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الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

**INEE Minimum Standards Assessment:  
Analysis of Respondents' Use of the INEE Minimum Standards  
in Conflict Settings**

**May 2012**

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

## INTRODUCTION:

This report analyzes a subsection of the data gathered from the 2012 INEE Minimum Standards (MS) Assessment survey. The survey was administered from November to December 2011 and received responses from a total of 701 participants across 117 countries. Among these respondents, 32% reported using the INEE MS exclusively in conflict settings (as opposed to natural disasters, both conflict and natural disasters, and neither conflict nor natural disasters). This looks specifically at the responses of those in conflict contexts to determine their awareness of the INEE MS, and to what extent the INEE MS are used in conflict settings in regards to advocacy, coordination, program planning and response, research, and institutional change.<sup>1</sup>

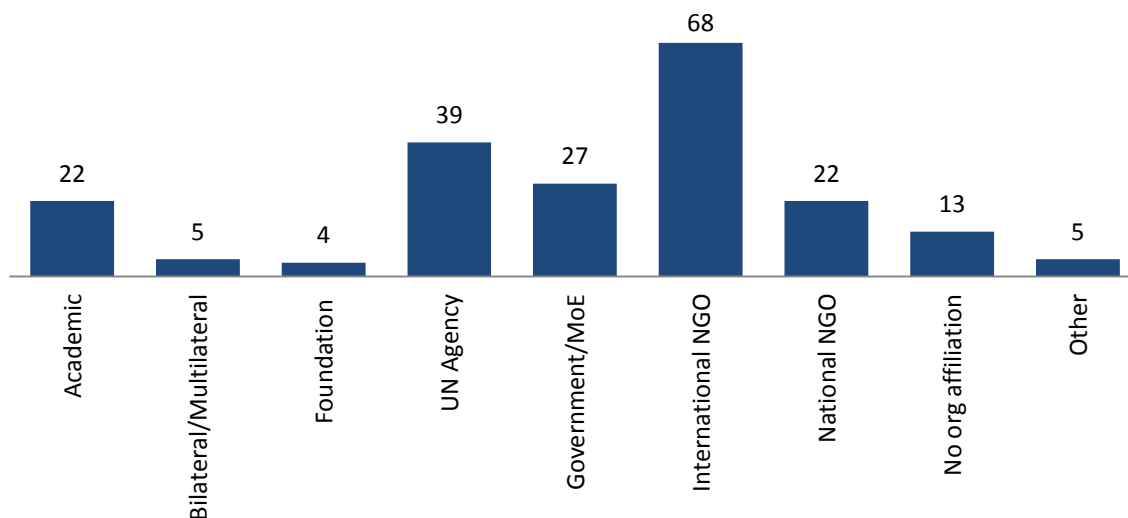
## RESPONDENT PROFILE:

205 respondents reported that they use the INEE MS exclusively in conflict settings, accounting for 32% of the total respondent pool<sup>2</sup>. Of the 205 respondents who use the INEE MS in conflict settings, 80% said that they were members of INEE and that they receive regular INEE emails.

### Agency/Education Cluster Representation:

The respondent group was a highly experienced audience: nearly half had worked in education for over a decade. An overall total of 58% of respondents possessed more than 7 years of experience in the field. Another 41% of respondents possessed less than 7 years of education experience (less than 2% worked in another field, such as child protection). This respondent group represents 9 different agency and organizational affiliations as seen in Figure 1 below.

**Figure 1.** Survey Respondents by Agency Affiliation



<sup>1</sup> For the analysis of the complete dataset of the Assessment survey and survey questionnaire, please see INEE, INEE Minimum Standards Assessment Report, February 2012, available at [www.ineesite.org/monitoring](http://www.ineesite.org/monitoring).

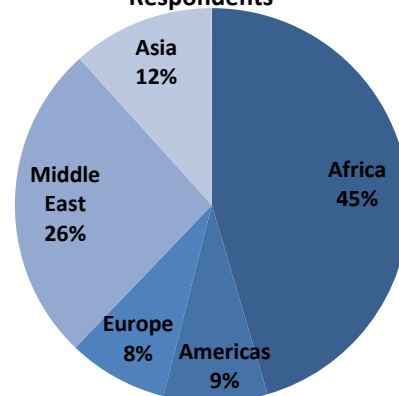
<sup>2</sup> This percentage is taken from the total number of respondents (644) who responded to this particular question.

61% of respondents reported being members of or being affiliated with the Education Cluster or other Education Coordination Groups. Nearly half (47%) of respondents were Education Cluster members in the country in which they work, 4% were members of the Global Cluster Working Group or the Geneva-based Education Cluster, and 11% were Education Cluster Coordinators or Information Managers. A few (6%) were affiliated with other clusters (such as Protection or Child Protection), and an additional 27% of respondents had no cluster affiliation at all.

### Country/Regional Responses:

The respondents who report using the INEE MS exclusively in conflict settings are based in 71 countries/ territories. Table 1 below lists the top 10 countries/territories in terms of the total number of respondents who use the INEE MS exclusively in conflict settings.

