INEE MINIMUM STANDARDS ASSESSMENT

PAKISTAN BASED RESPONDENT ANALYSIS

MAY 2012

by

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INTRODUCTION

In September 2011-January 2012, the INEE Working Group on Minimum Standards and Network Tools conducted a large-scale assessment on the use of the INEE Minimum Standards. The assessment findings were carefully reviewed by the INEE Working Group and Network Tools and will inform future work on the INEE Minimum Standards (MS). To review the findings of the entire assessment, please visit www.ineesite.org/monitoring.

The following assessment findings focus specifically on Pakistan. This analysis uses a subsection of the overall assessment raw data pertaining to respondents based in Pakistan, which represent 10% of all 701 survey respondents. The Pakistan-based respondents represented the largest respondent group by country/territory, thus warranting a deeper analysis.

BASIC DATA ON PAKISTAN BASED RESPONDENTS

There were 67 respondents from Pakistan representing 10% of all survey respondents. Even though 21% respondents are not INEE members and 24% do not receive the weekly INEE updates, all respondents heard of the INEE MS before taking the survey. The 67 respondents represent a variety of agencies/organizations in Pakistan (as per Figure 1 below), with the majority of the respondents working at NGOs and UN agencies.

Figure 1. *Agencies/Organizations Represented*
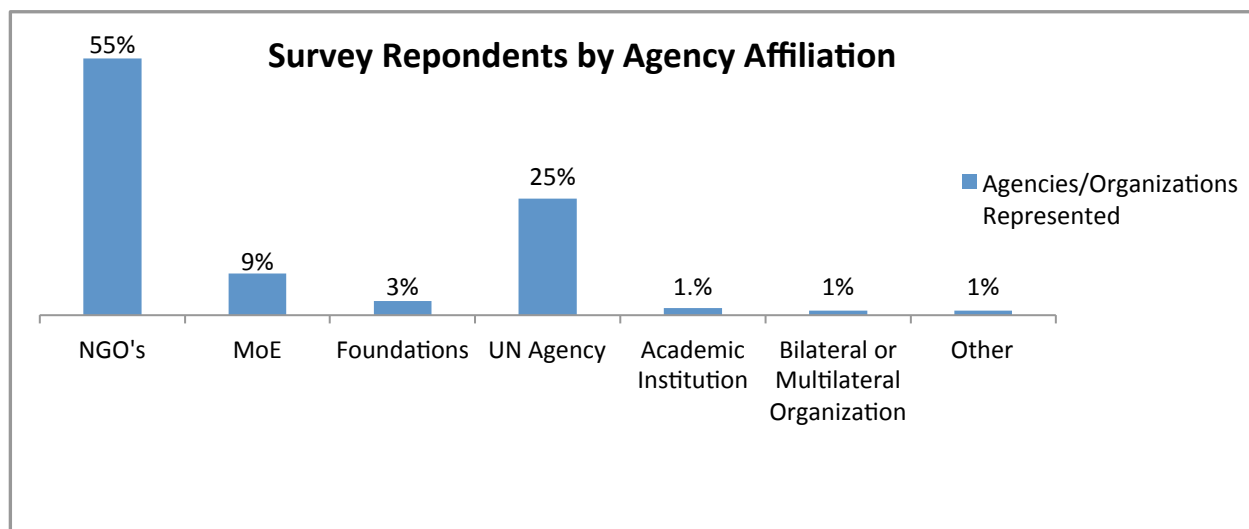
All respondents primarily work in Pakistan but several have experience in other parts of the world, see Table 1 below.

Table 1. *Other countries respondents have worked in*

Other Countries Respondents Worked In		
Afghanistan (5)	Guatemala (1)	Somalia (1)
Bangladesh (1)	India (1)	Sri Lanka (1)
Canada (1)	Kenya (1)	Sudan (1)
China (1)	Nepal (1)	

The respondents have many years of experience in education. 33% report over 10 years of experience in education; 11% have between 7 to 10 years of experience and 27% have between 4 to 6 years of experience. Figure 2 shows the length of experience in education for the 67 respondents.

