services – Eric Eversmann (Maryland, USA)
 - Working Group Chair
- IRC – Jennifer Sklar (New York, USA)
- UNICEF – Pilar Aguilar (New York, USA)

Capacity-Building Group:

- AVSI – Elena Locatelli (Kampala, Uganda)
- BEFARe – Shakir Ishaq (Peshawar, Pakistan)
- Norwegian Refugee Council – Helge Brochmann (Oslo, Norway)
- UNHCR – Eva Ahlen (Geneva, Switzerland)
- World Vision International – Micael Olsson (Washington, USA)

Applications & Analysis:

- Academy for Educational Development – Ken Rhodes (Washington, DC, USA)
- CARE – Anita Anastacio (Kabul, Afghanistan)
- Fundación dos Mundos – Amalia Eraso (Bogotá, Colombia)
- GTZ – Rudiger Blumor (Eschborn, Germany)
- International Save the Children Alliance – Kim Kerr (Toronto, Canada)
- USAID – Mitch Kirby (Nairobi, Kenya)
- World Education – Fred Ligon (Tak Province, Thailand)
- WFP – Annmarie Isler (Rome, Italy)

Representatives to be announced: UNESCO, Foundation for the Refugee Education Trust

Working Group on Education and Fragility

Currently accepting membership applications

INEE Task Teams and Interest Groups:

- Gender Task Team (International Rescue Committee) Convened by Jackie Kirk
- Adolescents & Youth Interest Group (RET) Convened by Ann Avery
- Teaching & Learning Task Team (Forthcoming)

Expenditure Report 2007

	Financial Support	In-Kind Contributions	Total
Standard Setting, Knowledge Generation and Capacity Building	\$380,470.00	\$322,000.00	\$702,470.00
Regional Training of Trainers Workshops for South America and Central America	17,000.00	40,000.00	57,000.00
Regional Capacity-Building Workshops: Francophone Africa and Anglophone Africa	52,000.00	20,000.00	72,000.00
INEE Minimum Standards Toolkit CD-Rom and Reference Tool	31,000.00		31,000.00
INEE Minimum Standards materials translation, layout, printing, distribution	26,000.00	17,000.00	43,000.00
INEE Minimum Standards Monitoring and Evaluation (Pakistan, Global)	39,300.00		39,300.00
INEE Working Group on Minimum Standards (17 Members) including monthly engagement in activities and member travel to / participation in biannual planning and strategy meetings		200,000.00	200,000.00
INEE Secretariat Salary and Benefits (34% of salary): INEE Coordinator for Minimum Standards and INEE Capacity Building Manager	171,200.00	-	171,200.00
INEE Secretariat Travel: INEE Coordinator for Minimum Standards and INEE Capacity Building Manager	23,089.00	-	23,089.00
Capacity Building Manager Work Visa (2007-2010)	4,240.00		4,240.00
Overhead and hosting costs for IRC	16,000.00	20,000.00	36,000.00
Shipping and supplies	641.00	25,000.00	25,641.00
Network Services and Membership Development	135,590.00	401,800.00	537,390.00
INEE Webmaster	20,000.00	-	20,000.00
Website Hosting	7,171.00	-	7,171.00
INEE Steering Group (9 members), including monthly engagement in activities and member travel to / participation in biannual planning and strategy meetings	-	150,000.00	150,000.00
INEE Task Teams and Interest Groups – participants' time spend on INEE activities (approximately 2 days per month, 30 members)	-	216,000.00	-
INEE Strategic Planning Process	15,000.00	8,800.00	23,800.00
INEE Coordinator for Network Services Salary & Benefits (34% of salary)	92,703.00	-	92,703.00
INEE Coordinator for Network Services Travel	500.00	10,000.00	10,500.00
Hosting costs for UNICEF and hiring/management costs for CARE	-	17,000.00	17,000.00
INEE Interns	216.00		216.00
Total	516,060.00	723,800.00	1,239,860.00

Financial contributors listed overleaf.

In-kind contributions from: Academy for Educational Development, AVSI, BEFARe, CARE, Catholic Relief Services, Christian Children's Fund, la Coordinadora de Educación y Cultura de Centroamérica, EIRD, Fundacion Dos Mundos, GTZ, International Rescue Committee, International Save the Children Alliance, Norwegian Refugee Council, Oxfam, UNDP, UNESCO, UNICEF, UNHCR, USAID, The World Bank, UN World Food Programme, World Education, World Vision International.

Many thanks also to those organisations and individuals who contributed time and travel costs in order to participate in the INEE Training of Trainer and Capacity Building Workshops (www.ineesite.org/training).

Acknowledgement of Financial Support 2007

Academy for Educational Development (AED)	\$5,000
AVSI	\$6,556
Canadian International Development Agency (CIDA)	\$64,495
Christian Children's Fund	\$10,000
Catholic Relief Service	\$9,000
International Save the Children Alliance	\$25,000
Mission Laique Francaise	\$2,600
Norwegian Ministry of Foreign Affairs (via NRC) *	\$118,750
Norwegian Refugee Council	\$10,000
Organisation Internationale de la Francophonie	\$40,000
UNESCO (HQ)	\$12,500
UNESCO (Islamabad)	\$29,300
UNICEF (HQ) **	\$263,000
UNICEF (TACRO)	\$27,500
UNHCR	\$35,000
World Bank	\$2,000

* Funding for 2006 and 2007

** Funding for 2007 and 2008

INEE would like to extend particular gratitude to the International Rescue Committee, CARE USA and UNICEF for hiring and hosting INEE Secretariat staff.

Organisational support 2001-2007:

American Institutes for Research * Academy for Educational Development * BEFARe * Canadian International Development Agency * CARE * Carnegie Mellon * Catholic Relief Services * Christian Children's Fund * International Rescue Committee * International Save the Children Alliance * Mission Laique Francaise * Norwegian Ministry of Foreign Affairs * Norwegian Refugee Council * Organisation Internationale de la Francophonie * Save the Children Denmark * Save the Children Sweden * Save the Children US * Swedish International Development Cooperation Agency * USAID * US Contribution to UNESCO for Post-Conflict Reconstruction of Education Systems * UNESCO * UNICEF * UNHCR * The World Bank * UN World Food Programme * Women's Commission for Refugee Women and Children * World Education