**Figure 2. Regional Breakdown of Respondents**



**Table 1.** Top Responses by Country/Territory

Country/Territory	# Participants
<b>oPt</b>	43
<b>Cote d'Ivoire</b>	22
<b>DRC</b>	16
<b>Kenya</b>	14
<b>Lebanon</b>	14
<b>Sudan</b>	11
<b>Uganda</b>	11
<b>Afghanistan</b>	9
<b>Iraq</b>	9
<b>Somalia</b>	9

The majority of respondents (80%) were located outside of headquarters. This suggests that the majority of respondents who use the INEE MS exclusively in conflict settings are based at regional or national levels. The breakdown of reported primary base of operation was as follows:

- Intl/Global – 20%
- Regional – 14%
- National (Country capital) – 43%
- Sub-National (province/District) – 6%
- Community – 15%
- Other – 3%

### Respondent Profile – Key Points

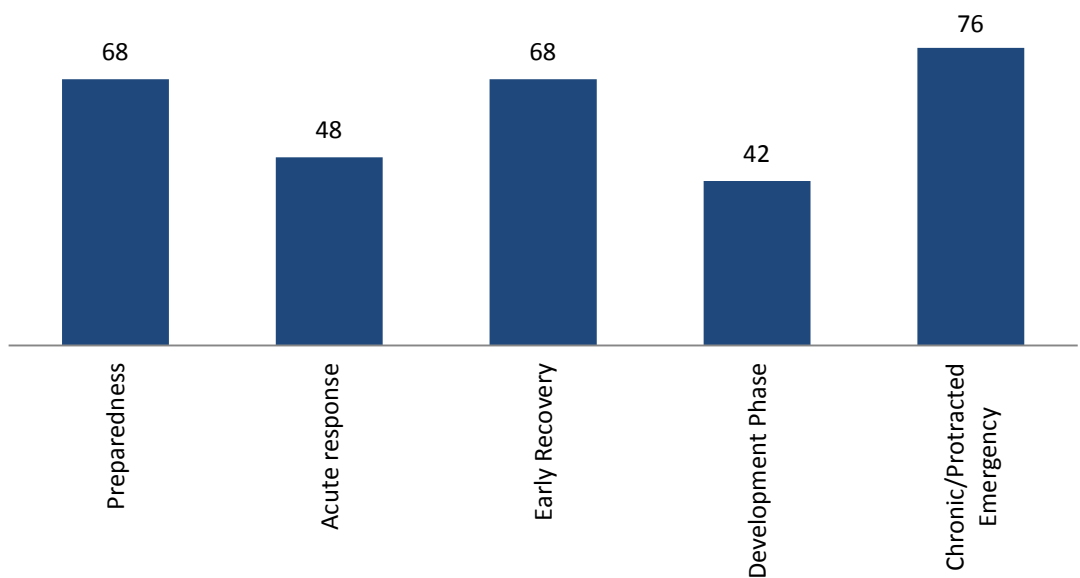
- The survey demonstrates that the INEE MS are used by a wide range of actors in exclusively conflict settings. The main agencies represented were International NGOs, UN Agencies, Government/MoE, National NGOs and Academic Institutions.
- Respondents working in conflict settings demonstrate high levels of knowledge of the education field with 72% possessing 7 or more years of experience in education.
- There is a wide geographical representation, with 5 continents represented.
- A large majority of respondents work in conflict settings at the national level, showing that usage of the INEE MS is not limited to the international/global (HQ) level.

MAIN FINDINGS:

Usage:

Among respondents who used the INEE Minimum Standards exclusively in conflict settings, the survey sought to understand at what stage on the continuum of preparedness through to response and recovery those respondents most used the INEE MS. The findings suggest that the INEE MS are utilized most in chronic/protracted emergencies (see Figure 3 below). The INEE MS are also extensively used in the preparedness and early recovery stages, but relatively speaking, the Standards are used far less often in the acute response and development stages of response. The lack of use during the acute response stage could be due to time constraints at the height of an emergency.

*Figure 3.* Throughout your career, at what stage of response have you most often used the INEE Minimum Standards? Please check all that apply.<sup>3</sup>



The survey questionnaire also asked respondents to identify the countries/territories where they have used the INEE MS in their work over the course of their careers (See Table 2 below). This question provided insight into which countries the Standards were used the most frequently. Respondents reported utilizing the INEE MS in their work in a total of 48 countries and territories, with the highest number of respondents using them in Cote d’Ivoire, South Sudan, and the occupied Palestinian territories (OPT).

<sup>3</sup> Note that respondents were allowed to answer as many options as applied, so reporting raw numbers here as opposed to percentages gives better indication of how many times each option was selected.

**Table 2.** Countries/Territories where INEE Minimum Standards are used most frequently.

Country/Territory	# of Reported MS Use	Country/Territory	# of Reported MS Use
<b>Cote d'Ivoire</b>	23	<b>Liberia</b>	10
<b>South Sudan</b>	16	<b>Somalia</b>	10
<b>oPt</b>	15	<b>Uganda</b>	10
<b>DRC</b>	14	<b>Chad</b>	9
<b>Kenya</b>	13	<b>Sri Lanka</b>	9
<b>Afghanistan</b>	11	<b>Sudan</b>	9

Overall, usage of the INEE Minimum Standards is generally high, and is higher still for those who use the INEE MS in conflict settings compared to the overall respondent pool who participated in the INEE MS Assessment Survey.<sup>4</sup> 35% of respondents who use the INEE MS exclusively in conflict settings reported regular usage, compared to only 29% of the overall respondent pool, and 45% reported sometimes using them, compared with 42% of the overall response.

