



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
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

**INEE MINIMUM STANDARDS ASSESSMENT:
Analysis of Non-INEE Member Respondents**

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by Andre Solorzano

**Prepared for the INEE Working Group on Minimum Standards and
Network Tools**

ACRONYMS

DRR	Disaster Risk Reduction
EiE	Education in Emergencies
HQ	Headquarters
IASC	Inter-Agency Standing Committee
INEE	Inter-Agency Network for Education in Emergencies
INEE MS	INEE Minimum Standards for Education: Preparedness, Response, Recovery
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
NIR	Non-INEE respondents
UN	United Nations

EXECUTIVE SUMMARY

The focus of this assessment was to understand the awareness of the INEE Minimum Standards, how they are being used, and how they are institutionalized in plans and policies among non-INEE respondents (NIR). This assessment aimed to measure the value added of the INEE Minimum Standards Handbook to date as a tool for:

- Advocacy
- Coordination
- Program planning and response
- Research
- Institutional change

This report reflects the findings from this assessment, which took place from September 2011 to January 2012. It offers key insights and recommendations based on feedback from a broad set of education and humanitarian stakeholders. The methodology included an online survey (carried out between November and December 2011). In total 701 people responded to the survey. This particular analysis focused on Non-INEE members. To check if respondents were INEE members the survey asked whether they received INEE updates via e-mail, to which 185 (26.4%) responded negatively. These are the subjects of the current analysis.

Usage Key Points:

- ***Natural Disasters was the most frequent context*** under which the INEE MS were used (33%), but is closely followed by Conflict contexts (25%).
- Preparedness received the most individual selections when respondents were asked the stage at which the INEE MS are most used (68 selections). However, when combining the often-blurred Development phase, Early recovery phase and Chronic/Protracted emergency phase, this skewing towards preparedness is reduced.
- Usage and usefulness of INEE MS is high among Non-INEE members.

Awareness Key Points:

- The self-reported level of awareness of the INEE MS among Non-INEE members seems to not increase as sharply with an increase in years of experience in the education field. The group with 7-10 years of experience even considers that they mostly have a “Basic Knowledge” level of the INEE MS, contrary to all respondents who overall reported they had a “Good Knowledge” of the INEE MS.
- There is a low level of subordinates’ awareness perceived by Non-INEE members.
- Accessibility to trainings followed by Time Constraints are reported as the biggest obstacles to learning about the INEE MS.

Training Key Points:

- Taking into consideration all those categories with sufficient sample sizes, UN Agency members and Education Cluster Coordinators and Information Managers have the highest levels of training compared to the rest of the response groups.
- Among NIR, International NGOs and people based at National and Community levels state most often that trainings are inaccessible to them.
- Frequency of the use of the INEE MS when planning and implementing work increases when people are trained.

Advocacy Key Points:

- Advocacy for EiE is one of the main uses of the INEE MS among all stakeholders. When disaggregating by NIR we observe that a reduced proportion of respondents claim having used the INEE MS for advocacy purposes.

Coordination Key Points:

- Around 8 of every 10 NIR agree or somewhat agree that they use the INEE MS as a guide for coordination of Education in humanitarian settings and as a reference for assigning resources.
- Education Cluster members that are **NIR agree to use the INEE MS as a guide for coordination with more intensity** than their counterparts who are INEE Members.

Program Planning and Response Key Points:

- The INEE MS are often used as a tool for elaborating project proposals and monitoring and evaluation.
- NIMs use the INEE MS as a primary framework especially for training, implementation guidance and program design.

Research Key Points:

- Compared to total respondents, NIR use the INEE MS as a source for research with even less frequency.

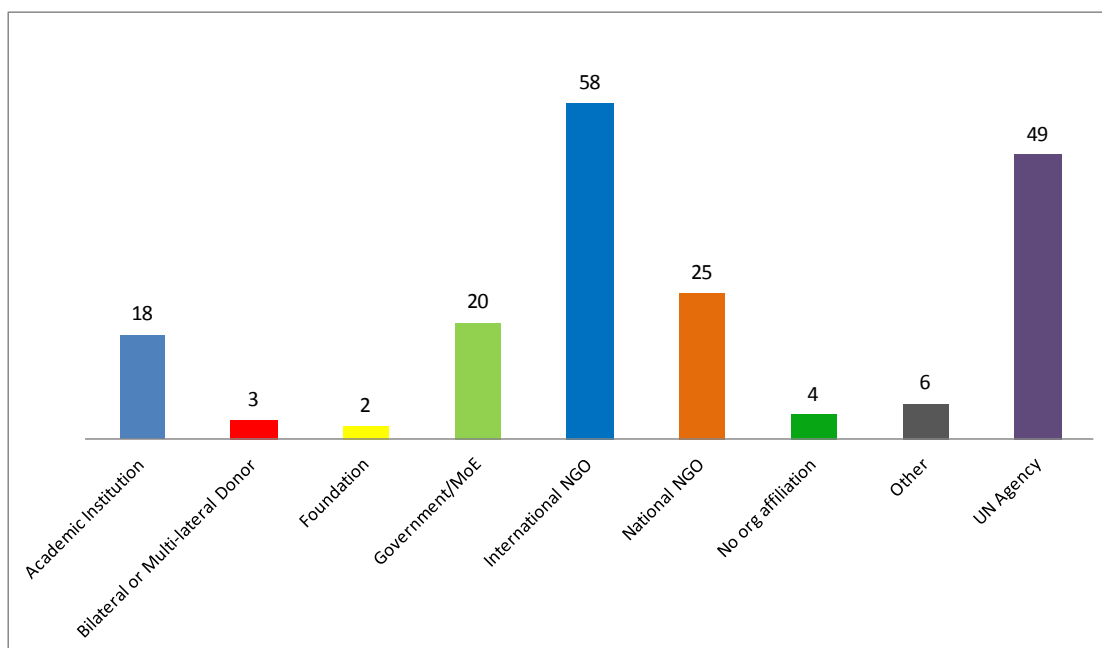
Institutional Change and Response Key Points:

- The results in this section depend on the knowledge that respondents have about their own institution/organization.
- Compared to all respondents, NIR agreed less that the INEE MS have contributed to increase organizational/professional capacity, and even fewer agreed that the INEE MS were used as a source of staff appraisal/performance management and HR recruitment.

