



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
IASC EDUCATION CLUSTER AFFILIATED RESPONDENT ANALYSIS
APRIL 2012

by

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INTRODUCTION

This report uses a subsection of the data from the INEE Minimum Standards (MS) Assessment survey, administered from November through December 2011.¹ Specifically, 52% of the Assessment survey respondents were affiliated with the Education Cluster in some capacity, and the following report reflects the findings of this particular group, which includes members of the Education Cluster or Education Coordination Group; Education Cluster Coordinators or Information Managers; and members of the Global Education Cluster Working Group or Geneva-based Education Cluster Unit.²

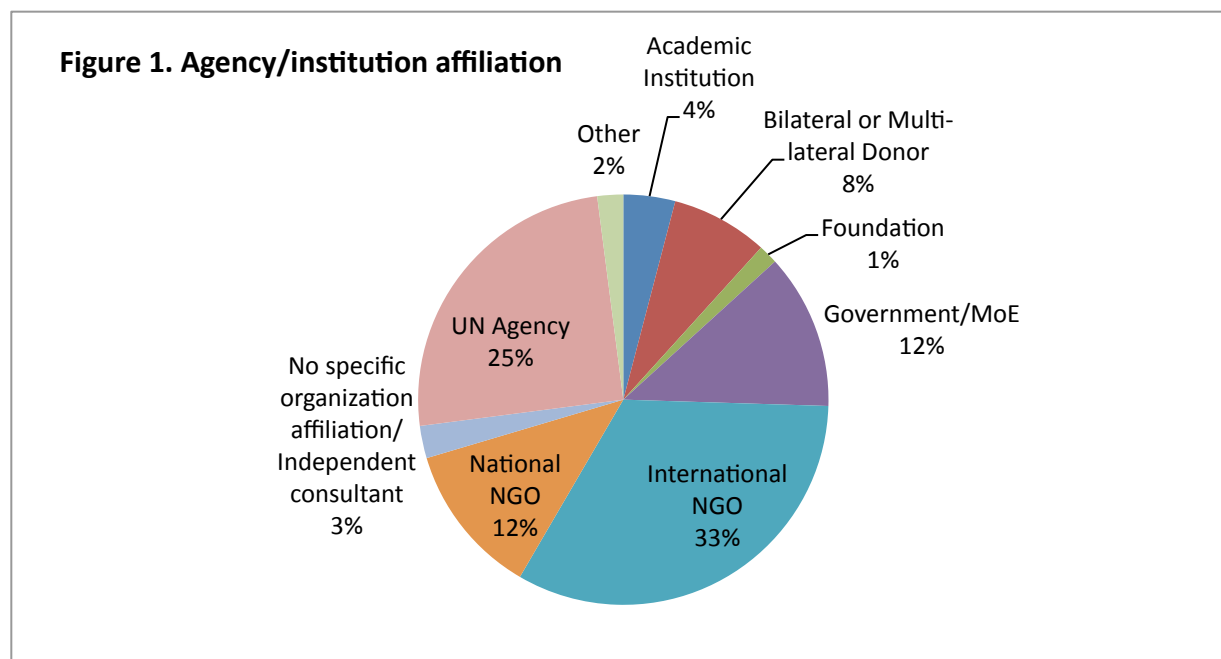
RESPONDENT PROFILE

Response rate

Of the 701 respondents who completed the INEE MS assessment survey, 52% were affiliated with the Education Cluster. The Education Cluster affiliated respondents included members of the Education Cluster or Education Coordination Groups at country level; Education Cluster Coordinators or Information Managers; and members of the Global Education Cluster Working Group or the Geneva-based Cluster Unit. Only 76% of the Education Cluster affiliates said that they were INEE members and 72% of the respondents said that they receive the weekly INEE updates.

Agency/Cluster Representation

The majority of the Education Cluster affiliated respondents have extensive experience working in the education field. Fifty-nine percent (59%) have more than 7 years of experience, while 38% have between 1 and 6 years of experience. Respondents also represented a range of agency and institution affiliations, as represented in Figure 1 below.



¹ The authors would like to thank Meg Orazio and Devin Faris, INEE interns, for their support in analyzing and reporting on the Cluster data.

² 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.ineesite.org/monitoring.

This Education Cluster breakdown is similar to that of the entire assessment response; however, there were more Government/Ministry of Education respondents than National NGO respondents within the Education Cluster affiliated group, which is opposite of the overall assessment response.

