

INEE

Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
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الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

INEE Minimum Standards Assessment
Analysis of Respondents' Use of the INEE Minimum Standards
in Natural Disaster Settings

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by

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prepared for

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INTRODUCTION

In 2011, the INEE Working Group on Minimum Standards and Network Tools commissioned a study to understand the awareness of the INEE Minimum Standards (INEE MS), how they are being used, and how they are institutionalized in plans and policies. Between November and December 2011, an online survey was conducted with a broad set of education and humanitarian stakeholders. Responses to the survey were received from a total of 701 individuals across 117 countries. Of the total respondents, 22% reported using the INEE MS exclusively in natural disaster settings (as opposed to conflict, both conflict and natural disaster, and neither conflict nor natural disaster settings.) This report analyzes the responses of this subgroup and how they compare to respondents in other settings. The analysis is focused on awareness of the INEE MS and to what extent they are being used in regards to advocacy, coordination, program planning and response, research, and institutional change.¹

RESPONDENT PROFILE

Response Rate

Of the 701 respondents who completed the online INEE MS assessment survey, 152 reported that they used the INEE MS exclusively in the setting of a natural disaster. This represents approximately 22% of the total sample. Of these respondents, 73% said that they were a member of the INEE. Only 64%, though, reported that they received regular email updates from INEE.

In comparison, of the respondents using the INEE MS exclusively in conflict settings, 80% reported that they were members of INEE and that they receive regular INEE emails. The response of natural disaster subgroup was also less than that for all 701 respondents, where 75% were a part of INEE and 73% receive email updates. This suggests that respondents who reported using the INEE MS exclusively in natural disaster settings were less likely to be a member of INEE and much less likely to receive emails than other respondents.

Agency Representation

Respondents who report using the INEE MS in natural disaster settings have extensive work experience. 31.58% report that they have been working in the education field for over ten years. The remaining 68.42% of respondents were equally distributed between 1 and 10 years of experience: 22.37% reported 1-3 years, 23.68% reported 4-6 years and 18.42% 7-10 years. Fewer than 2% of respondents reported that they either worked in another field or had been working for less than 1 year.

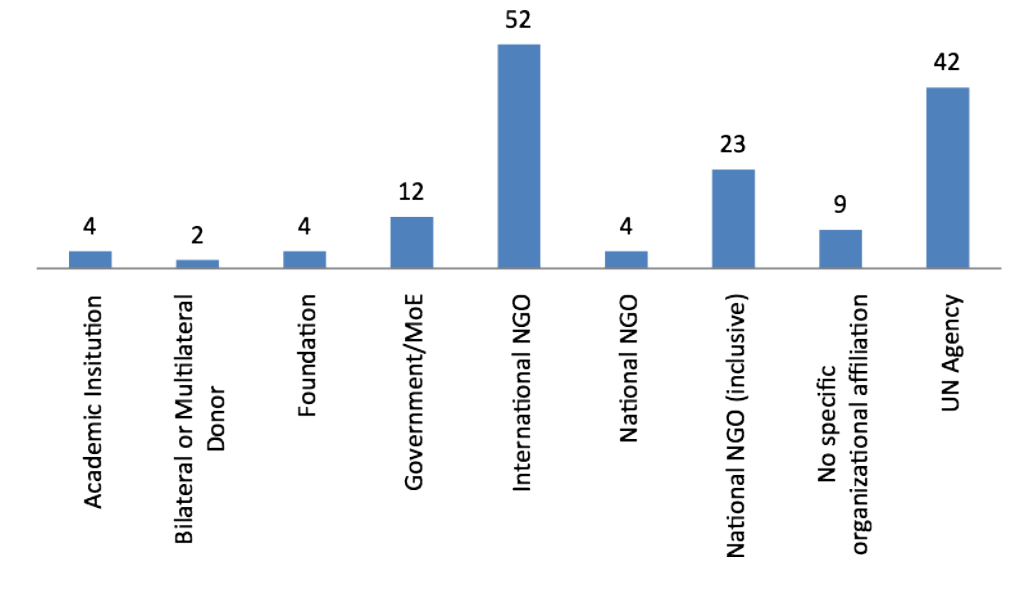
In comparison to the entire respondent pool and the conflict setting subgroup, the natural disasters subgroup has less work experience. The conflict subgroup reported that 58% of respondents had more than 7 years of experience in the field, the total group, 59% of

¹ For the analysis of the complete dataset of the Assessment survey and survey questionnaire, please see INEE, INEE Minimum Standards Assessment Report, February 2012, available at www.ineestie.org/monitoring.

respondents. The natural disasters subgroup reported only 50% of respondents with more than 7 years of experience in the field.

The natural disasters subgroup represents eight different agency and institutional affiliations. The majority of respondents were affiliated with either an international NGO or a UN agency. See Figure 1 below.

Figure 1. Agency/institutional affiliation

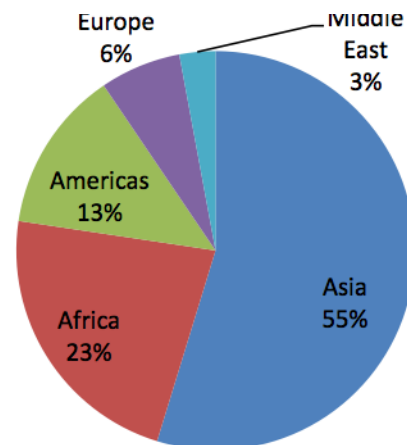


Country / Regional Response

The respondents who reported using the INEE MS exclusively in natural disaster settings were located in 65 countries/territories. 44 of the respondents were the sole respondent from their country. Table 1 lists the top 10 countries/territories in terms of the total number of respondents who use the INEE MS exclusively in natural disasters.