Figure 2. *No. of years in the education field*
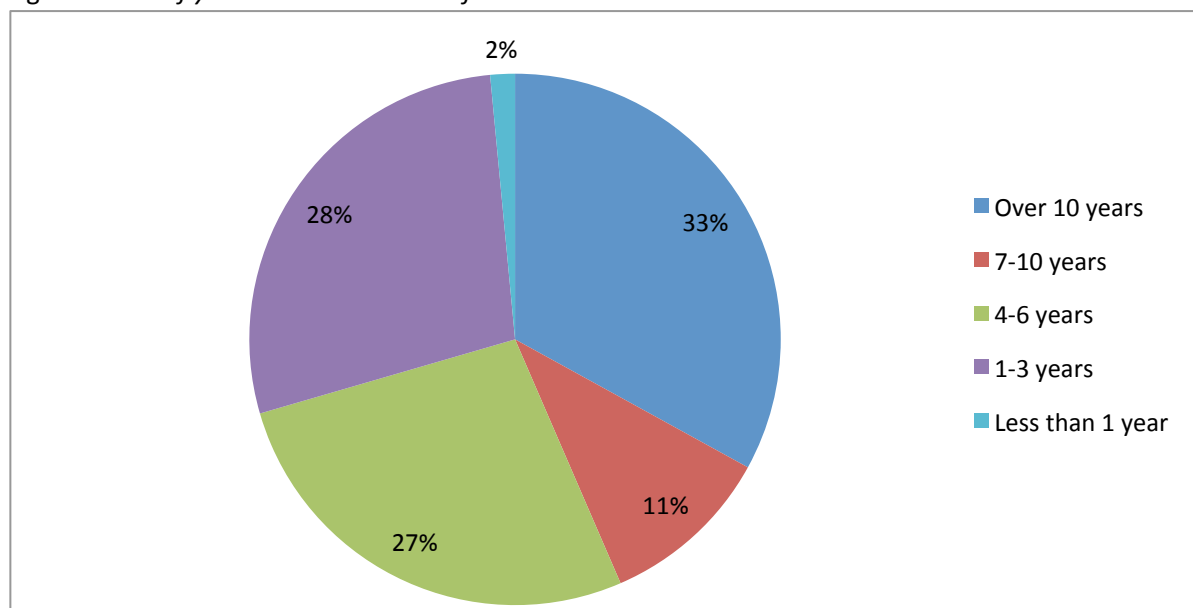
Most of the respondents first heard of the INEE MS through an INEE MS training or Education in Emergencies training (34%), the INEE MS Handbook (22%), or the INEE website (16%).

Besides the INEE MS, the top five other resources used by the respondents are: the INEE Pocket Guide to Gender, INEE Pocket Guide to Inclusive Education, INEE Guide to Supporting Learners with Disabilities, INEE Guidance Notes on Teaching and Learning, and the INEE Guidance Notes on Teacher Compensation.

**FAMILIARITY AND USAGE OF THE MINIMUM STANDARDS**

37% of the respondents report having a good knowledge of the INEE MS, 48% have a basic knowledge of the INEE MS, and 15% have a limited knowledge of the INEE MS. The correlation of years of experience with the knowledge of the INEE MS indicates that as the years of experience increase, so does the reported 'good knowledge' of the INEE MS. However, the majority of respondents with over 10 years of experience report only a basic knowledge of the Standards.

