



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 REPORT

February 2012



Commissioned by
the INEE Working Group on Minimum Standards and Network Tools

Mission Statement

INEE is an open, global network of practitioners and policy makers working together to ensure all persons the right to quality education and a safe learning environment in emergencies and post-crisis recovery. www.ineesite.org

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ACKNOWLEDGEMENTS

Commissioned by the INEE Working Group on Minimum Standards and Network Tools, this assessment was undertaken by Jessica Alexander, an independent consultant, who designed the survey, analyzed the data and wrote this report. Tzvetomira Laub, INEE Coordinator for Minimum Standards and Network Tools, coordinated and supervised the assessment.

A big thank you goes to the many people involved in this assessment: to the INEE Working Group on Minimum Standards and Network Tools members and the Reference Group members for their support and assistance in refining the assessment methodology and survey instrument; to Tzvetomira Laub who was instrumental in coordinating the many pieces of the assessment; to Meg Orazio and Michelle Hollett at the INEE Secretariat for providing outstanding assistance to many components of this assessment. Thank you to Daniel Alexander for excellent help with data analysis. Thank you to the INEE Language Community members and facilitators for the translations in French, Arabic, Spanish and Portuguese and to Saba Ashraf, Farhat Mansoob, Asma Malik and members of the Pakistan Education Cluster for the Urdu survey translation. Thank you to persons who were interviewed or participated in focus groups for making yourselves available and providing such rich insights. Thanks to all of the people around the world who took the time to complete the survey and provide thoughts and feedback.

FORWARD NOTE

Dear INEE Members and Partners:

On behalf of the INEE Working Group on the Minimum Standards, we are pleased to present the 2012 INEE Minimum Standards Assessment Report. This report presents the analyzed data from the survey, interviews and focus group discussions. The assessment findings will inform the future work on the application, promotion and capacity development on the INEE Minimum Standards.

We would like to extend our thanks to the lead researcher, Jessica Alexander, for her dedication and work on this assessment.

This report synthesizes comments and concerns from over 700 respondents and offers a number of recommendations to the INEE Secretariat, IASC Education Cluster, and other partners in using the INEE Minimum Standards for their Education in Emergencies work. The INEE Working Group is committed to carefully considering and acting on the findings and recommendations in the report. Similarly, we encourage our partners—most notably, the IASC Education Cluster, UN agencies and INGOs working on education in conflict-affected and fragile states and territories—to review the report and consider acting on the findings and the recommendations that pertain to them.

The INEE Working Group is also committed to continually improve the promotion and technical support we offer on the INEE Minimum Standards—the only global tool that articulates the minimum level of access to quality education in emergencies through to recovery. To share your experience with the INEE Minimum Standards, please email minimumstandards@ineesite.org.

Sincerely,

C. Howard Williams



American Institutes for Research

James Lawrie



WarChild Holland

Tzvetomira Laub



Inter-Agency Network for
Education in Emergencies

ACRONYMS

DRC	Democratic Republic of the Congo
DRR	Disaster Risk Reduction
ECCD	Early Childhood Care and Development
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
MoE	Ministry of Education
NGO	Non-governmental Organization
oPt	Occupied Palestinian Territory
PTA	Parent-Teacher Association
TOR	Terms of Reference
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

TABLE OF CONTENTS

I. EXECUTIVE SUMMARY	2
II. INTRODUCTION	6
III. METHODOLOGY.....	7
2.1 Online Survey.....	7
2.2 Interviews/Focus Groups.....	8
2.3 Limitations.....	8
2.4 Lessons about Assessment Process.....	8
IV. RESPONDENT PROFILE.....	10
3.1 Response rate.....	10
3.2 Agency/Education Cluster Representation	10
3.3 Country/Regional Responses.....	11
V. MAIN FINDINGS	13
4.1 Usage	13
4.2 Awareness.....	18
4.3 Training.....	20
4.4 Advocacy.....	22
4.5 Coordination	24
4.6 Program Planning and Response.....	26
4.7 Research.....	28
4.8 Institutional Change	29
VI. FURTHER SUGGESTIONS	30
VII. CONCLUSION AND RECOMMENDATIONS	33
VIII. APPENDIX	35

EXECUTIVE SUMMARY

The focus of the assessment was to understand awareness of the INEE Minimum Standards (MS), how they are being used, and how they are institutionalized in plans and policies¹. In particular, the 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), key informant interviews and focus groups. In total, 701 people responded to the survey, with a balanced representation of the INEE Membership in terms of agencies and countries represented.

The main findings from the assessment are as follows:

Usage

- Conflict is the most frequent context where the INEE MS are used (32%), followed by Natural Disasters (24%). Twenty percent (20%) of respondents state that they use them in both conflict and natural disaster contexts.
- Preparedness was cited by 35% of respondents as the stage at which the INEE MS are most often used (245), but when combining the often indistinguishable early recovery, chronic/protracted emergency and development stages (total of 567 selections), this skewing towards Preparedness as the stage the INEE MS are most frequently used decreases.
- The most frequently used Standards are those in the Foundational Standards and Access and Learning Environment Domains. Less used Standards were those in the Educational Policy and Teachers and Educational Personnel Standards Domains.

Awareness

- As experience in education increases, so does knowledge about the INEE MS. However, regardless of experience in education, about 1 in 7 people still report having limited understanding of the INEE MS.
- There are generally consistent levels of knowledge across agencies with most respondents having good or basic understanding. Although awareness among responders is high, awareness amongst their direct reports (subordinates) and other colleagues was reported to be low. This is reflected both in the close-ended question about knowledge of direct reports as well as the open-ended responses.

Training

- UN Agency members, Education Cluster Coordinators and Information Managers have the highest levels of INEE MS training compared to the rest of the response groups. National NGOs and people based at the community levels state most often that trainings are inaccessible to them.
- Frequency of use of the INEE MS when planning and implementing work increases with people who have received INEE MS training.

¹ For the INEE Minimum Standards Assessment TOR, see http://www.ineesite.org/uploads/documents/store/TOR_Evaluation_Consultant.pdf.

Advocacy

- A primary use of the INEE MS is for advocacy purposes. This is consistent at all levels and with numerous stakeholders. Respondents recall using them to advocate with donors, governments and even amongst education partners for quality education programs.
- The INEE MS have been incorporated into numerous advocacy messages across a spectrum of countries and humanitarian circumstances.

Coordination

- As a tool for coordination in the field, the INEE MS have been cited as quite useful. In many instances, they provide a basis by which to agree upon program approaches and convince others of best practices.

Program Planning and Response

- The INEE MS are often used as a tool for project planning, monitoring and evaluation, proposal development and training/capacity building.
- Some respondents point out that the INEE MS are often put down on paper, yet when it comes to their practical application, they are far from being fully implemented.

Research

- The INEE MS are reaching academic audiences and, although not reaching as high a usage as in other realms, the INEE MS are being used for research purposes and have been incorporated into an array of studies and reports.

Institutional Change

- Specific areas to which the INEE MS have contributed include increasing organizational capacity to prepare and respond to emergency education, and as a key component to professional/capacity development.

Suggested Areas for Improvement

Respondents also noted potential areas where the INEE MS could be improved. These included:

- **Training:** Many respondents requested further training and mentioned that they would be more inclined to use the INEE MS if they received training. Online trainings were especially requested. The INEE Secretariat has developed these online tools, but apparently awareness of them is low.
- **More User-Friendly:** Respondents noted that the INEE MS were bulky and that the way they were organized was difficult to get through. A simpler format was requested.
- **Include Case Studies:** Respondents requested examples of where the INEE MS were used successfully and incorporated into programs.
- **Simpler Language:** It is often difficult to explain to national staff how to use the INEE MS because the language is so complex.
- **More Realistic:** The ongoing debate about the INEE MS being unachievable, even in the best of conditions, was evident throughout the findings. Many recommended changing the word 'Minimum' Standards to 'Quality' Standards.
- **More Specific and Quantitative:** Respondents requested greater quantitative direction and indicators to plan by and measure progress.
- **Contextualized Standards:** Most respondents recognize the need to contextualize the INEE MS, however requested further guidance on how to do so.

Finally, the report provides a number of issues and recommendations, which are highlighted below.

Issue	Recommendations
<p>Lack of awareness of INEE MS outside of respondent group and consistent request for more training.</p> <p>Respondents tend to think training is the only way to know about the INEE MS.</p> <p>Local NGOs at the Community level lack access to formal trainings.</p>	<p>INEE Secretariat:</p> <ul style="list-style-type: none"> • Promote learning about the INEE MS through channels outside of formal trainings. Reinforce the message that awareness about the INEE MS is the responsibility of the entire membership and that the INEE Secretariat cannot be solely responsible for this. • Disseminate whatever online training materials exist (perhaps using the same methodology of this survey) so that members are aware of their existence. • Use data from this assessment which shows that when people are trained, they are more inclined to use the INEE MS and encourage members to at least introduce their staff and colleagues to the INEE MS and consider conducting their own training. • Think creatively about ways in which on the ground trainings can take place outside of the formal training workshops, which are time and resource intensive. <p>International NGOs:</p> <ul style="list-style-type: none"> • Take responsibility to train staff – even if informally – and do not rely upon the INEE Secretariat to provide training. Awareness of the INEE MS is the entire membership’s responsibility. • Reach out to local partners and ensure they have copies of the INEE MS. Provide informal training to them. This is the group most neglected when it comes to training, yet who report that the INEE MS are most useful to them. Accessing this group with training exercises can considerably improve their education programming. <p>Education Cluster Leaders:</p> <ul style="list-style-type: none"> • Ensure that the INEE MS are incorporated into discussions at Education Cluster meetings to reinforce application and awareness. • Use Education Cluster meetings as a forum for addressing concerns about the application of the INEE MS and ensure that all members have some awareness of them. Through dialogue and problem solving using the INEE MS at the Education Cluster level, awareness and interest will increase.
<p>INEE MS are put in proposals but not necessarily put in practice.</p>	<p>International/National NGOs:</p> <ul style="list-style-type: none"> • Agencies that commit to using the INEE MS in project proposals and reports need to be honest about their application. If agencies continue to claim that they are being upheld, but are not, then the INEE MS will be diluted and lose meaning, importance and effect. <p>Donors:</p> <ul style="list-style-type: none"> • Be diligent about following up on agency claims that they are implementing the INEE MS. Request verification of implementation.

Issue	Recommendations
<p>Respondents believe the INEE MS are too difficult to implement and may be discouraged by the language.</p>	<p>INEE Secretariat and In-country Education Cluster Leads:</p> <ul style="list-style-type: none"> • This is a problem of how the INEE MS are marketed. They should be introduced not as minimums, but as guides to quality education. • Simple, quick messaging around the INEE MS could be developed to reduce the 'intimidation factor' and make the INEE MS more user-friendly and digestible. • Consider creating priority check-lists that practitioners can easily refer to in the field. • Provide case studies or examples where the INEE MS have had successful application and start a dialogue about how similar successes could be achieved in your context. <p>International NGOs:</p> <ul style="list-style-type: none"> • Create simple posters or leaflets for staff highlighting the key messages of the INEE MS that have application to relevant country contexts, making the Standards more user-friendly.
<p>Respondents request more specific and quantifiable Standards.</p>	<p>INEE Secretariat:</p> <ul style="list-style-type: none"> • Ensure that the INEE MS are incorporated into discussions at Education Cluster meetings to reinforce application and awareness. • Use Education Cluster meetings as a forum for addressing concerns about the application of the INEE MS and ensure that all members have some awareness of them. Through dialogue and problem solving using the INEE MS at the Education Cluster level, awareness and interest will increase. <p>UN Agencies, International/National NGOs, MoEs, other Education Practitioners in country:</p> <ul style="list-style-type: none"> • If a contextualization has not been done in your country, take it upon yourselves to do so. Collectively determine the quantitative indicators by which to ensure quality programming appropriate to the context.
<p>Education Policy Standards as well as Teachers and Educational Personnel Standards are less commonly used.</p>	<p>INEE Secretariat:</p> <ul style="list-style-type: none"> • Investigate reasons why these Standards are not as commonly used and determine whether more targeting to stakeholders who could benefit from these Standards is warranted.

To access this report and other studies using the same Assessment raw data, please visit www.ineesite.org/monitoring.

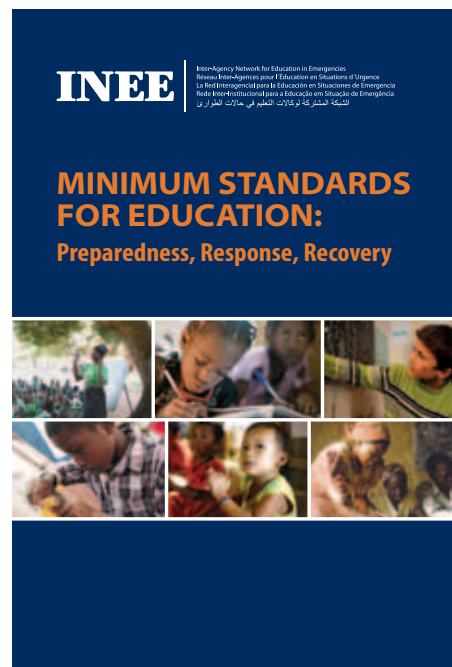
INTRODUCTION

In 2003–2004, the first edition of the INEE Minimum Standards (INEE MS) was developed through consultations with 2,250 individuals from more than 50 countries. In 2009–2010, based on evaluation findings and recommendations received from users, the network revised the INEE MS through a highly consultative process engaging over 1,300 individuals in 50 countries. The focus of the INEE MS Handbook is on ensuring quality, coordinated humanitarian response: meeting the educational rights and needs of people affected by disaster through processes that assert their dignity. The Handbook provides guidance on how to prepare for and respond to emergencies in ways that reduce risk, improve future preparedness and lay a solid foundation for quality education. This contributes to building back stronger education systems in the recovery and development stages.