25.7% of natural disaster respondents were located in Pakistan, more than four times the number of respondents from any other country. Excluding this outlier, the top three countries in terms of number of respondents were also all located in Asia. In this respect, respondents working in natural disaster settings were much more likely to be located in Asia than other respondents. The 701 total respondents were equitably distributed across all of the continents. The respondents in conflict settings had relatively few reporting

Figure 2 Regional Representation



from Asia, representing only 12%, while the majority of respondents, 45% were located in Africa.

Table 1. Top Responses by Country/Territory

Country/Territory	# Participants
Pakistan	39
India	8
Indonesia	8
Nepal	5
Haiti	5
United States	5
Ethiopia	4
Bolivia	4
Burma	3
Mozambique	3
Sudan	3
Peru	3

As with the total sample and the conflict subgroup, the majority of respondents (87.5%) were located outside of the headquarters level. More so than the other groups, the majority of respondents working in natural disaster settings were located at the National level.

- Int/Global – 12.5%
- Regional – 14.47%
- National (Country capital) – 53.95%
- Sub-National (province/district) – 6.58%
- Community – 9.87%
- Other – 2.63%

Key Points: Respondent Profile

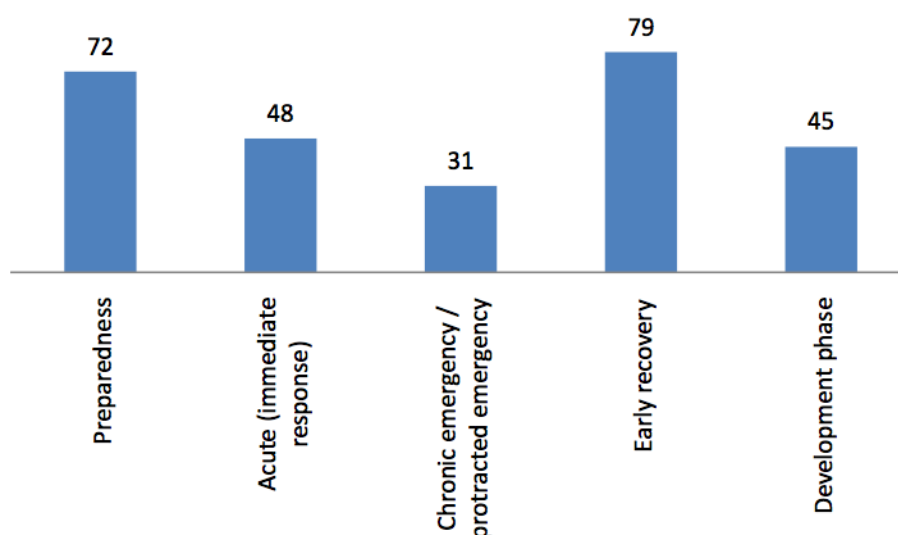
- The data demonstrate that the INEE MS are used by a wide variety of actors in exclusively natural disaster settings. The main agencies represented were International NGO, National NGO and UN Agency.
- Respondents working in natural disaster settings have significant work experience, as 50% of respondents report having worked in the field of education for more than 7 years. This, however, was less than other subgroups and the entire respondent pool.
- Though all continents are represented in the respondent group, the majority of respondents are working in Asia.
- The large majority of respondents work at the national level, indicating that usage of the INEE MS is not limited to the international/ global level.
- As compared to the entire respondent pool, and those in the conflict settings subgroup, fewer respondents working exclusively in natural disaster settings were a part of INEE and receiving emails, percentage-wise.

MAIN FINDINGS

Usage

The survey asked respondents to identify the stage (or stages) of emergency during which they most frequently used the INEE MS over the course of their careers. Responses were somewhat equitably distributed over the five different stages of response. Preparedness and early recovery were the most frequently cited. Respondents working exclusively in natural disaster settings differed from respondents in other subgroups in that there were far fewer respondents who reported using the INEE MS during a chronic or protracted emergency. Chronic or protracted emergency was the most frequently cited stage among respondents working exclusively in conflict settings.

Figure 3. “Over the course of your career, at which stage of response have you most frequently used the INEE Minimum Standards?”



