INEE

Measuring the Implementation and Impact of the INEE Minimum Standards

RESULTS OF THE SURVEY ON THE INEE MINIMUM STANDARDS, carried out by Lynne Bethke (Interworks), Dana Burde (Columbia University), James Williams and Jessica Levknecht (George Washington University) for the INEE Working Group on Minimum Standards

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INEE Working Group on Minimum Standards members (as of August 2007)

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Introduction

In December 2004, the Inter-Agency Network for Education in Emergencies (INEE) launched the *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* (INEE Minimum Standards), the first global tool to define a minimum level of educational quality in order to increase access, coordination and accountability. Developed with the participation of over 2,250 individuals from more than 50 countries, the standards reflect rights and commitments as well as consensus on good practices and lessons learned across the field of education and protection in emergencies and post-conflict situations. The standards were designed to be an immediate and effective tool to promote protection and quality education at the start of an emergency while also laying a solid foundation for post-crisis reconstruction and disaster preparedness.

From the introduction of the INEE Minimum Standards, the INEE Working Group on Minimum Standards[1] has envisioned an iterative evaluation and revision process to the Minimum Standards. Periodically, those working in education in emergencies, chronic crises, and early reconstruction would be queried as to their awareness and utilization of the INEE Minimum Standards, the extent to which their organizations had institutionalized the standards and their impact. They would also be asked for their suggestions for improving the INEE Minimum Standards, the associated training and other supporting materials and documentation. The INEE Working Group commissioned this analysis as part of that process. In addition, it is hoped that the analysis will serve as a baseline for future research into the impact of the INEE Minimum Standards.

In September 2006, with funding from the Norwegian Government, a team of researchers from InterWorks, Columbia University and The George Washington University was engaged to work closely with the Applications and Analysis SubGroup of the INEE Working Group on Minimum Standards.[2] This team was asked to develop a survey, post it on the INEE website, collect responses, analyze data and prepare this analysis report.

The report begins with a discussion of the sample and methodology and characteristics of respondents. The main text is organized according to the four guiding themes of the survey: 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. In addition, a final section discusses suggestions for improvements in the Standards and associated materials, suggestions for further analysis, and strategies to encourage greater adoption and use of the INEE Minimum Standards.

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[1] A Working Group on Minimum Standards was constituted in 2003 within the INEE to facilitate the development, in consultation with a variety of stakeholders, of minimum standards for education in emergency settings through to early reconstruction contexts. After the launch of the standards, and with a mandate from INEE members at the INEE Global Consultation (December 2004), INEE's Working Group was reconstituted with new members to facilitate the promotion, training, piloting, monitoring and evaluation of the INEE Minimum Standards.

[2] The authors are grateful to the members of the Applications and Analysis Subgroup: Ken Rhodes (AED), Elena Locatelli (AVSI), Marina Lopez Anselem (RET), Fernando Jiovani Arias and Amalia Eraso (Fundacion Dos Mundos), Rüdiger Blümor (GTZ), Carl Triplehorn (Save the Children Alliance), Mitch Kirby (USAID) and Fred Ligon (World Education), and to Allison Anderson, INEE Secretariat, for their assistance and advice.

Sample and methodology

The survey was developed and piloted in close consultation with members of the Applications and Analysis SubGroup. The survey instrument was developed and made available in Microsoft Word (Annex 1) and also posted on-line using the Survey Monkey software program. Because collecting data from field locations is always a challenge, we hoped to increase the number of respondents by providing the online survey option.

The survey was posted on the INEE website and announced in early November 2006 through the INEE listserv. Three subsequent reminders were sent out through the listserv. A request was also sent individually to each member of INEE as well as multiple times to all graduates of the INEE Training of Trainers workshops. The survey was closed in mid-March 2007. A total of 293 individuals either began the survey online or emailed their responses. The data from the emailed forms were entered into the Survey Monkey program so that all information was contained in a single database. Unfortunately, a number of those who began the online survey stopped after answering the first four identification items.[3] Omitting those responses, we identified an effective sample of 185, those respondents who answered the bulk of the questionnaire.

The use of the INEE listserv and webpage for dissemination of the survey is likely to have affected the sample, in terms of who did and did not respond to the survey. On the one hand, use of the online survey via SurveyMonkey is likely to have increased responses by making the survey easy to complete for those with high-speed internet access. Those with less reliable or slower internet access, however, had to download and complete the MS Word form. The only way for individuals without internet access to complete the survey was for someone else to give them a paper copy (or perhaps the electronic file), which would then have to be filled out and entered into Word before being returned to INEE. Only six Word forms were returned, which implies either that the online option was easiest or that most of those without internet access did not know about or take the time to respond to the survey.[4]

For this reason and because the survey was published only in English, the sample cannot be said to be representative of all those working in education in emergencies and early reconstruction. Instead, it is likely biased toward those with internet access, English speakers, and, of course, INEE members. In addition, because of the "self-select" nature of response, it is likely that those who responded hold stronger – positive or negative – reactions to the Minimum Standards or the questions posed than would a truly representative sample. Still, we are convinced that making the survey available in a web-based form resulted in more responses than if the survey had only been emailed and disseminated using the Word form.

This analysis provides a snapshot of the perceptions of those who are committed enough to either INEE and/or the Minimum Standards to have completed the questionnaire and who likely had access to good internet connections.

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[3] Survey Monkey allows respondents to start the survey and return to complete it at a later time. It does this by identifying the computer from which a respondent first logs onto the survey. This is potentially problematic if several individuals had to rely on a single computer to complete the survey.

[4] Since INEE is an electronic forum, our guess is that, on balance, online access facilitated response, though the types of individuals responding were almost certainly influenced by who does and does not have ready on-line access. For example there were far more responses from people working with UN organizations and NGOs than from ministry of education offices in countries affected by crisis or in reconstruction contexts.

Characteristics of the Respondents

The initial section of the questionnaire asks about the respondent: the institution s/he works in, the education work s/he is carrying out, the conditions under which s/he works and his/her educational background and work experience.

*Most survey respondents work for NGOs.* Figure 1. shows the distribution of respondents by type of organization. Almost half the sample of respondents work for international NGOs (47%). Interestingly, almost two-thirds of those who completed the questionnaire work for international or national NGOs, while few work for government or bilateral organizations.

Figure 1. Respondents work for ...

UN Agency 17%
Bilateral Donor 3%
Foundation 4%
No response 7%
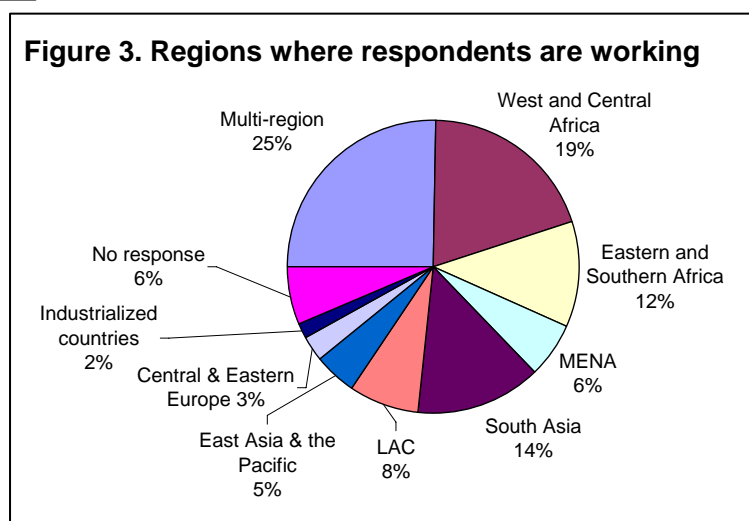National NGO 18%
Government 4%
International NGO 47%
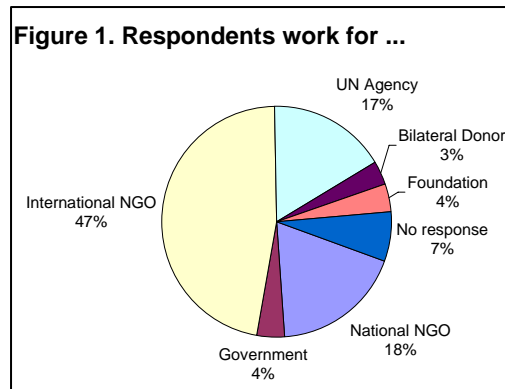
Most respondents work at country or headquarters as shown in Figure 2. Over one-third of respondents work at country offices (35%) and almost as many at headquarters or central offices
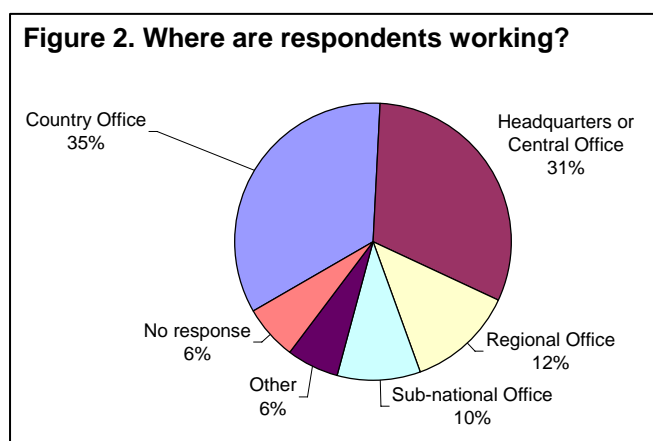
(31%). Smaller numbers work at regional (12%), sub-national (10%), or other offices (6%). The high percentage of respondents responding from the country office level is an encouraging sign as these people are working closer to the field level where the Minimum Standards should be used and will have a direct effect on education programs. As discussed above, the low percentage of respondents from the sub-national level may be because those working in field offices have less access to the internet.

Figure 2. Where are respondents working?

Country Office 35%
Headquarters or Central Office 31%
No response 6%
Other 6%
Sub-national Office 10%
Regional Office 12%

The greatest number of respondents work in Africa and/or have a multi-regional focus. Figure 3. shows the distribution of respondents by geographic focus of work.[5] Almost one-third of respondents focus on Africa (19% in West and Central Africa, 12% in East and Southern Africa). A quarter work in multiple regions (25%). Fourteen percent work in South Asia, while 5% are focused on East/Southeast Asia and the Pacific. The remainder of the respondents work in Latin America and the Caribbean (8%), the Middle East and North Africa (6%), Central and

Figure 3. Regions where respondents are working

Multi-region 25%
West and Central Africa 19%
No response 6%
Industrialized countries 2%
Central & Eastern Europe 3%
East Asia & the Pacific 5%
LAC 8%
South Asia 14%
MENA 6%
Eastern and Southern Africa 12%

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[5] Countries were grouped into regions based on UNICEF's regional classification.

Eastern Europe (3%), and the industrialized countries (2%).

Respondents have substantial experience in their institutions and positions. Almost two-thirds of respondents have worked for their institutions for more than two years and 16% for 10 or more years. Over half reported that they have been in their current positions for more than two years. Only 17% have been with their institution for less than a year.

A majority of respondents have a background in education or international affairs. Almost a third of respondents have a background in teaching (22%) or educational administration (8%). Another 25% have a background in international studies, either international and comparative education (15%) or international affairs (10%). The remaining respondents studied management/administration (15%), social work (17%) or another field (14%).

Awareness and Training

The second section of the questionnaire (questions 29-43) asks about awareness of the INEE Minimum Standards, how respondents learned about them, their views on the INEE Minimum Standards training and what they perceive as obstacles to learning about the standards.

Main Results: Awareness and Training

- Nearly half of all respondents indicated that they learned about the INEE Minimum Standards through the INEE website.
- UN respondents were more likely to learn about the INEE Minimum Standards via training. Staff from other organizations were more likely to learn about the INEE Minimum Standards through a handbook, brochure or the INEE website.
- Respondents from UN agencies and international NGOs were the most likely to have participated in a INEE Minimum Standards training.
- Ninety-one percent of respondents who have been trained in the INEE Minimum Standards rated the quality of training materials as "good" or "excellent."
- Only 25% of respondents have conducted training on the INEE Minimum Standards.
- Most training carried out by respondents was for NGO staff or staff from their own organizations.
- Respondents indicated that the training materials need to include further discussion of implementation and examples or case studies based on real situations.