In 2007, a group of researchers conducted an assessment of the INEE MS which looked at: 1) awareness of the Minimum Standards, 2) institutionalization of education in emergencies and early reconstruction and organizational commitment to the Standards, 3) utilization of the Standards and 4) impact. Four years later, the INEE Working Group on Minimum Standards and Network Tools commissioned this study with a similar aim, but was careful not to attempt to measure impact. The focus of the assessment was to understand awareness of the INEE MS, how they are being used, and how they are institutionalized in plans and policies². In particular, the assessment aimed to measure the value added of the INEE MS Handbook to date as a tool for:

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

The following report reflects the findings from the assessment, which took place between September 2011 and January 2012. It offers key insights and recommendations based on feedback from a broad set of education and humanitarian stakeholders and the analysis of the results from the online survey, conducted between November and December 2011.



2 For the INEE Minimum Standards Assessment TOR, see http://www.ineesite.org/uploads/documents/store/TOR_Evaluation_Consultant.pdf.

METHODOLOGY

A Reference Group,³ formed at the outset of this assessment, guided the process and provided input at each stage. The methodology for this assessment consisted of three main elements: desk review, online survey (both close-ended and open-ended questions) and interviews/focus group discussions.⁴

Online Survey

In collaboration with the Reference Group, a 55-question survey was developed. The survey was a mix of open- and close-ended questions relating to the areas of investigation. The response rate was overwhelming, with more than 700 respondents completing the survey. Based on results from previous INEE online survey exercises, this more than tripled expectations. The amount of data collected in this exercise is immense. There is an opportunity for further investigation into the findings from many different perspectives (regional focus, Education Cluster focus, national NGO focus, for example).⁵ This report provides an overview of the information collected; however, further data analysis will be needed to delve deeper into more specific areas of inquiry.⁶

The survey was translated into French, Spanish, Portuguese, Arabic and Urdu and available online on Survey Monkey. Paper copy versions were made available for downloading as well. The respondents were given one month (November 15-December 15, 2011) to complete the survey. Links to the survey were displayed through the following:

- INEE Website homepage
- INEE listserv sent to all INEE members weekly (total of 4 listserv messages)
- INEE Bi-weekly bulletins
- INEE Jobs webpage
- Education Cluster listserv sent to all Cluster members (total of 2 listserv messages)
- Sphere listserv

Using a snowball methodology, personal e-mails were sent to the following groups of people, who were asked to share the survey with their colleagues widely:

- Participants in the INEE MS update process
- INEE Task Team and Language Community members
- UNICEF Country Offices, Education Section Heads
- Participants/volunteers in the September 2011 INEE Meet-ups
- INEE Working Group on Minimum Standards and Network Tools, INEE Working Group on Education and Fragility, and INEE Steering Group members
- All INEE staff, interns, consultants
- Agency contacts who carried out INEE MS translations in last 2 years
- INEE donors/ funding agencies

3 For a list of Reference Group Members, please see page 35.

4 The documents consulted for the desk review can be found on page 35. The online survey can be found at http://www.ineesite.org/uploads/documents/store/Survey_2011_FINAL_English.pdf. List of interviewed persons can be found on page 35.

5 Researchers are invited to further study and analyze the raw data. For more information, visit www.ineesite.org/monitoring and contact the INEE Coordinator for Minimum Standards and Network Tools in advance at minimumstandards@ineesite.org.

6 An examination of the results by Education Cluster affiliation and by Pakistan-based respondents is currently on-going. For results of these specific analyses, please contact the INEE Coordinator for Minimum Standards and Network Tools at minimumstandards@ineesite.org.

- Interviewees who have agreed to forward the survey onto their colleagues
- All recipients of INEE MS Handbook hard copies in past 2 years

A direct request to send to colleagues at Ministries of Education to cover this important stakeholder group was explicitly made.

Interviews/Focus Group Discussions

Interviews and focus group discussions were designed to elicit information about respondents' areas of expertise. An attempt was made to get representation from government stakeholders, but this proved difficult. In total, 17 INEE stakeholders were interviewed and focus group discussions took place in New York, Washington DC and Lebanon with more than 25 experts in the field of education. The sampling methodology for this was both purposive – people who had the most experience with the INEE MS were approached, as well as convenient – only those who could be reached for interviews or focus groups were included.

Limitations

There were some limitations to the study which are important to highlight.

1. Due to the duration and scope of the assignment, the number of people who were interviewed was small. In addition, these were not randomly selected interviewees, but were meant to be key informants who had a strong level of experience with the INEE MS and so were biased towards being frequent users. As mentioned above, although attempts were made to reach out to Government Ministries, connecting with them proved challenging and therefore the interview respondents are skewed to represent mainly international humanitarian staff.
2. There was no systematic sampling method for the survey. Respondents self-selected and self-reported and therefore a selection bias may be present in the data. People with close engagement with the INEE and associated networks may have only found out about the survey, and those with strong feelings about it may have taken the time to participate. This could potentially skew the data making it more favourable to the INEE MS than if persons were randomly selected to complete the survey.
3. The survey was long (55 questions), and there is a possibility of response fatigue. By the end of the survey completion, respondents may have been lax in giving each question the thought and attention that they did in their earlier responses.
4. Some of the terms were not defined in the survey and are therefore left up to the respondent's interpretation, limiting reliability of some answers. The areas where this may be apparent are highlighted in the body of the report.

Lessons about Assessment Process

Given that the INEE Secretariat and the INEE Working Group on Minimum Standards and Network Tools will likely conduct assessments of their other tools, it is useful to mention some lessons from this exercise that could be incorporated into future similar endeavours.

1. The high number of responses is due to the aggressive distribution strategy and is, in large part, a result of the INEE Secretariat and the members of the INEE Working Group on Minimum Standards and Network Tools passing the links on to their colleagues in the field. For future surveys, this kind of snowball distribution method is recommended.
2. This assessment used Survey Monkey for the online survey. Translating such a long and complex survey into 5 languages proved quite difficult both to upload and analyse the data. The Survey Monkey system was not equipped to collate the responses from different languages and therefore it had to be done by hand. Downloading the results and ensuring their consistency and alignment was not an easy task. For future surveys where translation will be in multiple languages, an easier system that can simplify the merging of raw data into one platform is recommended. If Survey Monkey is to be used for multi-language surveys, downloading test results and comparing the test result Excel raw data sheets for compatibility prior to launching the surveys are strongly recommended.
3. Although the survey had a number of open-ended questions, which provided rich qualitative information, if future exercises require qualitative insight, more time should be given for interviews. Given the duration of this assessment, only 17 interviews were possible, but giving adequate time to gather this information is necessary.

RESPONDENT PROFILE

Response rate

In total, 977 persons opened and started the survey. The breakdown of the responses by language is as follows:

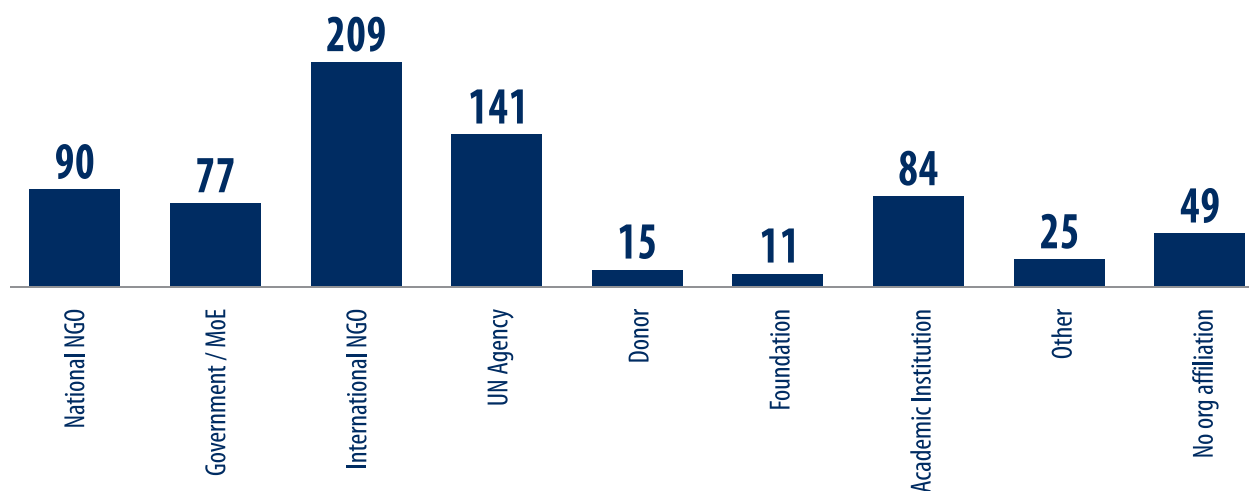
- English: 617
- Spanish: 61
- French: 126
- Arabic: 136
- Urdu: 20
- Portuguese: 17

After cleaning the data and eliminating respondents who had 'never heard of the INEE MS' (122), had 'no knowledge of the INEE MS' (18), or did not sufficiently complete the survey (136), the response rate became 701. Of these 701 respondents, 75% said that they were members of INEE. To check this, the survey asked whether they received INEE updates via e-mail, to which 73% responded affirmatively.

Agency/ Education Cluster Representation

Overall, the respondent group was a highly experienced audience: Fifty-nine percent (59%) of respondents have more than 7 years of experience and 38% have 1-6 years of experience. The respondent group was a broad cross-section of the INEE membership with representation from 9 groups of organizations as per Figure 1 below.

Figure 1. Survey Respondents by Agency Affiliation



The agency breakdown closely resembles the INEE membership. Table 1 below compares the agency affiliation of survey respondents to that reported in the INEE Membership Snapshot of October 2011. The percentage breakdown generally matches, with a bit higher representation of UN members completing the survey.

Table 1. Comparison of Survey Respondents with INEE Membership by Agency Affiliation

Agency	% of INEE Membership “INEE Membership Snapshot” October 2011	% of Survey Respondents
International NGO	25%	30%
Academic	14%	12%
National NGO	12%	13%
UN Agency	10%	20%
Government/ Ministry of Education	7%	11%
Donor	1%	2%
Foundation	1%	2%
No org affiliation/ Independent	5%	7%
Other	7%	3%

Note that the responses for Donor, Foundation, Other and No Organizational Affiliation were too small a sample size to derive statistically significant conclusions from multivariate analysis. These were not considered when analyzing results according to agency.

As far as IASC Education Cluster affiliation, slightly over half (52%) of respondents are affiliated with the Education Cluster with 38% of respondents being Education Cluster members in-country, 9% in a leadership role with the Education Cluster in-country (as a Cluster Coordinator or Information Manager), and 5% as part of the Global Education Cluster. Some respondents (8%) were not affiliated with the Education Cluster, but with other Clusters – namely Protection or Child Protection, WASH, Food and Livelihoods.⁷ Almost a third (29%) of respondents had no affiliation with any Cluster and these are likely to be from the Foundation, Donor, Academic and Independent response groups.

Country/Regional Responses

In total, responses were collected from 117 countries. All continents were represented and the breakdown was as follows:

- Africa: 33%
- Middle East: 14%
- Americas: 18%
- Asia: 23%
- Europe: 11%
- Australia: 1%

⁷ An interesting follow-up analysis could be to examine the responses of persons who are part of other Clusters to gauge how useful the INEE MS are for people not directly working in education.

Table 2 below lists the top 10 countries represented by the number of people from each who participated. For a full list of the countries represented and the number of people from each country participating in the survey, see page 38.

Table 2. Top Responses by Country /Territory

Country/Territory	# Participants
Pakistan	67
United States	58
oPt	49
Cote d'Ivoire	29
Kenya	29
Sudan	26
Afghanistan	17
United Kingdom	17
Lebanon	13
Somalia	13

Most respondents (88%) were located outside of headquarters. This suggests that people sitting across many posts are engaged with the INEE MS. The breakdown of where they reported as their primary base of operation was as follows:

- International/Global (HQ) – 22%
- Regional – 14%
- National (Country capital) – 46%
- Sub-National (province/District) – 5%
- Community – 10%
- Other – 3%

Respondent Profile - Key Points

- The survey provides a good overall representation of the INEE Membership in terms of agency affiliation and position. Main agencies represented are: International NGOs, UN Agencies, National NGOs, Government/MoE, and Academic Institutions.
- The respondent group has high levels of knowledge of the education field with 59% of respondents having 7 or more years of experience.
- There is a wide geographic spread amongst respondents with every continent represented.
- Most of the respondents report working at the national level, suggesting that usage of the INEE MS is not limited to international/global (HQ) level.
- Over half of respondents have affiliation with Education Cluster, either at the country or global level.