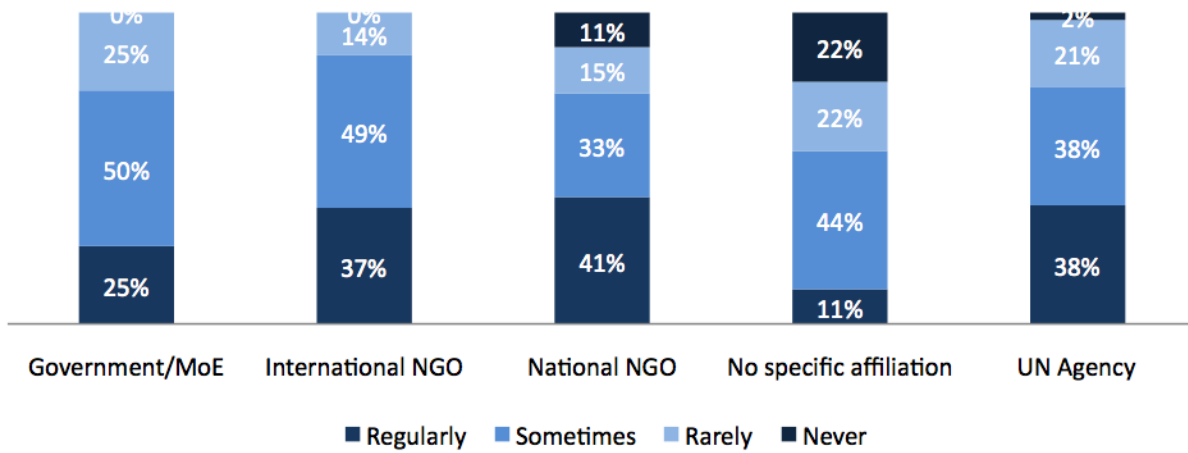
The survey also asked respondents to identify the countries/territories where they have used the INEE MS in their work. Of the 58 countries named, only 5 countries had more than three respondents. See Table 2.

Table 2. Use of INEE MS by Country

Country	# of Reported MS Use
Pakistan	36
Haiti	13
Indonesia	11
India	7
Bangladesh	4

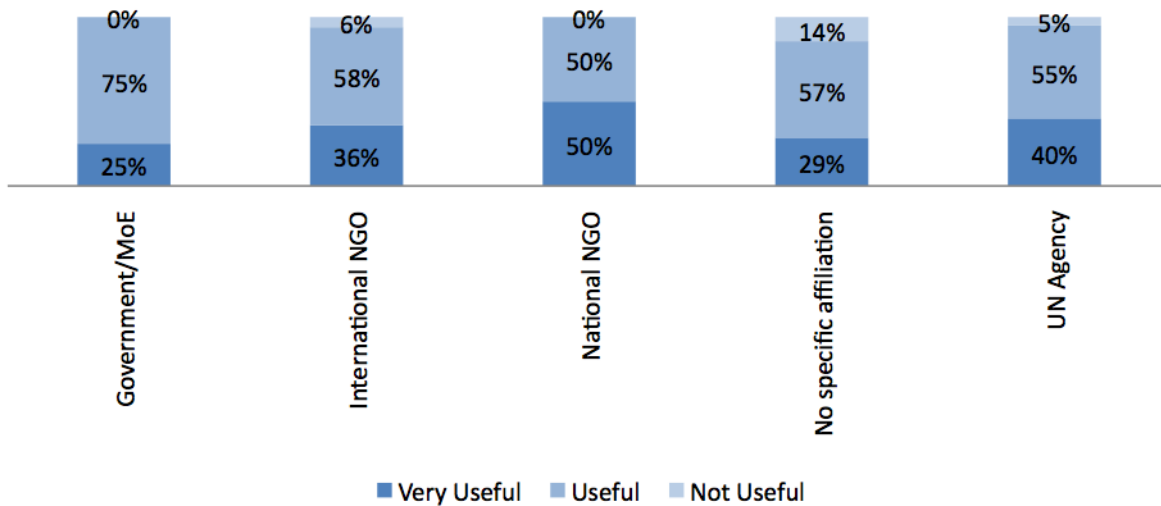
Over all, usage of the INEE MS is generally high, as 29% of all respondents said they regularly use them and 42% that they sometimes use them. For the natural disasters subgroup, usage is even higher. 34% reported that they regularly use them and 43% that they sometimes use them. The distribution by agency for the natural disasters subgroup is shown in Figure 3 below.

Figure 4. In the past year, how often have you used the INEE MS? Respondents broken down by agency.



