INEE 2014 GLOBAL CONSULTATION

Situational Analysis

As part of the 2014 Global Consultation a member survey was administered in February 2014 to garner members' perceptions and feedback of INEE and its impact on the field of Education in Emergencies (EiE). Feedback from this survey was analyzed in order to provide the starting point for developing INEE's joint vision for EiE and will inform ongoing activities as part of the 2014 Global Consultation process. The INEE member survey yielded 335 responses from members around the world.

I. What does "education in emergencies" mean to you/us?

How do you define "education in emergencies"?

- 18% of members defined EiE as assuring quality and access to education
- 10% defined EiE as either "concerned with safety and protection" or "viewed as a basic right"

Some members who responded to this question defined both the way they understood EiE and also the way they defined the term emergency. Emergency was most commonly understood as "conflict" or "[natural] disaster," though respondents also used the terms "threat", "crisis", and "disruption."

Does the term "education in emergencies" describe the work you do?

- 51% of members who answered this question indicated that EiE was applicable or compatible with the work they do
- 38% of members indicated that EiE did not describe the work they do
- 11% did not provide a response

Many members expressed difficulty associating their work with an "emergency". Those who identified with the term EiE were more likely to indicate affiliation with the education" component of the term rather than the "emergency" component. Members who did not consider their work "emergencies" labeled their work efforts as: development, disaster risk reduction, preparedness, conflict, post-conflict or another term.

II. Where are we now?

What are the key changes, achievements or challenges in recent years?

What do you think INEE's greatest contribution(s) to the EiE field have been since it's founding in 2000?

Responses to this open-ended questions were categorized into 7 domains: advocacy/awareness, capacity building, implementation, networking/collaboration, policy advancement, standardization of the field (through tools, training, technical assistance, and materials), and other.
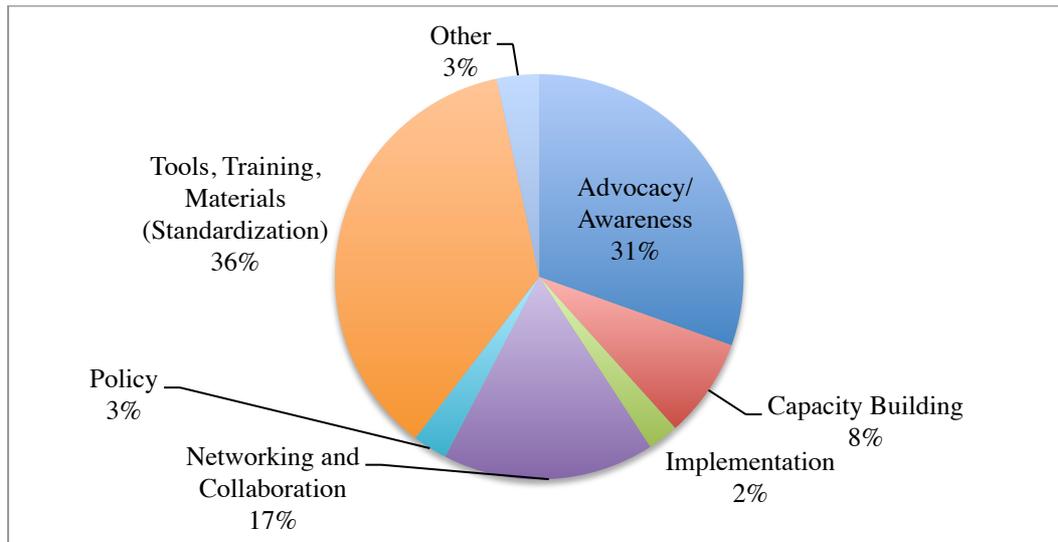
Members' top responses about INEE's greatest contributions to the field of EIE included:
- Tools, training, technical assistance and materials, i.e. standardization (36%)
- Advocacy and awareness (31%)
- Networking and collaboration (17%)

Figure 1: Percentage of Members Indicating INEE's Greatest Contributions

What are the greatest challenges you face in your work?
- Funding constraints (21%)
- Bureaucratic constraints (13%)
- Lack of technical capacity (11%)
- Political constraints (10%)

III. Where do we want to be?

What is my/our vision for education in emergencies in the next 2-5 years? How can/should I/we build on the achievements of recent years? How can we address the challenges?

Since its inception, INEE's mission has been 'to promote access to quality, safe, and relevant education for all persons affected by crisis.' Is this mission appropriate for the future?

The majority of members who answered this question (94%) believe that the current mission of INEE is appropriate for the future and only 6% indicated that it is inappropriate. Members who indicated the mission was not appropriate believed this because: the current world situation has changed (44%) or because the words in the mission are too vague and unclear (45%.)