Figure 3. *Correlation of Years of Experience with Knowledge of the INEE MS*
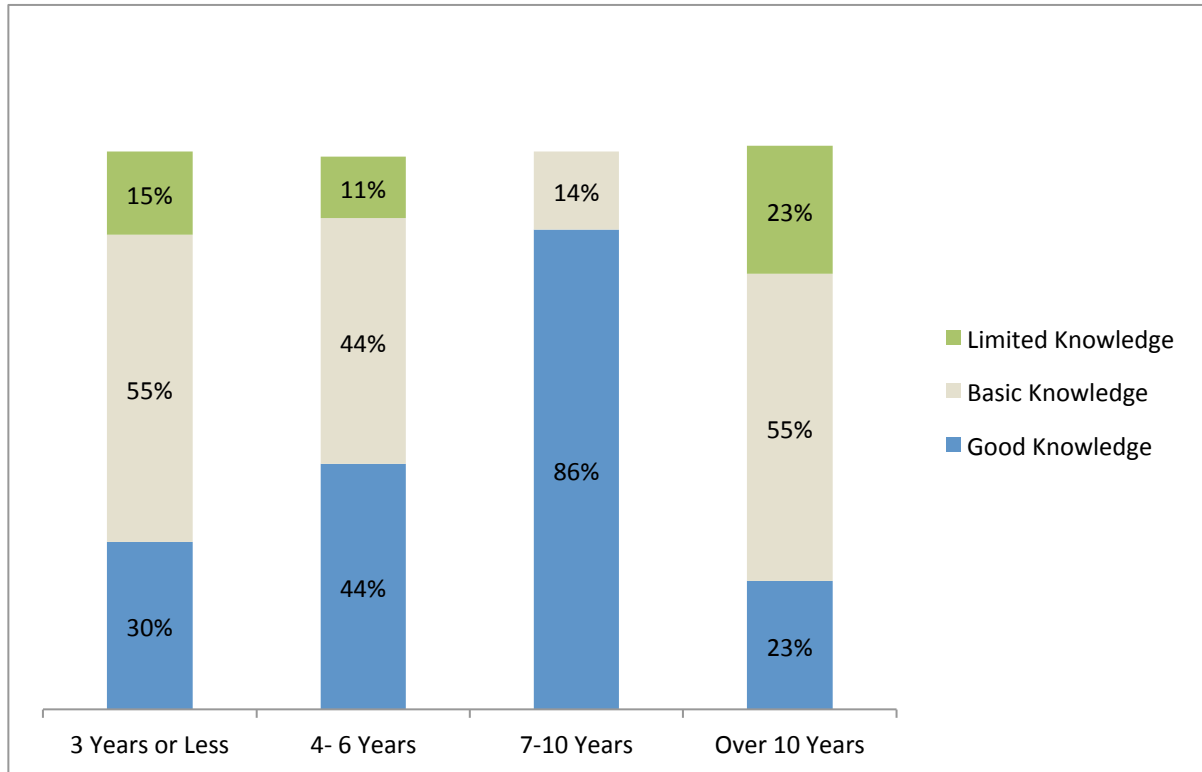
The respondents use the INEE MS for a variety of reasons. The survey asked respondents to select from a pre-determined list of 17 potential uses of the INEE MS to identify the most common uses. The most common use of the INEE MS in Pakistan was for advocacy for EiE and recognition as a key humanitarian response stood alone at 39%. The remaining four uses were similar in percentage. See Figure 4 for more details.

Figure 4. *Common Uses of the INEE MS*
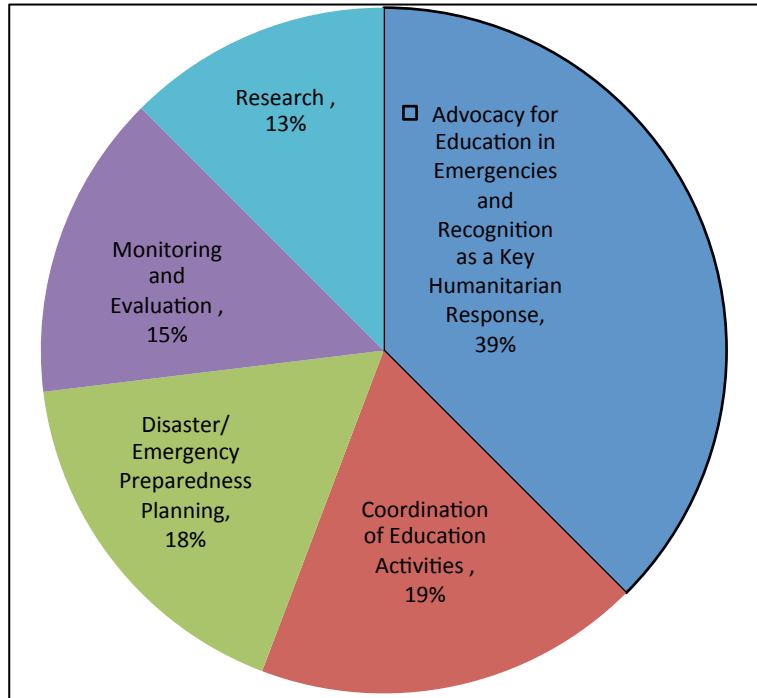
The respondents were also asked to describe in which context they have used the INEE MS most. The context in which the INEE MS have been used most was in Natural Disasters (67%). This response was significantly higher than the other responses.