RESPONDENT PROFILE

Overall, the group of NIR was almost equally divided among a highly experienced and less experienced audience: Fifty percent (50%) of respondents have at least 7 years of experience and 48% of respondents have less than 7 years of experience. The remaining 3% do not work on the education field. NIR represented 9 main groups of organizations (See Figure 1). Note that only International NGOs and UN Agencies have representative sample of responses in this analysis.

Figure 1. Number of Survey Responses by Agency



As far as IASC Education Cluster affiliation, slightly over half (53%) of respondents are affiliated with the Education Cluster, with 39% of respondents serving as Education Cluster members in-country, 11% serving in a leadership role with the Education Cluster in-country (as a Cluster Coordinator or Information Manager), and 2% serving as part of the Global Education Cluster. Eleven percent (11%) of respondents were not affiliated with the Education Cluster, but with other Clusters. One fourth (25%) of respondents had no affiliation with any Cluster. These are likely to be from Academic, International NGO, Government/Ministry of Education and National NGO response groups.

Non-INEE responses were distributed among 60 countries/territories. All continents were represented. However, only Asia, Africa and the Americas had a significant sample size (80, 60 and 31, respectively). The breakdown was as follows:

- Asia: 43%
- Africa: 32%
- Americas: 17%
- Europe: 7%
- Oceania (Australia): 1%

Table 1 below lists the top 5 countries/territories represented by the number of NIR in the assessment survey.

Table 1. Top responses by Country

Country	# participants
Palestine, Occupied Territories	18
Pakistan	16
United States	14
Indonesia	9
Kenya	8

Most respondents (86%) were located outside of headquarters. The breakdown of where they reported as their primary base of operation was as follows:

- International /Global (HQ): 14%
- Regional: 14%
- National (Country capital): 50%
- Sub-National (Province/District): 5%
- Community: 14%
- Other: 4%

Respondent Profile Key Points:

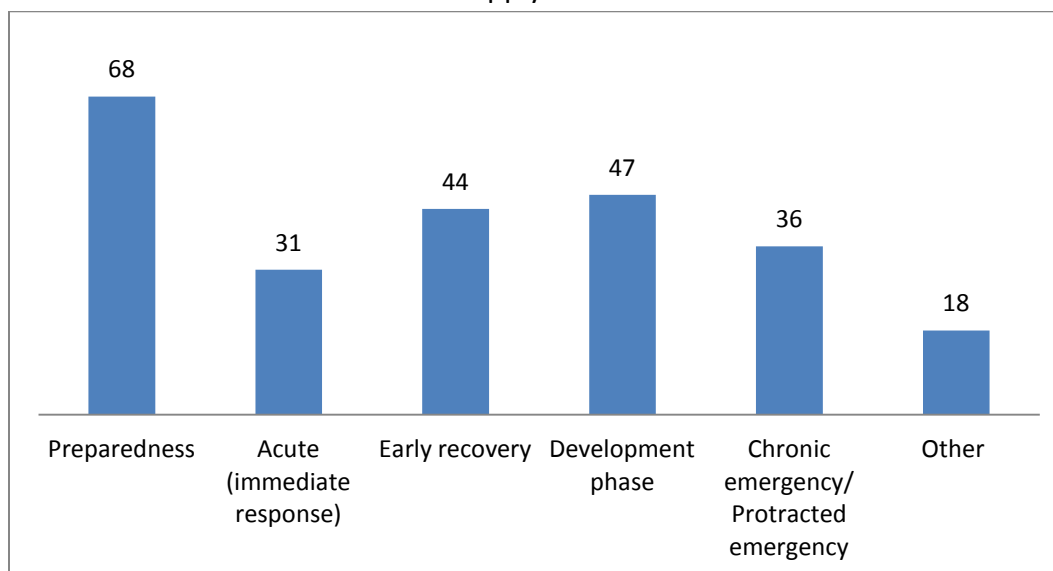
- Overall there is good representation of total NIR. However, **just International NGOs and UN Agencies reach significant individual representation** among the 9 groups of agencies.
- The level of knowledge of the education field **is almost equally distributed** between respondents with at least 7 years of experience and respondents with more than 7 years of experience.
- The majority of NIR are based in **Asia, Africa and the Americas**.
- Most of NIR report working at the national level, suggesting that usage of the INEE MS is not limited to International/Global (HQ) level.
- Over half of NIR have affiliation with the Education Cluster, **mostly at the country level**.

USAGE

The survey asked respondents to choose the context and stage of emergency during which they most frequently used the INEE MS over the course of their careers. Among non-INEE members, the INEE MS are used fairly evenly across all contexts. The context with the highest share of frequent use of the INEE MS was in Natural Disasters (33%). This differs from the total respondent pool¹, who declared that Conflict is the context under which they mostly use the INEE MS. Natural Disasters are closely followed by Conflict contexts (25%) among non-INEE members. Other 17% of respondents stated that they use the INEE MS in both conflict and natural disaster contexts. The 'Other' category comprised 10%; in this category some respondents stated they used the INEE MS for Post-Conflict contexts.