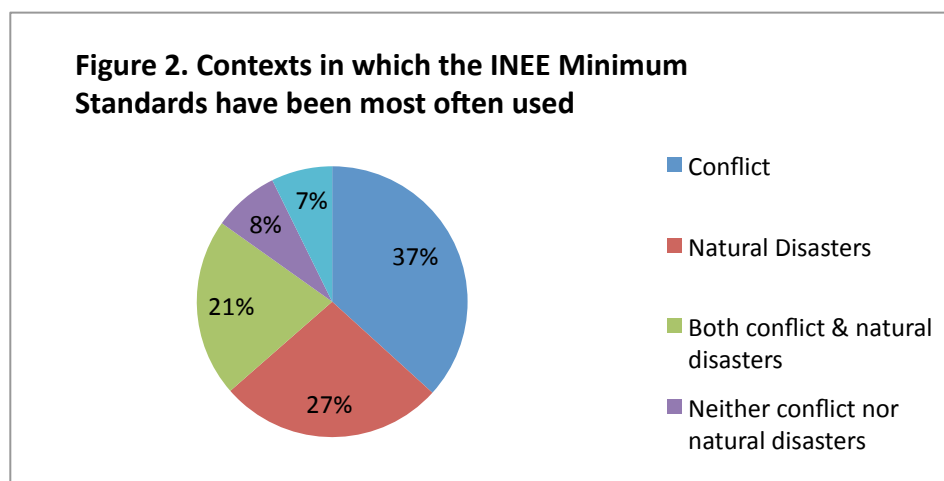
Country/Regional Responses

Respondents represented nearly every continent and region, including North America, South America, Africa, Middle East, Asia and Europe. They responded from 86 countries in which they currently work. Most Education Cluster affiliated respondents were from Pakistan (34), the Occupied Palestinian Territories (30) and Sudan (21). The majority of respondents worked at the national level (54%); 16% at the international/global level; 13% at the regional level; 4% at the sub-national level; 11% at the community level; and 1% other.

MAIN FINDINGS

Usage

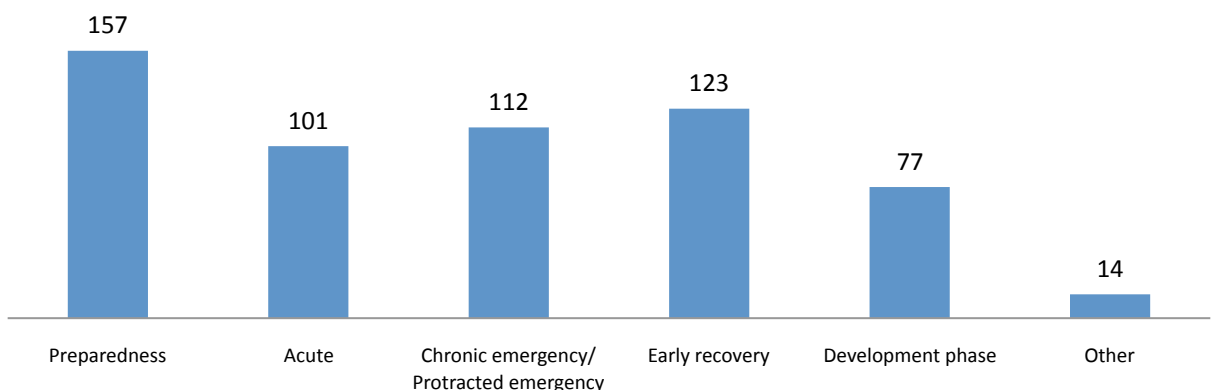
Thirty-seven percent (37%) of Education Cluster affiliated respondents identified conflict as the most common context in which they had used the INEE Minimum Standards throughout their careers (see Figure 2 below). Following conflict, 27% of respondents said natural disasters were the most common context to use the INEE MS. Of the remaining respondents, 21% said they most often used the INEE Minimum Standards in both conflict and natural disaster contexts, while 8% said neither conflict nor natural disaster contexts. The usage of the Standards by Cluster affiliated respondents in conflict settings and in natural disasters is higher than the respective usage reported by the entire respondent pool for this Assessment.³



When analyzing the stage of response during which the INEE Minimum Standards were most often used by Education Cluster affiliates, it initially appeared that preparedness had the highest response. However, considering that the distinctions between the phases of “early recovery,” “development” and “chronic/protracted emergency” are sometimes blurred, the combined number of responses for these three phases is actually greater than the “preparedness” phase. Figure 3 shows the number of times respondents chose each stage of response (Note: respondents were allowed to choose multiple responses).

³ INEE, INEE Minimum Standards Assessment Report, February 2012, page 13.

Figure 3. At what stage of response have you most often used the INEE Minimum Standards?



The assessment investigated how often the INEE Minimum Standards were used when planning and implementing work. Forty-one percent (41%) of Education Cluster respondents said they used the INEE MS regularly, 44% said sometimes, 11% said rarely and 4% said never. With regard to usefulness of the INEE Minimum Standards, 43% of Education Cluster respondents found them very useful, 54% found them useful and 3% found them not useful.