Figure 5. *In what context have the INEE MS been used most?*
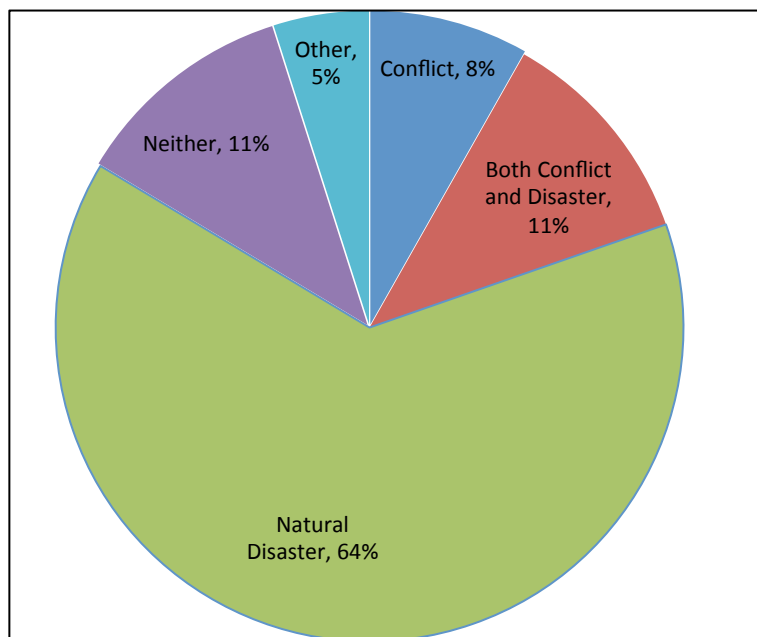
The biggest challenges overall to learning about the INEE MS range from time constraints (16%), to the fact that resources are scarce to support greater understanding (25%), and a lack of easy access to technical support for application of the INEE MS provided by the INEE secretariat (12%). But 43% report