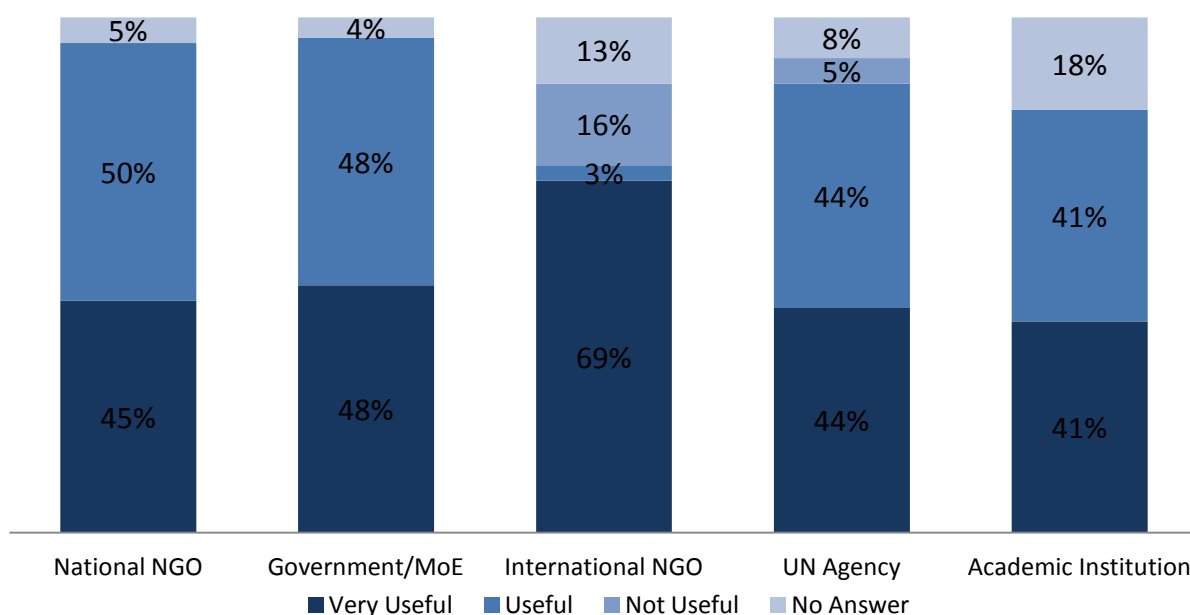
Respondents were also asked to rate how useful they found the INEE MS to be when put to use. Overall, 43% found the Standards to be 'Very Useful' in planning and implementing programs, 53% found them 'Useful', and 4% found them to be not useful at all.

When these results are broken down by agency (see Figure 4 below), the data shows that 69% of those working for International NGOs found the INEE MS 'Very Useful,' which is more than any other agency group. However, International NGOs also represented the most respondents (16%) who noted that the INEE MS were 'Not Useful at All.' Overall, most agency affiliates find the INEE MS either 'Useful' or 'Very Useful' in planning and implementing their work. 95% of National NGOs find them either 'Useful' or 'Very Useful,' along with 96% of Government/MoE respondents, 72% of International NGO respondents, 88% of those in UN Agencies, and 82% of respondents working in academic settings.