Most respondents learned of the INEE Minimum Standards[6] through INEE's dissemination efforts, though organizations are also spreading the word. Forty-five percent learned of them through the INEE website, 41% through the INEE Minimum Standards handbook or brochure and 39% through the INEE Minimum Standards training process. Still, one-fifth of respondents learned of the INEE Minimum Standards through word of mouth and through job orientation (21% each), suggesting that organizations are also disseminating information about the INEE Minimum Standards.

As shown in Table 1, the ways in which respondents reported learning about the INEE Minimum Standards do not vary greatly according to the type of institution for which they are working. Notably, however, respondents from international NGOs were most likely to indicate that they learned about the standards through the handbook or brochure (47%) or the INEE website (47%). Those working for UN agencies were most likely to have learned about the INEE Minimum Standards through the INEE Minimum Standards training process (65%). The most frequent way that all other respondents reported learning about the INEE Minimum Standards was via the INEE website (45%). All four – the website, handbook, brochure and training process– are important to effective dissemination.

Numbers were too small to draw conclusions about the modes of dissemination most likely to be effective with representatives of governments and bilateral donors. It would be interesting to follow up with individuals in such offices who are aware of the INEE Minimum Standards to see how they learned about them and how they feel dissemination might best be carried out among colleagues in their offices.

Table 1. How respondents learned about the INEE Minimum Standards, by type of institution[7]

	How did you learn about the INEE Minimum Standards?						
Type of Institution	*INEE training*	*Handbook/ brochure*	*Word of mouth*	*INEE website*	*Job orientation*	*Other*	*Total respondents*
International NGO % of responses	35 40%	**41** **47%**	24 27%	**41** **47%**	18 20%	17 19%	88
UN Agency %	**20** **65%**	14 45%	6 19%	13 42%	9 29%	6 19%	31
National NGO %	10 30%	9 27%	3 9%	**13** **39%**	8 24%	10 30%	33
Other responses %	8 24%	11 33%	5 15%	**16** **48%**	3 9%	10 30%	33
Total responses %	73 39%	75 41%	38 21%	**83** **45%**	38 21%	43 23%	185

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[6] This question (#29) asked respondents to "check all that apply." As a result, percentages total more than 100.

[7] For this question, respondents were asked to "check all that apply." As a result, this table includes the total responses or number of times that respondents checked each of the options for learning about the INEE Minimum Standards.

Respondents report that lack of resources (funding and time) and lack of available training opportunities are the greatest obstacles to learning about the INEE Minimum Standards. Respondents indicated that scarcity of (financial) resources to support training (23%) and lack of time to attend training (21%) are the greatest obstacles to learning of the standards.[8] A second set of obstacles that they identified related to access to training – 'not offered in my area' (17%) and distance (13%). Eight respondents (4%) cited language as the primary obstacle.

Respondents from UN agencies and international NGOs are the most likely to have participated in an INEE Minimum Standards training. Over two-thirds (69%) of respondents working for UN agencies and 55% of respondents working for international NGOs had received training in the standards, as compared with 29% of respondents working for foundations, 24% of those working for national NGOs, and none of the four individuals working for bilateral agencies and responding to the question. This suggests that INEE should consider targeting training efforts to include other partners, especially those from government offices and national NGOs.

By and large, respondents who participated in an INEE Minimum Standards training are satisfied with the quality of the training materials and found their training to be useful. Interestingly, a majority of those responding to the survey have not been trained in use of the INEE Minimum Standards (45% of respondents reported having received training, while 52% have not). Of the 84 people have been trained in the INEE Minimum Standards, 55 of them participated in one of the INEE Minimum Standards Training of Trainers workshops. Training experiences ranged from one to six or more days, though half (52%) underwent the three-day training. Almost two-thirds (62%) of those trained rated the training materials as "good" and the training as "useful," while 29% rated the materials and the training as "excellent" and "extremely useful." Only 5% rated the training materials as "fair," with 8% rating the training as "somewhat useful," and no one checked "poor" or "not at all useful."

Compared to overall averages, respondents from international NGOs, the group with the largest representation in the sample, more often indicated that the training materials were "useful" (72%) than "extremely useful" (22%). While overall respondents are satisfied with the training materials, half as many checked "excellent/extremely useful" as checked "good/useful," suggesting room for improvement. Respondents' suggestions for improving the training materials are discussed below.

Only 25% of respondents have conducted training on the INEE Minimum Standards. Of the 46 people who indicated that they conducted training on the standards, 31 participated in an INEE Minimum Standards Training of Trainers workshop.

Most of the trainings carried out by respondents were for NGO staff or staff from their own organizations, though education officials and school staff are also being trained. Sixty-one percent of those who have carried out training did so for staff from one or more NGOs or members of their own organizations (59%). Interestingly, 35% have trained ministries of education, 26% trained principals, head teachers and other school staff; and 15% have worked

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[8] Respondents were asked to select the single greatest challenge to learning about the standards, Question 30.

with community members. Only 15% of respondents have experience training UN staff on the INEE Minimum Standards.

Concrete discussion and examples of implementation are, according to respondents, what is most needed in the INEE Minimum Standards training materials. Respondents were asked to identify what would "**most** improve the INEE Minimum Standards training".[9] Respondents selected either "incorporation of more practical examples of how the INEE Minimum Standards are being implemented" (30%), "incorporation of more real case studies or examples" (21%), or provision of "more time for participants to discuss how they are using the standards" (21%). Six respondents (14% of those who had conducted training) suggested making the INEE Minimum Standards available in local languages, and four suggested extending the training beyond three days (9%). Given the numbers of respondents who have not taken part in training and the call for more examples and cases, revisions of the training materials might also include consideration of some self-study materials.

Thirty respondents who had participated in a training workshop offered specific suggestions about how the training could be improved. A few of the general suggestions included improving organization for a better use of time, more fundraising and funding to conduct more training and making the materials available in more languages. Other suggestions tended to focus around content matters such as including more examples and allowing more time for participants to share how they are using the INEE Minimum Standards and the need for more trainers in order to disseminate the standards to more people. As one respondent said, "[The trainings can be improved through] regional core trainer teams who will conduct trainings to increase coverage. It is also necessary to add more follow-up training workshops to develop the skills of the trainers as well as the master trainers and to develop and upgrade the course and the materials incorporating all working experiences of the trainers."

About half the respondents are "aware" of the INEE Minimum Standards as a result of other measures. Respondents were queried on several other indicators of awareness: 45% of them had participated in staff meetings to discuss the INEE Minimum Standards, 43% had led or organized such staff meetings, and 43% of respondents or their staff had attended INEE Minimum Standards Training of Trainers workshops.[10]

Institutionalization

Questions 44-49 ask about the ways in which the INEE Minimum Standards have been formally incorporated into the policies and procedures of the respondents' institutions and the priority that their institutions generally place on both the INEE Minimum Standards and education in emergencies, chronic crises and early reconstruction.

Main Results: Institutionalization

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[9] Question 38.
[10] Most well attended among this group were the Anglophone Africa (Nairobi) and Francophone Africa (Dakar) workshops (13 of 80 each), the Europe workshop in Geneva (10), the Middle East (Amman) and South Asia (Lahore) workshops (8 each), followed by North America (Washington) and Southeast Asia (Bangkok) workshops (5 and 4 participants respectively).

- The majority of respondents (77%) indicated that education in emergencies, chronic crises and early reconstruction has been incorporated into their institutions; 44% of these said "it has always been part of our institution."
- The main reasons for institutional adoption of education in emergencies are institutional recognition and specific requests for education.
- Almost 20% of respondents indicated that development of the INEE Minimum Standards and training in their use have been important factors in their institution's decision to prioritize education in emergencies.
- Overall, 64% of respondents indicated that their organizations have committed to using the INEE Minimum Standards. This was most frequently the case for respondents from international NGOs (78%) and UN agencies (73%).
- Evidence of commitment, however, is not widespread; only 31% of respondents indicated that their organizations have formally adopted policies or procedures related to the INEE Minimum Standards.

A substantial majority of respondents (77%) indicated that their institutions have incorporated education in emergencies, chronic crises and early reconstruction into their institutions.[11] Forty-four percent said "it has always been part of our institution." Slightly fewer indicated that education in emergencies has been identified as an institutional priority (41%), included in humanitarian response activities (40%), or included in the institution's strategic or annual plans (38%) or institutional mandate (30%). Twenty-three respondents (12%) indicated that education in emergencies was not an institutional priority.

Given the self-selection of respondents to this survey, it is not surprising that most organizations would have incorporated education in emergencies and early reconstruction into their work to a greater or lesser extent. At the same time, however, it is difficult to measure "incorporation" or to determine how direct a role development of the INEE Minimum Standards has played. Responses to this question will therefore provide a baseline against which future survey responses can be compared.

The main reasons for institutional adoption of education in emergencies are institutional recognition and requests from counterparts. When asked to select the two most important factors for education in emergencies being an institutional priority[12], respondents most frequently indicated "Institutional recognition of education in emergencies as a priority" (62%) and "We respond to specific requests for education from the people with whom we work" (51%). Thus, it would appear that among this group there is substantial institutional awareness of the importance of education in emergencies as well as a relatively high number of requests for education in emergency contexts. In addition to these top two responses, 25% of respondents indicated that increased funding for education during humanitarian crises is one of the two most significant factors. Staff training on the INEE Minimum Standards is a key factor for 20% of respondents, and the development of the standards themselves is significant for 17%.

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[11] As indicated, respondents were asked to check all relevant ways in which education in emergencies, chronic crises, or early reconstruction had been institutionalized (Question 44).
[12] Question 45

Most of the organizations represented here have committed to use of the INEE Minimum Standards, in a wide range of contexts. Given the high level of institutional commitment to education in emergencies and early reconstruction indicated by respondents, it is not surprising that 64% report that their organizations have committed to using the INEE Minimum Standards. Institutional commitment is highest among respondents from international NGOs (78%) and UN agencies (73%) but national NGOs also reported somewhat high levels of institutional commitment (52%). This institutional commitment is significant in light of the relatively low levels of participation in training (most likely due to resource constraints).

The INEE Minimum Standards are being used largely as technical resources for project staff. They have been incorporated into field guides; work plans and strategic plans; and contracts with implementing partners, and they have been used in implementing, monitoring and evaluating educational activities (especially community participation). Specific examples include:
- An organization incorporated the INEE Minimum Standards into a *State of the Art on Education*, which serves as a base for further policy development
- Another organization developed an education sector log frame in line with the INEE Minimum Standards, using the standards and related indicators
- An organization is using the INEE Minimum Standards to mandate community participation, assessments and LFA strategy as part of any program
- An organization that uses the INEE Minimum Standards as a tool to create and evaluate schools

Even so, the depth of institutional commitment to the INEE Minimum Standards can be questioned. Twenty-eight percent of respondents indicated that their organizations have not committed to using the INEE Minimum Standards and 55% percent indicated that their organizations have not formally adopted any of the standards into their policies or procedures.

An organizational pattern similar to that discussed above applies to the formal institutionalization of the INEE Minimum Standards into organizational policies and procedures. Half of those responding and working for UN agencies report the formal adoption of policies and procedures related to the INEE Minimum Standards, and 39% of those responding and working for international NGOs so report. In contrast, none of those responding from foundations reported formal adoption of policies and procedures, and only 19% of those reporting from national NGOs and 25% from bilateral donors.

To reach uncommitted organizations, INEE may need to pursue additional opportunities for training, new modes of creating awareness and expertise in the use of the INEE Minimum Standards and continued advocacy. When those who reported a lack of institutional commitment to use of the standards were asked why[13], 62% said the institution lacked capacity or trained staff to use them and 40% indicated that they lacked funding. Twenty-one percent indicated that their organization had its own standards, while 15% said that their organization did not view education as a priority in humanitarian response.

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[13] Fifty-two respondents indicated that their organizations were not committed to using the INEE Minimum Standards. These 52 were then asked to select all of the reasons that applied in their case (Question 47).