The survey also sought to know the stage of response at which respondents most often used the INEE MS. Figure 2 shows the number of times respondents chose a stage of response (Note, respondents were allowed to choose multiple responses). It seems that results are skewed towards preparedness, but if we put together the 'Development phase,' 'Early recovery' and 'Chronic/Protracted emergency' phases (which can sometimes be blurred) these responses are significant, and put together, they outweigh the Preparedness stage. The INEE MS are least used during the Acute Response phase. The use of INEE MS throughout this continuum of preparedness is consistent with the distribution of all survey respondents.²

Figure 2. Throughout your career, at what stage of response have you most often used the INEE Minimum Standards? Please check all that apply.



¹ See 2012 INEE Minimum Standards Assessment report, p.18

² See 2012 INEE Minimum Standards Assessment report, p.18

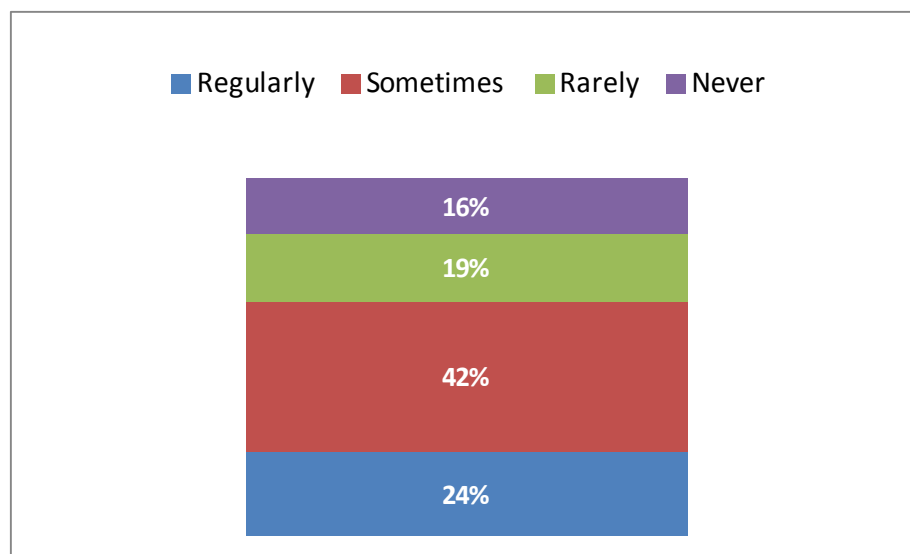
Non-INEE members also reported the countries where they used the INEE MS over the course of their careers. This question was an attempt to understand all of the countries in which the INEE MS have been used. In total, 63 countries were reported by NIR. Table 2 shows the most reported countries among Non-INEE members (note that none of these countries has a significant sample size).

Table 2. Countries/territories where INEE MS are used most frequently among Non-INEE members.

Countries where INEE Minimum Standards are used most	
Pakistan	15
Palestine	13
Indonesia	9
Cote d'Ivoire.	7
South Sudan	7
Democratic Republic of Congo	6
Burma/Myanmar	6
Afghanistan	5
Ethiopia	5
Kenya	5
Nepal	5
Peru	5
Sudan	5

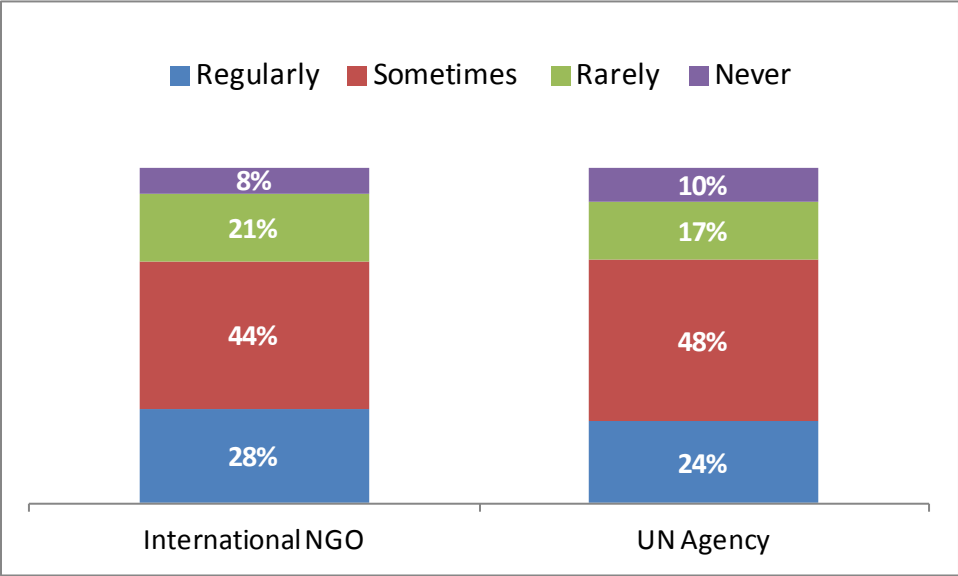
Overall, usage of the INEE MS is high among Non-INEE respondents, as 24% reported they use them regularly and 42% said they sometimes use them. Almost 34% answered they use the INEE MS less regularly (19% rarely use them and 16% never use them).

Figure 3. Non-INEE members' frequency of use of the INEE MS in the current context in which they work



The distribution of percentage of usage by agency was only possible to be calculated for International NGOs and UN Agencies given the sample size of the rest of agencies. As seen in Figure 4, the frequency of use is not significantly different for International NGOs and UN Agencies from the overall frequency of use among all NIR.