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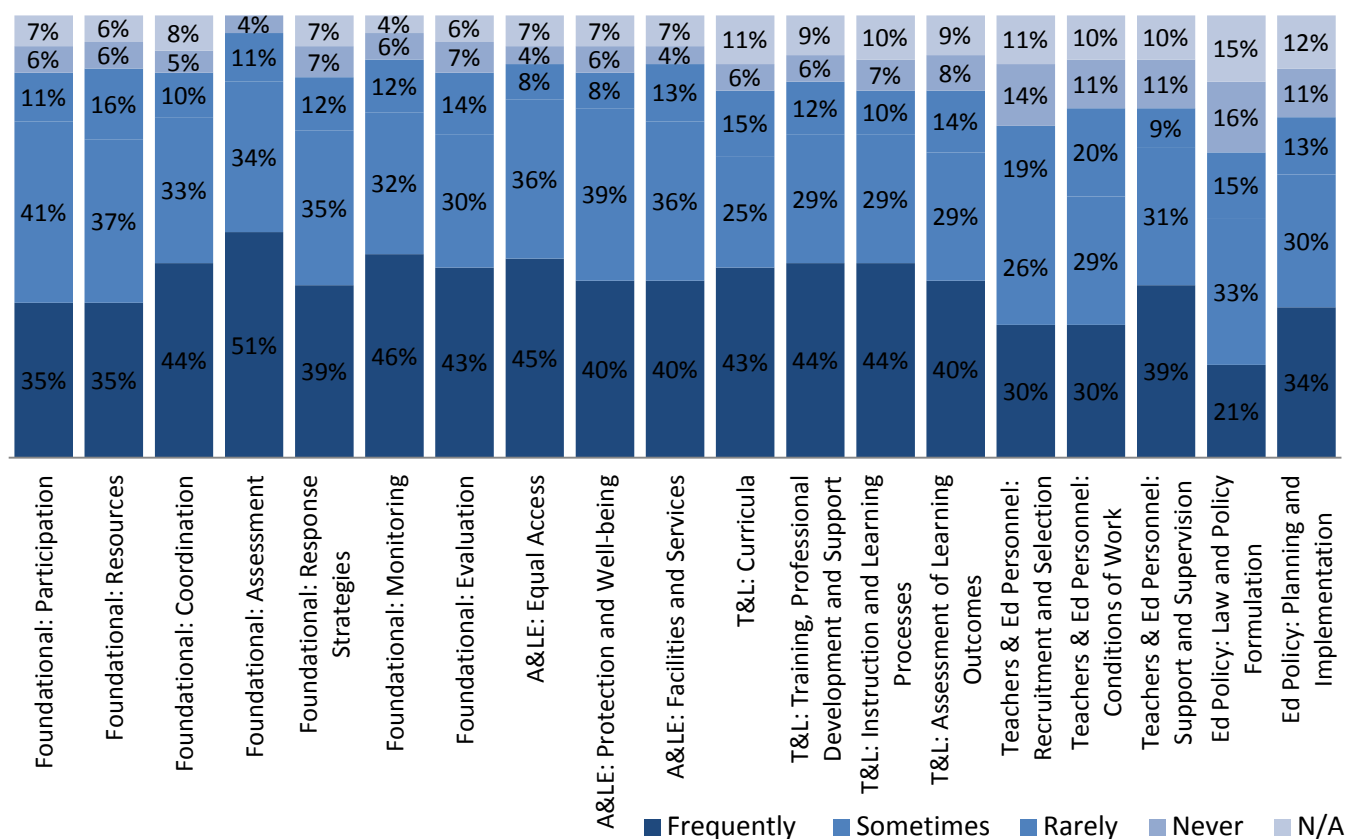
<sup>4</sup> 2012 INEE Minimum Standards Assessment, p.14

**Figure 4.** How useful have the INEE Minimum Standards been? Broken down by agency.



The survey also asked respondents to determine the frequency with which they utilize each Standard in the INEE MS (see Figure 5 below). The most frequently used Standards are Foundational Standards on Assessment (51% said frequent use), Monitoring (46% said frequent use), and the Access and Learning Environment Standard on Equal Access (45% said frequent use). Less used Standards tended to be in the Education Policy and Teachers and Educational Personnel Domains.

**Figure 5.** Frequency of usage of the INEE Minimum Standards



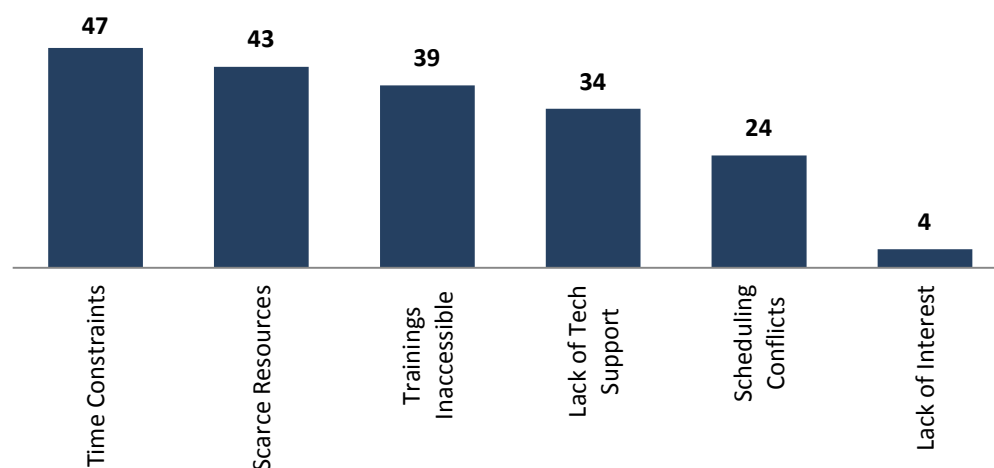
The assessment additionally asked respondents to identify situations in which they most commonly used the INEE MS in their work. Respondents were asked to choose from a predetermined list of 17 uses of the INEE MS, and were allowed to pick their top 3. The largest number of respondents (98) cited using the INEE MS for advocacy for education in emergencies and recognition of education as a key humanitarian response, followed by project design (39) and monitoring and evaluation (39). Table 3 below highlights the top recorded uses.

<i>Table 3. Top recorded uses of the INEE Minimum Standards</i>
<b>Advocacy for EiE and recognition of education as a key humanitarian response: 98</b>
<b>Project design: 39</b>
<b>Monitoring and evaluation: 39</b>
<b>Disaster/emergency preparedness planning: 36</b>
<b>Training or capacity development purposes: 36</b>
<b>Proposal development: 29</b>
<b>Coordination of education activities: 28</b>
<b>Advocacy for more funding for EiE: 26</b>
<b>Reference guide: 23</b>
<b>Teaching or learning about Education in Emergencies: 22</b>

## Awareness:

Overall, awareness of the INEE Minimum Standards among respondents who said they used the INEE MS in conflict contexts is fairly high. Over half (57%) of respondents report possessing good knowledge of the INEE MS, while 38% report at least basic knowledge. Less than 5% report having very limited knowledge. However, less than 31% of respondents report that knowledge among their direct reports (subordinate staff) is excellent or good, while almost 62% report that staff knowledge is either fair or poor. When respondents were asked to identify the biggest challenges to learning about the INEE MS, the two most common responses were ‘Time Constraints’ and ‘Scarce Resources.’ Figure 6 below shows the breakdown of these responses.