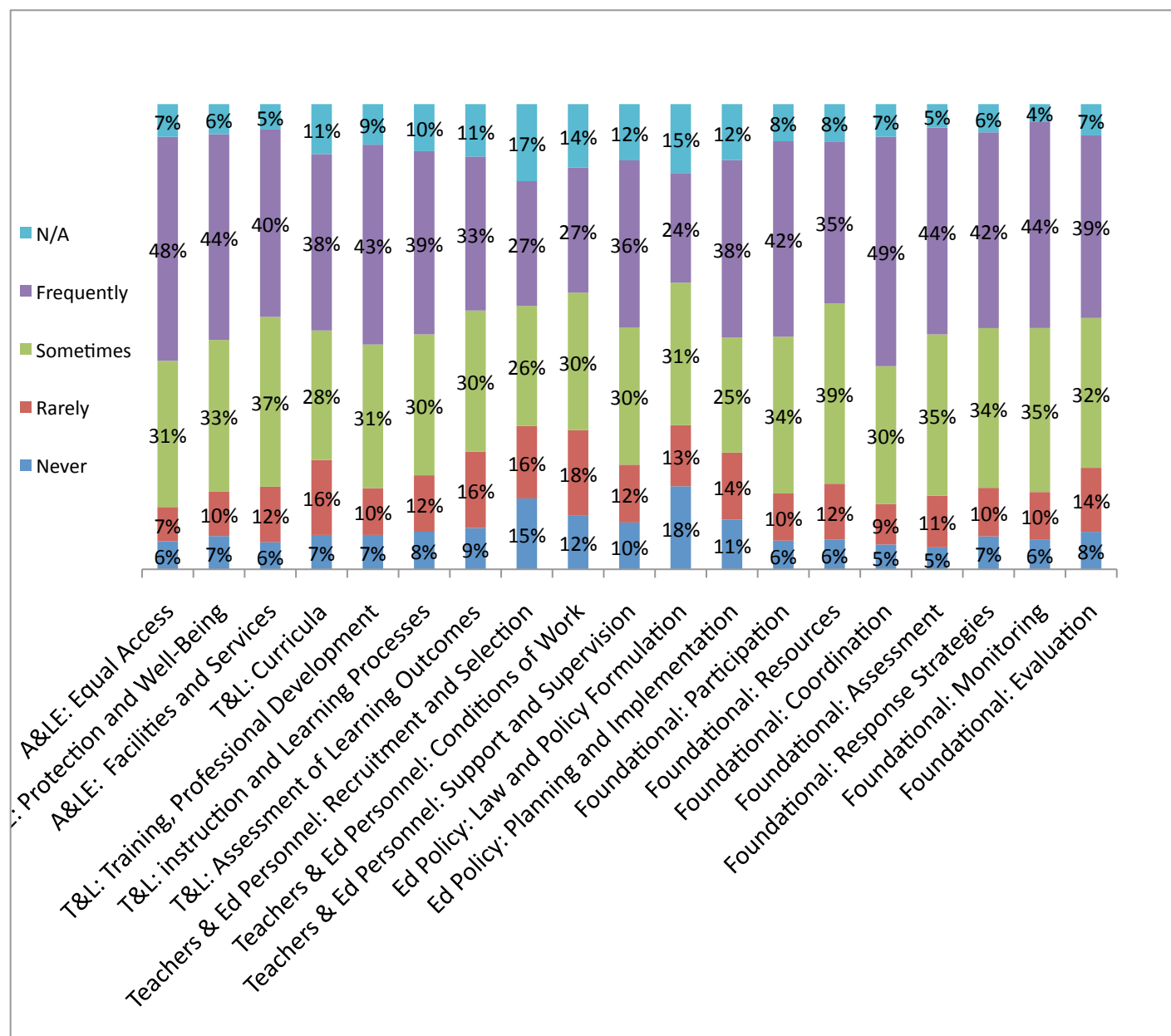
The assessment also sought to identify the top uses of the INEE Minimum Standards. Respondents were asked to select the most common uses from a list of 17 potential options. Table 1 below lists the top uses reported by Education Cluster affiliated respondents.

Table 1. Top Uses of the INEE Minimum Standards
Advocacy for Education in Emergencies and recognition of education as a key humanitarian response (181)
Disaster/emergency preparedness planning (80)
Training or capacity development purposes (65)
Monitoring and Evaluation (61)
Proposal Development (55)
Coordination of education activities (54)
Project design (50)
Advocacy for more funding for Education in Emergencies (49)

In addition to the INEE Minimum Standards, Education Cluster affiliated respondents highlighted a number of other INEE tools that they used to inform their work (Note: respondents were allowed to choose multiple responses). The top three responses included the INEE Pocket Guide to Inclusive Education (120), the INEE Guidance Notes on Teaching and Learning (108) and the INEE Pocket Guide to Gender (106).

In addition, the survey asked respondents to rate how often they use the 19 Standards. The Figure 4 below shows the distribution of the rankings of the frequency of usage for each Standard.