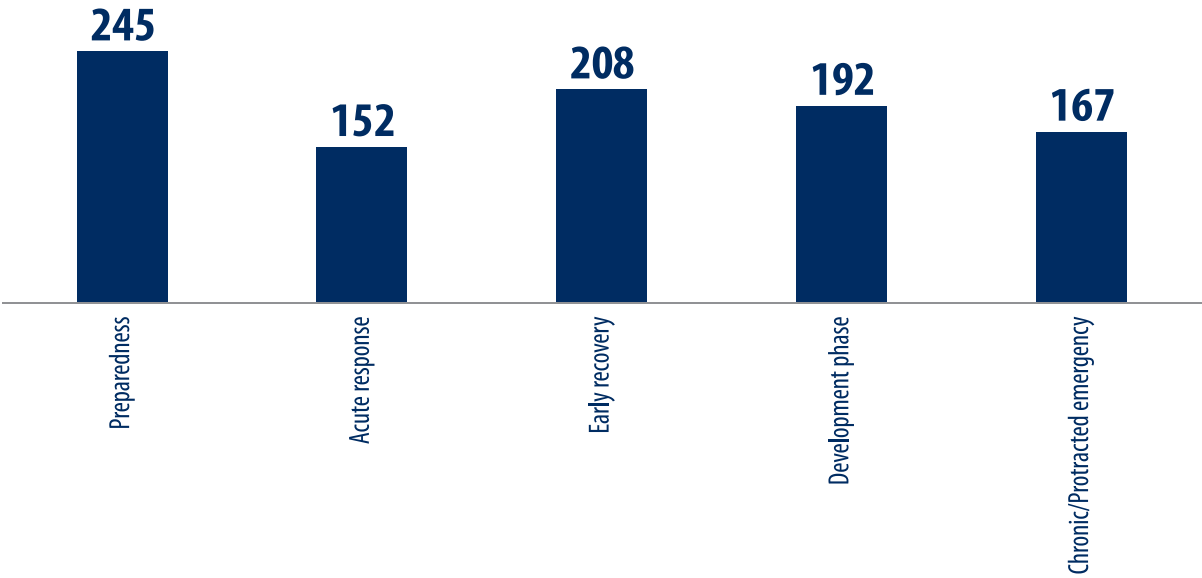
MAIN FINDINGS

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. According to results, the INEE MS are used fairly evenly across a number of contexts. Almost a third of respondents (32%) said they used the INEE MS exclusively in conflict contexts, but the response rate was not skewed heavily in favor of that context because 24% of respondents said they used it in natural disasters. Close to 20% of respondents stated that they have used the INEE MS in both conflict and natural disaster contexts. The 'other' category (12% of responses) consisted mainly of Prevention and Mitigation, Academic settings, Policy Level, Post-Conflict. The data suggests that the INEE MS are used and applied in a number of contexts, and it should not be assumed that the Standards are more appropriate or useful in just one context.

The survey also sought to understand at what stage on the continuum of preparedness through to response and recovery respondents most used the INEE MS. Figure 2 below shows the number of times respondents chose a stage of response (note – respondents were allowed to chose multiple responses). Although from the graph it appears that the results are skewed towards preparedness, considering that the 'early recovery', 'development' and 'chronic/protracted emergency' phases are sometimes blurred, these responses are significant as well, and put together, they outweigh the preparedness stage. Relatively speaking, it seems that the INEE MS are not used as often during the acute response phase. This could be due to time constraints at the height of an emergency. As one interviewee stated, "during an emergency, [the INEE MS are] too long. They have a summary, but it's still overwhelming. You don't have any time and you think – where do I start? The phase to [use the Standards] is when you have more time to use them."

Figure 2. Over the course of your career, at which stage of response have you most frequently used the INEE Minimum Standards?⁸



⁸ Note, respondents were allowed to answer as many options as applied, so reporting raw numbers here, as opposed to percentages, gives an indication of how many times each option was selected.

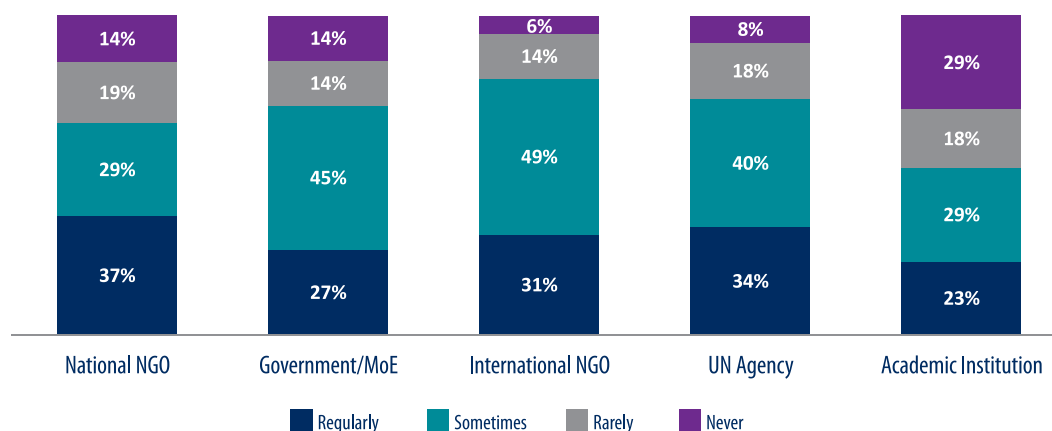
Respondents were also asked to report, over the course of their careers, the countries where they have used the INEE MS. This question was an attempt to understand all of the countries in which the INEE MS have been used. Table 3 shows the most reported countries, and the map on page 41 lists all of the countries mentioned and the number of times listed.⁹ Respondents report using the INEE Minimum Standards in 110 countries and territories.

Table 3. Countries/Territories where INEE Minimum Standards are used most frequently

Country/Territory	# of Reported MS Use	Country/Territory	# of Reported MS Use
Pakistan	69	Somalia	27
oPt	56	Afghanistan	26
South Sudan	38	Sudan	23
Kenya	33	Indonesia	22
Haiti	31	Sri Lanka	21
DRC	30	Uganda	21
Cote d'Ivoire	29	Liberia	20

Overall, usage of the INEE MS amongst respondents is generally high, as 29% said they regularly use them and 42% said they sometimes use them; 13% of respondents reported never using them. Academic institutions have less regular usage with 29% of academics reporting that they never use them. The distribution of frequency of usage by agency is shown in Figure 3 below.

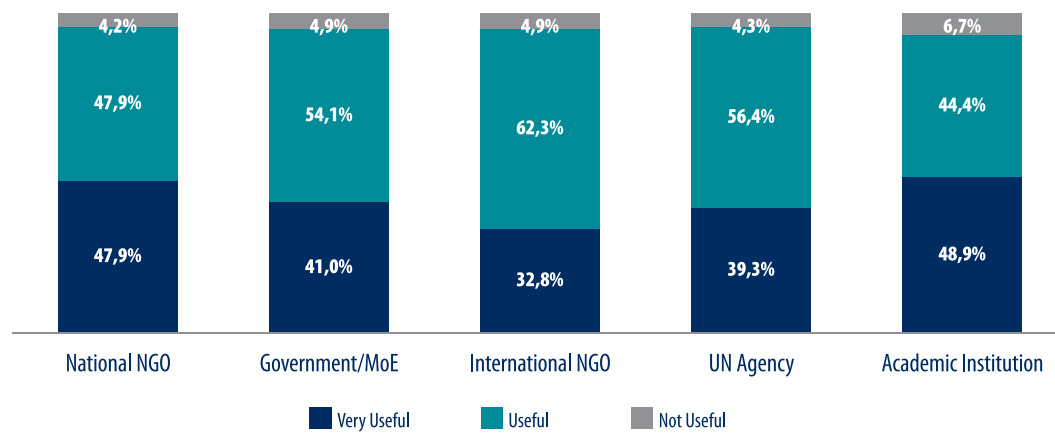
Figure 3. In the past year, how often have you used the INEE Minimum Standards? Responses broken down by agency.



The survey also asked respondents to rate how useful the INEE MS are when they are put to use. Overall, 38% of respondents found them 'Very Useful', 57% of respondents found them 'Useful' and only 5% of respondents found them 'Not Useful'. When broken down by agency, responses are strikingly similar, with most finding them 'Useful'. National NGOs and Academic Institutions ranked them 'Very Useful', significantly higher than the overall response (see Figure 4 below). Academics, interestingly, used them less frequently in their work.

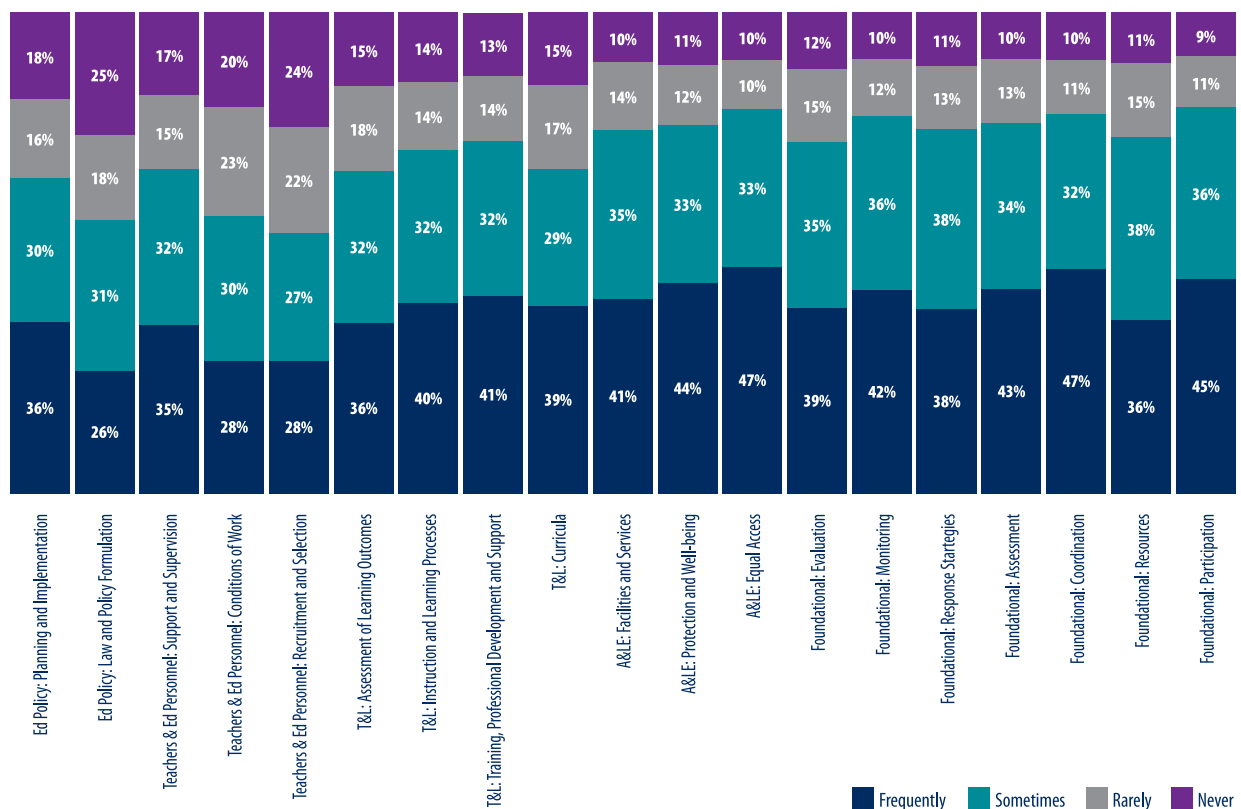
⁹ An interesting follow-up analysis would be to correlate the countries in which INEE has provided training and the countries where respondents stated they used the INEE MS.

Figure 4. How useful have the INEE Minimum Standards been? Responses broken down by agency.



The survey asked respondents to select how frequently or infrequently they use each Standard. Figure 5 below provides a graph with each Standard broken out by how frequently it was used. This was a required question in the survey, and respondents may have become lax in thinking through their answer choices. Nonetheless, the breakdown provides enough variation to suggest which Standards are used most frequently, and which are less commonly used.

Figure 5. INEE Minimum Standards broken down by frequency of use.



From this analysis, the most frequently used Standards are Foundational Standards on Coordination (47% said frequent use), Participation (45% said frequent use), Access and Learning Environment Standard on Equal Access (47% said frequent use), and Protection and Well-Being (44% said frequent use). Less used Standards were the Standards in the Educational Policy and Teachers and Educational Personnel Domains.

The survey also asked respondents to list the other tools – developed either by INEE or by other agency – that they use in their work. Table 4 below lists the tools most frequently mentioned by the respondents.

Table 4. What other tools do you use to inform your work?

INEE Tools	Tools developed by other agencies
INEE Guidance Notes on Teaching and Learning (187)	The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response
INEE Pocket Guide to Inclusive Education (181)	UNICEF Core Commitments for Children
INEE Pocket Guide to Gender (161)	Psychosocial Well-being of Children in the Classroom (NRC)
INEE Guidance Notes on Safer School Construction (137)	MoE Education Policy/Strategic Plan
INEE Pocket Guide to Supporting Learners with Disabilities (108)	IASC Education Cluster Handbook
INEE Guidance Notes on Teacher Compensation (69)	Good Enough Guide
INEE Reference Guide on External Education Financing (66)	ECCD in Emergency Assessment Tool
	IASC Education Cluster DRR Guidance Note
	IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings

Finally, the survey asked respondents to select from a pre-determined list of 17 potential uses of the INEE MS to identify the most common uses. The results were strikingly similar across agencies as well as affiliation with Education Cluster.¹⁰ Table 5 below lists the most common uses amongst all respondent groups.

