



Leaders in Global Education Policy Development

Within the field of education in conflict, IRC is a leader in global policy development. Together with its partners, IRC contributes to the global knowledge of how to better meet the educational needs of children and youth affected by war.

Inter-Agency Network for Education in Emergencies (INEE)

The Inter-Agency Network for Education in Emergencies (INEE) is a global, open network of non-governmental organizations, UN agencies, donors, practitioners, researchers and individuals from affected populations working together within a humanitarian and development framework to ensure the right to education in emergencies and post-crisis reconstruction. IRC plays a lead role in many of INEE's core activities. IRC helps direct INEE strategic direction as a member of the *INEE Steering Group* along with CARE, Christian Children's Fund, International Save the Children Alliance, Norwegian Refugee Council, UNESCO, UNHCR, UNICEF and the World Bank. IRC is also a member of the *INEE Working Group for Minimum Standards* and the new *INEE Working Group for Education and Fragility*. IRC convenes the *INEE Gender Task Team* and led the previous *INEE Teacher Training Task Team*. For more information about INEE, please go to www.ineesite.org.

IRC is extensively applying the INEE Minimum Standards for Emergency, Chronic Crisis, and Early Reconstruction in project planning, assessment, design, implementation and monitoring and evaluation of programs and policy around the world. The article *Implementing Minimum Standards for Education in Emergencies: Lessons from Aceh*, written by Allison Anderson and Dean L Brooks in the Humanitarian Practice Network, illustrates how IRC used the standards' framework to establish a common language among staff, agencies and governments and thus a common starting point to better coordinate and reach quality in the crisis following the tsunami that devastated Aceh, Indonesia.

In addition, IRC staff members have participated in INEE's regional Training of Trainers (ToT) processes (Anglophone Africa, Francophone Africa, South Asia, Southeast and East Asia, Latin America, the Caribbean, the Middle East and North Africa, North America, and Europe) and Capacity Building Workshops; consequently, IRC's trainers are using training and other organizational and individual learning strategies to institutionalize the Minimum Standards within the IRC.

IRC also led INEE's Teacher Training Task Team, which conducted a global survey to identify the gaps in existing teacher development tools and then, using that information, developed a Teacher Training Resource Kit (<http://ineesite.org/page.asp?pid=1293>) especially designed to support teacher development in crisis contexts, including refugee settings. IRC has recently produced a comprehensive *Education Toolkit: Supporting Education in Emergencies and Early Reconstruction* that includes tools ranging from a guide to support field managers to staff capacity-building tools to case studies.

Education in Conflict Research: Certification for Refugees and IDPs & Opportunities for Change

IRC is leading research on important issues on education in conflict in partnership with UNESCO's International Institute for Education Planning (IIEP), the Netherlands Ministry of Foreign Affairs, and the Amsterdam Institute for Metropolitan and International Development (AMIDSt). This research focuses on relevant interventions, strategies and methodologies for two issues: *certification* and *opportunities for change*.

Certification. Proper certification, validation and recognition of learning attainments of refugee and IDP pupils and their parents are still not guaranteed. Lack of recognition of their learning is one of the most frequently expressed frustrations and major obstacles to educational and economic advancement. For international agencies and donors, certification is a critical issue for program quality, impact and sustainability. It exposes a major gap in international educational policy and practice. This research aims to provide solid evidence-based guidance for policy makers and programmer managers. The research will explore problematic areas including technical issues (such as validation of certificates, and loss or destruction of certificates) and political issues (such as national sovereignty, and power and corruption) and will examine what has worked and what has failed. Based on this, the research will suggest models of certification processes and potential solutions to technical and political issues.

Opportunities for Change. A considerable amount of research has been conducted on processes of educational reconstruction during and after conflicts. Yet despite this, there has not been a systematic identification of the conditions under which transformation of an education system might take place during and after conflict. The main aim of this research will be to identify conditions necessary for successful change in education systems during and after conflict and secondly to discern how conflict-affected ministries of education and assisting agencies may take advantage of such opportunities for reconstruction.

Two international seminars have been held to discuss the research findings and two publications on these topics are forthcoming. For updates on the seminars and the research partnership visit: http://www.unesco.org/iiep/eng/focus/emergency/emergency_4_2.htm

Teacher Compensation Initiative

In an effort to address the enduring complexities of compensating teachers, especially in times of conflict, displacement and chronic crises, the Teacher Compensation Initiative was launched by the IRC together with Save the Children Alliance, Women's Commission for Refugee Women and Children, and INEE. While teacher compensation has generally been regarded as the responsibility of the national government, in times of conflict and state fragility, governments often lack the resources or capacity to compensate teachers. Without adequate compensation, teachers seek more lucrative employment or alternative jobs, leaving schools and students in the lurch during a time when education is needed most. With this in mind the Teacher Compensation Initiative aims to bring together a diverse set of education stakeholder to identify current challenges to teacher compensation, and share and examine promising practices that can be used to in future to address teacher compensation. A series of policy roundtables, inter-agency consultation, and on-going research is underway to develop concrete guidance for a range of actors to better address the issue of teacher compensation in emergencies and fragility. For more information visit: <http://www.ineesite.org/page.asp?pid=1430>

UN Humanitarian Reform – IASC Education Cluster

Within the United Nations' recent reforms of humanitarian policy, the UN Inter-Agency Standing Committee (IASC) has established several "clusters" to coordinate humanitarian response in emergency settings around core sectors such as health, education, protection, etc. The IASC Education Cluster is a collaborative effort of humanitarian aid organizations to build capacity of the emergency education sector, to co-ordinate education sector responses and preparedness in humanitarian crises, and to develop and test education responses. The Education Cluster is lead by an Advisory Group, which includes IRC, UNESCO, WFP, UNHCR, Christian Children's Fund, and INEE. Visit <http://ineesite.org/page.asp?pid=1402> for more information about the IASC Education Cluster.

Education Partnership for Children of Conflict

The IRC has actively supported the formation of the Education Partnership for Children of Conflict (EPCC), co-founded by Angelina Jolie and Gene Sperling, and launched by former president Bill Clinton at the Clinton Global Initiative in September 2007. IRC's Senior Technical Advisor for Education serves in an advisory capacity to EPCC and is currently implementing the partnership's first project, the LEGACY Initiative. The LEGACY Initiative is a partnership between IRC and the Novo Foundation to bring access to education for West Africa's conflict affected children and youth. In its first year the LEGACY Initiative enabled 30,000 children and youth access education in the war torn nations of Liberia, Sierra Leone, and Ivory Coast.

USAID's Global Education Quality Improvement Project 2 (EQUIP2)

EQUIP2 is a USAID funded program that supports building educational quality by facilitating access to technical expertise and resources. IRC is on the Complementary Education Steering Committee along with other organizations.