Figure 4. Frequency of Usage of the INEE Minimum Standards

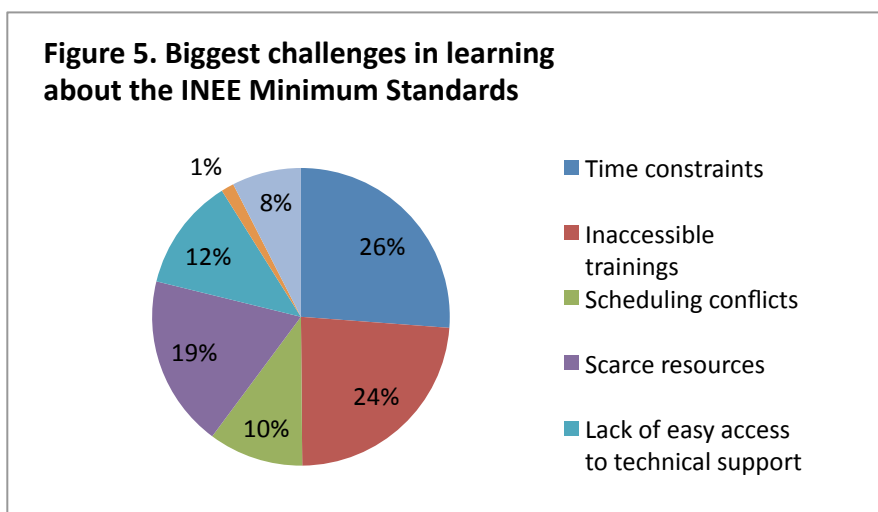


Awareness

The survey also asked respondents to report on their knowledge of the Standards. More than 52% reported having good knowledge of the Standards, while 39% reported basic knowledge and 8% reported very limited knowledge (of these, 2 respondents were Education Cluster Coordinators). However, more than 62% of the respondents reported that the knowledge of their direct reports (subordinate staff) was either fair or poor.

Education Cluster affiliated respondents also reported that they learned about the Standards during an INEE Minimum Standards or Education in Emergencies training (48%), the INEE Minimum Standards Handbook (19%) or the INEE website (8%).

When asked about the biggest challenge in learning about the INEE Minimum Standards, respondents reported “time constraints,” “inaccessible trainings” and “scarce resources for supporting greater learning.” See also Figure 5 below. However, while “inaccessible trainings” is given as a challenge for learning and understanding the Standards better, it should be noted that trainings are only one avenue for learning. The INEE Secretariat has made information about the Standards available on its website and [Toolkit](#) for those who wish to learn more.

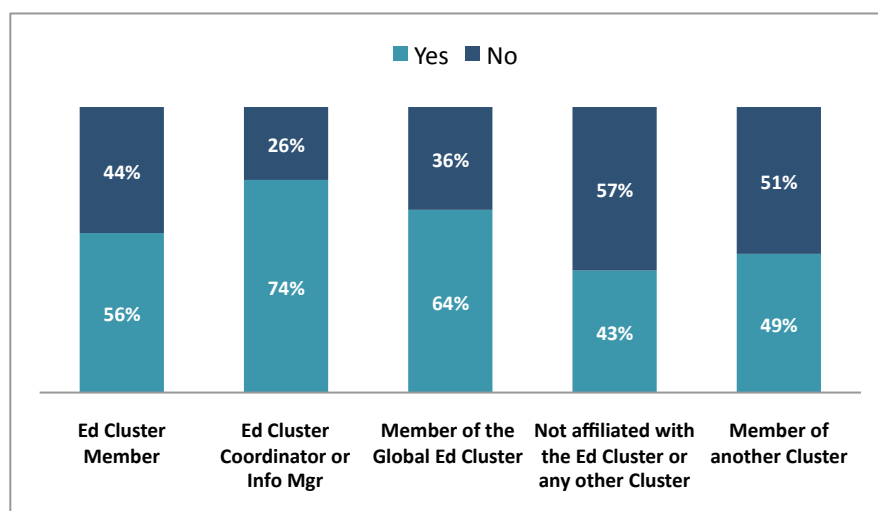


Training

While a majority of respondents (60%) have participated in an INEE Minimum Standards training or an Education in Emergencies training, this number was expected to be greater, given the fact that the respondents are affiliated with the Education Cluster. The percentage of those trained was only slightly higher among Education Cluster affiliates than it was among all survey respondents. For those Education Cluster affiliated respondents who had been trained, about 50% felt that they needed a refresher training and 14% felt that they did not. Because in-person trainings are limited, INEE encourages all members to take advantage of the [online e-learning module](#), which demonstrates how the INEE Minimum Standards can be used as a framework for developing quality education programs in crisis and post-crisis situations.

Education Cluster Coordinators and Information Managers is the group of Education Cluster affiliated respondents who reported receiving training the most (74%), followed by members of the Global Education Cluster Working Group or Geneva-based Education Cluster Unit (64%). See also Figure 6.