¹⁰ This analysis is complete but very long. The raw data broken out by agency and Cluster affiliation is available upon request.

Table 5. Top uses of the INEE Minimum Standards

Advocacy for Education in Emergencies and Recognition of Education as a Key Humanitarian Response (264)
Disaster/Emergency Preparedness Planning (112)
Monitoring and Evaluation (102)
Training or Capacity Development Purposes (102)
Proposal Development (95)
Project Design (93)
Teaching and Learning about EiE (90)
Coordination of Education Activities (81)

These results provide a starting point as the report delves deeper into the various areas of investigation in the sections below. As will be highlighted, the results from other sections of the survey are highly consistent.

Usage - Key Points

- Conflict is the most frequent context where INEE MS are used (32%), but not skewed heavily, and 20% of respondents state that they use them in both conflict and natural disaster contexts.
- Preparedness received the most individual selections for the stage at which the INEE MS are used (245), but when combining the often indistinguishable early recovery, chronic/protracted emergency and development stages (total of 567 selections), this skewing towards Preparedness decreases.
- Overall, agency profiles similarly state high levels of usage and usefulness, with Academic Institutions and National NGOs rating them most useful.
- The most frequently used Standards are those in the Foundational Standards and Access and Learning Environment Domains. Less used Standards were those in the Educational Policy and Teachers and Educational Personnel Standards Domains.

Awareness

The awareness of the INEE MS increases as the level of experience increases. Table 6 below displays self-reported levels of awareness by years of experience in education.

Table 6. Correlation of years of experience with knowledge of the INEE Minimum Standards.

Years of Experience	Good Knowledge	Basic Knowledge	Limited Knowledge
3 Years or Less	32%	54%	14%
4-6 Years	48%	36%	16%
7-10 Years	50%	37%	13%
More than 10 years	47%	37%	16%

There is a significant jump in understanding from the less than 3 years experience group to the 4-6 years experience group, among those who said they had “Good” experience (32% compared with 48%). Among 4-6, 7-10 and more than 10 years of experience groups, the knowledge profiles are fairly uniform. Among all groups, there is a fairly consistent fraction with “Limited” knowledge of INEE; about 1 in 7 people have limited knowledge of the INEE MS regardless of their experience level.

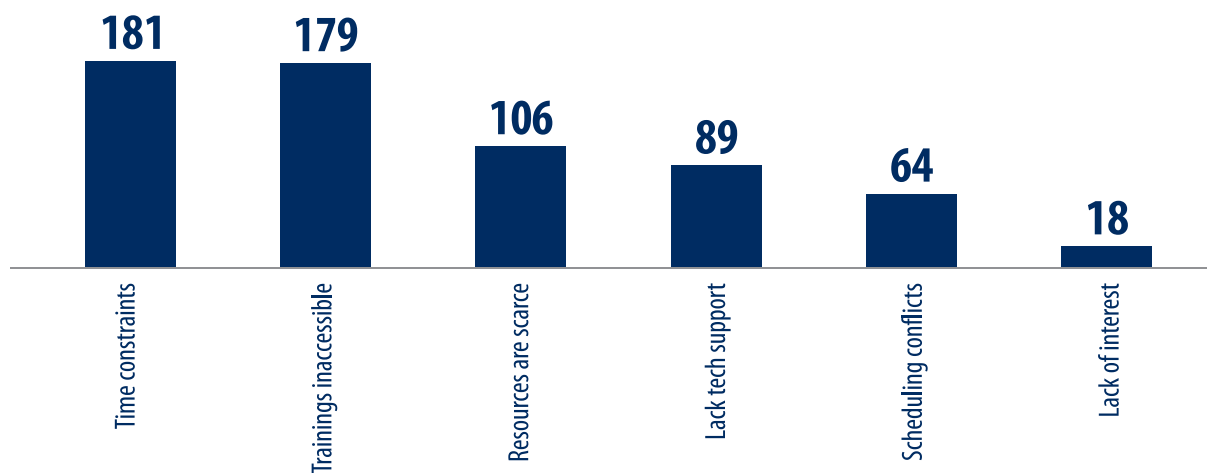
Although respondents themselves report having good knowledge of the INEE MS, when rating their direct reports, levels of awareness drop. Seventy percent (70%) of respondents stated that their direct reports (subordinate staff) have either fair or poor knowledge of the INEE MS. This is consistent with the qualitative findings in which respondents repeated that there was limited awareness of the INEE MS and that the Handbook should be disseminated more widely.

When asked what the biggest challenge is to learning about the INEE MS, the two most common responses were ‘Time Constraints’ and ‘Trainings Inaccessible’. Figure 6 below shows the breakdown of those responses.

Box 1. Quotes on Awareness

- *INEE should intensify its publicity. I have ... the feeling that there are lots of members of aid organizations dealing with education [who] don't even know INEE MS.*
- *It's a good tool – just disseminate it more widely.*
- *There should be more regular advocacy and engagement with potential users of the INEE Minimum Standards. They are a good tool but if there is no awareness at the institutional/ decision making level, then it will be difficult to raise awareness of the INEE Minimum Standards.*
- *People know about the Standards, but for many of them, they haven't become a reflexive. [The Handbook] is not sufficiently used in general.*

Figure 6. What are the biggest obstacles to learning about the INEE Minimum Standards?



Further analysis of the 'Trainings Inaccessible' column is presented in Section 4.3 below. Yet, formal trainings should not be the only mechanism by which respondents learn about the INEE MS. Promoting other, more sustainable and organic means of dissemination is needed.

Awareness - Key Points

- As experience in education increases, so does knowledge about INEE MS. However, regardless of experience in education, about 1 in 7 people still report having limited understanding of the INEE MS.
- There are generally consistent levels of knowledge across agencies, with most respondents having good or basic understanding.
- Although awareness among responders is high, awareness amongst their direct reports and other colleagues is low. This is reflected both in the close-ended question about knowledge of direct reports as well as the open-ended responses.

Training

Little over half of the respondents had been trained on the INEE MS (53% responded 'Yes'). It is uncertain whether these respondents are referring to the INEE MS training provided by the INEE Secretariat or other trainings on EiE that address the INEE MS but do not necessarily cover it comprehensively. Nonetheless, these respondents consider themselves to have been trained. Figures 7 and 8 below show the levels of training by agency as well as by Education Cluster affiliation. From these tables, it is clear that UN Agency respondents have received the most training, and National NGOs have received the least. As expected, Education Cluster Coordinators and Information Managers have received the most training with 75% of respondents answering affirmatively. However, some may find it concerning that not 100% of Education Cluster Coordinators have received INEE MS training.

Figure 7. Training by Agency

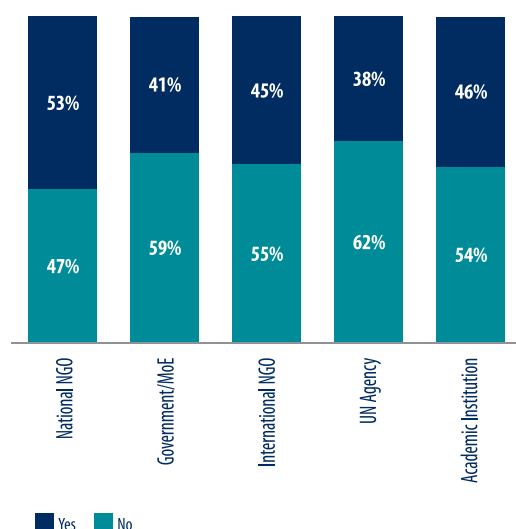


Figure 8. Training by Education Cluster Affiliation

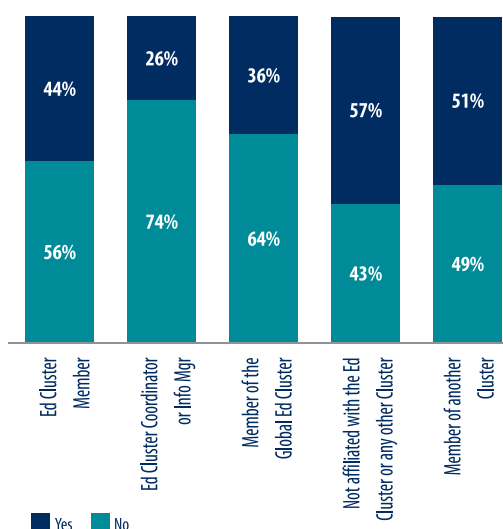


Table 7 breaks down the reason for low awareness of the INEE MS due to trainings being inaccessible by agency and primary base of operation. When examining the responses to trainings being inaccessible, National

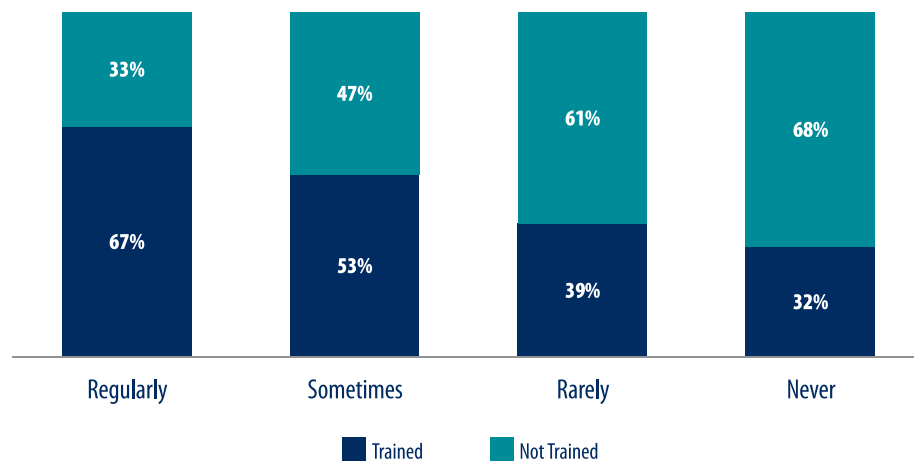
Table 7. 'Trainings Inaccessible' broken down by Agency and Base

Agency/Institution		Primary Base of Operation	
National NGO	34.4%	International/Global level	15.5%
Government/MoE	20.8%	Regional Level	30.4%
International NGO	31.6%	National Level	28.0%
UN Agency	18.4%	Sub-National Level	18.8%
Academic	16.7%	Community	40.8%

NGOs and International NGOs were the groups who most responded this way. National NGOs were the group who chose this response the most (34%) as they may not have access to funding to support training or may not be aware of training opportunities. This is consistent with the findings when broken down by Primary Base of Operation, as the group that most frequently responded this way was at the community level (41%), typically where National NGOs operate. The high response from International NGO members, however, is curious (32%). It may be that these are people who work for an International NGO but in a remote field office and cannot access trainings and/or may be unaware of the INEE online e-learning module.

People who report having participated in an INEE MS training tend to use the INEE MS more often. Figure 9 below shows the correlation between the frequency with which respondents use the INEE MS and their training status.

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



Training - Key Points

- UN Agency members and Education Cluster Coordinators and Information Managers have the highest levels of training compared to the rest of the response groups.
- National NGOs and people based at the community levels state most often that trainings are inaccessible to them.
- Frequency of use of the INEE MS when planning and implementing work increases when people are trained.

Advocacy

Advocacy is one of the most common ways in which the INEE MS are used. Close to half (48%) of respondents agreed that the INEE MS were used to prioritize and fund education in emergencies. Fewer respondents (41%) agreed that the INEE MS contributed to policy decisions and even fewer (31%) agreed that public messages by key opinion leaders were informed by the INEE MS (27% of respondents disagreed or somewhat disagreed with this statement). That said, when asked to provide a list of advocacy messages that were informed by or used the INEE MS, respondents provided a wide array of messages from a range of countries. Table 8 below summarizes some of the key messages and countries.

Table 8. List of advocacy messages

Country	Description
Afghanistan	Joint 2010-2013 UNICEF/MoE cooperation for the Annual Workplans under the project on EiE and conflict situations.
Lebanon	National Response Plan for Education in Emergencies in Lebanon.
Norway	Government of Norway policy on UN General Assembly Resolution on EiE.
South Sudan	Advocacy for funding in EiE as a life-saving effort. The current draft of the new South Sudan Education Strategic Sector Plan includes reference to the INEE MS.
Yemen	Back to school campaign.
Ethiopia	Joint drought emergency assessment ToR document in 2008 in Afar Region.
Uganda	Introduction of universal primary education where priority was given to the girl child and children with special needs. World Food Programme Education Policy Paper for School Feeding.
Swaziland	Swaziland Disaster Risk Reduction National Action Plan - 2008 to 2015.
Chad	Distribution of CERF funding received in early 2011 between the different Clusters that submitted projects in the CAP 2011. For the first time in history, the Education Cluster received more than USD 700,000.
Kenya	Dadaab education strategy.
Liberia	Provide school feeding to Ivorian refugees who spontaneously settled in border community.
Burkina Faso	Flash appeal to mobilize funds for the Education sector after the floods in Sept 2009.
Colombia	Education Cluster and MoE launched, within the framework of the program "Ninguno menos", a chapter on education in emergencies. The main message was: "In emergenc[ies] education protects lives."