Figure 4. Non-INEE members’ frequency of use of the INEE MS in the current context in which they work (broken down by agency)



The survey also asked respondents to rate how useful the INEE MS are when they are put to use. Among NIR, 30% found them ‘Very useful’ and 65% found them ‘Useful,’ while just 5% found them ‘Not useful.’ When broken down by agency, responses are very similar, with most finding them ‘Useful.’ (Note: The analysis by agency was only possible for International NGOs and UN Agencies given the sample sizes of the rest of agencies.)

Figure 5. How useful have the INEE Minimum Standards been among non-INEE members?

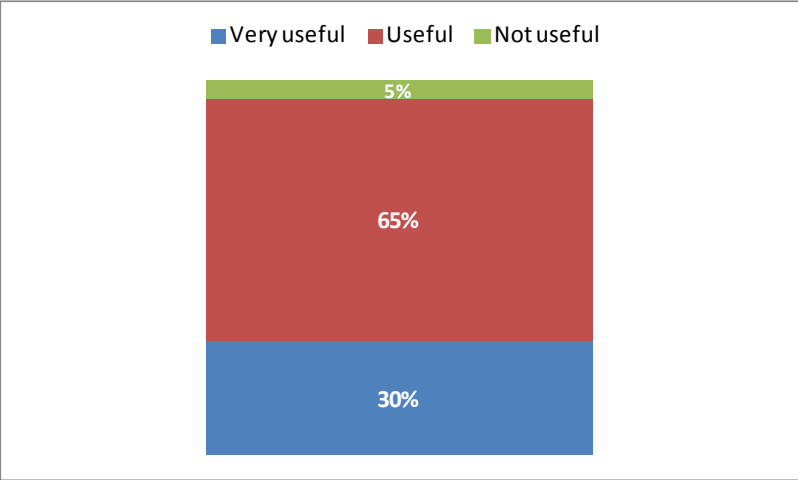
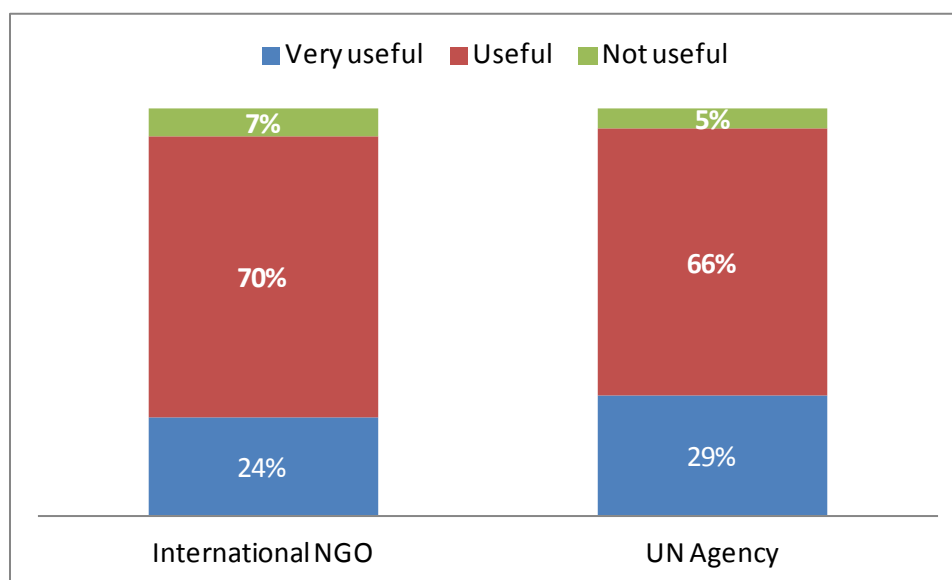


Figure 6. How useful have the INEE Minimum Standards been among non-INEE members (broken down by agency)?



The survey also asked what other tools or frameworks NIR used to inform their education work. Table 3 lists the tools most frequently mentioned by Non-INEE members. Note: None of the categories has statistical significance; however, they can be used to depict which tools are more frequently mentioned by Non-INEE members. Among NIR, 'The Sphere Handbook' is the most commonly used tool to inform education work.

Table 3 What other tools do you use to inform your work?	
Tools developed by either INEE or other agencies	
The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response	10
National Education Plan/Policy/Law	6
Education Rules/Regulations/Manuals	5
Logical framework	4
Disaster Risk Reduction Strategy	3
Education For All Plans	3
Local Institutions	3
Meetings	3
MoE Education Policy/Strategic Plan	3
Other	3
UNICEF	3
Workshops	3

The survey also asked Non-INEE members to select from a pre-determined list of 17 potential uses of the INEE MS to identify the most common uses. Table 4 lists the most common uses amongst Non-INEE members.

Table 4. Top uses of the INEE Minimum Standards	
Advocacy for Education in Emergencies and recognition of education as a key humanitarian response	67
Disaster/emergency preparedness planning	36
Training or capacity development purposes	28
Coordination of education activities	24
Teaching or learning about Education in Emergencies	22
Monitoring and evaluation	21
Project design	21
Proposal development	19
Reference guide	19

This is consistent with total survey responses³. Non-INEE members selected Advocacy for education in emergencies as their primary use of the INEE MS, followed by Disaster/Emergency preparedness planning. Training or capacity development purposes ranked third and Coordination of education activities was the fourth most important use of the INEE MS.