Figure 6. Training by Education Cluster affiliation



Advocacy

Many Education Cluster affiliated respondents identified advocacy as a key usage of the INEE Minimum Standards. In fact, 51% of respondents knew of an instance where the INEE MS were explicitly incorporated into an advocacy message or platform. In addition, 49% of respondents agreed that they or their organizations had used the INEE MS to advocate with governments and donor agencies in order to prioritize and fund Education in Emergencies. About 30% of respondents said that they somewhat agreed with this advocacy usage, 5% said they somewhat disagreed and 5% said they disagreed.

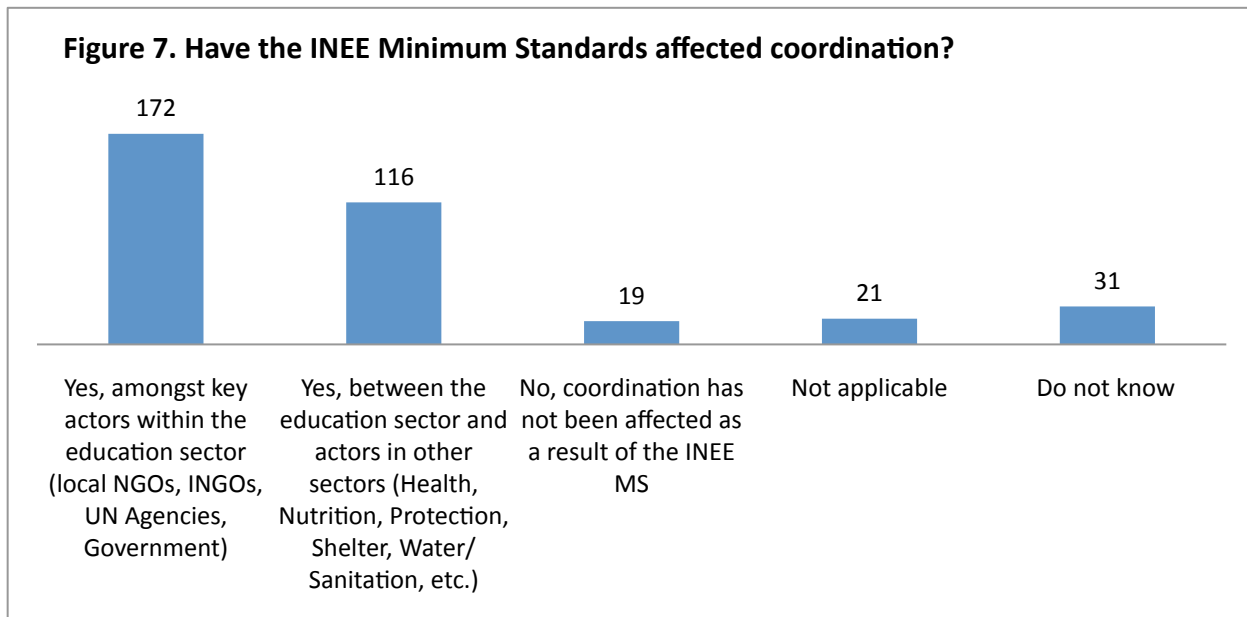
The survey also asked if public messages by key opinion leaders had been informed by the INEE MS, and 68% of Education Cluster affiliated respondents agreed or somewhat agreed, while 17% disagreed or somewhat disagreed. For 15% of respondents, this question was not applicable. Additionally, respondents considered if the INEE MS had contributed to policy decisions within a humanitarian response in which they had worked. Seventy-seven percent (77%) agreed or somewhat agreed, and 10% disagreed or somewhat disagreed (for 14%, this question was not applicable).

Survey respondents also shared specific examples of the use of the Standards within the context and scope of work of Education Clusters at country level. In Colombia, for example, the Education Cluster and the Ministry of Education launched a chapter on Education in Emergencies within the framework of the program “Ninguno menos.”⁴