In addition to the choices provided, respondents listed a number of other reasons for lack of institutional commitment to the INEE Minimum Standards. One group of reasons is a lack of institutional awareness and the need for advocacy. For example:

- *Institution is not aware of the INEE Minimum Standards*
- *No advocacy has been done within the organization to use the INEE Minimum Standards*
- *Lobbying in progress*
- *The knowledge about the existence of the INEE Minimum Standards is very recent – it has to be more promoted, especially amongst donors*
- *Government works slowly – it takes time for policy to develop at the national level*
- *Research stage only*

Others suggest a lack of priority given to education in emergencies and the INEE Minimum Standards:

- *Standards are in use in emergency response, but this is at the discretion of the individual program, and not an agency mandate.*
- *The recognition of the policy priority is not yet complete or fully official. The 3rd point above [institution has no capacity or trained staff to support implementation of the standards] is partly true: not "no" capacity or trained staff, but "very little/few" ...*
- *We are not in the position to commit to using them in a formal sense; we do rather respect the [INEE Minimum Standards] as internationally developed standards.*

Some respondents pointed to a perception of lack of applicability of the INEE Minimum Standards to chronic crises:

- *We do have some difficulties in using the [INEE Minimum] Standards outside immediate emergencies. We have had to design and adapt case studies for chronic crisis.*
- *It has been difficult to find the way to link these standards to work in a chronic crisis that has been going on for 10 or more years.*

Still others pointed to a lack of resources, tools, or partners:

- *We are committed to using the INEE Minimum Standards but due to lack of funds it would be difficult for us. If funds are available then we shall start.*
- *More tools needed*
- *No partner found in the field to support us for the INEE Minimum Standards use and promotion*

These responses suggest both that additional training opportunities are needed and that INEE should find new ways to help organizations lacking capacity or funding to learn about the importance and use of the INEE Minimum Standards. For example, targeted materials and training may enable INEE to reach individuals and organizations with less access to INEE's conventional modes of dissemination, such as governments and sub-national authorities.

Training is needed to illustrate how the INEE Minimum Standards can be implemented without extra funding and how the indicators and guidance notes can be contextualized, adapted and used in various contexts, even when other standards are also applied. Continued advocacy is still needed to raise awareness of the importance of education in emergencies, chronic crises, and early reconstruction.

Implementation and Use

Questions 50-68 ask about ways in which respondents are implementing the INEE Minimum Standards in their work. In contrast to the last section, which dealt with institutionalization of education in emergencies and of the standards at the institutional level, this section looks at the ways in which *individuals* are using the INEE Minimum Standards.

Main Results: Implementation and Use

- More than half of respondents (55%) indicate that they currently use the INEE Minimum Standards in their work, ranging from contexts of conflict (61%) to natural disasters (56%) and from acute emergencies (59%) to post-crisis/reconstruction contexts (62%).
- Use varies by region, however, with only 21% of respondents from the Latin America and Caribbean region currently using the INEE Minimum Standards.
- Respondents most frequently use the INEE Minimum Standards for technical guidance, monitoring and evaluation, and project design. The INEE Minimum Standards are used least often for disaster/emergency preparedness planning and as a guide to coordination.
- Lack of training is the main reason respondents give for not using the INEE Minimum Standards.
- While the majority of respondents indicate that they use the INEE Minimum Standards, only 27% say that they have changed a project design and only 39% have changed the way their projects are implemented as a result of the Minimum Standards.
- The Community Participation Standards are used most frequently. Least frequently used are the INEE Minimum Standards associated with "Teachers and Other Education Personnel" and "Education Policy and Coordination."
- More than 80% of respondents indicate that they use one or more of the cross-cutting issues. Nearly 70% of respondents incorporate gender issues into their projects.
- Almost three-quarters of respondents think that the internet has reinforced the use of the INEE Minimum Standards.
- Three-quarters of respondents encourage their counterparts to use the INEE Minimum Standards but more than half think that their counterparts are not aware of or not using them.
- A large majority of respondents (84%) indicate that they will use the INEE Minimum Standards in the future.

The majority of respondents (55%) indicate that they are using the INEE Minimum Standards in their work. The contexts in which they are being used are diverse, ranging from contexts of conflict (61%) to natural disasters (56%) and from acute emergencies (59%) to post-crisis/reconstruction contexts (62%). As shown in Table 2, respondents working in multiple regions are most likely to use the INEE Minimum Standards (72%), while respondents from

Latin America and the Caribbean (LAC) are least likely (21%). This may be a result of sample selection bias because the survey was only available in English. It may also be related to the fact that the INEE Minimum Standards Training of Trainers workshops for Latin America and the Caribbean had not yet taken place when this survey was being administered. Therefore, it may be useful to conduct additional follow-up in the Latin America and the Caribbean region to obtain more input on how and when the INEE Minimum Standards are being used.

Table 2. Respondents' use of the INEE Minimum Standards, by region

	Are you currently using the INEE Minimum Standards?			
Regions	*Yes*	*No*	*No response*	*Grand Total*
Multi-region	33	11	2	46
	72%	24%	4%	100%
West and Central Africa	21	12	3	36
	58%	33%	8%	100%
Middle East, North Africa	6	5		11
	55%	45%		100%
Overall total	*102*	*70*	*13*	*185*
	55%	*38%*	*7%*	*100%*
All other regions	16	10	4	30
	54%	33%	13%	100%
Eastern and southern Africa	11	9	2	22
	50%	41%	9%	100%
South Asia	12	13	1	26
	46%	50%	4%	100%
Latin America and the Caribbean	3	10	1	14
	21%	71%	7%	100%

Again, the type of institution where a respondent works seems to relate to use of the Standards. Those working for foundations (14%), bilateral donors (33%), national NGOs (38%) and governments (40%) are least likely to use the INEE Minimum Standards whereas those working for international NGOs (67%) and UN agencies (65%) use the standards more often.[14] While some of these differences result from the respondents' differing roles, these results also point to the need for greater outreach to specific groups such as governments and national NGOs. The INEE Minimum Standards are relevant for all actors, but their relevance may not be clear to all.

Respondents use the INEE Minimum Standards most commonly for technical guidance, monitoring and evaluation and project design. Table 3 shows the ways that respondents are using the standards.[15] As earlier, the standards are used least often for disaster and emergency preparedness planning and as a guide to coordination.

With regard to disaster and emergency preparedness, the results suggest a need to provide more concrete examples of how the INEE Minimum Standards can be used. Also of concern is the finding that only 35% of respondents use the INEE Minimum Standards as a guide to

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[14] The percentages in parentheses relate to the percentage of each group that indicated they were using the INEE Minimum Standards.
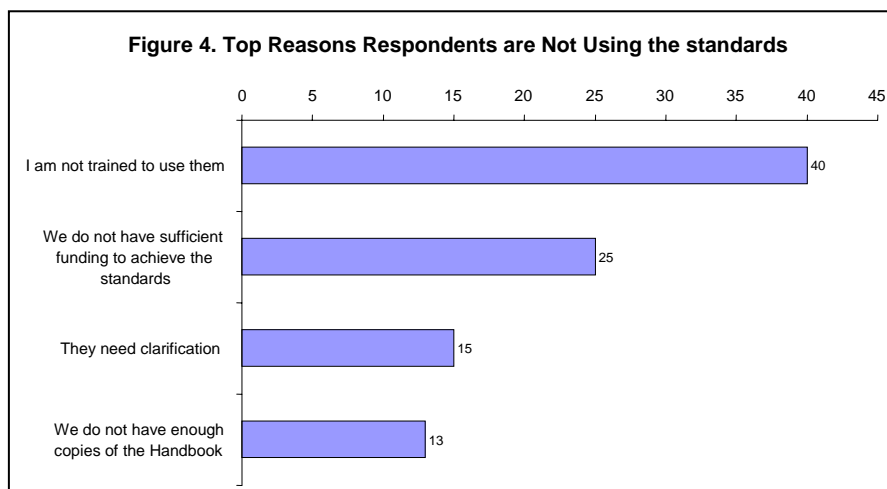[15] Even though 102 people responded "yes" to the question are you currently using the Minimum Standards in your work (Question 50), 124 people identified various ways in which they are using the Standards (Question 52).

coordination. This is worrisome because the handbook was designed to be a tool to improve coordination and enhance accountability and predictability. Moreover, this contradicts findings from country-specific case studies carried out in Pakistan and Aceh, Indonesia, which illustrate the use of the standards as a framework for inter-agency coordination.

Table 3. How respondents use the INEE Minimum Standards[16]

Area	Number	% of those responding*
Technical guidance	80	65%
Monitoring and evaluation to improve quality	78	63%
Project design	77	62%
Reference guide	71	57%
Advocacy	70	56%
Assessment	61	49%
Tool for increasing community participation	57	46%
Report writing	46	37%
Disaster/emergency preparedness planning	43	35%
Guide to coordination	42	34%
Other (primarily research and training)	7	6%

Again, lack of training is the main reason respondents cite for not using the INEE Minimum Standards. The 70 people who indicated that they are not using the INEE Minimum Standards were also asked to state why.[17] Most responded that they have not been trained to use the standards (see Figure 4). This again points to the clear need for additional training to support both awareness and use of the INEE Minimum Standards. The other main reasons for not using the standards include lack of funding to

Figure 4. Top Reasons Respondents are Not Using the standards

- I am not trained to use them — 40
- We do not have sufficient funding to achieve the standards — 25
- They need clarification — 15
- We do not have enough copies of the Handbook — 13

achieve them, the need for clarification, and lack of copies of the handbook. While most of those who responded to this survey have access to the internet and could download a PDF of the handbook, it is clear from this question and from other responses that potential users still want printed and bound hard copies of the handbook, for themselves and to distribute to counterparts.

While the majority of respondents indicate that they are using the INEE Minimum Standards, very few have changed the way their projects are designed or implemented as a result. Only 27%

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[16] These percentages are based on the total number of respondents (124) who indicated that they were using the INEE Minimum Standards in one or more of these areas.
[17] Question 50

of respondents indicated that they have changed a project design because of the INEE Minimum Standards, while 39% indicated that they have changed the way in which their projects are implemented. Those who had changed a project design most often said that they used the INEE Minimum Standards as a "reference when developing project implementation plan" (see Figure 5). Fewer respondents (25) indicated that they redesigned existing projects to incorporate the standards.[18]

Interestingly, while 25 respondents indicated that they do not use the INEE Minimum Standards due to a lack of funding,[19] very few indicated that they have "requested additional funding in order to redesign projects to meet the INEE Minimum Standards." This is one area where INEE could provide additional advice or information on whether donors are receptive to such requests.

Figure 5. How respondents have used the INEE Minimum Standards to change project design and implementation
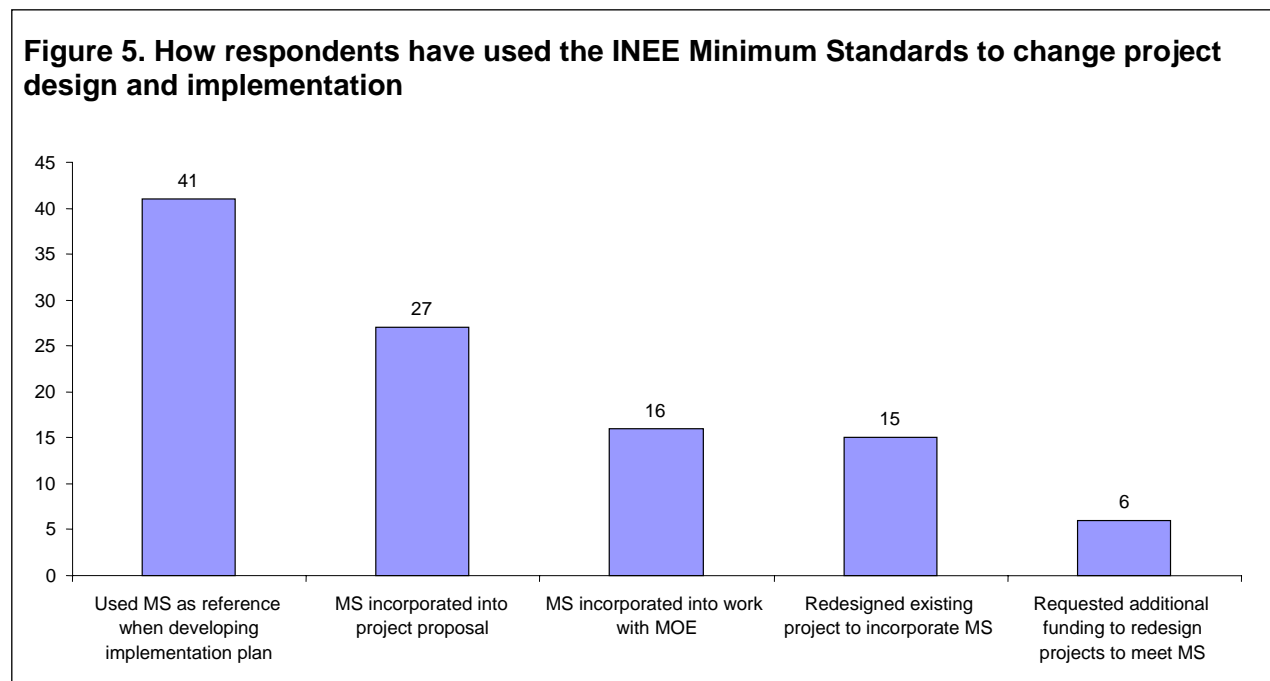
The questionnaire also asked respondents to indicate the INEE Minimum Standards that they use most and least frequently. Rather than indicating specific standards, most respondents indicated categories that they used most or least commonly. Responses are shown in Table 4. Consistent with other analyses and reports received by the INEE Working Group on Minimum Standards, the "Community Participation" standards are cited most frequently. The two categories of "Teachers and Other Education Personnel" and "Education Policy and Coordination" were cited least frequently. This is consistent with earlier results and suggests the need to clarify how the standards can be used and the indicators and guidance notes contextualized within the context of national education systems and policies, especially in relation to teachers and other personnel.