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

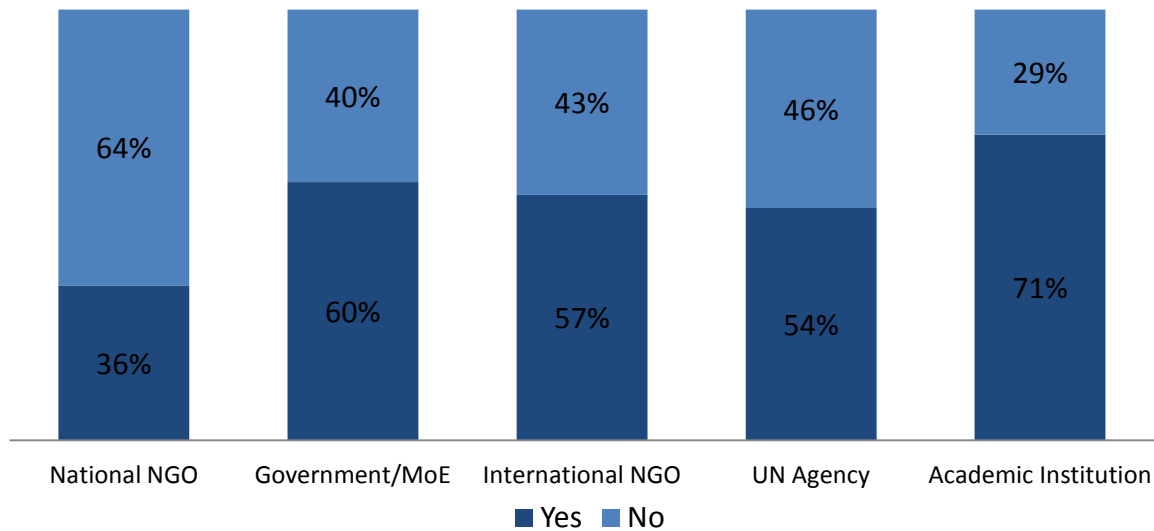


While time constraints, scarce resources and inaccessible trainings are all cited as common reasons for lack of awareness among respondents using the INEE MS in conflict settings, these obstacles can be addressed through the materials provided through the INEE Secretariat. For more information on the content, use and implementation of the INEE Minimum Standards, please visit the [INEE website](#) and the [INEE Toolkit](#) to take advantage of the convenient and collaboratively-developed materials that INEE and its partner organizations provide.

**Training:**

Among respondents who use the INEE MS exclusively in conflict settings, over half (58%) have participated in an INEE MS training or Education in Emergencies training. Among those who have not received training, 95% would like to be trained, and of those who have been trained, almost half (47%) would like to participate in a refresher training. To address this need, INEE encourages all members to visit the [online e-learning module](#), which helps users learn and identify how the INEE Minimum Standards can be used as a framework for developing quality education programs in crisis and post-crisis situations. Figure 7 below shows levels of training broken down by agency affiliation.

*Figure 7.* Training broken down by agency.



Trainings were self-reported most highly in academic institutions and governments/MoE. Trainings were lowest for National NGOs, consistent with the findings of the overall survey data for the INEE Minimum Standards Assessment.



## **Advocacy:**

Overall, respondents largely agree that advocacy is a key area of use of the INEE Minimum Standards. 52% of respondents could identify at least one instance in which the INEE MS were explicitly incorporated into an advocacy message or platform. 65% of respondents agreed or somewhat agreed that the INEE MS were used to inform messages of key public leaders within their institution or organization, while less than 10% disagreed with this statement.

Nearly 70% of respondents agreed or somewhat agreed that the INEE MS have contributed to policy decisions within a humanitarian response in which they have worked. Respondents were also asked if they or their respective organization or institution had used the INEE MS to advocate with governments and/or donor agencies to prioritize funding for education in emergencies. A total of 76% of respondents agreed or somewhat agreed with this statement, while less than 4% disagreed.

Respondents using the INEE MS in conflict settings provided a number of advocacy messages informed by the INEE MS. For example, in Afghanistan, UNICEF collaborated with the Ministry of Education to use the INEE MS to develop the 2010-2013 Annual Workplan under a project on education in emergencies and conflict situations. The INEE MS were used to advocate for the provision of school feeding to Ivorian refugees who spontaneously settled in Liberia's border community, and across the border the standards were used by Côte d'Ivoire to advocate for making schools safe from repeated attacks<sup>5</sup>. CITE SOURCE in a footnote

## **Coordination:**

Survey results illustrate that the INEE MS are highly used by practitioners for coordination efforts. Among respondents who use the MS in conflict settings, 81% agreed or somewhat agreed that the INEE Minimum Standards have been used as a guide for coordination of education stakeholders. Less than 9% of respondents disagreed or somewhat disagreed with the same statement. Looking more closely at how the Standards were used for coordination, respondents were asked whether they agreed that the INEE MS were used as a reference for resource allocation in their work. Overall, 69% agreed or somewhat agreed with this statement, while less than 15% disagreed or somewhat disagreed. Figure 8 shows to what extent respondents agreed or disagreed that the INEE MS have affected coordination among various actors.

