Inter-Agency Network for Education in Emergencies (INEE) Submission to the Committee on the Rights of the Child for the Day of General Discussion on Education in Emergencies

INEE recommendations the following to ensure:
   1) **the continuation and/or reconstruction of educational systems**
   2) **the content and quality of education for children in emergency situations**

*   The UN Committee on the Rights of the Child should refer any State Party in need of technical assistance on Education in Emergencies to the Inter-Agency Network for Education in Emergencies (INEE) to receive adequate tools, resources and facilitated access to support from the INEE membership.

*   Governments should institutionalise and use the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards as a basis for good practices in establishing educational activities in crisis and recovery contexts. Where relevant, country reports submitted to the UN Committee on the Rights of the Child should report on how the governments are meeting the INEE Minimum Standards.

* Governments should support the IASC Education Cluster as the mechanism for determining the educational needs in emergency situations and responding to them in a coordinated manner, for which purpose it should use and develop the tools developed by the Inter-Agency Network for Education in Emergencies (INEE).

* Governments should utilize the INEE Guidance Notes on Teacher Compensation to help frame discussions with partners about teacher compensation in situations where the responsible public authority is unable to effectively coordinate and monitor employment of teachers.

In support of these recommendations, INEE would like to acknowledge the findings and recommendations from the Report of the Special Rapporteur on the right to education, Vernor Muñoz, on the Right to education in emergency situations[1]:

66. The INEE Minimum Standards offer a harmonized framework of principles and paths of action to all actors who may be involved in the provision of education during emergencies, for them to coordinate their educational activities and, even more importantly, to promote the acceptance of responsibilities. These Minimum Standards need to be strengthened in this latter aspect, and the Special Rapporteur urges the international community to redouble its efforts in working towards this goal.

84. The Education Cluster must act to meet the need to ensure a greater responsibility on the part of the international community, including the United Nations, donor agencies and countries and local and

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[1]   HUMAN RIGHTS COUNCIL Eighth session Agenda item 3, A/HRC/8/10, 20 May 2008.

international NGOs. The Cluster should become the proper mechanism for determining the educational needs in emergency situations and responding to them in a coordinated manner, for which purpose it should use and develop the tools laid down by the Inter-Agency Network for Education in Emergencies.

Recommendations:
147. The Special Rapporteur recommends that donors should: (c) Use the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards as a basis for the educational activities that are part of humanitarian response.

148. The Special Rapporteur recommends that intergovernmental organizations and NGOs should: (a) Guarantee that educational responses to emergencies are in line with the INEE Minimum Standards;

Supporting Information for these Recommendations to the UNCRC from INEE

Conflict and natural disasters deny generations the knowledge and opportunities that an education can provide. Education is not only a right protected by various legal and human rights frameworks, but in situations of emergency, chronic crises and early recovery, it provides physical, psychosocial and cognitive protection which can be both life-sustaining and life-saving.

Education sustains life by offering safe spaces for learning, as well as the ability to identify and provide support for affected individuals – particularly children and youth. Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future.
Education can save lives by protecting against exploitation and harm, including abduction, recruitment of children into armed groups and sexual and gender-based violence. Lastly, education provides the knowledge and skills to survive in a crisis through the dissemination of life-saving information about hygiene, landmine safety and HIV/AIDS prevention, for example.

Quality education also builds social capital, enhances social cohesion and supports conflict resolution and peacebuilding. Education can reduce the risk of violent conflict and mitigate state fragility, contributing directly to the social, economic and political stability of societies.

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from non-governmental organizations, UN agencies, donor agencies, governments, teachers, researchers and individuals from affected populations working together to ensure all people the right to quality and safe education in emergencies and post-crisis recovery. INEE was conceived in 2000 in Dakar during the World Education Forum's Strategy Session on Education in Emergencies and has grown to serve thousands of members, providing a dynamic inter-agency forum that:
- informs policy through consensus-driven advocacy
- facilitates the sharing of resources and tools and encourages information and experience exchange
- fosters collaborative resource development
- establishes inter-agency standards and supports their implementation through technical support and training

Through these activities, INEE cultivates constructive and collaborative relationships among its members and strategic partners and helps to strengthen the knowledge base and build capacity within the field.


INEE Minimum Standards

Recommendation: Governments should institutionalise and use the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards as a basis for good practices in establishing educational activities in crisis and recovery contexts. Where relevant, country reports submitted to the UN Committee on the Rights of the Child should report on how the governments are meeting the INEE Minimum Standards.

The *INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction* (INEE Minimum Standards) is the foundational document for the network and provide good practices and concrete guidance for coordinated action to enhance the quality of educational preparedness and response, increase access to relevant learning opportunities, and ensure humanitarian accountability in providing these services. INEE members work to promote, implement and institutionalise the INEE Minimum Standards in order to ensure that educational programming before, during and after times of crisis is holistic and enhances quality and accountability.