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[18] In an oversight of questionnaire design, we asked in Q53 if respondents had changed a project design. Then in Q55 we asked if they had changed the way that projects are implemented and gave them a choice of "existing projects have been re-designed to ensure Minimum Standards are incorporated." This should be corrected in future questionnaires.
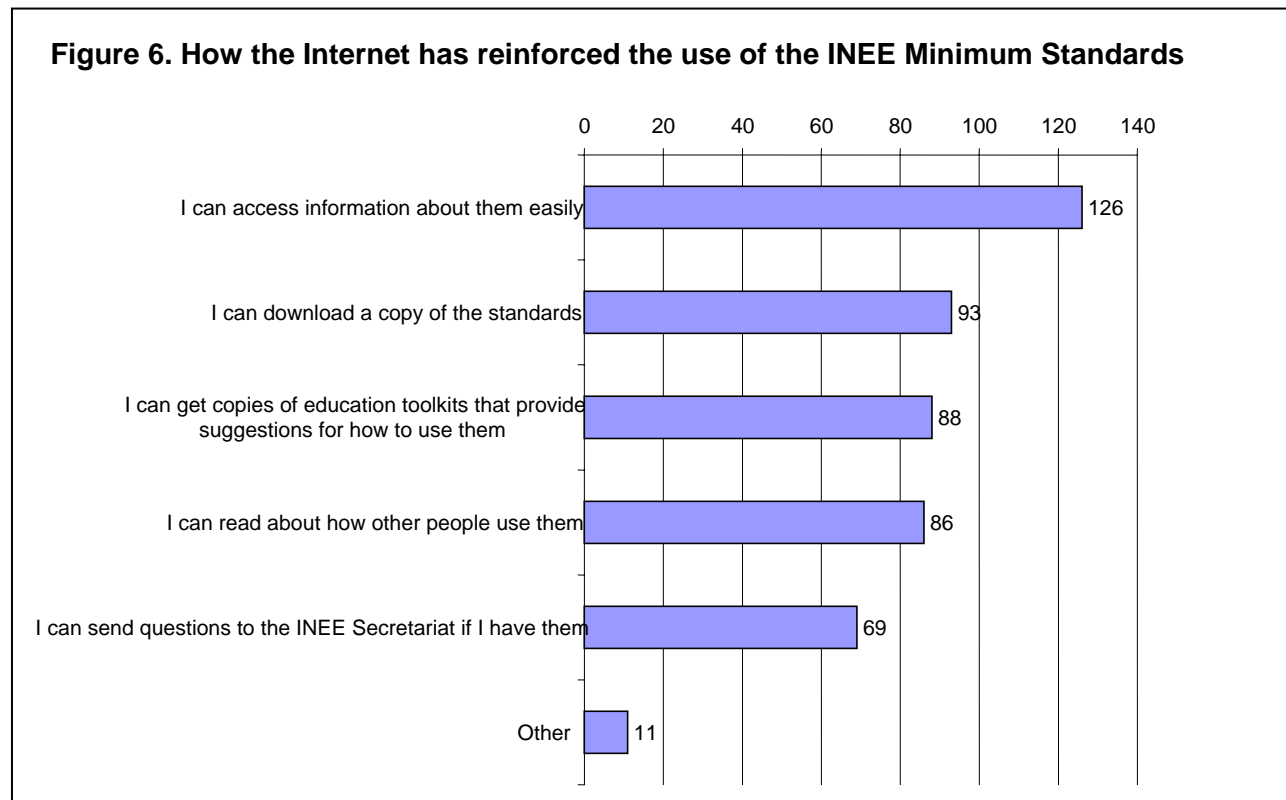
[19] Question 51.

Table 4. Standards used most and least frequently

Categories and Standards	Number of Responses	
	Used *Most*	Used *Least*
Community Participation	*40*	*7*
Standard 1: Participation	4	1
Standard 2: Resources	3	1
Analysis	*24*	*4*
Standard 1: Initial Assessment	4	0
Standard 2: Response Strategy	3	1
Standard 3: Monitoring	9	0
Standard 4: Evaluation	7	3
Access and Learning Environment	*33*	*4*
Standard 1: Equal Access	7	0
Standard 2: Protection and Well-Being	6	1
Standard 3: Facilities	2	1
Teaching and Learning	*34*	*8*
Standard 1: Curricula	6	1
Standard 2: Training	3	0
Standard 3: Instruction	3	0
Standard 4: Assessment	4	1
Teachers and Other Education Personnel	*16*	*8*
Standard 1: Recruitment and Selection	0	3
Standard 2: Conditions of Work	0	1
Standard 3: Support and Supervision	2	1
Education Policy and Coordination	*14*	*21*
Standard 1: Policy formulation and enactment	0	4
Standard 2: Planning and Implementation	1	0
Standard 3: Coordination	2	0

More than 80% of respondents use one or more of the cross-cutting issues in their projects, most commonly gender issues. Nearly 70% of respondents incorporate gender issues into their projects, while approximately 40% of respondents have incorporated HIV/AIDS and/or special education as cross-cutting issues. Only 6% indicate that they have not incorporated any of the cross-cutting issues into their projects, though 17% of the sample did not respond to this question. The attention to gender issues within the humanitarian response field, the work of the INEE Gender Task Team, generally and with regard to using the INEE Minimum Standards to address gender issues undoubtedly account for the large number of respondents using gender in their work. This is an important result and points to the need for similar efforts to ensure attention to all of the cross-cutting issues in programming.

Seventy-three percent of respondents feel that the internet has reinforced use of the INEE Minimum Standards. Considering the technologically savvy nature of respondents, this result is not surprising. Nonetheless, it does suggest that the overriding purpose of INEE as a network for information- sharing is being achieved and that the INEE network is an essential tool for disseminating information about the INEE Minimum Standards.

Figure 6 indicates how respondents use the internet. It points to several important uses, obtaining information from INEE about the Minimum Standards, sharing practical information about how they are being used in different contexts, and asking questions about them. The promotion and use of an on-line discussion organized around the sharing of application and use of the INEE Minimum Standards may be one way to address respondents' request for more practical information. In addition to the specific responses indicated in Figure 6, respondents also stated that the internet has reinforced the use of the INEE Minimum Standards because they are able to share information with their colleagues more easily. This is especially important for field offices that do not have easy internet access; otherwise, they are likely to be disadvantaged given the importance of being able to download and share information.

Figure 6. How the Internet has reinforced the use of the INEE Minimum Standards

Category	Value
I can access information about them easily	126
I can download a copy of the standards	93
I can get copies of education toolkits that provide suggestions for how to use them	88
I can read about how other people use them	86
I can send questions to the INEE Secretariat if I have them	69
Other	11

While three-quarters of respondents encourage their counterparts to use the INEE Minimum Standards, there is much less confidence that counterparts are actually aware of and using them. Only half of respondents feel, for example, that their counterparts working for international NGOs are aware of them, and even fewer believe that their other counterparts –UN agencies (37%), national NGOs (32%), teachers and other project staff (29%), Ministry of Education (24%) – are aware of them. This indicates the continued need for advocacy and raising awareness among all actors supporting education in emergencies, chronic crises and early reconstruction.

Similarly, even though more than half of respondents use the INEE Minimum Standards, most do not think that their counterparts have incorporated them into their work. Thirty-seven percent of respondents thought that their colleagues at international NGOs have incorporated the INEE

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Minimum Standards but nearly as many (35%) did not know if their educational counterparts were using them. Even fewer respondents thought that colleagues at UN agencies (24%), teachers and other project staff (21%), colleagues at national NGOs (18%) and Ministry of Education policy makers (11%) were using them. Respondents to this survey may not be representative of others in similar types of institutions, but if they are, there is a gap between individual's use of the INEE Minimum Standards and others' perceptions of their use. INEE's efforts to publicize use of the Minimum Standards and to share practical examples of how they are being used can help bridge this gap as can an increased emphasis on coordination and information sharing among educational counterparts.

A large majority (84%) of respondents indicate that they will use the INEE Minimum Standards in the future. Interestingly the most common use of the INEE Minimum Standards will be for training and capacity building of staff or counterparts (see Table 5). For this sample, they are clearly an important tool for training and advocacy. Also important for a majority of respondents is the use of the INEE Minimum Standards to improve coordination and the quality of projects (through monitoring and evaluation and better project design). Still, it is interesting to note again, that improving coordination was selected the least. If the standards are to become an important tool for improving coordination among stakeholders, additional advocacy on this point is necessary.

Table 5. How respondents will use the INEE Minimum Standards in the future.[20]

Area	Number	*% of those responding**
Train and build capacity of staff or counterparts	128	82%
Advocate for greater access to education	121	78%
Improve quality of existing project	119	76%
Monitor and evaluate project	119	76%
Design or redesign of project	112	72%
Improve coordination among education counterparts (government, UN, NGO, community stakeholders)	111	71%

Two years after publication of the INEE Minimum Standards handbook and one full year of promoting them through Training of Trainers workshops, it is encouraging that so many respondents are committed to using them in the future.[21]

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[20] These percentages are based on the total number of respondents (156) who indicated that they will use the Standards in the future. Respondents were asked to select all of the ways that they plan to use the INEE Minimum Standards.

[21] As noted earlier, however, those who responded to this survey likely did so because they are already committed to the Minimum Standards and to INEE's work. Future research should look for ways to reach those who did not respond to the survey.

Impact

The answers to Questions 69-74 of the survey provide examples of how some respondents perceive the impact of the INEE Minimum Standards. At this point, it is still early in the life of the INEE Minimum Standards to assess their impact very definitively. The assessment of impact is difficult, especially since no baseline data are available and since so many variables can affect the results of education projects. Still, the fact that nearly 200 people working in 95 countries responded to this survey and are aware of the INEE Minimum Standards is an indication of the potential impact of the Minimum Standards process.

Main Results: Impact

- Nearly 20% of respondents believe that the INEE Minimum Standards contribute to increased enrollment in their programs/projects.
- Almost one-third of respondents feel that the use of the INEE Minimum Standards has led to achievements in project outcomes or improvements in the quality of educational services provided.
- The main areas of impact or improvement cited by participants include:
  - ✓ Improved community participation and coordination
  - ✓ Increased attention to the issues detailed in the analysis Standards
  - ✓ Use of a more holistic approach
  - ✓ Increased attention to advocacy and capacity building

Nearly 20% of respondents thought that the INEE Minimum Standards contributed to increased enrollment. This does not mean that the Standards *per se* are direct causes of increased enrollment. Still, the fact that respondents perceive an impact is worthy of further investigation and surely will contribute to continued use. Respondents' statements of how the INEE Minimum Standards are contributing to increased enrollment are shown in the box below.