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<sup>5</sup> 2012 INEE Minimum Standards Assessment, p.22

**Figure 8.** Have the INEE Minimum Standards affected coordination?

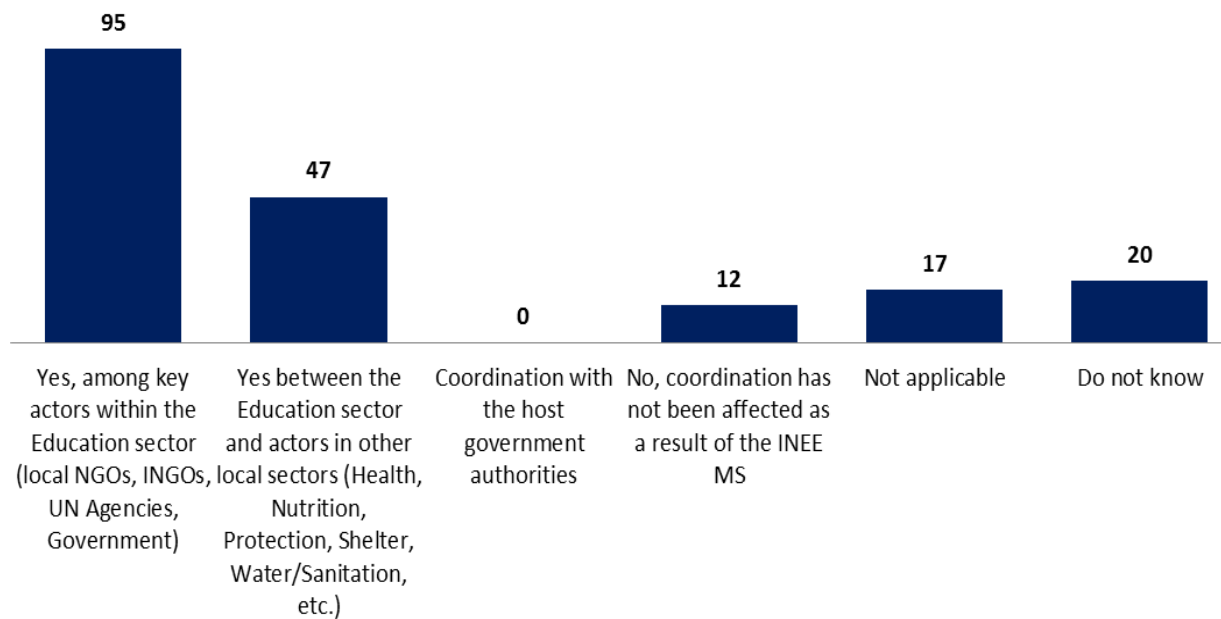
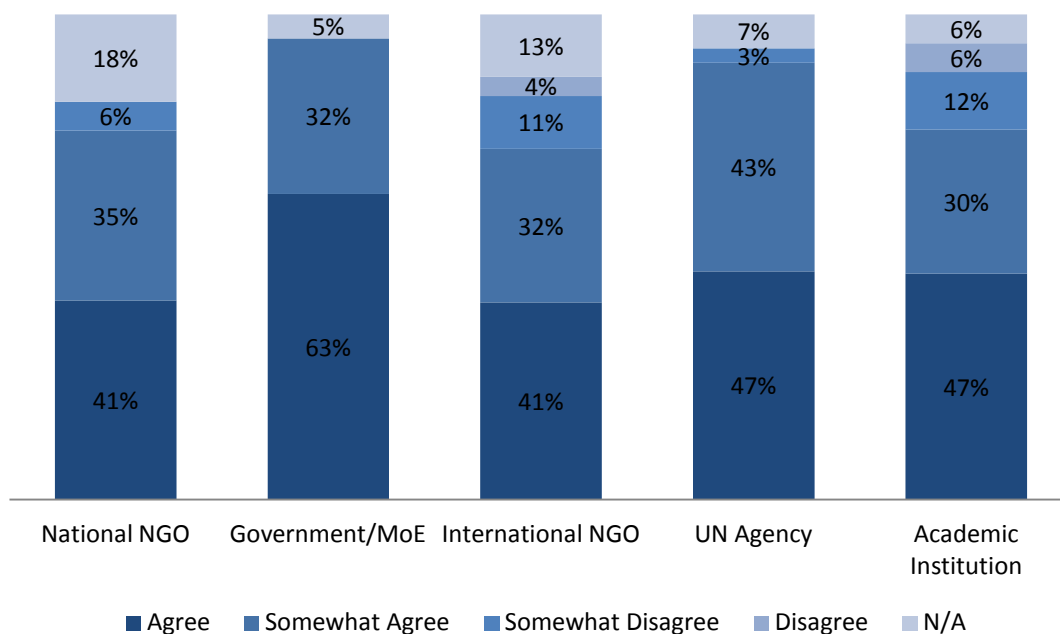


Figure 9 shows the extent of agreement/disagreement with the statement that the INEE MS have been used as a guide for coordination, broken down by agency. This shows that the highest level of agreement comes from respondents at the Government/MoE level, with the lowest levels of agreement among National and International NGOs.