Country	Description
Peru	Participation of student leaders on DRR issues at the Control and Monitoring Participatory Council.
Ivory Coast	Make schools safe from repeated attacks or politicization of schools; eliminate exploded or unexploded ordnance in schools and in their surroundings. Advocate for the reopening of schools and the set up of temporary learning spaces in camps and communities. The Regional Directorate of the National Education (DREN) in Abidjan conducted an assessment of schools using the INEE MS. The report became a road map for seeking funding from Back To School.
DRC	When recruiting teachers, [we] paid particular attention to gender equality.
Haiti	Used as a guide to advocate access and quality education for all displaced children.

From interviews, it was also clear that the INEE MS were relied upon for advocacy in a number of contexts. Box 2 below highlights some of the ways that interviewees describe the INEE MS being used for advocacy purposes.

Box 2. Quotes on Advocacy

- *[The INEE MS Handbook has played a] tremendous role in bringing education in emergencies into [the] forefront in emergency response. It has been an advocacy tool – agencies have increased focus and awareness of education in emergencies. (Interviewee referring to experiences in Thailand)*
- *[The Handbook is] definitely a good tool to go to donors and say the objective is not just temporary learning spaces but to provide good quality education despite the context. (Interviewee referring to experiences in Horn of Africa)*
- *There was a lot of training with the MoE in the entire Middle East region at national and sub national levels – the standards are all over the training materials. (Interviewee referring to experiences in Middle East)*
- *[We] used [the INEE MS] for lobbying with the government and with UNICEF too. And without them, it would have been less structured. It gives you the basis to talk with partners in a structured way about what you need. (Interviewee referring to experiences in Chad)*
- *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. (Interviewee referring to experiences in DRC)*

Advocacy - Key Points

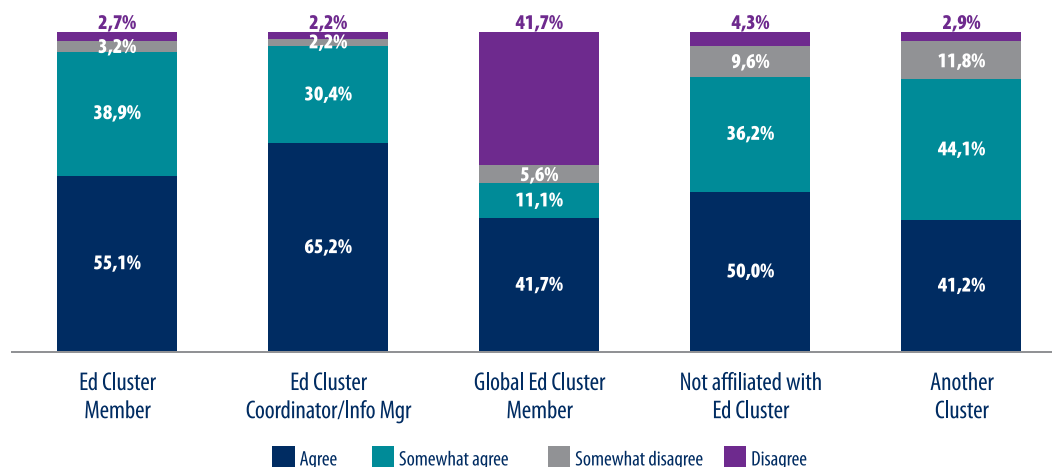
- A primary use of the INEE MS is for advocacy purposes. This is consistent at all levels and with numerous stakeholders. Respondents recall using them to advocate with donors, governments and even amongst education partners for quality education programs.
- The INEE MS have been incorporated into numerous advocacy messages across a spectrum of countries and humanitarian circumstances.

Coordination

Both the survey as well as interview responses show high levels of use of the INEE MS for coordination purposes. More than half (54%) of respondents agreed and 37% 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, 48% of respondents agreed and 32% somewhat agreed that the INEE MS had been used as a reference for assigning /targeting/ directing resources.

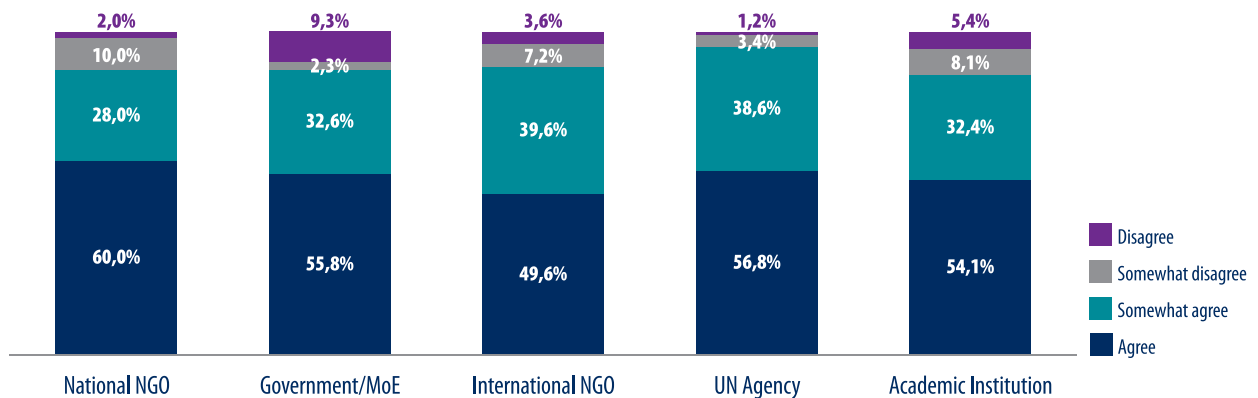
Breaking responses down further by Education Cluster affiliation and agency provides insight into which groups are using the INEE MS for coordination purposes. Figure 10 shows how much respondents agreed or disagreed with the statement broken down by their Education Cluster affiliation. Education Cluster coordinators in the field found the INEE MS most useful with 65% of respondents agreeing with the statement that they were used as a guide for field coordination. Fifty-five percent (55%) of the Education Cluster members also found the Standards useful. However, 42% of the Global Education Cluster members disagreed with the statement. A reasonable explanation for this may be that the INEE MS are more used for a tool in the field and, at the global level, coordination is more implicit and therefore the Handbook is not as relevant as an explicit reference.

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.



When broken down by agency, the majority of respondents agrees or somewhat agrees with the statement that the INEE MS had been used as a guide for coordination. Respondents from the Government/MoE indicated a relatively greater disagreement (9.3%) with the statement. See Figure 11.

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



Interviews around coordination were most revealing. Respondents talked about the INEE MS as offering a ‘common language’ and ‘common approach’ to education in emergency programming. One interviewee said that she used them in an Education Cluster meeting in Haiti when “everyone was coming to the Cluster meetings and making ridiculous claims. We were able to say there are international standards and if you’re outside this framework, you’re outside of what is acceptable and we will have to alert the authorities.” In this way, the INEE MS served as the basis for guiding a legitimate and correct approach to emergency education and dismissing what was not appropriate.

Another interviewee working 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.” In Cote d’Ivoire, an interviewee recalled “In Cluster meetings, we have the discussion with the Handbook there. Otherwise you’re seen as arguing for your mandate or what you have funding to do. But the INEE MS are neutral. If they don’t do what’s in [the Handbook], it’s outside what’s considered good practice, and not to be done.”

Box 3. Quotes on Coordination

- *The Protection Cluster in Afghanistan conducted a mainstreaming workshop for all clusters that have been activated in Afghanistan. The INEE MS [were] the basis for mainstreaming interventions as well as coordination of response [with] protection issues.*
- *INEE MS provide a common ground to planning and joint understanding, discussion and consultation.*
- *[The INEE MS Handbook is the] common denominator of education in emergencies – it is a fundamental document or resource that gives language and order to the practices we are all trying to uphold and promote.... Coordination in the education sector is fueled by the common knowledge, endorsement, use and promotion of the MS. This gives them weight and thus gives weight to collaborative and coordinated work.*
- *[The INEE MS are a] starting point for developing common standards for implementing activities and for developing advocacy messages in support of EiE.*
- *Common language has produced better coordination within [the] Education sector. Across sectors, the education community is more aware of how to coordinate/ what issues to link on (with health, water/ sanitation, protection, etc.).*
- *[The Handbook] provides a focus that is external to all the partners, serving as a checklist for identifying areas of common action and separate engagement.*

Coordination - Key Points

- As a tool for coordination in the field, the INEE MS have been quite useful. In many instances they provide a basis by which to agree upon program approaches and convince some of best practices.
- Respondents refer to the INEE MS as providing a common framework and as a way to ‘speak the same language’ around education practices.

Program Planning and Response

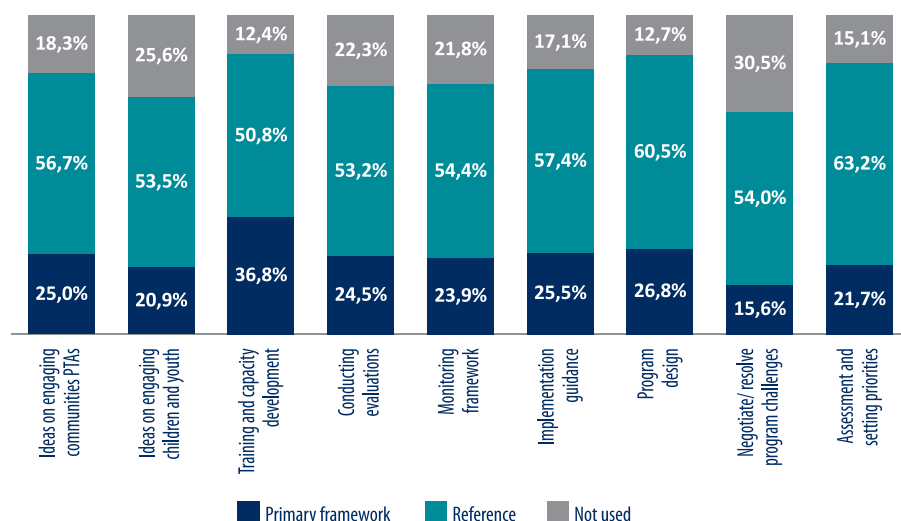
In this section of the survey, respondents were asked to select how they used the INEE MS in program planning. Table 9 below shows the frequency with which various uses of the Standards were selected in descending order from most frequent to least frequent. The results are consistent with Table 5 above (Section 4.1) in which disaster/emergency preparedness planning was the second highest selected response, Monitoring and Evaluation was the 3rd highest, and Proposal Development was the 5th highest response. (These results indicated inter-rater reliability of the survey.)

Table 9. Type of most frequent use of the INEE Minimum Standards

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 INEE MS (42)
Requested additional funding in order to redesign projects to meet the INEE MS (30)

The survey also asked respondents to identify the extent to which they used the INEE MS (i.e. whether it was used as the primary framework, as a reference, or not used at all) for a number of program areas. Here, too, the results are consistent with what was previously found. Training and capacity development, program design, implementation guidance and ideas on engaging communities were the most frequent ways where the INEE MS served as the primary framework. See Figure 12.

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



Interviews and open-ended responses echoed these findings (see Box 4). However, some noted that while the INEE MS were a good tool to reference in project proposals, as one person said, “a lot of times it’s in the document and not in implementation. The INEE MS are only on paper when it comes to design.” Another person reiterated this sentiment when it came to community consultation: “We write a lot about the Standards on community participation, but we just don’t do that. Let’s be honest, we don’t do it. And it’s wrong. Let’s stop writing things that aren’t true. Donors love it so we put it all over, but it adds a lot to your workload. Anything that is consultative adds a lot. In truth, we evaluate our work without input from beneficiaries.”

Another interviewee speaking about Chad said, “The problem was that we couldn’t live up to them. The teachers should get trained, but we couldn’t do everything. We picked what you thought we could do.” These qualitative findings suggest that although the Standards are used as a tool for consultation and program ideas and design, putting them into practice is more challenging and sometimes unrealistic.

Box 4. Interview Responses around Program Planning

- *[The Handbook] was used to inspire me [about] which activities we could do and which ideas we could get. [The] teacher compensation guide was so great because we had problems with teachers. [We found] a lot of ideas for what we could do for non-monetary remuneration. (Interviewee referring to experiences in Chad)*
- *It’s been our foundational document for the action plan. (Interviewee referring to experiences in DRC)*
- *Very useful framework. When you look at EiE projects, it’s hard to know where to start. The INEE MS offer a good starting point and framework to monitor the projects. (Interviewee referring to experiences in the Horn)*
- *The INEE MS helped align programming because this is an accepted global tool. With my education team, [we] went through the MS in staff meetings and used them to discuss whether we were on track. [The INEE MS were] a foundational resource for this. (Interviewee referring to experiences in Lebanon)*

Program Planning and Response - Key Points

- The INEE MS are often used as a tool for project planning, monitoring and evaluation, proposal development and training/capacity building.
- Some respondents point out that the INEE MS are often put down on paper, yet when it comes to their practical application, they are far from implemented. Respondents find them hard to live up to and in some cases they are far from achievable.