Coordination

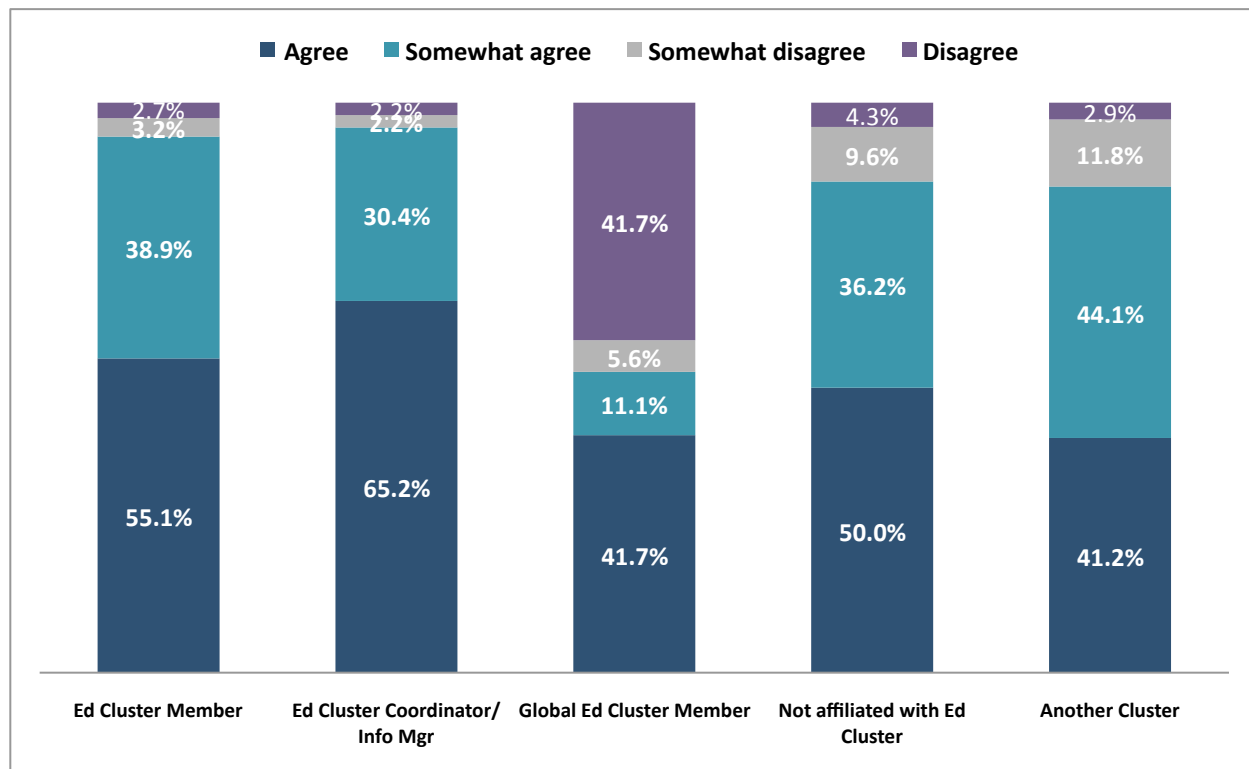
According to the assessment responses provided by Education Cluster members and affiliates, the INEE Minimum Standards are used significantly in coordination efforts. Close to 53% of respondents agreed that the INEE MS were used as a guide for coordination of education stakeholders in humanitarian settings, and 32% somewhat agreed. When asked if the INEE MS were used as a reference in assigning, targeting or directing resources, 37% of respondents agreed and 36% somewhat agreed. Figure 7 shows whether or not Education Cluster respondents felt that the INEE Minimum Standards have led to improved coordination among different actors.

⁴ INEE, INEE Minimum Standards Assessment Report, February 2012, page 22.



Respondents were also asked to what extent they agreed or disagreed with the statement that the INEE Minimum Standards were used as a guide for coordination (see also Figure 8). The highest agreement with this statement (65%) came from Education Cluster Coordinators or Information Managers, followed by members of Education Clusters or Education Coordination Groups (55%). However, nearly 42% of the Global Education Cluster members disagreed with the statement that the INEE Minimum Standards were used as a guide for coordination. While the survey data does not say why Global Education Cluster members disagreed with the statement, one explanation could be that unlike the country-based Education Cluster members who work directly on coordination matters, country-level coordination of education response is not the primary focus of the members of the Global Education Cluster.