**Figure 9.** Extent of agreement/disagreement with the statement that INEE Minimum Standards have been used as a guide for coordination, by agency.



## Program Planning and Response:

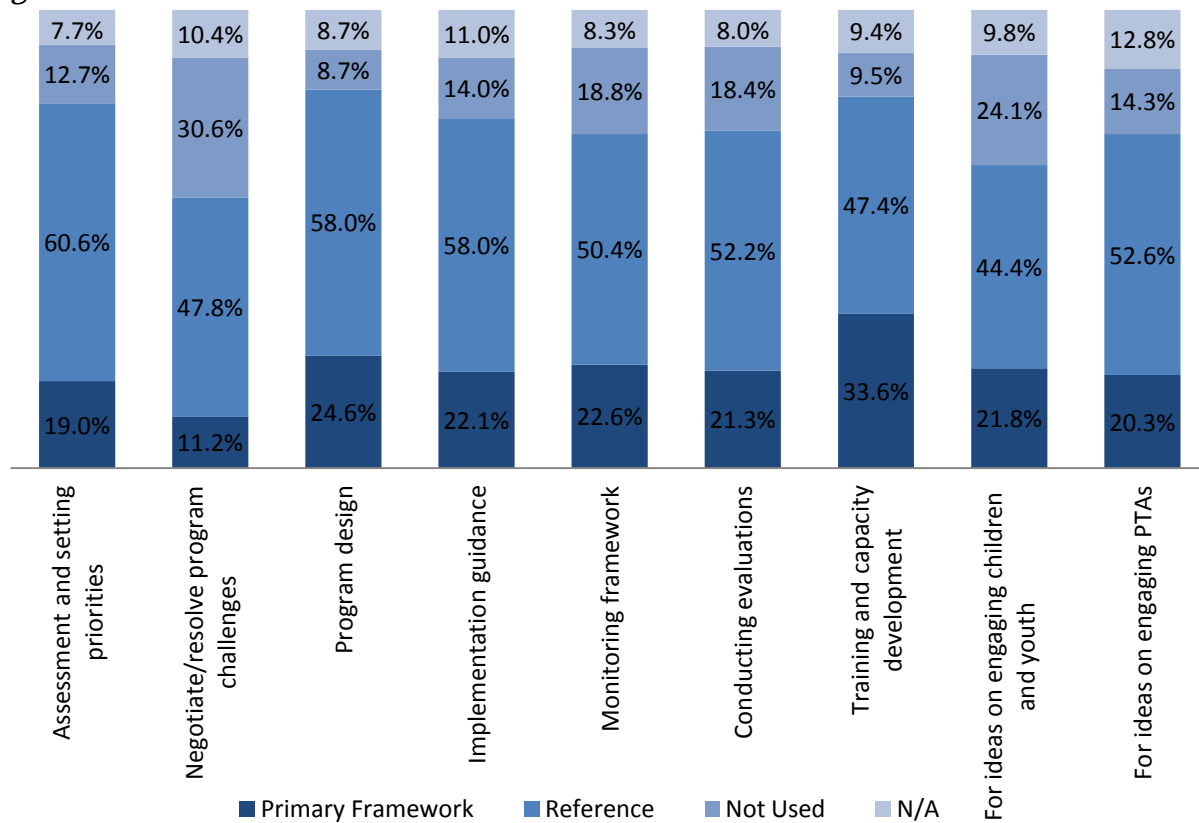
Survey data from respondents who use the INEE MS exclusively in conflict settings shows that the Standards are highly used for program planning and response to emergencies. Overall, 71% of these respondents reported that they were currently using the INEE MS for program planning and/or implementation, compared to 23% who said that they did not. Table 4 below shows how and to what extent the INEE MS were used towards planning and implementation. Note that respondents were allowed to choose multiple responses. Consistent with the findings from the overall Assessment respondent pool, the most frequent uses of the INEE MS in terms of program planning and response were as a reference when developing project implementation plans, followed by incorporation into project proposals.

**Table 4. Type of most frequent use of the INEE Minimum Standards**

INEE Minimum Standards were used as a reference when developing project implementation plan (74)
INEE Minimum Standards were incorporated into project proposal (66)
Developed a M&E framework with guidance from INEE Minimum Standards (46)
INEE Minimum Standards incorporated into work with Ministry of Education (37)
Checked against the INEE Minimum Standards before finalizing the project design for any additional project ideas (28)
Incorporated in the project design linkages and components related to other sectors (health, nutrition, shelter, protection, water/sanitation) (19)
An existing project has been redesigned to incorporate Minimum Standards (19)
Requested additional funding in order to redesign projects to meet the INEE Minimum Standards (10)

Another area that the survey sought to address was the extent to which the INEE MS were used as a primary framework or a reference for a number of program areas (see Figure 10 below). As a primary framework, the INEE MS were used most frequently for training and capacity development, followed by program design and as a monitoring framework. The Standards were widely used as a reference in program planning and response, with the highest reported use in assessment and setting priorities, followed by implementation and guidance, and as a monitoring framework. Respondents reported most frequently that the INEE MS were not used in negotiating and resolving program challenges, followed by use for ideas on how to engage children and youth.