Research

Compared to the other uses, the INEE MS are not used as much for research purposes: 69% of respondents said that they had not used them for this reason. Thirty-one percent (31%) of respondents did say that they used the INEE MS for research. This indicates that the INEE MS are reaching a wider audience in a greater variety of uses than expected. Academics were the most common users in this area. As one survey respondent explained, her “research parameters [are] made more inclusive by making sure the INEE MS Domains are covered.” Others reiterated this statement saying that the INEE MS gave a framework for their studies on education in emergencies. The most common uses in the research realm were for the following purposes:

- Theses/ Dissertation
- Donor Application/ Proposal
- Project/ Progress/ Activity Reports
- Internal Reports/ Evaluations
- TORs
- Guidance Note on DRR

The responses that fall outside of the academic realm reflect findings from other sections. Respondents cite using the INEE MS for program reports, donor applications and grant proposals. As part of this assessment, a desk review of all articles, papers, and reports which examine the INEE MS or use them as a reference, was undertaken. You can find the annotated bibliography online at http://www.ineesite.org//index.php/post/know_annotated-bibliography-of-the-inee-minimum-standards/.

Research - Key Points

- The INEE MS are reaching academic audiences and although not as high a usage as other realms, INEE MS are being used for research and have been incorporated into an array of studies and reports.

Institutional Change

The survey responses to this question have a number of potential biases and are presented with caution as to their accuracy. The question 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. Many respondents, however, may not know the formal policies of their organization and may have interpreted 'committing to using the INEE MS' differently. Nonetheless, 85% of respondents said their organization has committed to using the INEE MS and 42% said that the INEE MS had been formally adopted into the policies/procedures of their organization. Note that the survey did not ask respondents what their position was in the organization or whether he/she has the appropriate and necessary knowledge of the institutional policies to answer the question accurately. This was unfortunately overlooked in this survey. Also, survey authors and reviewers did not foresee this potential bias stemming from various interpretations of 'committed to using' the INEE MS. Therefore, because these results may be invalid, it is advisable to read them with this in mind.

The survey attempted to determine specific areas where the INEE MS have had institutional influence. Fifty-five percent (55%) of the respondents agreed and 36% somewhat agreed that the INEE MS had most effectiveness in increasing organizational capacity to prepare and respond to emergency education. Consistent with other findings, 38% of respondents agreed and 40% somewhat agreed that the INEE MS had been a key component for professional/capacity development. However, 28% of respondents agreed with the statement that the INEE MS were used for staff appraisal/performance management. Twenty-one percent (21%) agreed that the Standards were used for HR recruitment.

Institutional Change - Key Points

- The results from this section may not be entirely valid as their accuracy depends on the level of knowledge that a respondent has about his/her institution. Persons in the field may have little awareness of the formal policies and procedures of their organization and, as such, these responses are not included here.
- Specific areas to which INEE MS have contributed are in increasing organizational capacity to prepare and respond to emergency education and as a key component to professional/capacity development.

FURTHER SUGGESTIONS

According to interviews and focus group discussions with key informants, the original intent of the INEE MS was to “recognize education in emergencies and enhance the understanding of education as an emergency sector.” Others stated that they hoped it would help “elevate education as a sector within the response. Have education be seen as a legitimate sector.”

Participants described the situation before the INEE MS were introduced as being ‘ad hoc’ and that there was uneven distribution of quality among education in emergency programs. The goal of the INEE MS was to professionalize the sector and provide a process to guarantee quality programming.

Based on the qualitative feedback, the INEE MS have achieved a great deal relative to what they set out to accomplish. The quotes in Box 5 demonstrate the sentiments felt by respondents and the ways in which the INEE MS have contributed to an improved approach to programming.

Box 5. Achievements of the INEE Minimum Standards

- *There is a professional way. Even in emergencies and the early stages, we have the Standards to be followed.*
- *The Handbook has brought together a diverse community and codified quality standards for education.*
- *It represented a more holistic approach. It systematized things. [The INEE MS played a] tremendous role in bringing education in emergencies into the forefront of emergency response.*

Despite the many areas where the INEE MS have been useful, respondents were clear about areas where there was room for improvement. This section highlights these issues.

Training

Many respondents requested further training and mentioned that they would be more inclined to use the INEE MS if they received training. Online trainings were especially requested. The INEE Secretariat has developed these online tools, but apparently awareness of them is low.

- *[I would use the INEE MS more if] there was an **online training tool** like the one prepared by the Gender Cluster on the Handbook for Gender in Humanitarian Action.*
- *I really like the idea of **webinars** as a training mechanism. For those of us who have some experience with the INEE Minimum Standards, **a more advanced webinar** – instead of the orientation – would be very useful. This is especially the case because, if the webinar afterwards is put on the INEE site, **I can access it when it suits me.***
- ***Training online would be perfect.** [I would use the INEE MS more] if there was an online training tool like the one prepared by the Gender Cluster on the **Handbook for Gender** in Humanitarian Action.*
- *[I would like] an **e-learning and interactive training** (like the one used by IASC on the Gender) that can allow a self-refreshment training as well as an introduction to the Standards.*
- *There are too many guides. A **good online training and support materials** would be enough.*
- *Arrange **conferences at the regional level**, like Asia/Europe (then joint), invite professionals to share their experiences, challenges they face and create a joint strategy for implementation of INEE Minimum Standards.*
- *The INEE MS should promote **face to face meetings** and interaction among members around the world (meet up, conferences and seminars).*

<p>More User-Friendly</p> <p>Respondents noted that the INEE MS were bulky and that the way they were organized was difficult to get through. A simpler format was requested.</p>	<ul style="list-style-type: none"> • [I would use the INEE MS more] if they were simpler and more practical. • [I would use the INEE MS more] if they were lighter. It is excellent they are so complete but daunting for MOEs and NGOs. • [I wish] they would have in the beginning a simple flow diagram through which I can easily find what section is applicable in my situation, and focus on the relevant toolkits. • [I wish] the Standards were presented more directly as checklists. • Produce [a] more friendly version with less text, including examples and pictures [relating to] domain one and others domains. • In Northern Uganda, trying to get people to grasp [the Standards] was tough. The way they are organized is a challenge. There was a poster that summarized them – because it was succinct, it resonated with people. INEE should take that initiative. Make it more accessible. • Too heavy of a document – put off with the technical jargon. User-friendly is key.
<p>Include Case Studies</p> <p>Respondents requested examples of where the INEE MS were used successfully and incorporated into programs.</p>	<ul style="list-style-type: none"> • People who are not so used to the INEE MS often show difficulties in translating the Standards into 'real work' and 'activities'. It could be useful to have a pocket guide full with examples and case studies on how the Standards have been contextualised and adapted. • Coordination of the INEE MS within national response framework is not always easy. It would be great to see some examples or process descriptions for application of the INEE MS. • The collection and dissemination of examples of practical application of the Minimum Standards, along with practical challenges, applied solutions and resulting impact [would be helpful].
<p>Language</p> <p>It is often difficult to explain to national staff how to use the INEE MS because the language is so complex.</p>	<ul style="list-style-type: none"> • Make [the Standards] simpler and more practical; reduce the NGO jargon. Make the language simpler so as to increase the likelihood of accurate translation into other languages. • It is also important that they are translated in national languages and even main dialects (the case of my country: Kikongo, Lingala, Swahili, Chiluba).
<p>More Realistic</p> <p>The ongoing debate about the INEE MS being unachievable even in the best of conditions was evident throughout the findings. Many recommended changing the word 'Minimum' to 'Quality'.</p>	<ul style="list-style-type: none"> • [I wish] they were more suitable to different context and less pretentious... the INEE MS should be a strategy more than a tool. Nowadays a manual is not very effective [for] advocacy in complex political contexts with empowered states. "Keep it real"!!! The Standards are not reachable in normal situations in 90% of the countries of the world!! • [I wish] there was less of a dogmatic perspective on their use. They are not Minimum Standards, although I for one supported them being called that in the early days. • Few people see them as minimum and we constantly have to explain that.

<p>More Specific and Quantitative</p> <p>Respondents requested greater quantitative direction and indicators to plan by and measure progress.</p>	<ul style="list-style-type: none"> • <i>[The Standards should be] more quantitative and concrete and give more precise guidance – like the Sphere Standards.</i> • <i>[I wish] they gave more specific targets and guidelines that I could use for advocacy to the governments we work with, using them as international Standards.</i> • <i>[I wish] it had more specific guidance. Currently the guidance is too general and [there are] no specific indicators.</i> • <i>[I wish the Standards] had specific indicators that could be aggregated – for example in access and learning, sample ratio (1 teacher for every 50 students as a max).</i> • <i>[There should be] simplifying and establishing clear indicators that show off the achievement level of the Standards.</i> • <i>[The Handbook would be helpful] If it was more of a toolkit and less of a reference document. . . if more of a toolkit could be culled from it.</i> • <i>The Standards are qualitative, not quantitative. When you're in the field and thinking about the ratio, there are no clear ratios about what we should aim for. [This is] really an issue. [We are] working with UNHCR colleagues to provide better education in camps, but we don't know how many kids should be in a classroom.</i>
<p>Contextualized Standards</p> <p>Most respondents recognize the need to contextualize the INEE MS, however requested further guidance on how to do so.</p>	<ul style="list-style-type: none"> • <i>[INEE should] focus on the contextualisation of the current version to as many different countries/contexts as possible.</i> • <i>Introducing guidelines for contextualization of the Standards and domains to different countries/ culture and humanitarian contexts – the guide has to indicate what can be adapted or not!</i> • <i>They need to be contextualized and compared to situations in different countries.</i>

CONCLUSION AND RECOMMENDATIONS

Overall, the INEE MS have had substantial application in the field of emergency education and are being used across a broad spectrum of contexts, emergency phases and by a diverse set of stakeholders. Although there were some calls for improvement from respondents, most cited their use of the tool and their engagement with it on a regular basis. There are however, some areas where the INEE MS can be improved. Although they will not be revised anytime soon, small changes and other minor improvements or additions may be possible.

Issue	Recommendations
<p>Lack of awareness of INEE MS outside of respondent group and consistent request for more training.</p> <p>Respondents tend to think training is the only way to know about the INEE MS.</p> <p>Local NGOs at the Community level lack access to formal trainings.</p>	<p>INEE Secretariat:</p> <ul style="list-style-type: none"> • Promote learning about the INEE MS through channels outside of formal trainings. Reinforce the message that awareness about the INEE MS is the responsibility of the entire membership and that the INEE Secretariat cannot be solely responsible for this. • Disseminate whatever online training materials exist (perhaps using the same methodology of this survey) so that members are aware of their existence. • Use data from this assessment which shows that when people are trained, they are more inclined to use the INEE MS and encourage members to at least introduce their staff and colleagues to the INEE MS and consider conducting their own training. • Think creatively about ways in which on the ground trainings can take place outside of the formal training workshops, which are time and resource intensive. <p>International NGOs:</p> <ul style="list-style-type: none"> • Take responsibility to train staff – even if informally – and do not rely upon the INEE Secretariat to provide training. Awareness of the INEE MS is the entire membership's responsibility. • Reach out to local partners and ensure they have copies of the INEE MS. Provide informal training to them. This is the group most neglected when it comes to training, yet who report that the INEE MS are most useful to them. Accessing this group with training exercises can considerably improve their education programming. <p>Education Cluster Leaders:</p> <ul style="list-style-type: none"> • Ensure that the INEE MS are incorporated into discussions at Education Cluster meetings to reinforce application and awareness. • Use Education Cluster meetings as a forum for addressing concerns about the application of the INEE MS and ensure that all members have some awareness of them. Through dialogue and problem solving using the INEE MS at the Education Cluster level, awareness and interest will increase.

Issue	Recommendations
INEE MS are put in proposals but not necessarily put in practice.	<p>International/National NGOs:</p> <ul style="list-style-type: none"> Agencies that commit to using the INEE MS in project proposals and reports need to be honest about their application. If agencies continue to claim that they are being upheld, but are not, then the INEE MS will be diluted and lose meaning, importance and effect. <p>Donors:</p> <ul style="list-style-type: none"> Be diligent about following up on agency claims that they are implementing the INEE MS. Request verification of implementation.
Respondents believe the INEE MS are too difficult to implement and may be discouraged by the language.	<p>INEE Secretariat and In-country Education Cluster Leads:</p> <ul style="list-style-type: none"> This is a problem of how the INEE MS are marketed. They should be introduced not as minimums, but as guides to quality education. Simple, quick messaging around the INEE MS could be developed to reduce the 'intimidation factor' and make the INEE MS more user-friendly and digestible. Consider creating priority check-lists that practitioners can easily refer to in the field. Provide case studies or examples where the INEE MS have had successful application and start a dialogue about how similar successes could be achieved in your context. <p>International NGOs:</p> <ul style="list-style-type: none"> Create simple posters or leaflets for staff highlighting the key messages of the INEE MS that have application to relevant country contexts, making the Standards more user-friendly.
Respondents request more specific and quantifiable Standards.	<p>INEE Secretariat:</p> <ul style="list-style-type: none"> Encourage Education Cluster leads to conduct contextualization in their countries that would provide a more quantitative, indicator-based guide. Provide messaging to Membership that quantitative figures cannot be derived at INEE Secretariat level, but must be driven from inside the country. <p>UN Agencies, International/National NGOs, MoEs, other Education Practitioners in country:</p> <ul style="list-style-type: none"> If an INEE Minimum Standards contextualization has not been done in your country, take it upon yourselves to do so. Collectively determine the quantitative indicators by which to ensure quality programming appropriate to the context.
Education Policy Standards as well as Teachers and Educational Personnel Standards are less commonly used.	<p>INEE Secretariat:</p> <ul style="list-style-type: none"> Investigate reasons why these Standards are not as commonly used and determine whether more targeting to stakeholders who could benefit from these Standards is warranted.