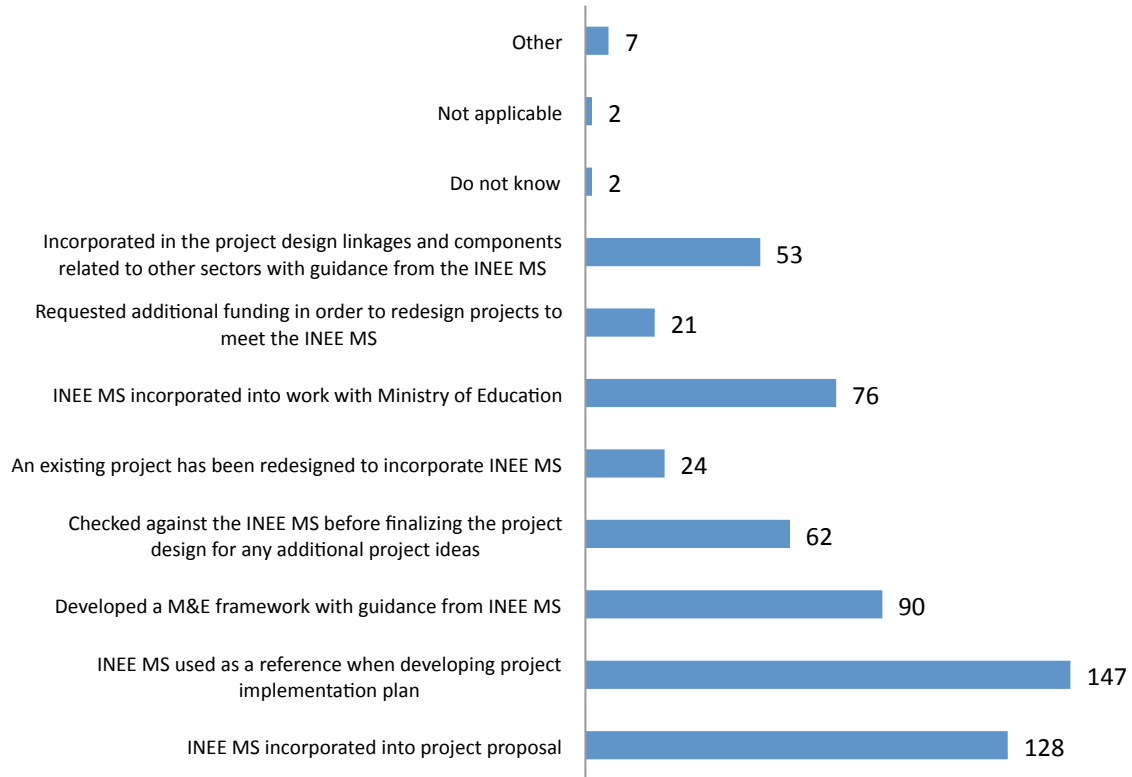
Figure 8. Extent of agreement/disagreement with the statement that INEE Minimum Standards have been used as a guide for coordination, by Education Cluster affiliation



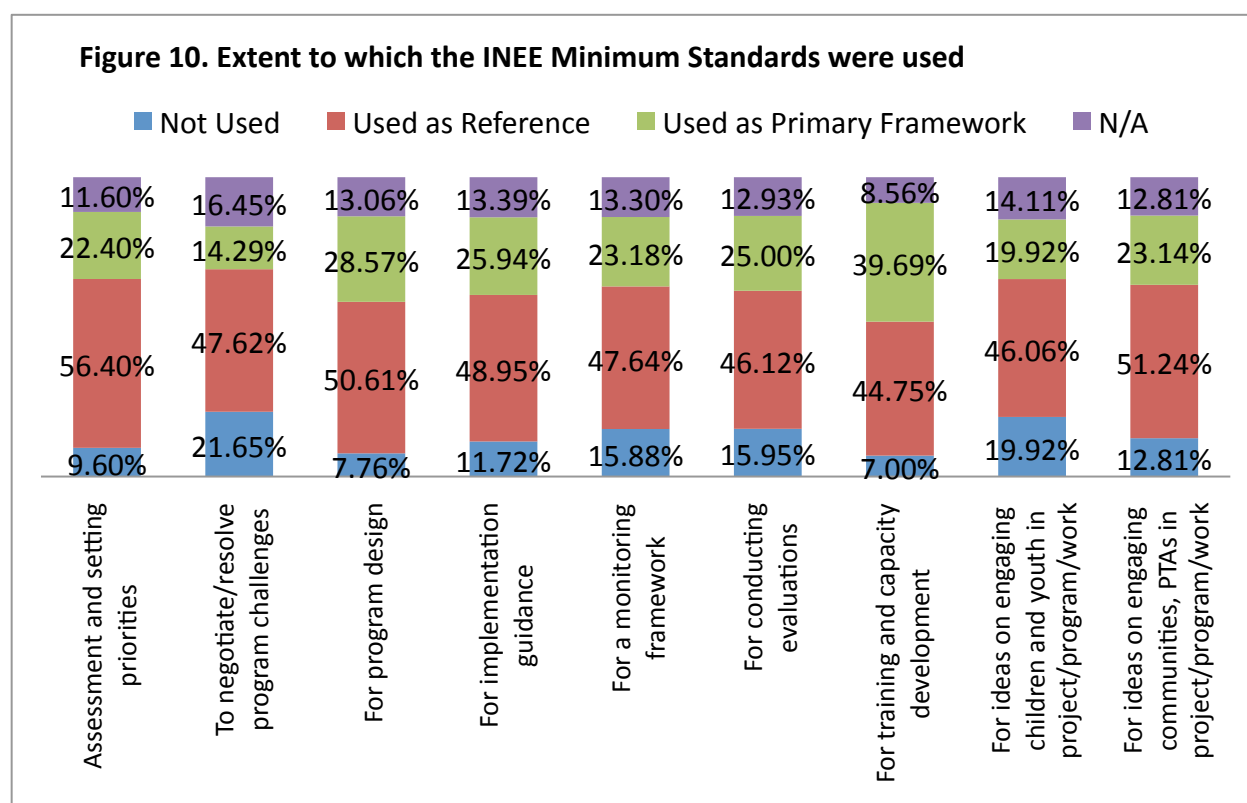
Program Planning and Response

According to the Education Cluster affiliated respondents, 78% were currently using the INEE Minimum Standards for program planning and/or implementation. Figure 9 below shows how the INEE Minimum Standards were used within this planning and implementation context. (Note: respondents were allowed to choose multiple responses). The Standards were reportedly used as a reference when developing project implementation plans followed by use in project proposals.