Usage Key Points:

- **Natural disasters was the most frequent context** under which the INEE MS were used (33%), but is closely followed Conflict contexts (25%)
- Preparedness received the most individual selections when asked the stage at which the INEE MS are used (68 selections), but when combining Development phase, Early recovery and Chronic/Protracted emergency this skewing towards preparedness is reduced.
- Usage and usefulness of INEE MS is high among Non-INEE members.

³ See 2012 INEE Minimum Standards Assessment report, p.22

AWARENESS

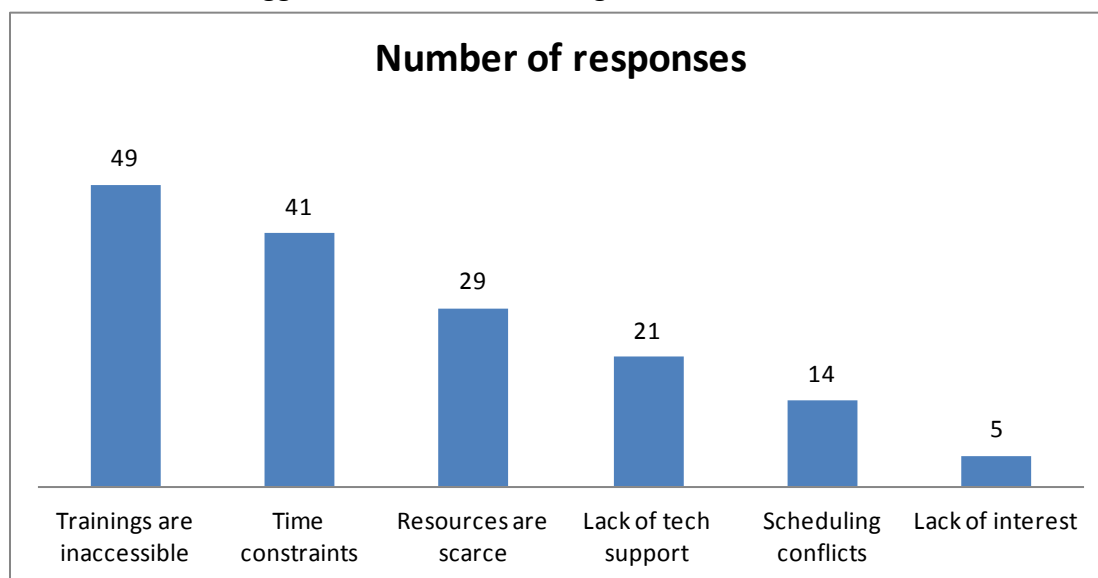
Self-reported levels of NIR awareness/knowledge of the INEE MS increase with years of experience in education (see Table 5). While among NIR there is not a significant jump in knowledge from the group with less than 3 years of experience to the group with 4-6 years of experience, there is a jump from the group of 4-6 years of experience to the group with 7-10 years of experience. The group with 4-6 years of experience also reports that they have a more limited knowledge than any other group.

Table 5. Correlation of years of experience with knowledge of the INEE MS

Years of Experience	Good Knowledge	Basic Knowledge	Limited Knowledge
3 Years or Less	26%	61%	13%
4-6 Years	32%	37%	32%
7-10 Years	41%	44%	16%
More than 10 years	44%	32%	24%

Although NIR report having good knowledge of the INEE MS, when rating their direct reports 66% consider they have either fair or poor knowledge of the INEE MS. When NIR were asked what the biggest challenge is to learning about the INEE MS, their most common response was 'Trainings are inaccessible' followed by 'Time Constraints'. The latter was the most common obstacle among total respondents⁴.

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



⁴ See 2012 INEE Minimum Standards Assessment report, p.23 & 24

Awareness Key Points:

- The self-reported level of awareness of the INEE MS among Non-INEE members does not sharply increase with years of experience in education.
- The group with 7-10 years of experience even considers that they mostly have a “Basic Knowledge” level of the INEE MS, contrary to all respondents who overall reported they had a “Good Knowledge” of the INEE MS.
- There is a low level of subordinates’ awareness perceived by Non-INEE members.
- ‘Accessibility to trainings’ followed by ‘Time Constraints’ is reported as the biggest obstacle to learning about the INEE MS.

TRAINING

Almost half of the NIR had been trained on the INEE MS (49%). When disaggregating by agency, as we see from Figure 7, half of respondents had been trained in the INEE MS, with UN Agency respondents reportedly receiving the most training. Alternatively, when disaggregating by Education Cluster Affiliation, Education Cluster Coordinators and Information Managers have received more training with 67% of respondents answering affirmatively. (Note: this category was included for comparison reasons; however, it does not have enough observations (18) to make it statistically significant). As expected, those not affiliated with the Education Cluster or any other cluster are the ones who have less training, 56% of these NIR not being trained.

