

## INEE MINIMUM STANDARDS ASSESSMENT SUMMARY February 2012

In December 2004, the Inter-Agency Network for Education in Emergencies (INEE) launched the INEE Minimum Standards.<sup>1</sup> Jointly developed with the collaboration of 2,250 individuals in more than 50 countries worldwide, the INEE Minimum Standards (INEE MS) are the first global tool to articulate the minimum level of education quality and access to be provided in emergencies through to recovery. Founded on the principle that all individuals – children, youth and adults – have the right to education, the Standards reflect rights and commitments in educational provision, as well as a consensus on good practices in the field of education in emergencies. The Standards enhance accountability and predictability among humanitarian actors while improving coordination among educational authorities and agency partners.

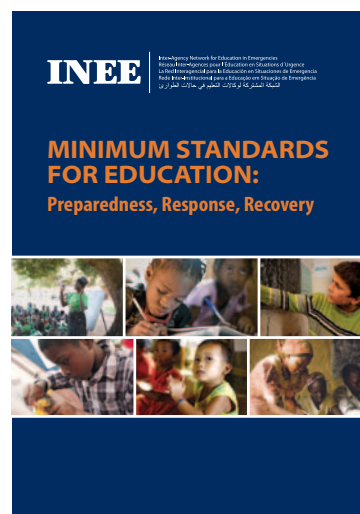
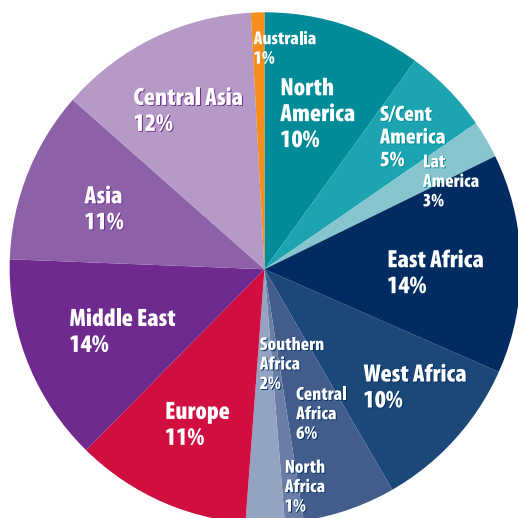


Figure 1: Geographic Breakdown



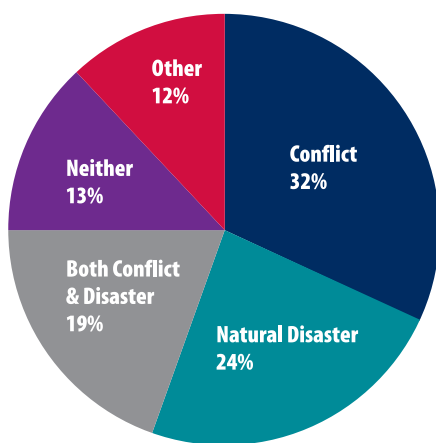
In its continuous effort to strengthen the use of the INEE MS, the INEE Working Group on Minimum Standards and Network Tools commissioned a study to evaluate the awareness and use of the INEE MS worldwide. From September 2011 to January 2012, the assessment analyzed how and to what extent the INEE MS Handbook has been used to date for: advocacy; coordination; program planning and response; research; and institutional change. Based on a comprehensive desk review, an online survey of both close-ended and open-ended questions, and in-depth interviews and focus group discussions, the assessment provides several interesting findings and recommendations.<sup>2</sup> The geographically diverse respondents pool (701 individuals from 117 countries) is highly experienced, with 59% of respondents reporting 7+ years of experience in the field of education. Most respondents report working at the national level, indicating that use of the INEE MS is not limited to the international/headquarter level.

<sup>1</sup> The original *INEE Minimum Standards for Education in Emergencies, Chronic Crises and Reconstruction*, was updated in 2010 and its title was changed to *INEE Minimum Standards for Education: Preparedness, Response, Recovery*.

<sup>2</sup> For the recommendations, see the full 2012 INEE Minimum Standards Assessment Report available at [www.ineesite.org/monitoring](http://www.ineesite.org/monitoring).

## KEY FINDINGS: USAGE, AWARENESS & TRAINING

Figure 2: In What Context Have INEE MS Been Most Used?