The INEE Minimum Standards constitute the first global tool to define a minimum level of educational quality in order to provide assistance that reflects and reinforces the right to life with dignity. The INEE Minimum Standards are founded on the Convention on the Rights of the Child, the Dakar Education for All (2000) framework, the UN Millennium Development Goals (MDG) and the Sphere Project's Humanitarian Charter. In addition to reflecting these international rights and commitments, the standards are an expression of consensus on good practices and lessons learned across the field of education and protection in emergencies and early reconstruction situations. They were developed by over 2,250 individuals from more than 50 countries from a variety of levels and have evolved out of emergency and early reconstruction environments around the world. As such, they are designed for use in emergency response, emergency preparedness and in humanitarian advocacy and are applicable in a wide range of situations, including natural disasters and armed conflicts.

The INEE Minimum Standards are represented in five categories (see appendix A):

➤ *Minimum Standards Common to All Categories:* focuses on the essential areas of community participation and utilizing local resources when applying the standards in this handbook, as well as ensuring that emergency education responses are based on an initial assessment that is followed
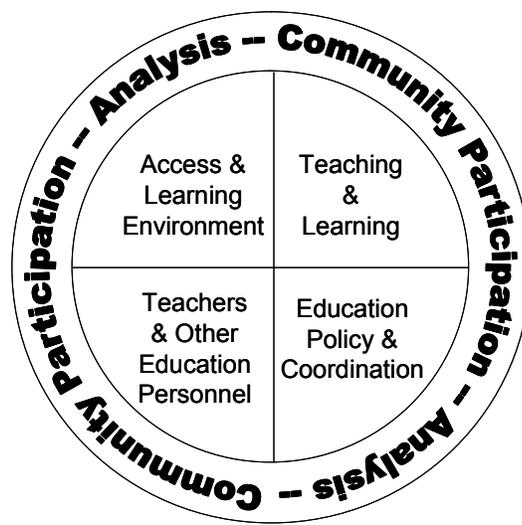
by an appropriate response and continued monitoring and evaluation.

➢*Access and Learning Environment:* focuses on partnerships to promote access to learning opportunities as well as inter-sectoral linkages with, for example, health, water and sanitation, food aid (nutrition) and shelter, to enhance security and physical, cognitive and psychological well-being.

➢*Teaching and Learning*: focuses on critical elements that promote effective teaching and learning: 1) curriculum, 2) training, 3) instruction, and 4) assessment.

➢*Teachers and other Education Personnel:* focuses on the administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support.

➢*Education Policy and Coordination:* focuses on policy formulation and enactment, planning and implementation, and coordination.

In addition, the cross cutting issues of human and children's rights, gender, the right of the population to participate, HIV/AIDS and disability and inclusion have been incorporated and mainstreamed into the relevant standards.

Over 25,000 copies of the INEE Minimum Standards Handbook have been produced, and are available in 14 languages: English, French, Spanish, Portuguese, Japanese, Arabic, Bahasa Indonesian, Bangla/Bengali, Dari, Khmer, Sinhala, Tamil, Thai and Urdu. They are being used in over 80 countries around the world. INEE has received hundred of examples of the standards' positive use in, and relevance for, programme and policy planning, assessment, design, implementation, monitoring and evaluation as well as advocacy. Users relate the INEE Minimum Standards provide a common framework, facilitating the development of shared objectives 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 recovery. The INEE Minimum Standards Handbook is available online at: **www.ineesite.org/standards** and translations can be accessed here: **www.ineesite.org/translations**.

In addition to the handbook, the **INEE Minimum Standards Toolkit** has been launched, containing the INEE Minimum Standards Handbook, training and promotional materials (including translations) as well as practical tools and resources to assist field staff and Ministry of Education officials implement the standards. Developed by the INEE Working Group on Minimum Standards in partnership with the Global IASC Education Cluster, the INEE Minimum Standards Toolkit will help users of the standards operationalise and contextualise the indicators to their local setting.

The INEE Minimum Standards Toolkit contains the most practical, field-friendly tools, guidelines, checklists, case studies and good practices across agencies. They 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 cross-cutting issues of human and children's rights, gender, HIV/AIDS and disability. The toolkit is available online at: **www.ineesite.org/toolkit**, with an overview at www.ineesite.org/implementation.

Moreover, INEE 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 (www.ineesite.org/implementation).

IASC Education Cluster

Recommendation: *Governments should support the IASC Education Cluster as the mechanism for determining the educational needs in emergency situations and responding to them in a coordinated manner, for which purpose it should use and develop the tools developed by INEE.*

The IASC Education Cluster was established at the end of 2006 and co-led by UNICEF and the Save the Children Alliance with the participation of an Advisory Group (UNESCO, WFP, UNHCR, International Rescue Committee, Christian Children's Fund and INEE). The work of the IASC Education Cluster will serve to strengthen capacity and preparedness of humanitarian personnel and government authorities to plan, co-ordinate and manage quality educational programmes in emergencies.