How do you know that the INEE Minimum Standards have contributed to increased enrollment?
- *Access and learning environment has improved and in turn the enrollment in schools [has increased] but we have to observe if the retention improves.*
- *Enrollment [depends on] the active participation of the parents and INEE encourage this kind of participation so, consequently, the rate of enrollment has increased.*
- *There is increased enrollment and increased parents participation.*
- *Partners are more aware of the importance of the use of the standards, so far they are following them to increase the enrollment*
- *Inclusion of ethnic minorities in elementary schools*
- *Our staff were trained in the standards and it increased their awareness and how they acted in the field. They became more aware of the connection from field level up to decision making.*
- *Teachers' commitment and dedication to work encourages children to be regular and punctual in school, conducive learning environment is ensured to promote the protection, mental and emotional well-being of learners.*

- *The assessments carried out prior to project design are also used as a form of mobilization and sensitization for enrollment of both girls and boys*
- *Provides a holistic and comprehensive approach*
- *Gives a good framework [within which] to work more professionally*
- *MSEE [The INEE Minimum Standards] have served as an advocacy tool to make donors recognize education as part of an emergency response. Thus more funding has been provided to education in e.g. Southern Sudan.*
- *I am sure the standards have been able to raise awareness on the importance of education in emergencies big time.*
- *Minimum Standards give a sense of respect to those teaching and to those being taught as well as to their families.*

Almost a third of respondents felt that the use of the INEE Minimum Standards has led to achievements in project outcomes or improvements in the quality of educational services provided in their projects. Overall, it seems that the organization and focus of the INEE Minimum Standards' targeted approach allow practitioners to use those standards that most directly apply to their work. As a result, respondents indicated that they were able to better motivate the community, better advocate for needed facilities and more effectively train teachers. Specific examples of what respondents said about how the standards have contributed to improved quality are categorized and listed below.

What have been the achievements or improvements in quality associated with the use of the INEE Minimum Standards?

Improved community participation and coordination
- *Greater effort and results toward enhancement of community participation and ownership as well as toward more effective coordination among stakeholders in education projects.*
- *The targeted communities felt more responsible for addressing the educational needs of their children and were more involved, positive and supporting.*
- *Set up a students' council to enhance participation of beneficiaries and this has resulted in ownership of the language classes project.*
- *One area is how the community has been assisting in promotion of education especially for girls. This can be reflected in improved community participation and ownership.*
- *Children and parents contribute more to the school plans.*

Increased attention to the issues detailed in the Analysis standards *(covering Initial Assessment, Response, Monitoring and Evaluation)*
- *Broader assessment aspects before expansion of projects*
- *The Minimum Standards helped us to make the process of monitoring and evaluation more advanced and effective. The process of planning has also improved.*
- *I'm using the standards since one year ago, and the partners understood that it's a way to facilitate the continued follow up of activities, to be constantly updated on the process and results achieved, or if there is something to be changed.*
- *The level of staff awareness about the different dimensions of a holistic and adequate educational program for displaced youth. Improvement at the level of project design and monitoring activities.*

- *All the projects are analyzed by the staff members trained in minimum standards and necessary feedback is provided to the project implementation staff.*
- *The standards helped me to include children's needs in the planning phase.*
- *Engaged beneficiaries in evaluation of project every 6 months and as a result we have been able to constantly reflect on the best practices.*
- *During the Lebanon crisis last summer, our planning was directly influenced by the minimum standards and led to partners engaging in activities which allowed for the timely return to school for children in the combat areas, and their receipt of psychological support when they arrived.*

Use of a holistic approach
- *Education projects are more holistic in their approach.*
- *The INEE Minimum Standards were used and have contributed to develop the National Education Quality Standards document so that quality education is supported in all types of emergencies.*
- *Quality indicators are possible for the design phase of projects, thanks to INEE standards*

Increased attention to advocacy and capacity building
- *Advocating for education to be accessible to children from ethnic minority groups. In addition providing support to ethnic minority children and families to attend school and remain in attendance.*
- *We are attaching more attention to meet policy makers.*
- *Capacity building of local staff.*
- *My project is not field-based in the main. It is a global research and capacity-building project, with advocacy for education in emergencies and reconstruction an important activity. The MS are priceless for that. They are also a great focus for networking activity that is vital to my work.*
- *Some local staff have been trained in INEE standards. The standards have given them an overview of the issues and why they are important. I believe that this knowledge informs their work.*

Increased attention to specific issues or standard categories
- *Improved the quality of lessons, presentation and classroom management by teachers*
- *The standardization of interventions like rehabilitation related to the standards (e.g. space for games, and space in the class)*
- *Special children have been enrolled in school, girls are equally treated in classrooms, teachers/head teachers and community are more aware about these issues*
- *Improved understanding of methodology and child-centred learning.*
- *More children are enrolled in schools near their homes. Funding has been obtained for a project to improve the school environment such as access to water and latrines.*
- *The use of the Standards in determining clear indicators for quality of education, for the training of trainers (teachers' code of conduct) and for curriculum implementation and classroom organization.*

In sum, there are indications of fairly widespread awareness of the INEE Minimum Standards, different levels of commitment to the Standards and a variety of ways in which they are used. Impact might be considered along a progression of stages, as suggested below:
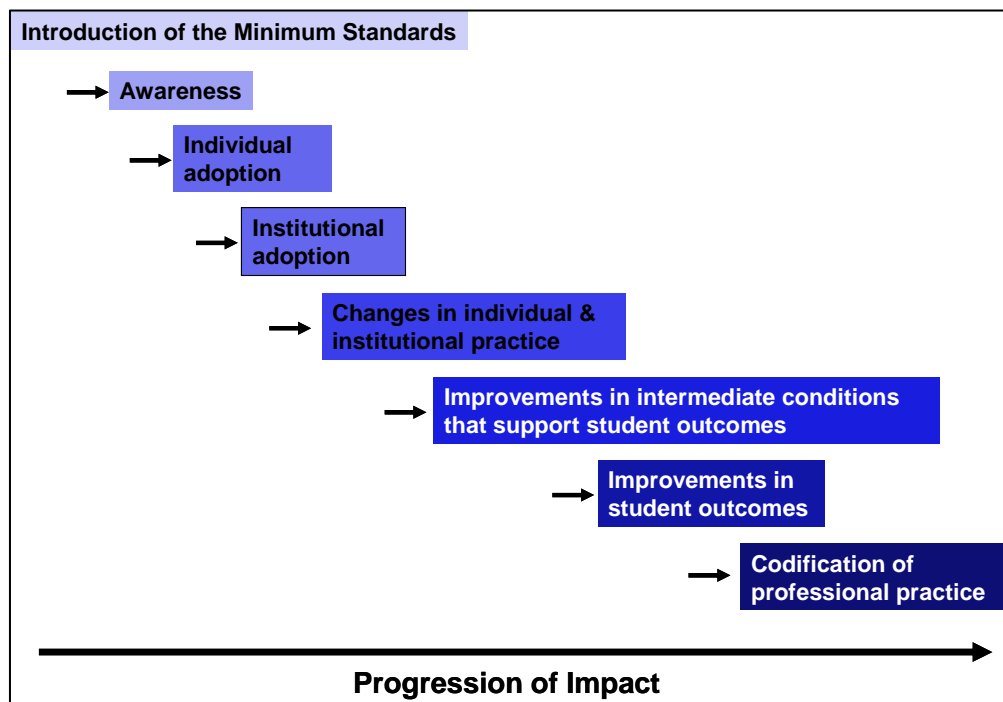
Of course each individual and institution moves through these stages at different times. Nonetheless, it may be possible to characterize the developmental maturity of an initiative or innovation such as the INEE Minimum Standards. At this point, the survey reveals substantial evidence for *awareness*, *individual adoption* and *institutional adoption* among these respondents. There are some changes in practice, but most of these appear to be idiosyncratic rather than what might be termed a deep-adoption of the INEE Minimum Standards, one that permeates the policies and procedures of the organization, although there are cases of these as well. There are also some indications of them helping to improve intermediate conditions that can be expected to lead to improvements in student outcomes, but it is difficult to see widespread changes at this point. Even later on, the multiplicity and complexity of causality in terms of increased student enrollment and persistence will make it difficult to attribute positive results to the INEE Minimum Standards alone. Still, the case can be made for trying to monitor for steady improvements in the system and to push the general progression from changes in practice to improvements in conditions associated with improved outcomes as the next general stage.

## Key Findings based on Institutional Affiliation

With regard to the actual sample of respondents, international NGOs (88), national NGOs (33) and UN agencies (31) were the best represented. Many fewer responses were received from individuals affiliated with bilateral donors (6), governments (7)[22] and foundations (7). The low

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[22] Four of the seven people who identified themselves as working for "governments" are working at universities. Only two people are partially affiliated with government Ministries.

response rate from individuals affiliated with these latter three categories makes it difficult to extrapolate from their responses and so they will generally not be included in this section. It is interesting, however, to compare the responses of individuals from UN agencies, international NGOs and national NGOs to consider whether different actions may be recommended for each of these groups.

Awareness and training

As noted in Table 1 and shown in Figure 7, respondents from UN agencies were more than twice as likely as those from national NGOs to indicate that they learned about the INEE Minimum Standards by participating in an INEE training workshop. This correlates well with the answers about the biggest challenges to learning about the Standards (Figure 8). Respondents from national NGOs more frequently perceived lack of resources and training opportunities as the greatest challenges, whereas respondents from international NGOs and UN agencies most frequently cited lack of time to attend training as the biggest challenge. Interestingly, the INEE website was an important mechanism for learning about the INEE Minimum Standards for those working for both national and international NGOs.

Figure 7. Top three ways respondents learned about the Minimum Standards
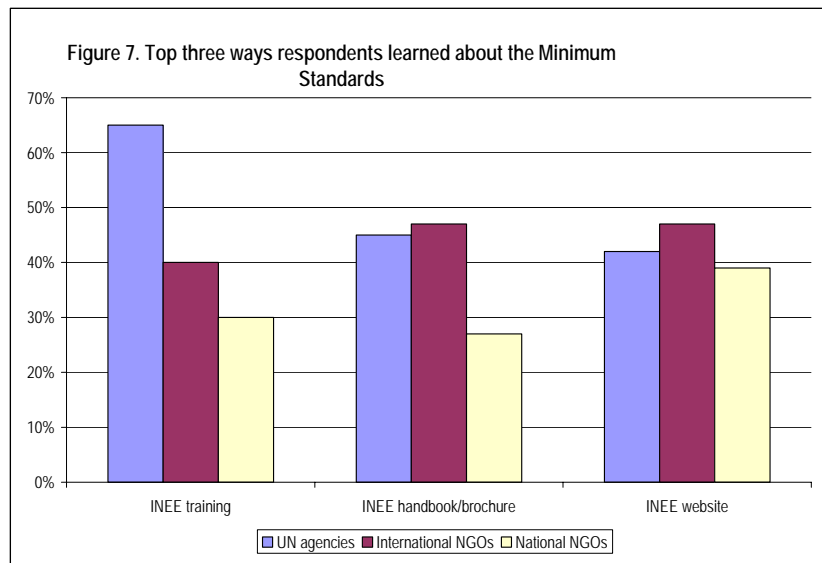
As noted, respondents identified lack of time and funding and lack of training opportunities as the greatest challenges to learning about the INEE Minimum Standards. Analyzed according to respondents' affiliations, however, it may be that recommendations for addressing these challenges will vary by type of organization. For example, individuals from national NGOs are more likely to perceive lack of resources and training opportunities as the greatest challenges to learning about the standards, whereas respondents from international NGOs and UN agencies cited lack of time as the biggest challenge. This suggests that increased training opportunities should be targeted to staff from national NGOs.