APPENDIX

Reference Group Members:

John Abuya, ActionAid; Carine Allaf, Teachers College; Andres Felices-Sanchez, Save the Children Australia; Randi Gramshaug, NORAD; Alison Joyner, Independent Consultant; James Lawrie, WarChild Holland; Tzvetomira Laub, INEE; Cynthia Koons, Independent Consultant; Nina Papadopoulos, USAID; Ken Rhodes, FHI360; C. Howard Williams, AIR;

List of Interviewees:

Alison Joyner, Independent Consultant; Allison Anderson, Independent Consultant; Carine Allaf, Teachers College; Avianto Amri, Plan International; Benoit d'Ansembourg, UNICEF ESARO; Dean Brooks, Independent Consultant; Annalisa Brusati, IRC-UK; Hanna Jamal, Plan USA; Kerstin Kaalstrom, UNICEF Kenya; George Kiharat, RET; Sabina Handschin, UNICEF; Marian Hodgkin, UNICEF; Jennifer Hoffman, UNICEF Cote d'Ivoire; Sweta Shah, Plan International; Annika Sjoberg, UNHCR; Tracy Sprott, UNICEF DRC; and Jane Benbow, AIR

Focus Group Discussion Participants:

Agatha Abi Aad, UNHCR; Alisa Phillips, World Education; Anita Anastacio, International Rescue Committee; Anna Roberts, Basic Education Coalition; April Mora, Basic Education Coalition; Aytaj Pashayeva, Teachers College; Bertrand Montim, IECD; Cris Revaz, Basic Education Coalition; Evan George, New York University; Ghassan Akkhar, Save the Children- Sweden; Haifa Farhat, NRC; Jane Benbow, AIR; Jordan Naidoo, UNICEF; Ken Rhodes, FHI360; Lisa Bender, UNICEF; Lori Mosher, FHI360; Ned Greeley, Ph.D., World Education; Rachel McKinney, Save the Children; Rania Zakhia, Save the Children- Sweden; Regina Muran, FEMA; Silvana Sayegh, IECD; Stephanie Hodge, UNICEF; Suleiman Hatoum, Save the Children – Sweden; Tamar van Gelderen, Teachers College; Thomas Lent, FHI360 and Vijaya Singh, UNICEF.

Consulted Documents:

Bethke, L., Burde, D., Williams, J., & Levknecht, J. (2007). *Measuring the Implementation and Impact of the INEE Minimum Standards, Results of the Survey on the INEE Minimum Standards*. Inter-Agency Network for Education in Emergencies

Kalden, M. (2011). *Making Difference, Measuring Change: An Experience of Capacity Development on Education in Emergencies from Lesotho*. UNICEF: Lesotho

Karpińska, Z. (2007). *An Evaluation of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction: A Pakistan Case Study*. Inter-Agency Network for Education in Emergencies

Karpińska, Z. (2008). *An Evaluation of the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction: A Uganda Case Study*. Inter-Agency Network for Education in Emergencies

Women's Commission for Refugee Women and Children. (2006). *Inter-Agency Network for Education in Emergencies Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction: Darfur Case Study*. Inter-Agency Network for Education in Emergencies

UNICEF. (2012). *Notes d'orientation RRMP*. UNICEF

INEE Minimum Standards Survey Instrument:

November - December 2011

GENERAL INFORMATION

1. Are you an INEE Member?

- Yes
- No

2. Do you receive INEE updates every week?

- Yes
- No

3. What kind of agency/institution do you currently work for or are affiliated with? Please select all that apply:

- National NGO (includes all types of local civil society organizations)
- Government/ Ministry of Education
- International NGO
- UN Agency
- Bilateral or Multi-lateral Donor (such as USAID, Danida, JICA, World Bank etc.)
- Foundation
- Academic Institution (I am a student, teacher, academic researcher)
- Religious Organization
- No specific organizational affiliation/ I am an independent consultant
- Other (specify):

4. What country(s) are you currently working in?

- Country working in: (Drop down menu)
- What other countries do you support (if any)? Please write in your answer.

5. For how long have you worked in the education field?

- Less than 1 year
- 1-3 years
- 4-6 years
- 7-10 years
- Over 10 years
- I do not work on Education in Emergencies but in another sector: WASH, shelter, nutrition, child protection, health, etc

6. What is your primary base of operation?

- International/Global Level
- Regional Level
- National Level
- Sub-National Level
- Community
- Other (please specify)

7. What is your affiliation with the Education Cluster or other education coordination groups?

- I am a member of the Education Cluster or Education coordination group in my country
- I am an Education Cluster Coordinator or Information Manager
- I am a member of the Global Education Cluster WG or Geneva-based Education Cluster Unit
- I am not affiliated with the Education Cluster/Education coordination group but with another Cluster/sector (please specify ... WASH, Child Protection, Health, Shelter, Nutrition, Early Recovery)
- I am not affiliated with the Education Cluster/ Education Coordination Group or any other Cluster
- Other (please specify)
- Do Not Know

AWARENESS OF INEE MINIMUM STANDARDS

8. Have you ever heard of the INEE MINIMUM STANDARDS?

- Yes
- No (If no, please go to end, question...)

9. Please check the statement most applicable to you:

- I have good knowledge of the INEE Minimum Standards
- I have basic knowledge of the INEE Minimum Standards
- I have very limited knowledge of the INEE Minimum Standards
- I have no knowledge of the INEE Minimum Standards (Please go to end...)

10. How did you learn about the INEE Minimum Standards?

- INEE Minimum Standards training or Education in Emergencies training
- INEE Minimum Standards Handbook
- Other INEE tool or INEE brochure
- Word of mouth
- INEE website
- INEE Toolkit and the INEE e-learning module
- Other organization's website (Please specify)
- Job orientation
- In college/ graduate school
- During INEE Minimum Standards Contextualization process in my country
- From the Education Cluster Coordinator/ education coordination group facilitator where I work
- From my colleagues
- At a conference
- Through the Sphere –INEE Companionship Agreement
- Other (specify)
- Do Not Know/ Do Not Remember

11. In your opinion, what is the biggest challenge to learning about the INEE Minimum Standards?

- Time constraints (no time to attend training or learn about the INEE Minimum Standards on my own)
- Trainings are inaccessible or training has not been offered in my area
- Scheduling conflicts
- Resources are scarce to support greater understanding
- Lack of easy access to technical support for application of the INEE Minimum Standards provided by the INEE Secretariat
- Lack of interest on my part in learning more about the content and application of the INEE Minimum Standards
- Other (specify):
- Do Not Know

12. Throughout your career, in which context have you most often used the INEE Minimum Standards?

- Conflict (war, civil violence/civil unrest, etc)
- Natural Disaster (flood, earthquake, tsunami, mud slides, hurricane, cyclone, etc)
- Context characterized by both conflict and natural disaster
- Neither conflict or natural disaster
- Other - Please specify

13. Throughout your career, at what stage of response have you most often used the INEE Minimum Standards?

- Acute (immediate response)
- Early recovery
- Chronic emergency/ Protracted emergency
- Early recovery
- Development phase
- Other - Please specify

14. Throughout your career, in which countries have you used the INEE Minimum Standards?

15. What is your perception about the level of knowledge of the INEE Minimum Standards amongst your staff (direct reports)?

- Excellent knowledge
- Good knowledge
- Fair knowledge
- Poor knowledge
- Do not know
- Not applicable

16. Please choose the statement that best describes your experience with the INEE Minimum Standards in the current context in which you work.

- I regularly use the INEE Minimum Standards when planning and implementing my work.
- I sometimes use the INEE Minimum Standards when planning and implementing my work.
- I rarely use the INEE Minimum Standards when planning and implementing my work. (Skip to next question)
- I have never used the INEE Minimum Standards in planning and implementing my work. (Skip to next question)

17. Please choose the statement that best describes your experience with the INEE Minimum Standards in the current context in which you work.

- The INEE Minimum Standards have been very useful in helping me plan and implement programs.
- The INEE Minimum Standards have been useful in helping me plan and implement my programs.
- The INEE Minimum Standards have not been at all useful in helping me plan and implement programs.

18. Why not? Please choose all that apply:

- I don't know where to find guidance on the INEE Minimum Standards
- The INEE Minimum Standards don't apply to my work
- The INEE Minimum Standards are too complicated to use
- The content of the INEE Minimum Standards is not clear to me
- My organization has not formally institutionalized/ formally adopted the Standards
- I do not have time to use them
- I am not trained to use them or lack sufficient training
- I don't know how to use them
- I am concerned about replacing government standards
- They are not relevant to the current situation
- It is unrealistic to achieve all standards
- They do not exist in the language we need
- The wording of the INEE Minimum Standards Handbook is not clear
- The concepts of the INEE Minimum Standards are difficult to translate into practice
- We do not have enough copies of the INEE Minimum Standards Handbook
- We do not have sufficient funding to achieve all the Standards
- Donor mandate asks us not to use them
- They are missing key elements (specify):
- Other (specify):

19. During the past year, please indicate how often you used each standard in your work?

Scale across which forces respondents to choose: Never, Rarely, Sometimes, Frequently

- Domain One: Foundational Standards
Community Participation Standard 1: Participation
- Domain One: Foundational Standards
Community Participation Standard 2: Resources
- Domain One: Foundational Standards
Coordination Standard 1: Coordination
- Domain One: Foundational Standards
Analysis Standard 1: Assessment
- Domain One: Foundational Standards
Analysis Standard 2: Response Strategies
- Domain One: Foundational Standards
Analysis Standard 3: Monitoring
- Domain One: Foundational Standards
Analysis Standard 4: Evaluation

20. During the past year, please indicate how often you used each standard in your work?

Scale across which forces respondents to choose: Never, Rarely, Sometimes, Frequently

- Domain Two: Access and Learning
Environment Standard 1: Equal Access
- Domain Two: Access and Learning
Environment Standard 2: Protection and Well-being
- Domain Two: Access and Learning
Environment Standard 3: Facilities and Services

21. During the past year, please indicate how often you used each standard in your work?

Scale across which forces respondents to choose: Never, Rarely, Sometimes, Frequently

- Domain Three: Teaching and Learning
Standard 1: Curricula
- Domain Three: Teaching and Learning
Standard 2: Training, Professional Development and Support
- Domain Three: Teaching and Learning
Standard 3: Instruction and Learning Processes
- Domain Three: Teaching and Learning
Standard 4: Assessment of Learning Outcomes

22. During the past year, please indicate how often you used each standard in your work?

Scale across which forces respondents to choose: Never, Rarely, Sometimes, Frequently

- Domain Four: Teachers and Other Education
Personnel Standard 1: Recruitment and Selection
- Domain Four: Teachers and Other Education
Personnel Standard 2: Conditions of Work
- Domain Four: Teachers and Other Education
Personnel Standard 3: Support and Supervision

23. During the past year, please indicate how often you used each standard in your work?

Scale across which forces respondents to choose: Never, Rarely, Sometimes, Frequently

- Domain Five: Education Policy Standard 1: Law and Policy Formulation
- Domain Five: Education Policy Standard 2: Planning and Implementation

24. Please complete this sentence: I would be more inclined to use the INEE Minimum Standards if...

25. For what purposes do you most frequently use the INEE Minimum Standards? Please limit your answers to the top 3.

- Advocacy for Education in Emergencies and recognition of education as a key humanitarian response
- Advocacy for more funding for Education in Emergencies
- Research
- Monitoring and evaluation
- Proposal development
- Project design
- Resolving challenges in project implementation
- Disaster/emergency preparedness planning
- Coordination of education activities
- Coordination with other clusters/sectors
- Guide to community participation
- Training or capacity development purposes
- Guidance for donor report writing
- Reference guide
- For providing support and guidance to Ministries of Education and government agencies
- Development of policies (organizational/ institutional or national, regional and international)
- Teaching or learning about Education in Emergencies
- Other (specify):

26. What other tools or frameworks do you use to inform your education work?

ADVOCACY

27. Please rate (Agree, Somewhat Agree, Somewhat Disagree, Disagree, Do not know, Not applicable to me) how strongly you agree or disagree with the following statements. If the statement is not applicable to your situation, please click 'Not Applicable to me'.

- Public messages by key opinion leaders either within or outside of my institution/ organization have been informed by the INEE Minimum Standards.
- The INEE Minimum Standards have contributed to policy decisions within a humanitarian response that I have worked.
- I/ my institution has used the INEE Minimum Standards to advocate with governments and donor agencies to prioritize and fund Education in Emergencies.

28. Do you know of an instance where the INEE Minimum Standards were explicitly incorporated into an advocacy message and/or platform?

- Yes
- No
- Do not know

29. Please cite below and if possible, send an example or copy of the document to Jessica@ineesite.org

COORDINATION

30. Please rate (Agree, Somewhat Agree, Somewhat Disagree, Disagree, Do not

know, Not applicable to me) how strongly you agree or disagree with the following statements. If the statement is not applicable to your situation, please click 'Not Applicable to me'.

- The INEE Minimum Standards have been used as a guide for coordination of Education stakeholders in a humanitarian setting.
- The INEE Minimum Standards have been used as a reference for assigning /targeting/ directing resources.