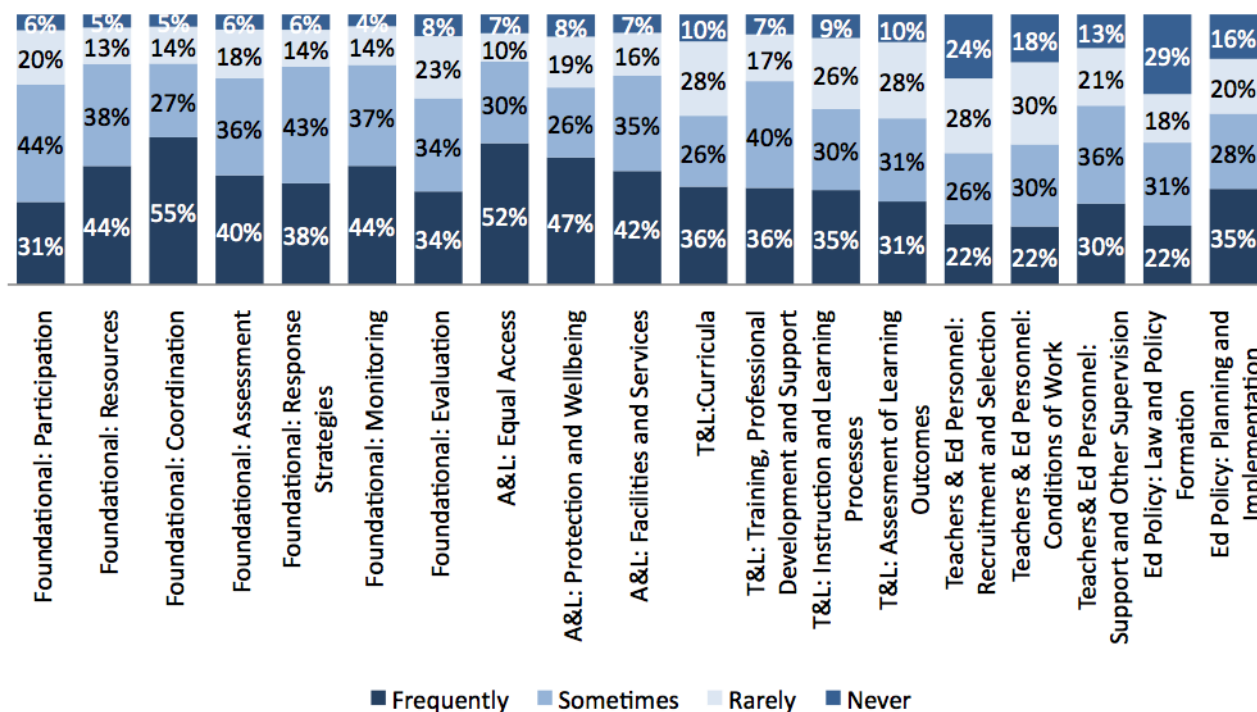
The survey also asked respondents to rate how useful they found the INEE MS. Overall, 38% of respondents found them “Very Useful,” 57% found them “Useful” and only 5% said that they found them to be “Not Useful.” Results for the natural disasters subgroup were almost identical: 38% “Very Useful,” 57% “Useful,” and 4% “Not Useful. When broken down by agency, responses were also similar. See Figure 4 below.

Figure 5. How useful have the MS INEE been? Responses broken down by agency



The survey also asked respondents to rate which of the 19 Standards they used most frequently. Respondents ranked their use of 19 different Standards as either “Frequent, Sometimes, Rarely or Never.”

Figure 6. INEE Minimum Standards broken down by frequency of use



For the natural disasters subgroup of respondents, the most frequently used Standards were Foundational Standards on Coordination (55% frequent use) and Access and Learning Environment Standard on Equal Access (52% frequent use.) Both of these standards were also the most frequently used amongst the entire respondent group.

The least used Standards were Standards in the Teachers and Educational Personnel and Education Policy Domains. Specifically, Recruitment and Selection, Conditions of Work for the former domain and Law and Policy Formation for the latter each had only 22% of respondents report frequent use. This was the same for the entire respondent pool and the conflict settings subgroup.

The survey also enabled respondents to identify ways in which they use the INEE Minimum Standards. Respondents were asked to choose their top 3 most frequent uses from a pre-determined list of 17. Across all respondent groups and for the sample as a whole, Advocacy for Education in Emergencies and Recognition of Education as a Key Humanitarian Response was by far the most commonly selected use for the INEE MS. For the entire respondent group, Advocacy for Education in Emergencies had 264 selections, whereas the second most frequent, Disaster/Emergency Preparedness Planning had a distant 112.

Between the conflict and natural disasters subgroups there was significant overlap in the selection of uses. Though with a slightly different order, 6 of the 7 most frequently selected uses were the same across the two groups. These were also the same with the total respondent pool.

Table 3. Top Recorded Uses of the INEE Minimum Standards

Advocacy for Education in Emergencies (66)
Disaster/emergency preparedness planning (43)
Proposal development (23)
Training or capacity development purposes (23)
Monitoring and evaluation (22)
Advocacy for more funding for Education in Emergencies (22)
Coordination of education activities (20)

Key Points: Usage

- The most frequently used Standards are in those in the Foundational Standards and Access and Learning Environment Domains.
- The least used Standards were those in the Educational Policy and Teachers and Educated Personnel Standards Domains.
- The INEE MS are most frequently used for Advocacy purposes, with the vast number of respondents selecting “Advocacy for Education in Emergencies and Recognition of Education as a Key Humanitarian Response.”

AWARENESS

Table 4. Correlation of years of experience with knowledge of the INEE Minimum Standards

Years of Experience	Good knowledge	Basic Knowledge	Limited Knowledge
1-3 years	41%	47%	12%
4-6 years	33%	44%	22%
7-10 years	39%	50%	11%
More than 10 years	35%	48%	17%

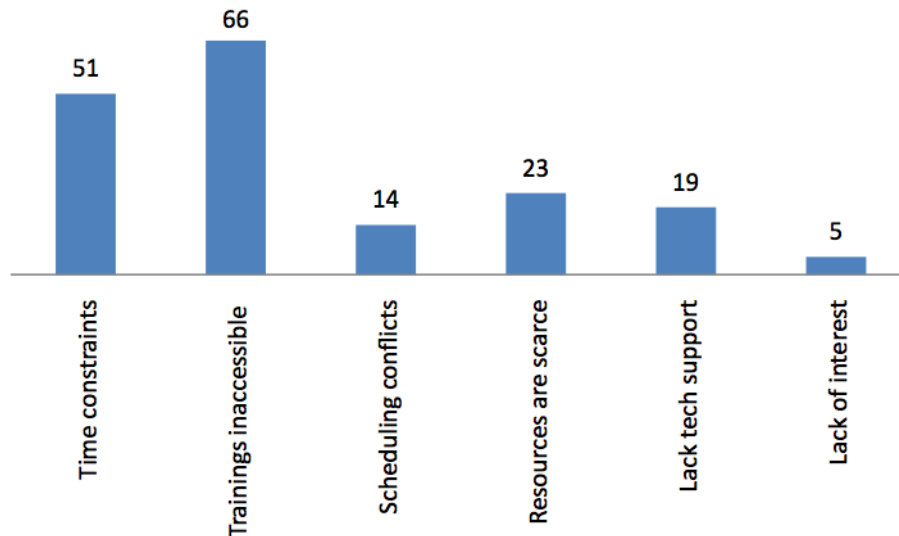
Somewhat surprisingly, for the natural disasters subgroup self-reported knowledge of the INEE Minimum Standards was highest for those with the least experience. Respondents with only 1-3 years of experience reported the highest percentage of “Good knowledge” of the Standards. 17% of percent respondents with more than 10 years of work experience reported that they had limited knowledge of the INEE MS.