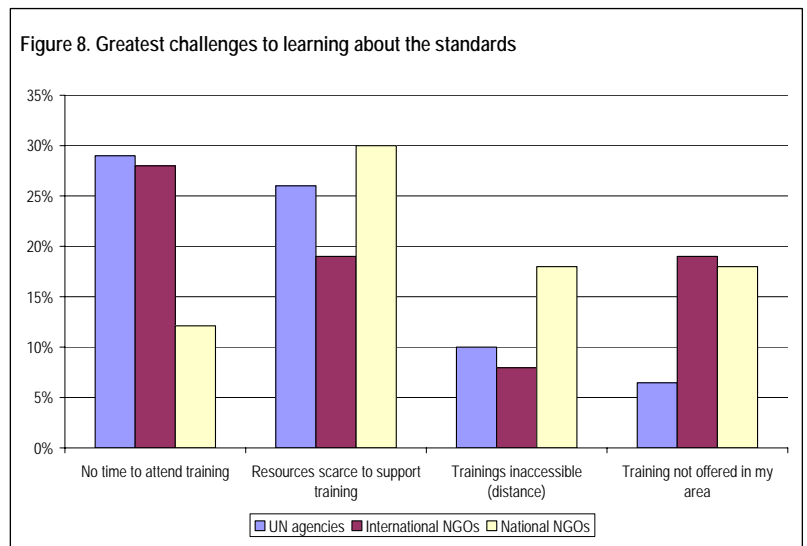Figure 8. Greatest challenges to learning about the standards

Figure 9 shows the number of respondents who have participated in an INEE Minimum Standards training or Training of Trainers workshop as well as the number of respondents who have conducted INEE Minimum Standards trainings. Consistent with Figure 7 above, staff from UN agencies most often said that they had been trained in the standards (more than 70%) while fewer than 25% of staff from national

Figure 9. Training experiences of respondents
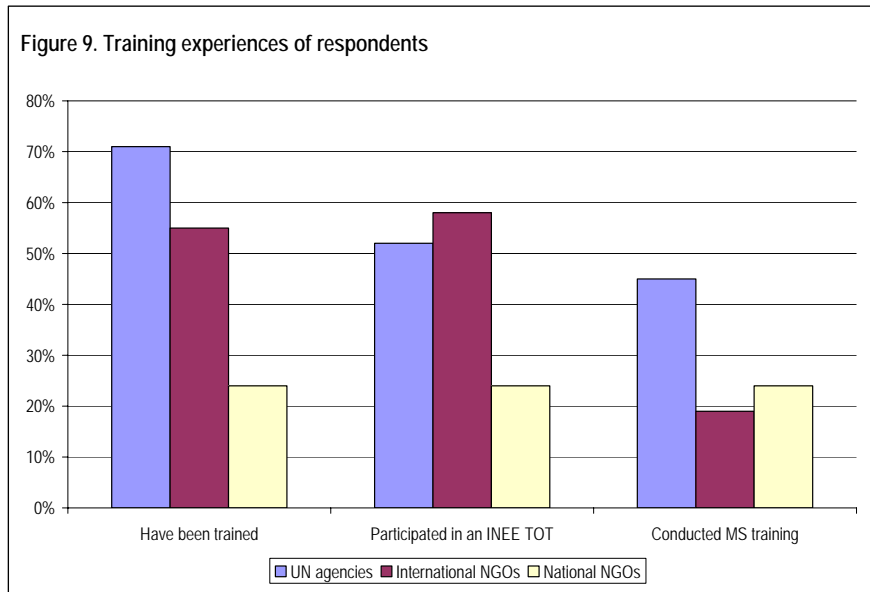
NGOs have been trained. More than 50% of respondents from UN agencies and international NGOs also indicated that they (or a member of their staff) participated in an INEE Training of Trainers workshop. These trainers have been and should continue to be encouraged by the INEE Secretariat to involve their counterparts from national NGOs and national governments, which might help to lessen these disparities.

Institutionalization

As discussed above very few respondents from bilateral donors, foundations and governments responded to the survey (20 for the three groups) so it is difficult to make generalizations about any one of these groups. One observation, however, is that respondents from all of these three groups were much more likely than respondents from UN agencies and NGOs (international and national) to indicate that education in emergencies, chronic crises and early reconstruction is *not* an institutional priority (an average of 45% compared to an average of 8% for UN agencies and NGOs). This result points to the continued need for advocacy at the governmental level and with foundations.

Figure 10. Is your institution committed to using the Standards?

UN — No 23%, Yes 71%

International NGO — No 18%, Yes 78%

National NGO — No 39%, Yes 52%

Green slices are non-responses for each category
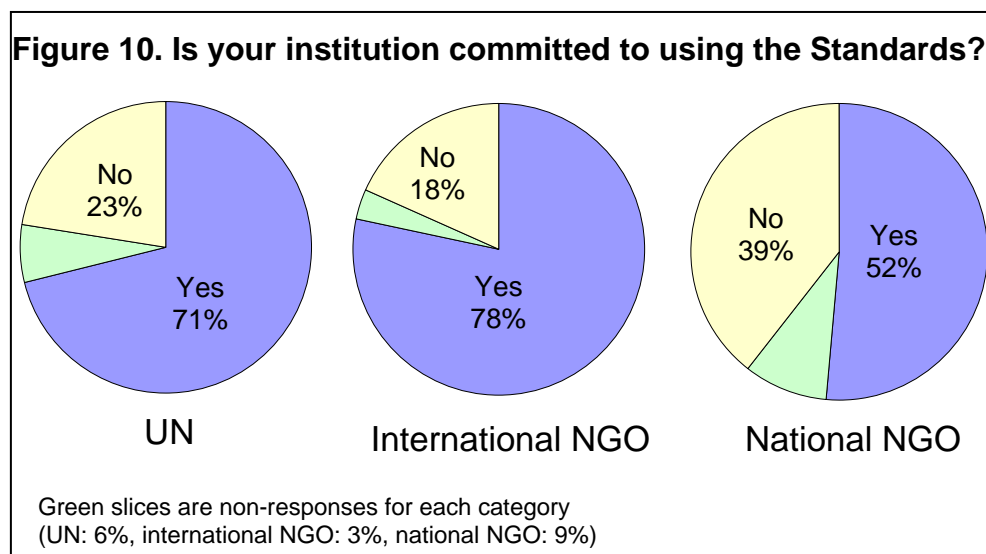(UN: 6%, international NGO: 3%, national NGO: 9%)

Figure 10 compares the responses from staff of UN agencies, international and national NGOs to the question of whether respondents believe that their institutions are committed to using the INEE Minimum Standards. These results suggest that INEE has been very successful at obtaining institutional commitment to the use of the Standards among its primary membership groups – UN agencies and international NGOs.[23]

Still there are potentially important differences across groups. As shown in Table 7, the primary reason that organizations are not using the INEE Minimum Standards is because the institutions "lack the capacity or trained staff to implement the Standards." While true for all groups, nearly 70% of respondents from national NGOs chose this as the primary reason. This again points to the need for increasing training opportunities for national NGOs. Respondents from national NGOs were also much more likely to indicate that their institutions lack the funds to implement them. Certainly, UN agencies and international NGOs are better funded than national NGOs, but a clearer understanding on the part of national NGOs of potentially low-cost ways of implementing the INEE Minimum Standards would likely increase their adoption and use.

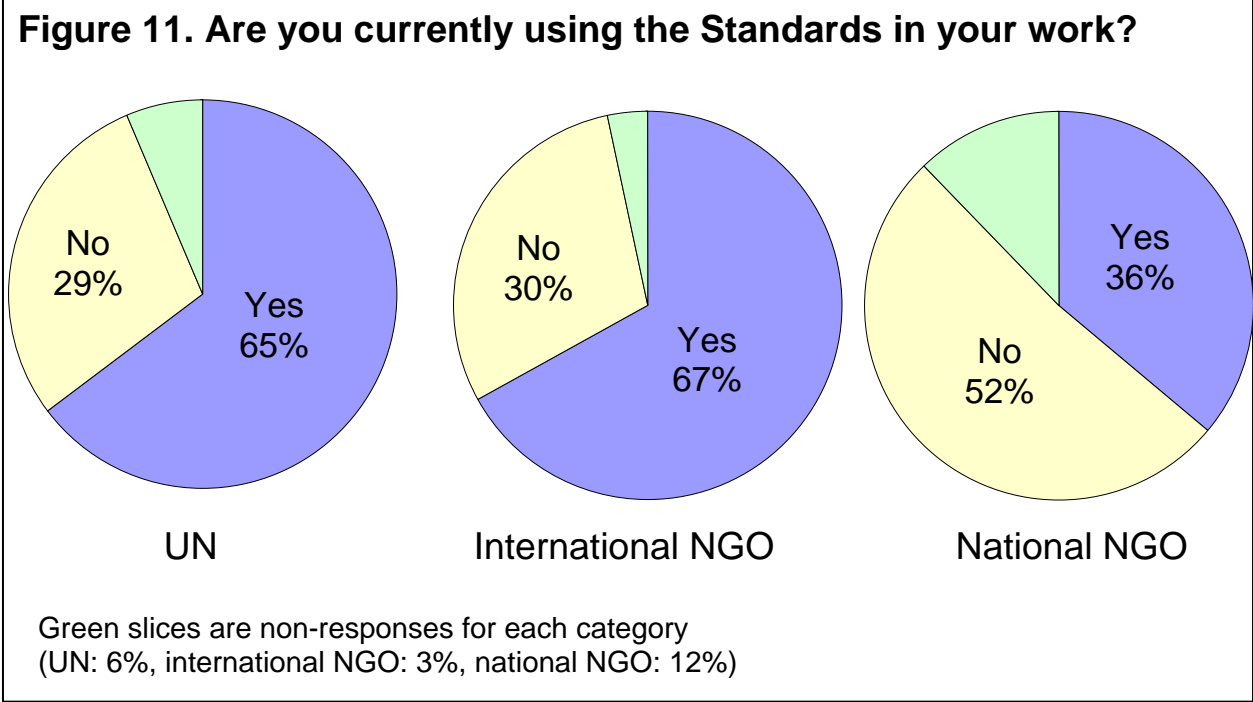**Table 7. Extent of institutionalization, by category of respondent**

Institutionalization	*Respondents from:*		
	UN agencies (31)	*International NGOs (88)*	*National NGOs (33)*
▪ Education in emergencies *not* an institutional priority	3%	9%	9%
▪ Institution committed to using the INEE Minimum Standards	71%	78%	52%
▪ Top two reasons institution not using the MS (**only** for those whose institutions have *not* committed to using the INEE Minimum			

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[23] Although the result should be interpreted with extreme caution due to the small sample size, only 25% of respondents from bilateral donors, national governments and foundations indicated that their institutions are committed to using the INEE Minimum Standards.

Standards)			
☑ Education not viewed as a priority *humanitarian response*	43%	19%	
☑ Institution does not have capacity or trained staff to implement the INEE Minimum Standards	43%	31%	69%
☑ Institution lacks funds to use the INEE Minimum Standards			62%
▪ Institution has formally adopted the INEE Minimum Standards (one or more) into policies or procedures	42%	39%	18%

Implementation and use

Findings related to implementation and use are similar to those for institutionalization but perhaps more striking. In all instances as seen in Figure 11, respondents are less likely to report using the Minimum Standards in their own work than they are to report institutional commitment. Among individuals working for UN organizations, for example, 71% report that their organizations are committed to the Standards, while only 65% report using them in their own work.

Figure 11. Are you currently using the Standards in your work?

UN: No 29%, Yes 65%
International NGO: No 30%, Yes 67%
National NGO: Yes 36%, No 52%

Green slices are non-responses for each category
(UN: 6%, international NGO: 3%, national NGO: 12%)

Still, those in UN agencies and international NGOs were almost twice as likely as those from national NGOs to say that they are currently using the Standards in their work. A further analysis of respondents from national NGOs indicates that 75% of those who participated in an INEE

Minimum Standards Training of Trainers workshop also said that they are using the Minimum Standards in their work (compared to 36% of all respondents from national NGOs). While we cannot generalize from this small self-selected sample (only eight respondents from national NGOs have attended an INEE Minimum Standards training), we can hypothesize – and we would hope – that those who have participated in a training are more likely to use the Standards afterwards. This is something that could be followed up with separate questions or case studies with those who have participated in a training workshop. Again, these results suggest that increasing training opportunities for a broad range of actors will result in greater adoption and use of the INEE Minimum Standards.

It is also notable that respondents from UN agencies, international NGOs and national NGOs use the INEE Minimum Standards for slightly different purposes (see Table 8). Overall, they are most commonly used for technical guidance and as a reference. Respondents from UN agencies, however, use them for advocacy purposes more frequently than do their NGO colleagues and more than half of UN respondents use them for disaster/emergency preparedness planning. These results make sense, as the UN typically assumes more of an advocacy role and since UN agencies are more frequently involved in planning activities with their government counterparts. To some extent, the result for disaster/ emergency preparedness planning may also be simply an artifact of the data as 52% of respondents from UN agencies selected natural disaster as one of the contexts in which they work compared to 35% and 33% of respondents from international and national NGOs, respectively. Nonetheless, there is clearly a need for all actors to engage more in disaster/ emergency preparedness planning (perhaps for national NGOs most of all, as they are more likely to be "first" responders). As a result, it would be useful to follow-up with those who are using the INEE Minimum Standards for this purpose to obtain and share examples of how they can be used.