**Figure 10.** Extent to which the INEE Minimum Standards were used



## Research:

The assessment also sought to determine the extent to which the INEE MS were used to guide and inform research. Compared to other uses of the INEE MS, respondents who use the INEE MS exclusively in conflict settings used the Standards far less for research purposes. Overall, only 33% claimed to have used the Standards to this end, while 66% said that they have not. Consistent with this finding, 32% of respondents said that they had never used the INEE MS as a conceptual or organizing framework for a study, research project, paper or article, compared to 64% who had not. However, when asked if they had ever cited the INEE MS in a report (published or otherwise), paper or article on research related to education in emergencies, 55% of respondents reported that they had, and only 38% said they had not.

## **Institutional Change:**

As indicated in the original INEE MS Assessment Report, findings from this portion of the survey are presented with caution as to their accuracy due to a number of potential biases. The survey question asked whether or not organizations have committed to using the INEE MS, and whether the INEE MS have been formally adopted into the policies and procedures of the organization. However, respondents were not asked to identify their position in their respective organization, and many respondents may have been unaware of the formal policies and procedures of the organization itself. Respondents also may have had different interpretations of “committing to using the INEE MS.”

Nonetheless, 69% of respondents who use the INEE MS exclusively in conflict settings reported that their organization or institution had committed to using the INEE MS in their work, compared to 9% who said no, and another 23% of respondents who did not know or said that the question did not apply to them (examples of these respondents could include academics who use the INEE MS for research purposes, and would not have the option of organizational commitment to the INEE MS). Respondents were also asked if any of the INEE Minimum Standards had been *formally* adopted into the policies or procedures of their organization or institution, to which 48% said yes, and 52% replied no.

More specifically, 85% of respondents agree or somewhat agree that an understanding or use of the INEE MS has led to an increase in organizational capacity to prepare for and respond to emergency education. 66% of respondents in conflict settings agree or somewhat agree that the INEE MS have been incorporated as a key component to professional/capacity development within their organization. These levels decrease in regards to HR recruitment and staff appraisal. 40% of respondents agree or somewhat agree that the INEE MS have been used in human resources recruitment (in interviews or job descriptions, for example), and only 35% agreed or somewhat agreed that the INEE MS have been used for staff appraisal or performance management.

## RECOMMENDATIONS:

The following recommendations are replicated from the overall findings of the 2012 INEE Minimum Standards Assessment<sup>6</sup> as they pertain to the use of the INEE MS in conflict settings.

Issue	Recommendations
<p><i>Lack of awareness of INEE MS outside of respondent group and consistent request for more training.</i></p> <p><i>Respondents tend to think training is the only way to know about the INEE MS.</i></p> <p><i>Local NGOs at the Community level lack access to formal trainings.</i></p>	<p><b>INEE Secretariat:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Disseminate whatever online training materials exist (perhaps using the same methodology of this survey) so that members are aware of their existence.</li> <li>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.</li> <li>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.</li> </ul> <p><b>International NGOs:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

<sup>6</sup> 2012 INEE Minimum Standards Assessment, p.33

	<p><b>Education Cluster Leaders:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the INEE MS are incorporated into discussions at Education Cluster meetings to reinforce application and awareness.</li> <li>• 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.</li> </ul>
<p><i>INEE MS are put in proposals but not necessarily put in practice.</i></p>	<p><b>International/National NGOs:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Donors:</b></p> <ul style="list-style-type: none"> <li>• Be diligent about following up on agency claims that they are implementing the INEE MS. Request verification of implementation.</li> </ul>
<p><i>Respondents believe the INEE MS are too difficult to implement and may be discouraged by the language.</i></p>	<p><b>INEE Secretariat and In-country Education Cluster Leads:</b></p> <ul style="list-style-type: none"> <li>• This is a problem of how the INEE MS are marketed. They should be introduced not as minimums, but as guides to quality education.</li> <li>• 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.</li> <li>• Consider creating priority check-lists that practitioners can easily refer to in the field.</li> <li>• 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.</li> </ul>

	<p><b>International NGOs:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><i>Respondents request more specific and quantifiable Standards.</i></p>	<p><b>INEE Secretariat:</b></p> <ul style="list-style-type: none"> <li>• Encourage Education Cluster leads to conduct contextualization in their countries that would provide a more quantitative, indicator-based guide.</li> <li>• Provide messaging to Membership that quantitative figures cannot be derived at INEE Secretariat level, but must be driven from inside the country.</li> </ul> <p><b>UN Agencies, International/National NGOs, MoEs, other Education Practitioners in country:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><i>Education Policy Standards as well as Teachers and Educational Personnel Standards are less commonly used.</i></p>	<p><b>INEE Secretariat:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

### Consulted Documents:

- INEE, *INEE Minimum Standards Assessment Report, February 2012*
- INEE, *INEE Minimum Standards for Education: Preparedness, Response, Recover, 2010*