In general, though, respondents are well aware of the INEE MS, with the strong majority reporting either good or basic knowledge.

Reports on perceived levels of knowledge of staff (direct reports) are more concerning. 56% of respondents reported that the level of knowledge amongst their staff was either fair or poor.

When respondents were asked to identify the challenges to learning about the INEE MS, two common responses stood out dramatically from the rest: 'Time Constraints' and 'Inaccessible Trainings.' This was different from the conflict subgroup, where 'Scarce Resources' was ranked over "Inaccessible Trainings.'

Figure 7. What are the biggest obstacles to learning about the INEE Minimum Standards?



The INEE Secretariat has worked to address both of these concerns, by making easily accessible and focused materials available on the INEE website. The INEE Secretariat also encourages use of the [INEE Toolkit](#). These convenient and collaboratively-developed materials are available to all and can at least partially address these challenges.

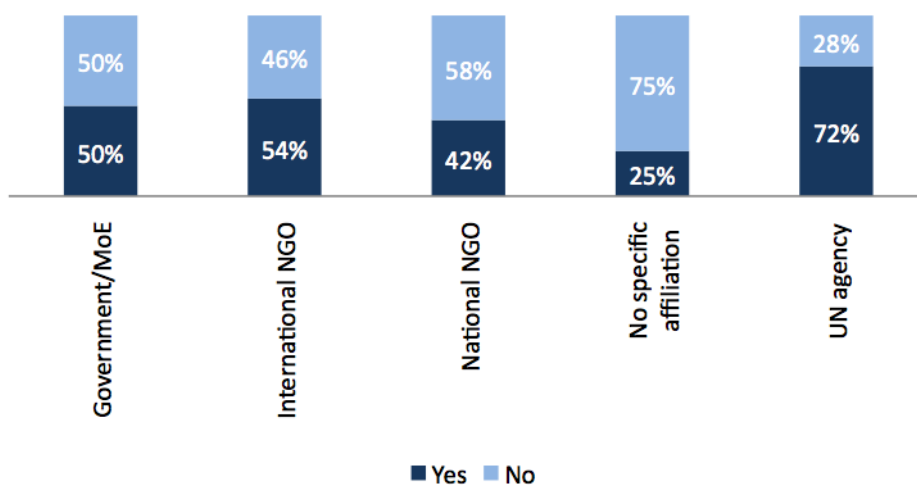
Key Points: Awareness

- In general, respondents report high levels of awareness of the INEE Minimum Standards.
- For the natural disaster subgroup, self-reported knowledge of the INEE MS was highest for respondents with 1-3 years of experience.
- Respondents reported low levels of perceived knowledge for their staff/direct reports
- "Inaccessible Trainings" was the most commonly identified challenge to learning about the INEE MS.

TRAINING

45% of respondents in the natural disaster settings subgroup have not participated in an INEE MS or Education in Emergencies training, but 96% of those respondents reported that they would like to be trained. Of those who have participated in a training, 85% would like a refresher training. INEE encourages all members to visit the [online e-learning module](#). This tool can be used to learn how the INEE MS can be used as a framework for developing quality education programs in crisis and post-crisis situations. Figure 7 below illustrates training participation broken down by agency affiliation.

Figure 8. Training broken down by agency



Having attended a training was self-reported most highly among UN agencies. This was the same as for the total respondent pool.

Key Points: Trainings

- Trainings or refresher trainings are in high demand: 96% of untrained respondents would like to be trained and 85% of trained respondents would like a refresher training
- Of the nine different agency affiliations, the percentage of trained respondents was highest for UN agency.

ADVOCACY

In general, advocacy ranks highly among the key uses of the INEE Minimum Standards. As previously noted in this report’s “Usage” section, “Advocacy for Education in Emergencies and recognition of education as a key humanitarian response” was identified as the most common use of the INEE MS. Also recognized for frequent usage was “Advocacy for more funding for Education in Emergencies.” This was true for the entire respondent pool and across all subgroups.

41% of respondents in the natural disasters subgroup reported that they knew of an instance where the INEE MS were explicitly incorporated into an advocacy message and/or platform. 34% said that they didn't and 25% said that they didn't know.

Respondents were also asked to rate how strongly they agree / disagree with three statements. The results were as follows:

Figure 9. "Public messages by key opinion leaders either within or outside of my institution/organization have been informed by the INEE Minimum Standards."