Figure 7. Training by Agency

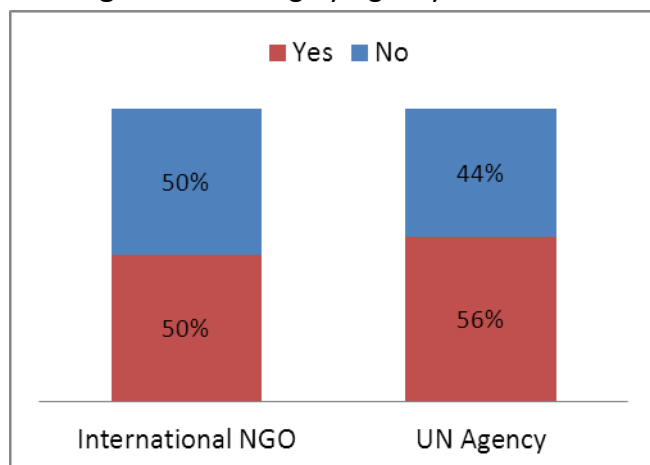


Figure 8. Training by Education Cluster Affiliation

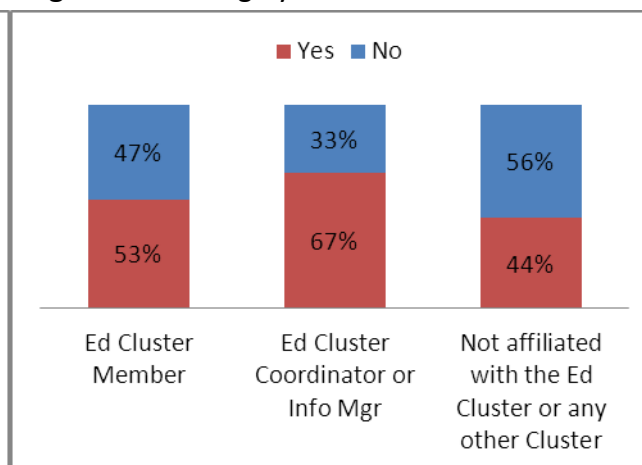
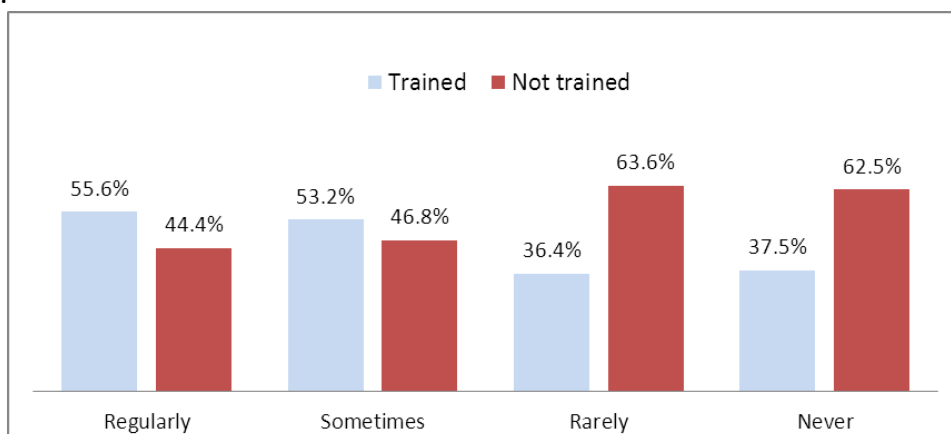


Table 6 breaks down NIR reporting ‘Trainings Inaccessible’ by agency and primary base of operation (for those categories with enough statistical representation). When examining the responses to trainings being inaccessible, it is interesting that International NGOs were the group who chose this response the most (34%). It might be the case that trainings are not reaching fieldworkers from International NGOs who work in certain remote areas. This is consistent with the breakdown by Primary Base of Operation where Community and National level are the categories that most responded this way.

Table 6 'Trainings being inaccessible' broken down by Agency and Base			
Agency/Institution		Primary base of Operation	
International NGO	34.0%	Community level	34.8%
UN Agency	19.3%	National level	27.9%

As demonstrated in Figure 9, NIR who report having participated in INEE MS training tend to use the INEE MS more often.

Figure 9. How often people use the INEE Minimum Standards in their work, broken down by training.



Training Key Points:

- Taking into consideration all those categories with enough sample representation, UN Agency members and Education Cluster Coordinators and Information Managers have the highest levels of training compared to the rest of the response group.
- Among NIR, International NGOs and people based at National and Community levels state most often that trainings are inaccessible to them.
- Frequency of the use of the INEE MS when planning and implementing work increases when people are trained.

ADVOCACY

Advocacy for EiE is the main use of the INEE MS (see Table 4). Close to 46% of NIM agreed that the INEE MS were used to prioritize and fund education in emergencies. Fewer respondents (35.1%) agreed that the INEE MS contributed to policy decisions and 36.6% agreed that public messages by key opinion leaders were informed by the INEE MS; however, this statement was also the one for which the highest proportion of NIR disagreed or somewhat disagreed (30.1%).

Advocacy Key Points:

- Advocacy for EiE is one of the main uses of the INEE MS among all stakeholders. When disaggregating by NIR we observe that a reduced proportion of respondents claim having used the INEE MS for advocacy purposes.

COORDINATION

Compared to all respondents, NIR also use the INEE MS for coordination purposes, though to a lesser degree⁵. Almost half of NIR (46.0%) agreed and 44.0% somewhat agreed with the statement that the INEE MS had been used as a guide for coordination of Education stakeholders in a humanitarian setting. When it came to the role of the Standards in resource allocation, 38.0% of respondents agreed and 42.4% somewhat agreed that the INEE MS had been used as a reference for assigning/targeting/directing resources.