Respondents report using the INEE MS most frequently in conflict contexts (32%), natural disasters (24%) and both conflict and natural disaster contexts (20%) (see Figure 2). The INEE MS are utilized most during the preparedness stage (245), with additional frequent use in the stages of early recovery (208), development (192), and in chronic/protracted emergencies (167). Acute response (152) yielded the lowest frequency of use, possibly due to time constraints at the height of an emergency. However, the combined response (567) for early recovery, development and chronic/protracted emergencies—stages whose boundaries are often blurred—significantly outweighs the preparedness and acute response stages.

Respondents most often report using the INEE MS for advocacy for the recognition of education as a key humanitarian response in emergency settings (264), as well as in disaster and preparedness

planning (112), M&E (102), and capacity development and trainings (102). The Standards are also frequently used for proposal development, project design, and coordination efforts. Top countries and territories with most frequent use of the Standards are Pakistan, occupied Palestinian territories, South Sudan, Kenya, Haiti, DRC, Cote d'Ivoire, Afghanistan and others. Worldwide, the use of the Standards is reported in 110 countries.

Awareness of the INEE MS increases as the respondent's level of experience in the field of education increases. Among those who said they possessed "Good" knowledge of the Standards, there is a significant jump in understanding between the less than 3 years of experience group to the 4-6 years of experience group (32% compared to 48%). However, regardless of level of education experience, about 1 in 7 people report having a limited understanding of the INEE MS. Respondents report that awareness levels amongst direct reports (subordinate staff) and other colleagues is relatively low.

Usage of the Standards is relatively high: 29% of respondents use them regularly and 42% use them sometimes (see Figure 3). People who report having participated in an INEE MS training tend to use the Standards more often. More UN Agency members (62%) report being trained relative to other response groups, and among respondents associated with the Education Cluster, 74% of Cluster Coordinators and Information Managers have been trained on the Standards. In addition, respondents rated the usefulness of the Standards: on average, 38% and 57% found the Standards "very useful" and "useful" respectively (see Figure 4).

Figure 3: How often do you use IN EE MS when planning/implementing work?

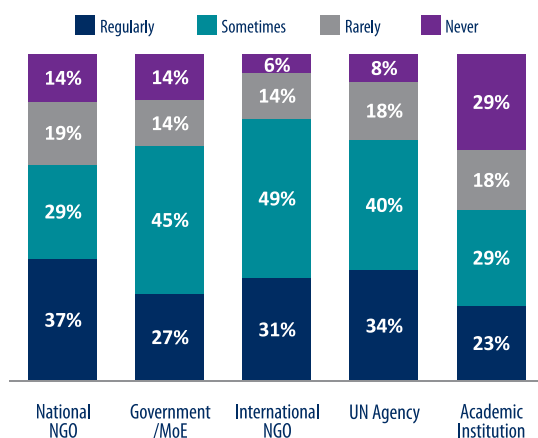
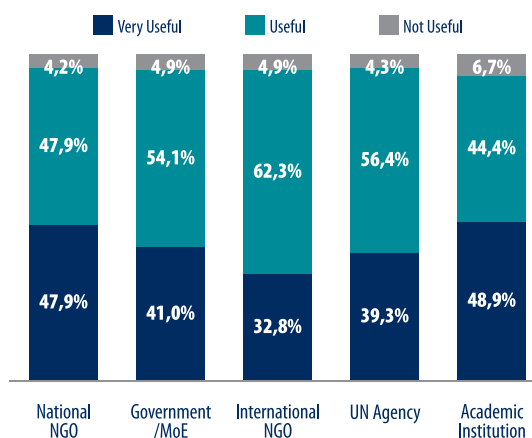


Figure 4: How useful have the IN EE MS been?



## KEY FINDINGS: ADVOCACY, COORDINATION, PROGRAM PLANNING, RESEARCH, & INSTITUTIONAL CHANGE

### Advocacy

Advocacy is one of the primary ways in which the INEE MS are used, with nearly half (48%) of respondents agreeing that the INEE MS were used to prioritize and fund education in emergencies. Some respondents (41%) agreed that the Standards contributed to policy decisions and fewer (31%) agreed that the INEE MS informed key opinion leaders' public messages. Examples of advocacy use of the Standards include the Swaziland's Disaster Risk Reduction National Action Plan and the Lebanon National Response Plan for Education in Emergencies. In Burkina Faso, the Standards were used in a flash appeal to mobilize funds for education following the 2009 floods, and in Cote d'Ivoire they were used to advocate for the reopening of schools and the setup of temporary learning spaces in camps and communities. In the words of a DRC-based respondents, "when we do advocacy, we can point to [the INEE MS]. Our words are grounded in international standards and we're not just making things up. We have to be accountable to these Standards."