that inaccessible trainings or trainings not offered in their area as the challenge. Figure 6 offers a specific look at the challenges broken down by agency/organization affiliation.
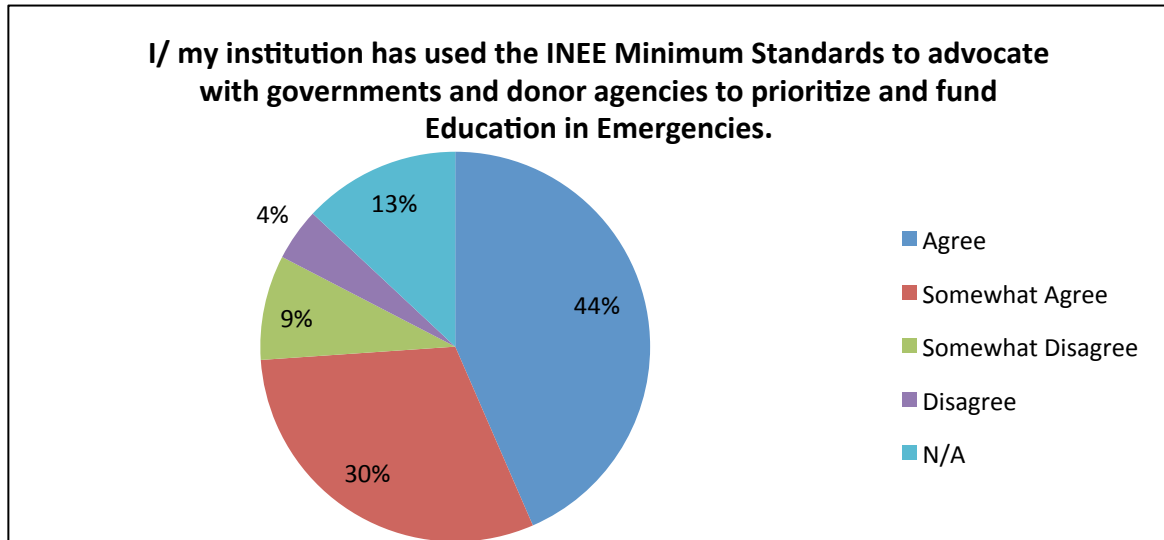
Figure 6. *Challenges of using the INEE MS broken down by agency/organization affiliation.*
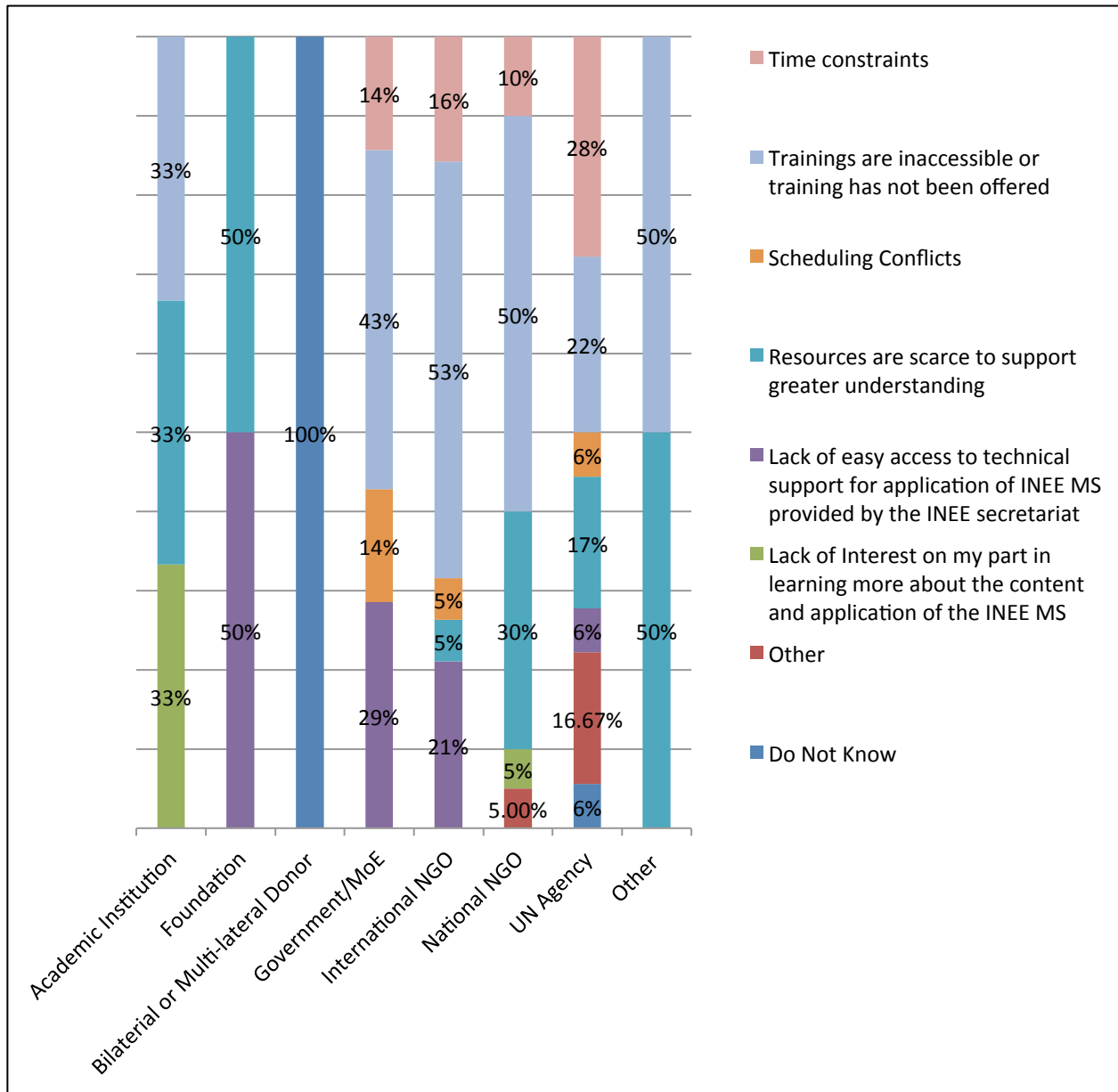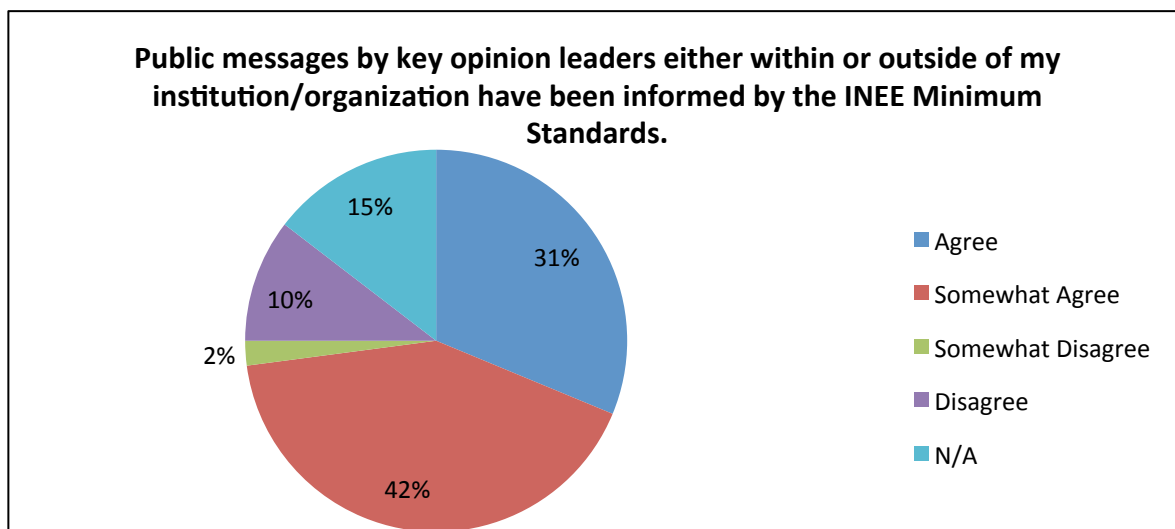
ADVOCACY