Table 8. How respondents are using the INEE Minimum Standards

Staff of: (Number of respondents for each institution type)	UN agencies (31)	International NGOs (88)	National NGOs (33)
Respondent's use of the Standards			
▪ Currently using the Standards	65%	67%	36%
▪ How respondents are using the Standards (% of those who are using the Standards)			
☑ Technical guidance	**80%**	**64%**	**58%**
☑ Monitoring and evaluation	50%	**68%**	**78%**
☑ Project design	**60%**	**68%**	50%
☑ Reference guide	55%	63%	50%
☑ Advocacy	**65%**	58%	42%
☑ Assessment	50%	51%	42%
☑ Tool for increasing community participation	50%	58%	**33%**
☑ Report writing	**30%**	**36%**	**58%**
☑ Disaster/emergency preparedness planning	55%	**36%**	**17%**
☑ Guide to coordination	**30%**	**31%**	42%
▪ Changed a project design (top two ways)	35%	25%	27%
▪ Top two ways project design has changed (% of those who have changed their project			

designs)			
☑ Incorporated MS into project proposal	82%	45%	*11%*
☑ Used MS as a reference when developing project implementation plan	64%	91%	67%
☑ Redesigned existing project to incorporate MS	*36%*	*27%*	22%
▪ Changed project implementation	42%	44%	30%
▪ Main way project implementation has changed (% of those who changed project implementation) ☑ Standards incorporated into monitoring and evaluation activities	77%	74%	50%
▪ Thinks internet has reinforced the use of the Standards	77%	78%	61%
▪ Will use Minimum Standards in the future	90%	90%	76%
▪ Encourages counterparts to use the Standards	84%	78%	67%

The INEE Minimum Standards Handbook: Suggested Improvements

The final section of the questionnaire asked respondents to rate the usefulness of the content and presentation of the INEE Minimum Standards Handbook and to offer suggestions for improving the Minimum Standards. With regard to the usefulness of the handbook, 141 respondents replied. Their answers were rated on a scale of 1-4, with 1 representing 'Not at all Useful', 2 'Somewhat Useful', 3 'Useful', and 4 'Extremely Useful'. The average of their responses is shown in Table 6.

Table 6. Usefulness of the INEE Minimum Standards Handbook

Usefulness of the content and presentation of the Handbook	*Average score*
Standards	3.27
Indicators	3.22
Planning in an emergency: situation analysis checklist (p. 30)	3.18
Guidance notes	3.14
Information gathering and needs assessment questionnaire (p. 33)	3.07
Teacher's code of conduct (p. 70)	3.07
References and resource guide (p. 83)	3.03
Assessment framework (p. 29)	2.99
Psychosocial checklist (p. 49)	2.97
Terminology annex (p. 79)	2.94
Format of the handbook	2.92
School feeding programme checklist (p. 51)	2.81

On average, respondents found most components of the INEE Minimum Standards Handbook to be "useful." The format of the handbook, however, rated low in comparison to most other components and was an area that almost half of the respondents focused on when suggesting how the standards could be improved. Forty-eight percent said that the handbook could be

improved by providing a simplified version of the standards through a smaller version of the handbook. In addition, there were several specific suggestions for improving the handbook, which included: adding illustrative log frames that demonstrate the use of the standards in different contexts, adding more illustrations, simplifying information with bullet points, numbering indicators, and providing a more comprehensive overview of each of the overriding themes and associated indicators. It will be useful for the INEE Working Group to consider respondents' specific suggestions when revising the Standards.

Besides making suggestions for improvement of the handbook, approximately half of those who responded thought the use of the INEE Minimum Standards could be improved through continuing advocacy. Specifically, activities should be initiated to increase awareness and use of the INEE Minimum Standards and 46% thought that more examples of how they are being used in practice would be helpful. In addition, 37% of respondents answered that providing a list of specific standards and indicators for use in an acute emergency and providing more tools to use in implementing the INEE Minimum Standards would help improve implementation. Very few (4%) thought that they were fine as is, reinforcing the need to compile feedback those working in the field in order to make improvements.

In addition to the above, 50 respondents provided specific feedback and suggestions for revising the INEE Minimum Standards. Their suggestions illustrate a tension that has existed since the start of the INEE Minimum Standards process. While some respondents would prefer very specific indicators (such as "pupil: teacher ratio of 45:1") or regional standards, others are opposed to making the INEE Minimum Standards more prescriptive and advocate for a more global set of standards.

Helping practitioners understand how they can adapt and use the INEE Minimum Standards in their particular context without imposing a prescriptive approach is one of the primary challenges that must be addressed to secure broad support for implementation. As INEE members continue to gain and share experiences related to use of the standards and how they can be customized or adapted for various situations, it will be possible to develop additional tools and resources that can be shared via the INEE website and incorporated into the INEE Minimum Standards training and capacity-building materials. While this approach will require additional effort on the part of education stakeholders, it will also permit incorporation of government standards and more illustrations of the adaptation of the INEE Minimum Standards to unique circumstances.

Recommendations

This analysis is an important first step and will serve as a baseline for future analytic efforts to assess the effectiveness of the INEE Minimum Standards process – from the launch of the Standards to their dissemination and use and ultimately to the impact that they have on improving the quality of education in emergencies, chronic crises and early reconstruction. These recommendations should be considered for follow-up by INEE through the various groups associated with the development, implementation and revision of the INEE Minimum Standards and the promotion of education in emergencies, chronic crises and early reconstruction.

For the INEE Steering Group
- Continue to grapple with the issue of how to reach various groups of stakeholders who have limited or no internet access in order to advocate more broadly for the importance of education in emergencies, chronic crises and early reconstruction.
- Continue to grapple with the issue of how to achieve broader dissemination and adoption of the INEE Minimum Standards as a tool for improving educational response and the coordination of educational activities. Doing this will require the involvement of all INEE members, especially those in the field, to communicate a consistent message to all counterparts in these situations.
- Continue to advocate with donors and national governments to prioritize education in emergencies, chronic crises and early reconstruction.
- Continue to advocate internally within Steering Group organizations (UNICEF, UNESCO, UNHCR, the World Bank, IRC, Save the Children Alliance, CARE, NRC and CCF) for the inclusion of education as a priority humanitarian response and for the institutionalization of the INEE Minimum Standards within that response.

For the INEE Working Group on Minimum Standards, Subgroup on Operations
- Support more INEE Minimum Standards training and capacity-building workshops and increase the number of people who are trained and, hopefully, using the INEE Minimum Standards.
- Develop individual institutionalization plans for INEE Working Group members' respective organizations (utilizing the *Adoption Strategy Checklists for organizations using the INEE Minimum Standard*s) and share successful ideas and strategies for institutionalization within the wider INEE membership, encouraging other organizations to develop similar plans.
- Promote the INEE Minimum Standards as a basis for coordination of activities across institutions and stakeholders, particularly in light of the new IASC Education Cluster. Additional messages to this effect should be included in the INEE "talking points" and in the training materials, and the role of the INEE Minimum Standards in improving coordination should be discussed specifically with UNICEF and Save the Children (cluster co-chairs).
- Engage with donor representatives who are supportive of INEE and the INEE Minimum Standards to encourage the standards' incorporation into their funding proposals and narrative reports from grantees (reporting on how their programs use/used the INEE Minimum Standards).
- Consult with INEE Task Teams and Interest Groups to discuss their development of supplementary materials for using the INEE Minimum Standards within their area of interest.
- Review the suggested changes to the INEE Minimum Standards handbook made by respondents to this survey in advance of a revision process.

For the INEE Working Group on Minimum Standards, Subgroup on Capacity-Building
- Develop focused training or information sessions on the INEE Minimum Standards for national NGOs and governments (including bilateral donors).
- Continue to make available the materials for and adaptations to the three-day INEE Minimum Standards training. Additional training materials should be developed and

shared as supplementary "refresher" courses or updates, including in the planned INEE Capacity-Building Workshops.

- Support the organization of INEE Minimum Standards training workshops that target representatives from governments (donors as well as affected governments) and national NGOs. Participants from the INEE Training of Trainers process should continue to be encouraged to invite both government and national NGO counterparts to their follow-up trainings. This will help increase awareness of the INEE Minimum Standards and, based on the results of this survey, is also likely to increase the use of and commitment to the standards themselves.

- Include practical examples of how the INEE Minimum Standards are used within future training, capacity-building and communication materials. Consider developing/adapting a strategy similar to the "Sphere Clinics" where participants travel to a field site to analyze/assess activities and look at ways in which the INEE Minimum Standards are or could be implemented at the site. In addition, consider including "marketplace" sessions in workshops, where participants can share their experiences and ideas on how they have implemented the INEE Minimum Standards.

For the INEE Working Group on Minimum Standards, Subgroup on Application and Analysis

- Conduct further analyses with representatives of bilateral donors, foundations and national governments (those groups for which the survey response rate was very low) to obtain a better understanding of their awareness, use and institutionalization of the INEE Minimum Standards. This process should include targeted interviews with individuals and organizations that INEE is seeking to influence with the INEE Minimum Standards in order to ask some of the questions posed in the survey.

- Send a follow-up email over the INEE listserve to understand why members did not complete the survey, their satisfaction with the on-line survey process and their preferences for future data collection efforts.

- Conduct additional follow-up in the Latin America and Caribbean region to obtain more input on how and when the INEE Minimum Standards are being used and in which contexts.

- Collect examples of how the INEE Minimum Standards are being used for disaster and emergency preparedness and planning and share these examples widely through the INEE website and perhaps in future training efforts.

- Identify strategies to include a greater number of participants in future research efforts. Specifically, these strategies should reach those who did not respond to this survey.

- Collect and disseminate materials and case studies that illustrate the use of the INEE Minimum Standards, including those that highlight low cost strategies for implementation.

- Conduct targeted case studies to investigate more thoroughly the impact of the INEE Minimum Standards on education programs. The perceived impact noted by respondents can be used as a starting point for formulating hypotheses and for identifying programs to investigate.

- Devote specific attention to how the INEE Minimum Standards can be used within the context of national systems and with national governments. It is relevant that respondents report using the "Teachers and Other Education Personnel" and "Education Policy and

Coordination" standards least frequently. Greater attention is needed to support ministries of education and their partners' understanding of the INEE Minimum Standards' application to the management of schools and school systems.

- In 1-2 years, conduct a follow-up survey that builds on the lessons learned from this survey and incorporates responses to this survey as a baseline against which to measure progress.

INEE members, especially participants in INEE Minimum Standards Training of Trainers workshops and those organizing training workshops

- Invite donor representatives to training workshops on the INEE Minimum Standards to increase their awareness and, hopefully, use of the INEE Minimum Standards.
- Focus training opportunities for particular types of organizations or in particular national contexts. For example, consider introducing the INEE Minimum Standards in a single ministry of education to participants at all relevant levels of the system. Alternatively, use the INEE Minimum Standards as the basis for meetings of regional education ministers or to facilitate dialogue among funding agencies, ministries, and perhaps international NGOs in a particular context.
- Organize training workshops in formats and venues accessible to target participants and organizations with modest travel budgets, especially staff of government ministries and national NGOs.
- Seek to increase opportunities for dialogue with and training of national education authorities on the INEE Minimum Standards as an important component of coordination, accountability and improved quality education programming.

For the INEE Secretariat, especially the Minimum Standards Focal Point and Capacity-Building Manager

- Continue to collect and feature examples of how the INEE Minimum Standards are being used in various contexts and include these on the INEE website as well as in the training materials.
- Continue to track and analyze which participants in the INEE Minimum Standards Training of Trainers process have conducted their follow-up trainings. Continue to share this information and to contact those who have not yet conducted their follow-up trainings to determine what is preventing them from doing this, and how INEE can help to support them.
- Draw attention on the website to the link for the PDF version of the INEE Minimum Standards Handbook, the various translations of the handbook and the promotional and implementation tools that can be utilized in operationalizing the standards.
- Promote an on-line discussion organized around sharing experiences related to application and use of the INEE Minimum Standards. Convey the results of these on-line discussions to the appropriate Minimum Standards groups (national, regional, etc.)