** We are grateful to Dr. Mary Mendenhall and her students at Columbia University for analyzing the data and developing this report for us.

A number of themes have been integrated into the EiE field in recent years. Which of these topics do you think characterize the future direction of the field?

Members most frequently indicated that advocacy for EiE in humanitarian response should characterize the future direction of the field. Members also indicated strong support to include community participation and capacity building of governments into future EiE work.

Who do you think the most important partners, stakeholder groups, or constituencies are to the future work of the EiE community?

Members most frequently indicated that the most important stakeholders and constituencies are national governments or Ministries of Education. There was strong indication that partners working at the local level were also important stakeholders.

INEE undertakes a range of functions to promote and deliver a global public good - access to quality, safe, and relevant education for all persons affected by crisis. From the following list of functions, what do you see as the top priority areas for INEE?

Most INEE members saw capacity building as the top priority for INEE with 131 members selecting this area. Members also indicated strong support for INEE to prioritize these areas: influencing policy, advocating and promoting standards for the field.

IV. How do we get there?

What actions or inputs are necessary to achieve our vision? Who can/should take those actions/provide those inputs? What can INEE as a network do? What can I/we do?

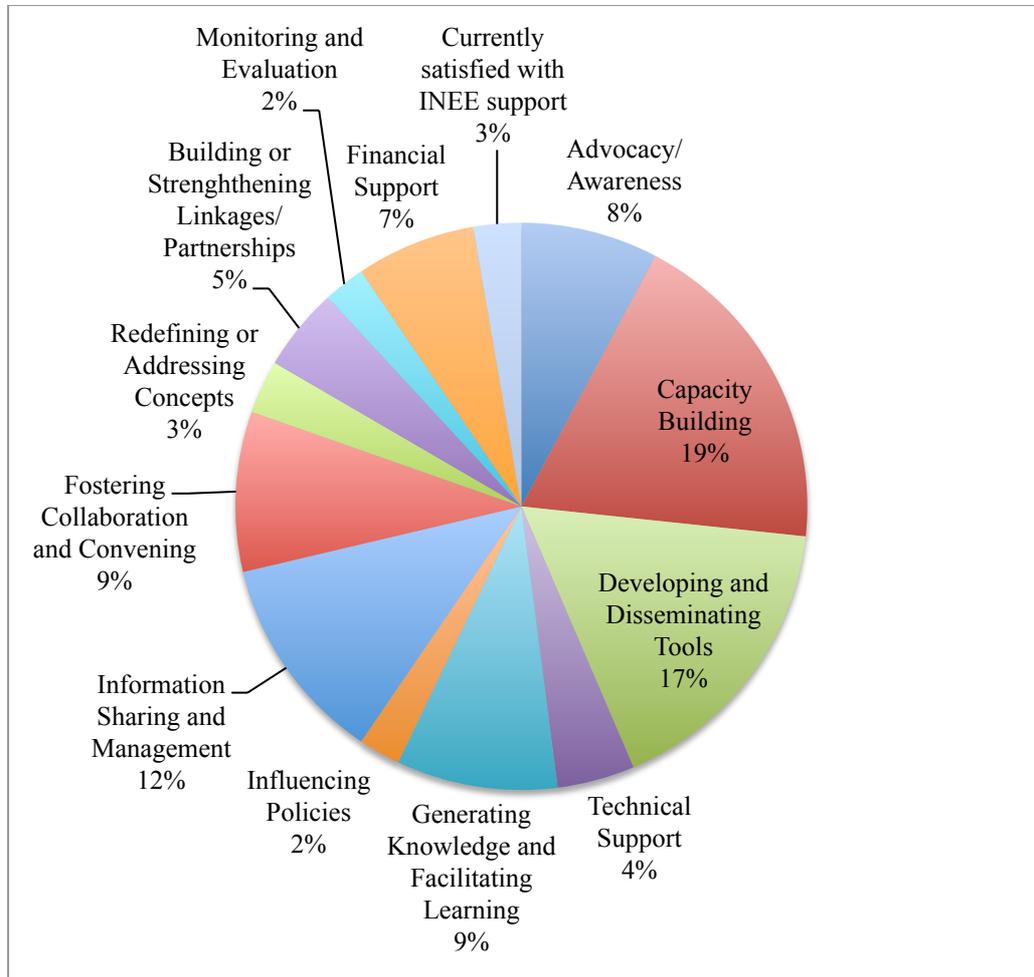*How can INEE better support your work or that of your agency/ organization?*

- Capacity building (19%)
- Developing and disseminating tools (17%)

The majority of members specified that the support be directed towards field practitioners in developing and disseminating tools. Approximately half of these members indicated support in more general terms, while nearly a quarter of them specified for tools that offered multiple language support. Members also mentioned better support for opportunities to share knowledge and field experiences across borders building stronger evidence-based knowledge to support the work of the network.