The survey asked respondents to rate how strongly they *agree* or *disagree* with several statements relating to the relationship between advocacy and the INEE MS. Over half of respondents either agree (44%) or somewhat agree (30%) that they or their institutions have used the INEE MS to advocate with governments or agencies to prioritize and fund EiE. Figure 7 demonstrates the respondents' responses.

Figure 7. *Extent of agreement/disagreement with use of the INEE MS to advocate with governments and donor agencies to prioritize and fund EiE.*

I/ my institution has used the INEE Minimum Standards to advocate with governments and donor agencies to prioritize and fund Education in Emergencies.

- Agree — 44%
- Somewhat Agree — 30%
- Somewhat Disagree — 9%
- Disagree — 4%
- N/A — 13%

Furthermore, over half of the respondents either agree (31%) or somewhat agree (42%) that public messages by key opinion leaders either within or outside of their institution/organization have been informed by the INEE Minimum Standards.

Figure 8. *Extent of agreement/disagreement with the statement public messages by key opinion leaders either within or outside of my institution/organization have been informed by the INEE Minimum Standards.*

Public messages by key opinion leaders either within or outside of my institution/organization have been informed by the INEE Minimum Standards.

- Agree — 31%
- Somewhat Agree — 42%
- Somewhat Disagree — 2%
- Disagree — 10%
- N/A — 15%