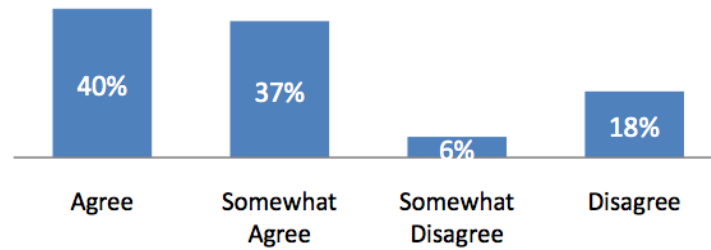


Figure 10. "The INEE Minimum Standards have contributed to policy decisions within a humanitarian response that I worked."

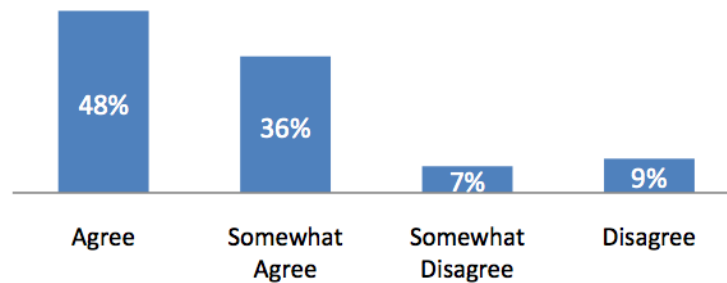
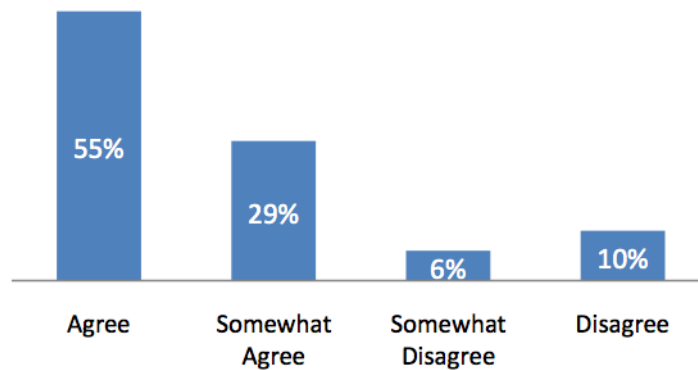


Figure 11. "I/my institution has used the INEE Minimum Standards to advocate with governments and donor agencies to prioritize and fund Education in Emergencies."



Respondents working in natural disaster settings were able to cite a number of instances where the INEE MS were explicitly incorporated into an advocacy message. For example, in Pakistan a respondent mentioned the training of INGOs/NGOs by UNICEF and CWS. The two organizations have circulated the literature of the INEE MS and engaged humanitarian organizations in free trainings. Another respondent noted that the Education Cluster held trainings at the district level for teachers and administrators in Pakistan as well. In Afghanistan, CARE has worked to contextualize the INEE MS and share them with the Ministry of Education and other policy makers.

Key Points: Advocacy

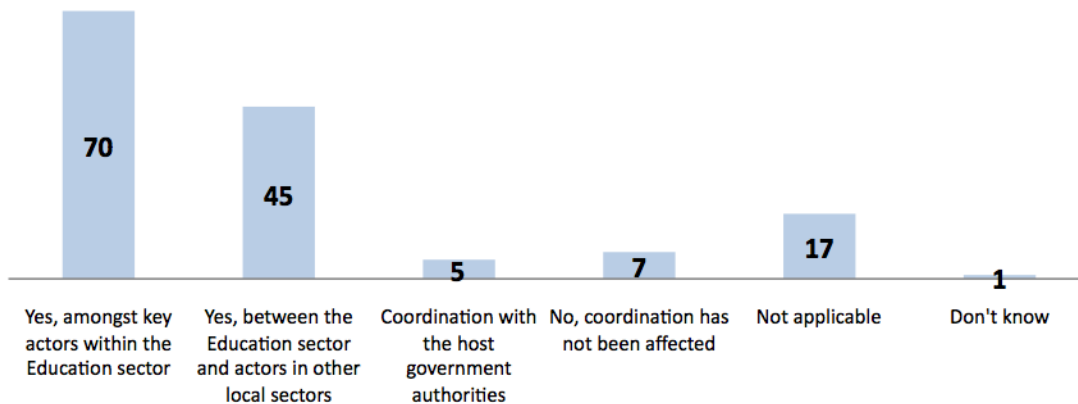
- The most common use of the INEE Minimum Standards is for advocacy
- Respondents generally agree that the INEE MS are being used for various advocacy purposes by themselves and by their organizations

COORDINATION

Responses to the survey indicate that the INEE MS assist in coordination efforts. 51% of respondents in the natural disasters subgroup agreed with the statement “The INEE MS have been used as a guide for coordination of Education stakeholders in a humanitarian setting” while only 3% disagreed. However, this percentage is much lower than for the conflict setting subgroup, for which 81% of respondents agreed with the statement.

For both of these subgroups, far fewer respondents agreed with the statement, “The INEE MS have been used as a reference for assigning/ targeting/ directing resources.” For the natural disaster setting, only 37% agreed and for the conflict setting, 61%.

Figure 12. In your opinion, have the INEE Minimum Standards lead to improved coordination among...



Key Points: Coordination

- Coordination is one of the areas where the use of the INEE MS has been most successful
- Coordination is notable within the education sector and between sectors, but very infrequent with host government authorities.