Figure 9. Usage of the INEE Minimum Standards



The assessment also sought to determine the extent to which respondents used the INEE MS (as a primary framework, a reference, or not used at all) for a number of program areas. The responses are shown below in Figure 10.



Research

The Assessment survey also asked respondents to reflect on their use of the Standards for research purposes. About 26% of the Education Cluster affiliated respondents reported using the Standards for research. For example, the Standards were reportedly used as an analytical framework for a study on education in fragile states and for studies on the current status of Education in Emergencies. While only a quarter of the respondents reported using the Standards for research purposes, more than 45% reported citing the Standards in reports, papers and articles related to Education in Emergencies. Furthermore, 27% reported using the Standards as a conceptual and/or organizing framework for a study, paper, research project or article.

Institutional Change

As noted in the complete INEE MS Assessment Report, the Institutional Change section questions in the survey have a number of potential biases, and so they are presented with caution. This same disclaimer is necessary for the Education Cluster analysis findings. Questions asked 1) whether organizations have committed to using the INEE Minimum Standards and 2) if the INEE MS have been formally adopted into the policies and procedures of respondents' organizations. Answering yes to these questions were 75% and 50% of Education Cluster affiliated respondents, respectively. However, it is unclear how respondents interpreted the meaning of "committing to using the INEE MS" or if they know the formal policies of their organizations. The questions did not ask respondents what their position was within an organization and if they had the appropriate knowledge of the policies to answer the question accurately.

The survey also investigated the extent to which respondents agreed or disagreed with various statements about institutional change. Fifty-one percent (51%) of Education Cluster affiliated

respondents agreed and 34% somewhat agreed that the understanding or use of the INEE MS had led to an increase in organizational capacity to prepare and respond to emergency education. This is consistent with the results of the overall assessment findings. In addition, 34% of respondents agreed and 36% somewhat agreed that the INEE MS had been incorporated as a key component to professional and capacity development within their organizations. To lesser extents, respondents agreed that the INEE MS had been used in the human resources recruitment process (18% agreed, 24% somewhat agreed) and for staff appraisal/performance management (16% agreed, 22% somewhat agreed) within their organizations.

RECOMMENDATIONS

To the Global Education Cluster Unit:

- Ensure that the recruited Education Cluster Coordinators and Information Managers have a strong understanding and ability to apply the Standards before being dispatched to country-level Clusters.
- Continue to evaluate lessons learned and good practices in the use of the INEE Minimum Standards for Cluster purposes.
- Create avenues for peer-to-peer sharing among Cluster Coordinators of best practices in using the Standards for coordination of education response and advocacy at country level.
- Continue to make information on the application of the INEE Minimum Standards available to Cluster Coordinators through the Cluster listserv.
- Ensure sufficient INEE Minimum Standards training and refresher training opportunities for Cluster Coordinators and Information Managers, as well as other Cluster affiliates.

To Education Cluster Coordinators and Information Managers:

- Ensure that the INEE Minimum Standards are incorporated into discussions at the Cluster meetings to reinforce awareness and use of the Standards.⁵
- Use Education Cluster meetings as a forum for addressing concerns about application of the Standards and ensure that all members have some awareness of them. Through dialogue and problem solving, use of the INEE Minimum Standards at the Education Cluster level, awareness and interest will increase.⁶
- Provide training and technical support to Education Cluster members at country level to increase their capacity to prepare for and respond to emergencies with the Standards.
- Encourage sharing of case studies and best practices by Cluster members on using the Standards.

To members of the IASC Education Cluster or Education Coordination Groups at country level:

- Take responsibility to train your staff—even if informally—and do not rely on the INEE Secretariat to provide training. Awareness of the Standards is the entire membership's responsibility.⁷

To INEE Secretariat and the INEE Working Group on Minimum Standards and Network Tools:

⁵ Quoted from INEE, INEE Minimum Standards Assessment Report, February 2012, page 33.

⁶ Ibid.

⁷ Ibid.

- Ensure continuous flow of information on available tools and resources to support the use and application of the Standards to Cluster Coordinators and Cluster members.
- Promote learning about the Standards through channels outside the formal trainings.⁸

Consulted Documents:

INEE, INEE Minimum Standards Assessment Report, February 2012.

INEE, INEE Minimum Standards for Education: Preparedness, Response, Recovery, 2010.

⁸ Ibid.