The respondents also had several opinions on how the INEE MS affected coordination. Listed below in Table 11 are some of the responses the respondents provided.
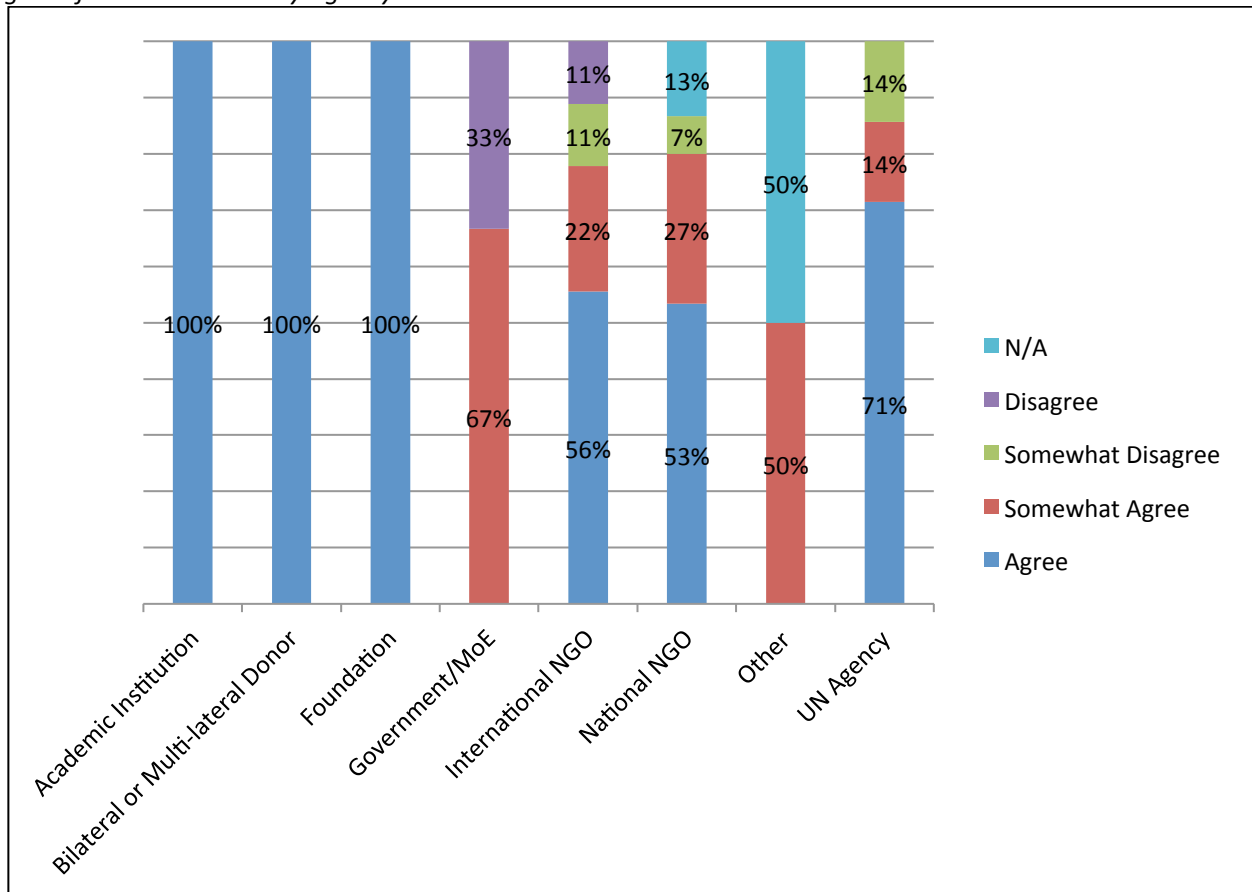
Table 11. *Quotes on Advocacy*

"In Pakistan, I have participated in delivering training to staff of INGOs/NGOs under the auspices of CWS. I have not seen any other organization deeply engaged as UNICEF and CWS. I appreciate their services in this regard. They have circulated the literature of INEE Minimum Standard and engaged humanitarian organization in free trainings."
"Advocacy with Government and Humanitarian community while defining needs, including INEE for major needs assessment, response, and planning."

COORDINATION

Overall, 39% believe that the INEE MS have been used as a guide for coordination of Education stakeholders in a humanitarian setting. Breaking responses down further by agency provides insight to into which groups are using the INEE MS for coordination purposes. The majority of respondents agree or somewhat agrees with the statement that the INEE MS had been used as a guide for coordination.

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

The respondents also had several opinions on how the INEE MS affected coordination. Listed below in Table 11 are some of the responses the respondents provided.

Table 11. *Quotes on Coordination*

"As the education sector is not working alone but works with water/sanitation, health, nutrition and others e.g emergency shelter, INEE Minimum Standard provide guidance to all these actors of what should be the Minimum Standards."
"It was effective to a great extent as it provided a platform where various level organizations exchanged their experiences."
"INEE affected coordination mechanism for education and are in place and support stakeholders working to ensure access to and continuity of quality education."
"In my capacity as a full time Education Cluster Coordinator, the INEE Minimum Standards are continuously addressed amongst members to improve the quality of education responses."

PROGRAM IMPLEMENTATION

In this section of the survey, respondents were asked to report on their use of the INEE MS for program planning and implementation. 51% reported that they currently use the INEE MS for program planning and implementation. The highest response was for using the INEE MS as a reference when developing a project implementation plan (36%) and the second for incorporating the INEE MS into a project proposal (31%). The INEE MS are being used in several different ways, please see table 12.

Table 12. *Type of most frequent use of the INEE Minimum Standards.*

INEE Minimum Standards were incorporated into project proposal (31%)
INEE Minimum Standards were used as a reference when developing project implementation plan (36%)
Developed a M&E framework with guidance from INEE Minimum Standards (28%)
Checked against the INEE Minimum Standards before finalizing the project design for any additional project ideas (13%)
An existing project has been redesigned to incorporate Minimum Standards (7.5%)
INEE Minimum Standards incorporated into work with Ministry of Education (12%)
Requested additional funding in order to redesign projects to meet the INEE Minimum Standards (3%)
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 (10%)

One respondent gave an example of how the INEE MS are being used for program implementation: "the design for construction of primary schools has been revised according to the INEE Standards and has

forwarded to the ministry of education, Peshawar. This design will be used for construction of new schools in District Swat."