PROGRAM PLANNING AND RESPONSE

71% of respondents working exclusively in natural disaster settings reported that they are currently using the INEE MS for program planning and/or implementation. Table 5 below details how respondents used the INEE MS. The top 4 uses were consistent across both subgroups and for the total respondent pool.

Table 5. Most frequent use of the INEE Minimum Standards in Program Planning

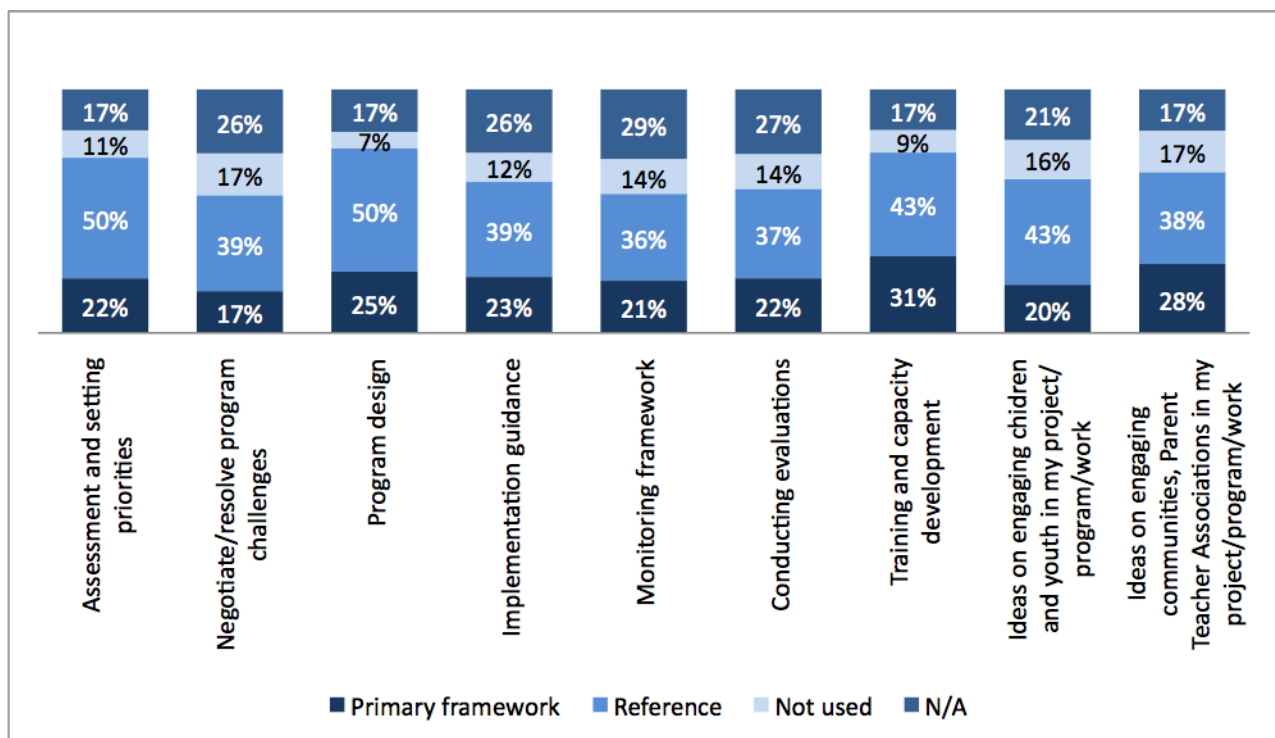
INEE Minimum Standards were used as a reference when developing project implementation plan (58)
INEE Minimum Standards were incorporated into project proposal (47)
Developed an M&E framework with guidance from INEE Minimum Standards (37)
INEE Minimum Standards incorporated into work with Ministry of Education (25)
Incorporated in the project design linkages and components related to other sectors with guidance from the INEE MS (25)
Checked against the INEE Minimum Standards before finalizing the project design for any additional project ideas (19)

An existing project has been redesigned to incorporate Minimum Standards (9)

Requested additional funding in order to redesign projects to meet the INEE Minimum Standards (7)

The survey also asked respondents to identify the extent to which they used the INEE MS across nine different program areas. Figure 13 illustrates the responses below. For the natural disasters subgroup, the INEE MS were used as the primary framework most frequently for Training and Capacity Development.

Figure 13. Use of INEE Minimum Standards in Program Planning



As compared to the total respondent group and the conflict subgroup, respondents working exclusively in natural disasters use the INEE MS least frequently for negotiating/resolving program challenges.

Key Points: Program Planning

- The INEE MS are most often used as a reference in early program planning phases.

RESEARCH

In general, the INEE MS are not frequently used for research purposes. The conflict subgroup reported especially low usage. 75% of respondents in the natural disasters subgroup reported that they have never used the INEE MS for research purposes. This is a larger percentage than for the entire respondent group and the conflict subgroup, which had 69% and 66% respectively.

This might be due to the composition of the natural disaster subgroup. As seen in the respondent profile, very few respondents in the natural disaster subgroup are academics (4 out of 152, or 3%.) The entire respondent group contained 84 academics, out of a total 701, or 12%.

More respondents reported that they had cited the INEE MS in a report, paper or article on emergency response. 40% reported that they had and only 51% of respondents said that they had not (9% didn't know.) Using the INEE MS as a conceptual and/or organizing framework was less common, with about 72% of respondents reporting that they had not.