### Coordination

Survey results indicate high levels of use of the Standards for coordination purposes. 54% of respondents agreed and 34% somewhat agreed that the INEE MS had been used as a guide for coordination of education stakeholders. According to respondents, the INEE MS provide a common framework and a way to 'speak the same language' around education practices. The Standards prove most useful to Education Cluster Coordinators/ Information Managers and Education Cluster members. One interviewee involved in an Education Cluster in Afghanistan reported that the INEE MS was "the basis for mainstreaming interventions as well as coordination of response." A respondent participating in Cluster Meetings in DRC stated that "When there are multiple actors [we] have to justify choice of an activity. We cross check their activities with INEE MS and make sure it's the right approach. We always use it that way."

### Program Planning and Response

In the area of program planning and response, respondents agreed that the most common use of the INEE MS was as a reference when developing project implementation (209). Many respondents also noted that the standards were incorporated into project proposals (172) and were used to develop an M&E framework (136). In the DRC, the INEE MS were regarded as the "foundational document for the action plan." An interviewee in Lebanon noted, "the INEE MS helped align programming because this is an accepted global tool...we went through the MS in staff meetings and used them to discuss whether we were on track."

### Research

Relative to other types of uses, the INEE MS are less used for research purposes: 31% report using the Standards for research and most often, respondents associated with academia are the most likely to utilize the Standards

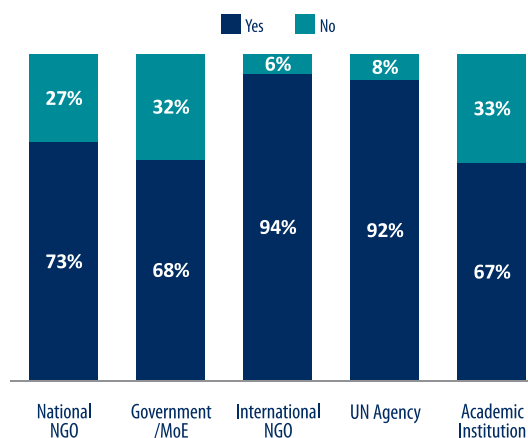
Use of the Minimum Standards	# times selected (all choices in descending order)
INEE MS were used as a reference when developing project implementation plan	209
INEE MS were incorporated into project proposal	172
Developed a M&E framework with guidance from INEE MS	136
INEE MS incorporated into work with Ministry of Education	99
Checked against the INEE MS before finalizing the project design for any additional project ideas	88
Incorporated in the project design linkages and components related to other sectors with guidance from the INEE MS	71
An existing project has been redesigned to incorporate Minimum Standards	42
Requested additional funding in order to redesign projects to meet the INEE MS	30

for research. Many report that the INEE MS provide a framework for their studies on education in emergencies. The most common uses in terms of research were for thesis and dissertation writing, donor applications and proposals, project and progress reports, as well as internal evaluations and ToRs.

## Institutional Change

This assessment additionally set out to determine whether organizations have committed to using the INEE MS, but the results in this section are presented with caution because of possible bias—respondents may have interpreted “commitment” differently; may not correctly be aware of institutional commitment; or may be projecting their personal commitment as an institutional commitment. 85% of respondents agreed that their organization has made such a commitment and 42% said that the INEE MS have been formerly adopted into the policies/procedures of their organization (see Figure 5). The results from this section also found that the INEE MS have contributed largely to increasing organizational capacity to prepare for and respond to emergency education. As one respondent noted, “it represented a more holistic approach. It systemized things. [The INEE MS played a] tremendous role in bringing education in emergencies into the forefront in emergency response.”

Figure 5: Has your organization committed to using the INEE MS?



## Contact Information:

INEE Coordinator for Minimum Standards and Network Tools  
[minimumstandards@ineesite.org](mailto:minimumstandards@ineesite.org)  
[www.ineesite.org/standards](http://www.ineesite.org/standards)