The respondents more specifically were asked to indicate to what extent they used the INEE MS – whether as a primary framework or as a reference. In trainings and capacity development, 27% stated that they use the INEE MS as the primary framework, and 24% use the INEE MS as a reference. For program design, 21% use the INEE MS as the primary framework, and 24% use the INEE MS as a reference.

INSTITUTIONAL CHANGE

The survey asked respondents if their institutions/organizations have committed to using the INEE MS. The survey responses to this question have a number of potential biases and are presented with caution as to their accuracy. Many respondents may not know the formal policies of their organization and may have interpreted 'committing to using the INEE MS' differently. None the less, almost half (42%) reported that their organizations have committed to using the INEE MS and furthermore, 34% state that parts of the INEE MS have been formally adopted into the policies or procedures of their respective organizations. In addition, 45% agree that an understanding or use of the INEE MS has led to an increase in organizational capacity to prepare and respond to emergency education, and 49% either agree or somewhat agree that the INEE MS have been incorporated as a key component to professional/capacity development within their organization. 30% agree or somewhat agree that the INEE MS have been used in HR recruitment (for example, referenced in job descriptions and/or interviews) and 15% agree that the INEE MS have been used for staff appraisal/performance management.

When asked about their perception about the level of knowledge of the INEE MS amongst your staff (direct reports), only 3% agreed that their staff has an excellent level of knowledge, 34% agreed that their staff has a good knowledge and 28% agreed that their staff has a fair knowledge.

TRAININGS

39% have participated in a formal INEE MS training. The percentage of those trained was expected to be higher given the usage and knowledge of the standards. For those that participated, the majority (67%) would recommend or support a MS training for their untrained colleagues or staff. Additionally, from those who have been trained, 37% responded that they needed refresher trainings while 4.5% said that they do not need refresher trainings, 25% would like to participate in the future.

RECOMMENDATIONS

The 67 Pakistan based respondents that participated in the INEE MS assessment survey provide both interesting and informative information. From the results, it is evident that many working in Pakistan have a strong understanding of the INEE MS, but there does seem to be a gap in formal training – especially for those who have been working a long time in the field, emphasis on the institutionalization of the standards, and using the Standards for advocacy.

To the Pakistan Education Cluster Coordinator/Information Manager:

- Ensure that the INEE Minimum Standards are incorporated in all aspects of the work of the Cluster.
- Continue to develop tools, resources and instruments necessary for the operation of the Education Cluster and its members in Pakistan are modeled around and/or incorporate guidance and references from INEE Minimum Standards.
- Structure Cluster meetings and contingency plans around the INEE Minimum Standards and/or review Cluster member proposals for the CAP in accordance with the INEE Minimum Standards.
- Share information and periodic updates on INEE Minimum Standards and other INEE Tools with the Cluster members. Encourage Cluster members to become INEE members in order to fully benefit from the INEE resources.
- Ensure progress on capacity development of the Cluster members. Trainings are only one avenue for capacity development. Coaching and mentoring Cluster members or pairing new Cluster members with others who have more experience using the INEE Minimum Standards are other useful approaches to learning and applying the INEE Minimum Standards.
- Ensure that Urdu copies of the INEE Minimum Standards are available for all Cluster members.
- Facilitate the periodic sharing of good practices and lessons learned on the use of the Standards among Cluster members in Pakistan. Share this information with the INEE Secretariat.

To Education Cluster members in Pakistan and INEE members currently working on education in Pakistan:

- Take responsibility to train and retrain your staff – even if informally- and do not rely on the INEE Secretariat to provide training. Awareness of the Standards is the entire membership's responsibility (INEE, 2012).
- Learn to apply the Standards by reaching out to the INEE Secretariat, the Education Cluster Coordinator in Pakistan or other Cluster members in Pakistan. Better knowledge and usage of the Standards can strengthen the quality and implementation of your education projects.

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

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

Consulted Documents:

INEE, INEE Minimum Standards Assessment Report, February 2012.

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

Image 1. *Urdu Map of the INEE MS, found in INEE MS Urdu Handbook*