Key Points: Research

- The INEE MS are infrequently used for research purposes

INSTITUTIONAL CHANGE

The Institutional Change section of the survey began with the question, "Has your institution/organization committed to using the INEE Minimum Standards?" However, the survey did not ask the position of respondents, or whether they would have sufficient or appropriate knowledge of their institution/organization to be able to answer the first question accurately. Additionally, the phrase "committed to using" could be interpreted in a variety of ways. For these reasons, responses from this section of the survey should be cautiously interpreted, acknowledging the possibility that results could be inaccurate and/or invalid.

That being said, 67% of the natural disaster respondents reported that their institution/organization committed to using the INEE MS. 12% reported that their organization had not, 11% that they didn't know and 10% that the question didn't apply to their organization. This was significantly less than for the total respondent pool, for which 85% of responses reported that their institution/organization committed to using the INEE MS.

49% of respondents in the natural disasters subgroup reported that INEE MS had been formally adopted into the policies or procedures of their institution/organization, and 49% that they had not.

Respondents were also asked to rate how strongly they agree/disagree with four statements concerning institutional change. The results were as follows:

Figure 14. Understanding of use of the INEE Minimum Standards has led to an increase in organizational capacity to prepare and respond to emergency education

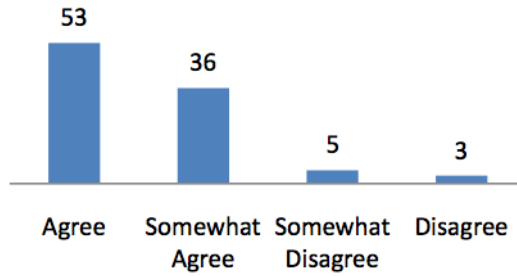


Figure 15. The INEE Minimum Standards have been incorporated as a key component to professional/capacity development within my organization

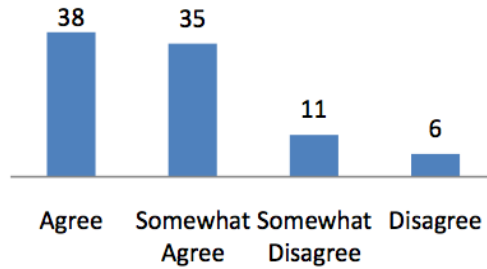


Figure 16. The INEE Minimum Standards have been used in HR recruitment

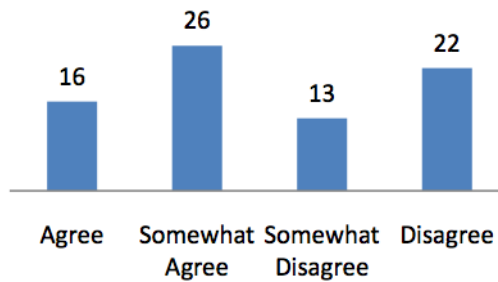
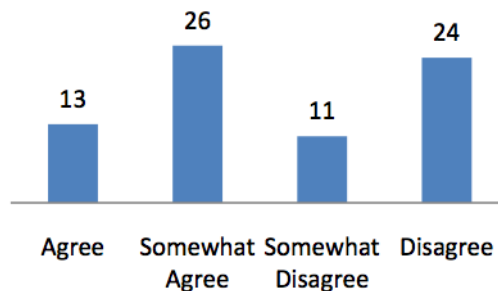


Figure 17. The INEE Minimum Standards have been used for staff appraisal/performance management



In general, the INEE MS have been incorporated into institutions and organizations' planning and preparation, not with Human Resources systems or management.

CONCLUSION

In general, the results of the INEE Minimum Standards Assessment were very positive. The majority of survey respondents are both aware of the INEE MS and actively using them. There was significant overlap between respondents working exclusively in natural disaster settings, respondents working exclusively in conflict settings and the entire respondent pool. The conclusions drawn for the overall assessment and for the conflict settings subgroup, accordingly, hold for the natural disasters subgroup as well.

The findings show that the INEE Minimum Standards currently have a strong foundation from which to grow. Especially as regards advocacy, individuals and organizations are engaging and utilizing the Standards. Most importantly, they are optimistic about their continued use and potential.

Looking forward, there are two key areas for improvement. First, the reach of the INEE MS should be addressed.

The INEE MS Assessment indicated that the reach of the INEE MS might be severely lacking. Amongst respondents, awareness and knowledge of the Standards was relatively high. The majority of respondents, however, reported that their staff had either poor or fair knowledge of the Standards. This lack of awareness coincides with a consistent request for more training. An opportunity exists, accordingly, to satisfy the demand for more trainings and improve the reach of the INEE MS.

In the future, efforts should be made to ensure that the INEE MS are reaching actors at all levels of work in Education in Emergencies. Organizations and agencies can disseminate information and coordinate internal trainings to promote awareness amongst staff. The INEE Secretariat can develop materials specifically for certain audiences, particularly local staff.

Secondly, the use of the INEE Minimum Standards occurred most often in program planning and advocacy phases. Respondents reported that it was hard to incorporate the Minimum Standards during program implementation. Work needs to be done to make the INEE MS more actionable.

In general, the INEE Minimum Standards play an important role in Education in Emergencies. All members of the INEE can work together to their goals to achieve quality and coordination in the work to ensure all persons the right to quality education and a safe learning environment in emergencies through to recovery.