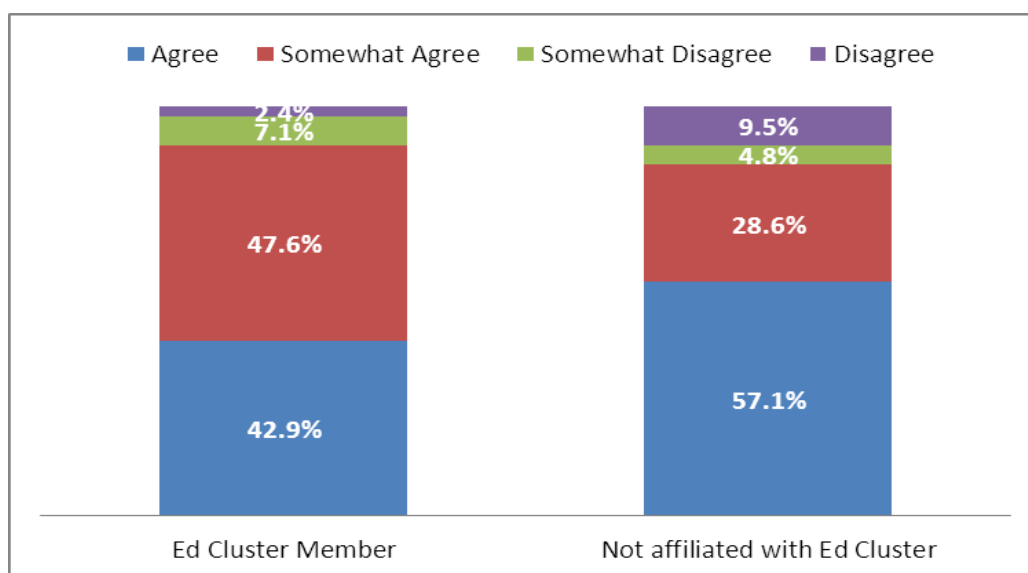
Breaking down NIR responses by Education Cluster affiliation shows which groups are using the INEE MS more for coordination purposes (Note: we can perform this analysis just for two groups given the lack of sample representation for the rest of Education Cluster groups). When compared to the total respondent pool⁶, Education Cluster members agreed and somewhat agreed more with the statement that the INEE MS were used as a guide for field cooperation (90.5% combining the two levels of agreement). Just 2.4% of Education Cluster members who are part of the NIR disagreed with this statement (compared to 42% of total respondents)⁷.

Figure 10. Extent of agreement/disagreement with the statement that INEE Minimum Standards have been used as a guide for coordination, by Education Cluster affiliation.

⁵ See 2012 INEE Minimum Standards Assessment report, p.28

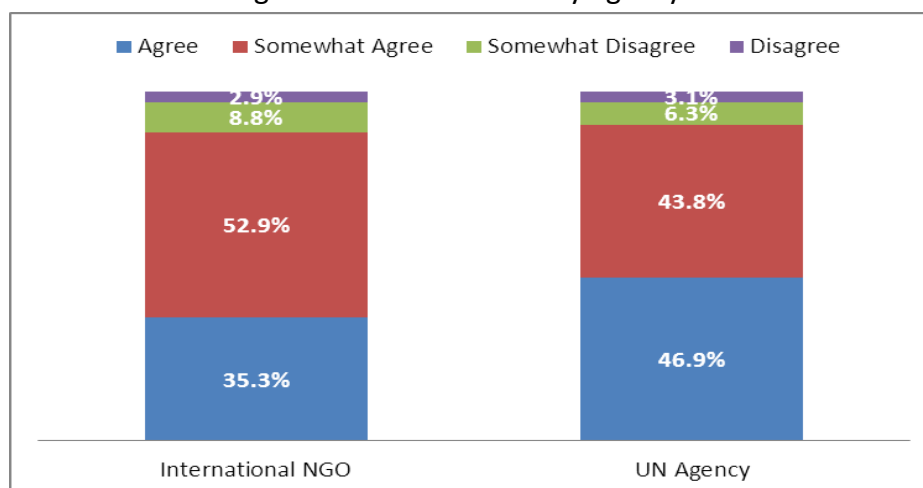
⁶ & ⁸ See 2012 INEE Minimum Standards Assessment report, p.28

⁷ See 2012 INEE Minimum Standards Assessment report, p.28



When broken down by agency, the majority of respondents (almost 9 of 10) agree or somewhat agree with the statement that the INEE MS had been used as a guide for coordination (Note: this analysis was only possible for two categories of agencies given the sample size).

Figure 11. Extent of agreement/disagreement with the statement that the INEE Minimum Standards have been used as a guide for coordination by agency.



Coordination Key Points:

- Around 8 of every 10 NIR agree or somewhat agree that they use the INEE MS as a guide for coordination of Education in humanitarian settings and as a reference for assigning resources.
- Education Cluster members that are NIR agree that they use the INEE MS as a guide for coordination more than their counterparts who are INEE Members.