The IASC Education Cluster has adopted the INEE Minimum Standards as a guiding common framework for work at global and country levels. As such, the implementation and institutionalization of the INEE Minimum Standards is being carried out in partnership with the IASC Education Cluster, providing INEE with an opportunity to bring the standards to a wider audience in a more systematic way. Moreover, INEE has worked with IASC Education Cluster members to develop a checklist of suggested actions for inter-agency coordination within education cluster/sector planning and response, which should be used systematically by field-based clusters: www.ineesite.org/implementation.

Teacher Compensation

Recommendation: Governments should utilize the INEE Guidance Notes on Teacher Compensation to help frame discussions with partners about teacher compensation in situations where the responsible public authority is unable to effectively coordinate and monitor employment of teachers.

Teachers are critical in ensuring that children receive a quality education. In emergency situations or during transition, teachers not only enable children to continue learning but they also provide life-saving information and a source of reassurance and normalcy for children and the wider community. Yet the world faces a shortfall of 18 million teachers in the coming decade (UNESCO, 2007) and the areas most desperately in need of teachers are fragile states. Thus strategies for ensuring that teachers are appropriately compensated are vital in attracting teachers to the profession, retaining them once in position and keeping them motivated to provide quality education. An established system for teacher compensation increases teacher motivation; helps to stabilise the education system thus effecting control, professionalism and accountability; decreases teacher absenteeism and high levels of turnover; protects the investment made in teacher training; and ultimately increases the quality and availability of education for children.

INEE is working with members (IRC, Save the Children, UNESCO, UNHCR, UNICEF and the Women's Commission for Refugee Women and Children) in an inter-agency initiative to develop INEE Guidance Notes for compensating teachers in fragile states, refugee, IDP and returnee contexts. This new tool gives guidance on the areas of:
- Policy and Coordination of Teacher Compensation
- The Management and Financial Aspects of Teacher Compensation
- Teachers' Motivation, Support and Supervision as Forms of Non-Monetary Teacher Compensation

Under each theme, a number of points to consider are given for educational authorities and partner agencies to reflect upon as they plan and implement their intervention. These are illustrated with examples of good practice and lessons learnt from a range of refugee, IDP, returnee and overall population contexts to assist the reader in identifying what approaches are likely to be effective in their particular situation.

INEE as a means to support technical assistance for quality education in emergencies

Recommendation: The UN Committee on the Rights of the Child should refer any State Party in need of technical assistance on Education in Emergencies to the Inter-Agency Network for Education in Emergencies (INEE) to receive adequate tools, resources and facilitated access to support from the INEE membership.

INEE is an open global network of more than 2,700 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. **Membership is free and open to all and INEE encourages all stakeholders to join: www.ineesite.org/join.**

The INEE Secretariat strives to improve communication and coordination in the field of education in emergencies by sharing resources and tools, facilitating information and experience exchange and by cultivating constructive and collaborative relationships among its members and strategic partners. For more information, contact the INEE Secretariat: network@ineesite.org

The INEE website is a **comprehensive and fully searchable portal** for practitioners, academics, policymakers, donors and governments, providing hundreds of tools and resources, case-studies and advocacy materials. Moreover, the INEE listserv allows members to exchange information about training opportunities, new resources and tools while also creating a forum for discussion about current education challenges and innovative practices. The INEE Secretariat identifies and disseminates new resources and tools through the INEE listserv and website and updates the INEE Resource Database.

    INEE Webpage on the Resource Database: www.ineesite.org/resources
    INEE Webpage on Good Practice Guides: www.ineesite.org/gpg

The INEE Secretariat provides support to INEE individuals and organizational members to promote, implement, train on and institutionalise the **INEE Minimum Standards**: www.ineesite.org/standards.

The INEE Secretariat also supports the newly formed **INEE Working Group on Education and Fragility,** which works to coordinate diverse initiatives and catalyse collaborative action on education and fragility.
Made up of practitioners, policymakers, and researchers engaged in advocacy, research, programming and policy development relating to education in fragile states, this Working Group will work collaboratively to support the development of effective quality education programmes in fragile states and promote the development of alternative mechanisms to support education in fragile states in the transition from humanitarian to development assistance. For more information, go to: www.ineesite.org/page.asp?pid=1424

The INEE Secretariat supports **Task Teams** which are formed by INEE members who work together on a particular task and/or to further the dialogue around a particular topic, such as gender, adolescents and youth, HIV/AIDS, early childhood development, inclusive education, teaching and learning. For more information, go to: www.ineesite.org/page.asp?pid=973

The INEE Secretariat supports four **Language Communities** (French, Spanish, Portuguese, Arabic) formed by INEE members to facilitate the sharing of resources, experiences and tools in their

language of work through established communication mechanisms via the INEE website and dedicated listservs. For more information, go to: www.ineesite.org/page.asp?pid=1351