31. In your opinion, have the INEE Minimum Standards led to improved coordination among: (check all that apply)

- Key actors (local NGOs, INGOs, UN Agencies) No Yes How?
- Coordination with the host government authorities No Yes How?
- No, coordination has not improved as a result of the INEE Minimum Standards
- Not applicable to me
- Do not know

32. In your opinion, how have the INEE Minimum Standards affected coordination?

PROGRAM PLANNING AND RESPONSE

33. Are you currently using the INEE Minimum Standards for program/ planning and/or implementation?

- Yes
- No
- Do not know

34. How were they used? Please mark all that apply.

- INEE Minimum Standards were incorporated into project proposal
- INEE Minimum Standards were used as a reference when developing project implementation plan
- Developed a M&E framework with guidance from INEE Minimum Standards
- Checked against the INEE Minimum Standards before finalizing the project design for any additional project ideas
- An existing project has been redesigned to incorporate Minimum Standards
- INEE Minimum Standards incorporated into work with Ministry of Education
- Requested additional funding in order to redesign projects to meet the INEE Minimum Standards
- Incorporated in the project design linkages and components related to other sectors (health, nutrition, shelter, protection, water/ sanitation) with guidance from the INEE Minimum Standards
- Other (specify):
- Do not know
- Not applicable to me

35. For the following areas, please indicate to what extent you used the INEE Minimum Standards

- Response choices are: Not used; Used as a reference; The primary framework
- Assessment and setting priorities
- To negotiate/resolve program challenges
- For program design
- For implementation guidance
- For a monitoring framework
- For conducting evaluations
- For training and capacity development

- For ideas on engaging children and youth in my project/program/work
- For ideas on engaging communities, Parent Teacher Associations in my project/program/ work
- Do not know

36. Have you ever used the INEE Minimum Standards for research purposes?

- Yes
- No
- Do Not Know

37. Please describe how the INEE Minimum Standards were used for research purposes.

38. Have you ever cited the INEE Minimum Standards in a report (published or otherwise), paper, article in your research on emergency response(s)?

- Yes
- No
- Do Not Know

39. Please specify the report(s) below and if possible, please send to Jessica@ineesite.org

40. Have you ever used the INEE Minimum Standards as a conceptual and/ or organizing framework for a study, paper, research project, article?

- Yes
- No
- Do Not Know

41. Please specify the study, and if possible, send to Jessica@ineesite.org

INSTITUTIONAL CHANGE

42. Has your institution/organization committed to using the INEE Minimum Standards?

- Yes
- No
- Do Not Know
- Does not apply to my organizations

43. Why not? Please mark all that apply.

- Institution/organization has its own standards for education in emergencies.
- Institution lacks funds to use the INEE Minimum Standards.
- Institution has no capacity or trained staff to support the implementation of the INEE Minimum Standards.
- No one within my organization/institution has actively promoted the institutional recognition, commitment and adoption of the MS.
- My organization/institution does not have an Education and/or Education in Emergencies Strategy/Policy.
- There is organizational/institutional opposition to using the MS
- Education is not viewed as a priority humanitarian response.
- I have not advocated with senior management for the institutionalization of the INEE Minimum Standards
- Do not know
- Other (specify):

44. Please indicate how much you agree or disagree (Agree, Somewhat Agree, Somewhat Disagree, Disagree) with the following statements. If you don't know or cannot answer, please indicate N/A.

- Understanding or use of the INEE Minimum Standards has led to an increase in organizational capacity to prepare and respond to emergency education.
- The INEE Minimum Standards have been incorporated as a key component to professional/capacity development within my organization.
- The INEE Minimum standards have been used in HR recruitment (for example, referenced in job descriptions and/or interviews).
- The INEE Minimum Standards have been used for staff appraisal/performance management.

45. Have any of the INEE Minimum Standards been formally adopted into the policies or procedures of your institution/organization?

- Yes
- No

46. Please provide a specific example of changed policy or procedure.

OTHER

47. Have you participated in an INEE Minimum Standards training or Education in Emergencies training?

- Yes
- No

48. Would you like to?

- Yes
- No

49. Would you recommend or support a training for your colleagues or staff who have not been trained?

- Yes
- No

50. Why Not?

51. If you have been trained, do you need a refresher training?

- Yes
- No
- I have not been trained

52. What other INEE tools do you use most often? Please select all that apply

- INEE Pocket Guide to Gender
- INEE Pocket Guide to Inclusive Education
- INEE Pocket Guide to Supporting Learners with Disabilities
- INEE Guidance Notes on Teaching and Learning
- INEE Guidance Notes on Safer School Construction
- INEE Guidance Notes on Teacher Compensation
- INEE Reference Guide on External Education Financing
- No other tool
- I don't know
- Other (please specify)

53. In your opinion, how could the INEE Minimum Standards be improved?

54. Any other comments that were not covered in this survey that you would like to share?

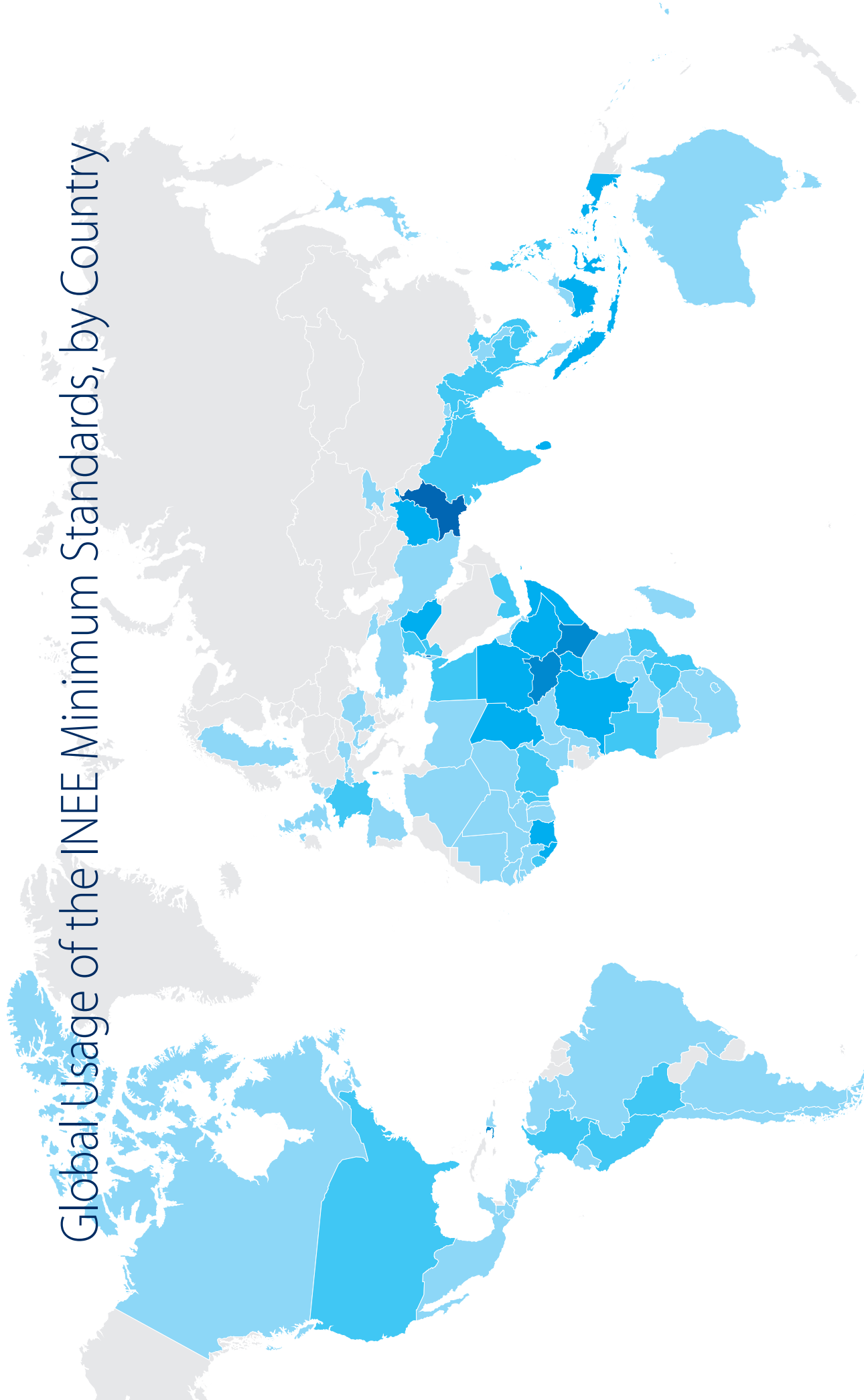
55. Would you be willing to be contacted for an interview to get further information? If yes, please provide your contact information below.

Number of Survey Respondents by Country:

Pakistan	67	Benin	4	Vietnam	2
United States	58	Djibouti	4	Belgium	1
oPt	49	Egypt	4	Bhutan	1
Cote d'Ivoire	29	Liberia	4	Botswana	1
Kenya	29	Netherlands	4	British Virgin Islands	1
Sudan	26	Peru	4	Cameroon	1
DRC	21	Angola	3	Cape Verde	1
Afghanistan	17	Brazil	3	China	1
United Kingdom	17	Central African Republic	3	Congo, Republic of the	1
Lebanon	13	Denmark	3	Costa Rica	1
Somalia	13	Honduras	3	Croatia	1
Indonesia	12	Israel	3	Cyprus	1
Chad	11	Lesotho	3	Dominica	1
Nepal	11	Macedonia	3	El Salvador	1
Colombia	10	Philippines	3	Georgia	1
Ethiopia	10	Portugal	3	Greece	1
Haiti	10	Rwanda	3	Guatemala	1
India	10	Swaziland	3	Iran	1
Uganda	10	Togo	3	Italy	1
Canada	9	Algeria	2	Jamaica	1
Nigeria	9	Argentina	2	Japan	1
Sri Lanka	9	Burundi	2	Libya	1
Switzerland	9	Cambodia	2	Madagascar	1
Iraq	8	Chile	2	Mali	1
Syria	8	Dominican Republic	2	Mauritania	1
Burma	7	Ecuador	2	Mexico	1
France	7	Finland	2	Morocco	1
Bolivia	6	Ghana	2	Nicaragua	1
Jordan	6	Guinea	2	Romania	1
Malaysia	6	Kyrgyzstan	2	Russia	1
Norway	6	Malawi	2	Sao Tome and Principe	1
Yemen	6	New Zealand	2	Saudi Arabia	1
Bangladesh	5	Niger	2	Serbia	1
Burkina Faso	5	Panama	2	Sweden	1
Germany	5	Senegal	2	Taiwan	1
Mozambique	5	Sierra Leone	2	Uzbekistan	1
Spain	5	Tanzania	2	Zambia	1
Thailand	5	Timor-Leste	2		
Zimbabwe	5	Turkey	2		
Australia	4	Venezuela	2		
				Total countries	117
				Total responses	701

NOTES

Global Usage of the INEE Minimum Standards, by Country



Afghanistan, 26	Chile, 3	Egypt, 6	Guinea-Bissau, 2	Kyrgyzstan, 4	Mexico, 2	Panama, 3	South Africa, 1	Togo, 3
Algeria, 1	Colombia, 14	El Salvador, 1	Haiti, 31	Laos, 1	Montenegro, 1	Peru, 7	South Sudan, 38	Turkey, 1
Angola, 7	Congo, DR, 30	Equatorial Guinea, 1	Honduras, 1	Lebanon, 12	Mozambique, 7	Philippines, 6	Spain, 1	Uganda, 21
Argentina, 1	Congo, Republic, 2	Eritrea, 1	India, 14	Lesotho, 2	Myanmar, 11	Romania, 1	Sri Lanka, 21	UK, 3
Australia, 2	Costa Rica, 1	Ethiopia, 18	Indonesia, 22	Liberia, 20	Nepal, 11	Rwanda, 6	Sudan, 23	USA, 7
Austria, 1	Cote d'Ivoire, 29	Fiji, 1	Iran, 1	Libya, 2	Netherlands, 1	Samoa, 1	Swaziland, 3	Vanuatu, 1
Bangladesh, 7	Croatia, 1	France, 7	Iraq, 16	Madagascar, 1	Nicaragua, 3	Senegal, 4	Sweden, 1	Venezuela, 2
Belgium, 1	Djibouti, 3	Georgia, 1	Israel, 1	Malawi, 1	Niger, 3	Serbia, 1	Switzerland, 1	Vietnam, 6
Benin, 6	Dominican Republic, 4	Ghana, 2	Japan, 1	Malaysia, 4	Nigeria, 9	Sierra Leone, 8	Syria, 11	Yemen, 9
Bhutan, 2	East Timor, 9	Guatemala, 4	Jordan, 8	Mali, 2	Nigeria, 56	Solomon Islands, 1	Tanzania, 2	Zambia, 1
Bolivia, 6	Ecuador, 3	Guinea, 2	Kenya, 33	Mauritania, 1	Pakistan, 69	Somalia, 27	Thailand, 7	Zimbabwe, 5

This map reflects data from the INEE Minimum Standards Assessment Survey, conducted between Nov-Dec 2011.



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

This report reflects the findings from the INEE Minimum Standards 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 INEE Working Group on Minimum Standards and Network Tools is committed to carefully considering and acting on the findings and recommendations in the report. Similarly, we encourage our partners—most notably, the IASC Education Cluster, UN agencies and INGOs working on education in conflict-affected and fragile states and territories—to review the report and consider acting on the findings and recommendations that pertain to them.



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