Figure 2: Areas in which INEE Could Provide Better Support

Do you have any other suggestions or feedback about the future of the EIE field and/or INEE?
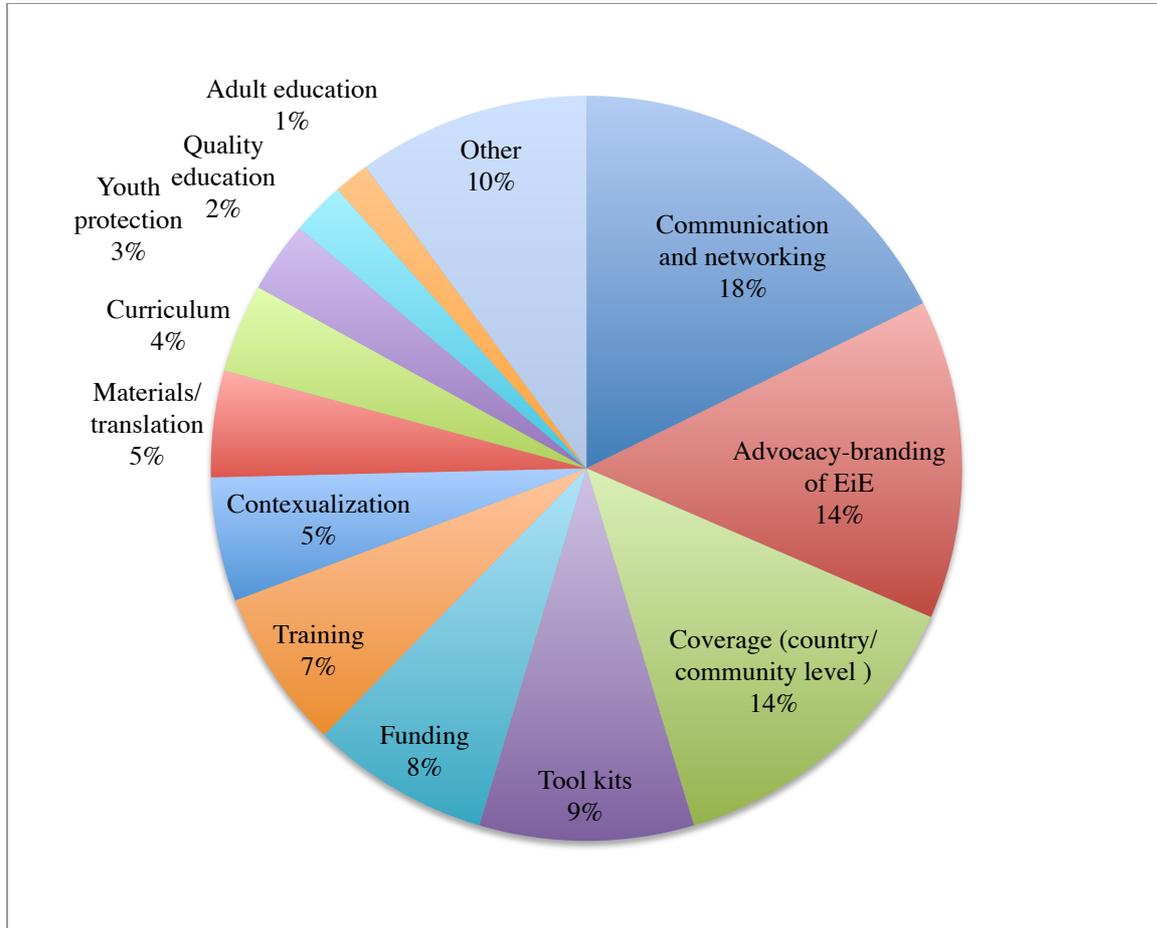
Those who provided feedback most frequently indicated a need for:

- Stronger communication and networking (18%). Specifically, members suggested that INEE enhance both its internal communications among INEE members and external communications with other stakeholders.
- More coverage at the country/community level both geographically and functionally (14%)
- More advocacy and branding of EiE (14%)

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Figure 3: Suggestions for the Future of INEE

Pie chart: Suggestions for the Future of INEE
- Communication and networking 18%
- Advocacy-branding of EiE 14%
- Coverage (country/community level) 14%
- Tool kits 9%
- Funding 8%
- Training 7%
- Contexualization 5%
- Materials/translation 5%
- Curriculum 4%
- Youth protection 3%
- Quality education 2%
- Adult education 1%
- Other 10%