PROGRAM PLANNING AND RESPONSE

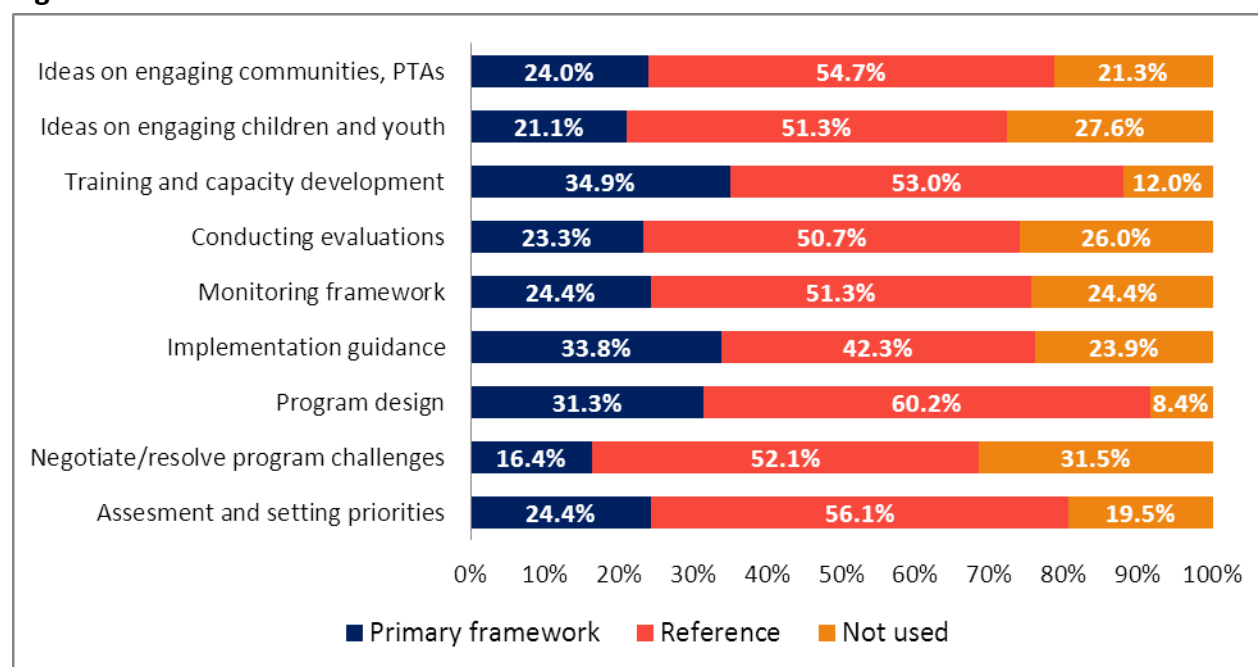
In this section of the survey, respondents were asked to select how they used the INEE MS in program planning. Table 7 below shows the frequency with which various uses of the Standards were selected in descending order from most frequent to least frequent. The results for NIR are consistent with the answers given by total respondents in the top four categories⁸.

Table 7 Type of most frequent use of the INEE Minimum Standards
INEE Minimum Standards were used as a reference when developing project implementation plan (50)
INEE Minimum Standards were incorporated into project proposal (36)
Developed a M&E framework with guidance from INEE Minimum Standards (26)
INEE Minimum Standards incorporated into work with Ministry of Education (18)
Incorporated in the project design linkages and components related to other sectors (health, nutrition, shelter, protection, water/sanitation) with guidance from the INEE (15)
Checked against the INEE Minimum Standards before finalizing the project design for any additional project ideas (11)
An existing project has been redesigned to incorporate Minimum Standards (4)
Requested additional funding in order to redesign projects to meet the INEE Minimum Standards (2)

The survey also asked NIMs to identify the extent to which they used the MS for a number of program areas. Figure 12 shows that ‘Training and capacity development’, ‘Implementation guidance’ and ‘Program design’ were the three program areas that most used INEE MS as primary framework.

⁸ See 2012 INEE Minimum Standards Assessment report, p.31

Figure 12. Extent to which the INEE Minimum Standards were used



Program Planning and Response Key Points:

- The INEE MS are often used as a tool for elaborating project proposals and monitoring and evaluation.
- NIMs use the INEE MS as a primary framework especially for training, implementation guidance and program design.

RESEARCH

Compared to total respondents, NIR use the INEE MS as a source of research even less. A total of 77.2% of NIR respondents claim that they do not use the INEE MS for research purposes compared to 69% of the total respondent pool⁹.

⁹ See 2012 INEE Minimum Standards Assessment report, p.33

INSTITUTIONAL CHANGE

The survey asked whether organizations have committed to using the INEE MS as well as whether they have been formally adopted into the policies and procedures of their organization. As expected, compared to all respondents that stated that their institutions/organizations were committed to using the INEE MS (85%), fewer respondents (63.2%) among NIR responded affirmatively to this question. Conversely, almost the same percentage (43%) between all respondents and NIR stated that the INEE MS had been formally adopted into the policies/procedures of their organization.

The survey attempted to determine specific areas where the INEE MS have had institutional influence. Almost half of NIR (48.9%) agreed and 35.9% somewhat agreed that the INEE MS had most effectiveness in increasing organizational capacity to prepare and respond to emergency education. Consistent with previous sections, 37.2% of respondents agreed and 33.7% somewhat agreed that the INEE MS had been a key component for professional/capacity development. However, 15.1% of respondents agreed with the statement that the INEE MS were used for staff appraisal/performance management. And also, 15.5% agreed that the standards were used for HR recruitment.

Institutional Change and Response Key Points:

- The results on this section depend on the knowledge that respondents have about their own institution/organization.
- Compared to all respondents, NIR agreed in less proportion that the INEE MS have contributed to increase organizational/professional capacity. And an even smaller proportion of NIR agreed that INEE MS were used as a source of staff appraisal/performance management and HR recruitment.

CONCLUSIONS AND RECOMMENDATIONS

- The INEE MS are being used more than expected by non-INEE members. Usage and usefulness among NIR is quite extensive, in this sense, new data collection efforts should be enforced in order to get more relevant information about the applications that other non-INEE members are giving to the INEE MS. This list of other non-INEE should go beyond UN agencies and International NGOs.
- More training at the local/community level should be given in order to increase the awareness and technical knowledge of non-INEE members who, despite of possibly having many years of experience, seem to have a moderate and stagnant level of knowledge of the INEE MS.
- These trainings should be targeted not only to top positions of institutions/organizations but also to subordinate level positions that are key elements when implementing the INEE MS in the fieldwork. As seen from the results, when people are trained in the INEE MS they use them even more in their daily duties.
- Alternative trainings should be addressed for non-INEE members given the lack of trainings that they currently have and their time constraints. For instance, online trainings, or formal trainings with flexible schedules could be administered in this sense.
- From the analysis we conclude that non-INEE members apply INEE MS in many similar ways to the total respondent pool. However, they use them even more for practical purposes such as project design, implementation guidance and coordination and not on theoretical aspects such as research or increasing organizational capacity.