Among those who responded to this survey, there is substantial awareness and use of the INEE Minimum Standards at both individual and institutional levels but translation of this into formal policies and procedures of the organizations represented has occurred much less frequently. Even at this early date in the life of the INEE Minimum Standards, however, there are some cases where awareness has resulted in changes in the ways organizations carry out their work, in

project design and coordination. Continuing to share examples of how the INEE Minimum Standards can and are being used and continuing to use them as the basis for advocacy efforts geared toward education in emergencies, chronic crises and early reconstruction will be essential if the INEE Minimum Standards are to have the desired impact of improving the quality, coordination and predictability of education policy and response.

Annex 1: INEE Minimum Standards Questionnaire

Purpose of INEE Minimum Standards Questionnaire: This questionnaire is for education administrators, advisors, and project directors in ministries of education, international and national organizations who manage or implement education programs in acute emergencies, chronic crises and early reconstruction due to civil conflict or natural disasters. It is assumed that the person who completes this questionnaire has been trained or is at least familiar with the INEE Minimum Standards.

The purpose of this questionnaire is to learn more about the people and institutions who use these standards, and to solicit feedback from practitioners on the usefulness and relevance of the Minimum Standards to their work. The INEE is planning to revise the Minimum Standards handbook by the end of 2008 and will use feedback from this questionnaire and other sources to guide that process.

Your responses to this questionnaire will be entered into a database that will be maintained on behalf of the Inter-Agency Network for Education in Emergencies (INEE). Your responses will remain confidential. The data will only be accessed by the researchers working on the evaluation of the Minimum Standards. No information identifying particular individuals or organizations will be reported in any documents resulting from this survey.

Your feedback is invaluable. The questionnaire is estimated to take approximately 30 minutes to fill out. We thank you in advance for taking the time to provide feedback on the Minimum Standards. .

Content of the Questionnaire

1. Background information: Institution and respondent – This section asks questions about your institution (ministry, agency, organization), the education work that you are carrying out, the conditions under which you work, and your own personal experience. These questions will help us evaluate whether different types of institutions use the minimum standards differently or whether the education and experience of project managers has an effect on the use of the minimum standards. The word "institution" is used throughout to refer to the widest possible variety of organizations.

2. Awareness of the minimum standards – In this section, the questions relate to how you have learned about the minimum standards, your opinions about the INEE Minimum Standards training, and the obstacles to learning about the standards.

3. Institutionalization and use of the minimum standards – This section consists of four sub-sections.

> *Institutionalization* refers to ways in which the minimum standards have been formally incorporated into your institution's policies and procedures and the priority that your institution generally places on the minimum standards as well as education in emergencies, chronic crises and early reconstruction.

> *Implementation and use* refers to how your institution is currently using the minimum standards and ways in which your projects have changed as a result of the minimum standards. In addition, this section also asks you to consider which of the standards you have incorporated into your project(s) and to report on the barriers that prevent you from using them.

Impact refers to whether your institution has evaluated (or been evaluated by an external evaluator on) the impact of using the standards on either access to, or quality of, the education services your institution provides.

The Minimum Standards Handbook was introduced in December 2004 and is scheduled to be revised in 2008. The questions in this section ask you to rate the usefulness of the various components of the handbook and whether you have suggestions for its revision.

<mark>**Instructions:** Please check the option that corresponds to your answer. If your answer is not listed among the responses, check "other" and enter your response in the area to the right. Please note only one response per question unless otherwise noted.</mark>

Note: Questions that ask specifically about "you" refer to you as an individual, not to your organization or institution.

I.   Background information: Institution and respondent

Institution

1. Institution name: _____

2. Type of institution: ☐ National NGO (includes all types of local civil society organizations)
    ☐ Government
    ☐ International NGO
    ☐ UN Agency
    ☐ Bilateral Donor (such as USAID, Danida, JICA, etc.)
    ☐ Foundation
    ☐ Other (specify): _____

3. Name of the country(ies)/region(s) in which you work: _____
    (please separate each country listed with a ";*")*

The following questions are for headquarters or central office staff. If you do not work in the headquarters, or main office of your institution, please go to **question number 7**.

Questions for headquarters or central office staff:

4. How many employees work for your institution (national and international staff, worldwide, if applicable): _____

5. What is the annual budget of your institution, worldwide? $_____

6. What is your institution's annual budget for education, worldwide? $_____

Headquarters staff of UN agencies or international NGOs, please go to question 10.

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7. What is the annual budget for education for your office, division or operating unit (the office where you work, e.g., field or district office)? $_____

8. How many staff are employed in the office, division or operating unit in which you work? _____

9. How many of these staff members work on education project(s)? _____

10. Name of education project(s) on which you work: _____

(please separate each project listed with a ';')

11. If you are working in a country or sub-national office, list the in-country locations of the project(s) listed in question 10 (if you work in multiple locations, please list all and separate with a ";").

_____

12. How would you characterize the context in which you work? **Please mark all that apply.**
☐ Conflict
☐ Natural disaster
☐ Emergency / acute crisis
☐ Chronic crisis
☐ Post-crisis /early reconstruction
☐ Other (specify):_____

13. If you work in a natural disaster-affected area, which type(s) of disaster(s)? **Please mark all that apply**.
☐ Earthquake
☐ Tsunami
☐ Hurricane
☐ Flood
☐ Volcanic eruption
☐ Drought
☐ Other (specify):_____

14. What ages are targeted in your education project(s)? **Please mark all that apply.**
☐ Children 5 or under
☐ Children 6-11
☐ Children 12-14
☐ Adolescents 15-17
☐ Young adults 18-25
☐ Adults 26 or over

15. What is the gender of your target population(s)?
☐ Female
☐ Male
☐ Both

16. How would you characterize your target population?
☐ Displaced
☐ Not displaced
☐ Both

17. If the target population is displaced, how would you *best* describe their displacement? Mark all that apply.
- ☐ Internally displaced from conflict
- ☐ Internally displaced from natural disaster
- ☐ Refugee – someone displaced by conflict who has crossed an international border
- ☐ Returnee

18. What components are included in your education project(s)? **Please mark all that apply.**

☐ Early childhood education	☐ Community mobilizing
☐ Primary	☐ Teacher education, pre-service
☐ Secondary	☐ Teacher education, in-service
☐ Adult non-formal education	☐ School management training
☐ Youth non-formal education	☐ Curriculum revision
☐ Psychosocial	☐ MOE capacity building
☐ Recreation	☐ Education policy
☐ Vocational education	☐ Life skills
☐ Accelerated learning	☐ Peace education
☐ School health	☐ Landmine education
☐ HIV& AIDS in school	☐ School construction
☐ Distribution of learning materials	☐ Post-secondary education
☐ Development of learning materials	☐ Special education
☐ PTA or SMC training	☐ Other (specify):_____

Respondent

19. What is your location within the organization? ☐ Headquarters
- ☐ Regional Office
- ☐ Country Office
- ☐ Sub-national Office
- ☐ Other (specify):_____

20. What are your key responsibilities? **Please mark all that apply**.
- ☐ Manage projects
- ☐ Advise Minister
- ☐ Train staff
- ☐ Monitor projects
- ☐ Provide technical support (e.g., curriculum design, EMIS, statistical analysis)
- ☐ Teach (children or adults)
- ☐ Evaluate project outcomes
- ☐ Design projects
- ☐ Other (specify):_____

21. How long have you worked for this institution?
- ☐ 0-3 months
- ☐ 4-6 months
- ☐ 7-12 months
- ☐ 13-24 months
- ☐ 2-4 years
- ☐ 5-9 years
- ☐ 10 years or more

22. How long have you held your current position?
- ☐ 0-3 months
- ☐ 4-6 months
- ☐ 7-12 months
- ☐ 13-24 months
- ☐ 2-4 years
- ☐ 5-9 years
- ☐ 10 years or more

23. What is the highest level of education you have completed?
- ☐ High school
- ☐ Two years of university
- ☐ BA (or four years of university)
- ☐ Master's degree
- ☐ Doctorate

24. What was your major field of study?
- ☐ International affairs
- ☐ Teaching
- ☐ Comparative and international education
- ☐ Management and administration
- ☐ Educational administration
- ☐ Social work
- ☐ Other (specify): _____

25. May we contact you if additional information or clarification is required? ☐ Yes ☐ No

If yes, please give contact details below.

26. Name: _____

27. Telephone number: _____

28. Email address: _____

II. Awareness of the minimum standards

29. How did you learn about the minimum standards? **Please mark all that apply.**
☐ INEE training
☐ Handbook or brochure
☐ Word of mouth
☐ INEE website
☐ Job orientation
☐ Other (specify): _____

30. What do you think is the biggest challenge to learning about the minimum standards? **Please select only one.**
☐ Time constraints (no time to attend training)
☐ Trainings are inaccessible (distance)
☐ Training has not been offered in my area
☐ Resources are scarce to support training
☐ Standards are not available in my language or the language of the country in which I work
☐ Other (specify): _____

31. Have you been trained in using the minimum standards? ☐ Yes ☐ No
<mark>*If no, please go to question 35.*</mark>

32. If yes, how long was your INEE Minimum Standards training? _____ days

33. How would you rate the quality of the INEE Minimum Standards training materials?
☐ Poor   ☐ Fair   ☐ Good   ☐ Excellent

34. How would you rate the usefulness of your training?
☐ Not at all useful   ☐ Somewhat useful   ☐ Useful   ☐ Extremely useful

35. Have you conducted training on the minimum standards?   ☐ Yes ☐ No
<mark>*If no, please go to question 40.*</mark>

36. If yes, for whom? **Please select all that apply.**
☐ Staff from your organization
☐ Staff from one or more NGOs
☐ Staff from one or more United Nations organizations
☐ Ministry of Education (host government) counterparts (administrators)
☐ Principals, head teachers, and/or teachers employed by the MoE
☐ Members of the community in which you work (parents, elders, community leaders)
☐ Other (specify): _____

37. How many participants were trained (provide your best estimate of the number)? _____

38. What would **most** improve the INEE Minimum Standards training? **Please select only one.**

☐ More than three days to complete the training
☐ More time for participants to discuss how they are using the standards
☐ Incorporation of more practical examples of how the minimum standards are being implemented
☐ Incorporation of more real case studies or examples
☐ Available in local languages (please specify which language(s) *separate each language with a* "*;*"):

☐ Other (specify): _____

39. What additional suggestions do you have, if any, for improving the training of trainers outreach in order to increase the number of people who are trained in the use of the standards? **Please limit your answer to the space provided.**

_____

40. Have you *organized* or *led* formal staff meetings to discuss using the standards?   ☐ Yes ☐ No

41. Have you *participated in* staff meetings to discuss using the standards?   ☐ Yes ☐ No

42. Have you, or a member of your staff, participated in an INEE Minimum Standards *Training of Trainers workshop*?   ☐ Yes   ☐ No <mark>*If no, please go to question 44.*</mark>

43. If yes, please specify when and where.
☐ Nairobi, Kenya, January 23-25, 2006
☐ Bangkok, Thailand, February 14-16, 2006
☐ Lahore, Pakistan, February 21-23, 2006
☐ Geneva, Switzerland, March 15-17, 2006
☐ Washington, DC, May 16-18, 2006
☐ Dakar, Senegal, July 4-6, 2006
☐ Amman, Jordan, September 19-21, 2006

III. Institutionalization and use of the minimum standards

Institutionalization

44. Has education in emergencies, chronic crises or early reconstruction been incorporated into your institution? **Please mark all that are relevant.**

☐ Yes, it has always been part of our institution (before the Minimum Standards were written)
☐ Yes, it has been incorporated into our institutional mandate
☐ Yes, it has been identified as an institutional priority
☐ Yes, it is included in our humanitarian response team activities
☐ Yes, it is included in our institution's strategic or annual plans
☐ Yes, it is included in our institution's orientation manual
☐ No, it is not an institutional priority (<mark>please go to question 46</mark>)
☐ Other (specify): _____

45. If education in emergencies, chronic crises or early reconstruction is a priority for your institution, which **two** factors were most influential in this decision? **Please select only two factors.**

☐ We respond to specific requests for education from the people with whom we work
☐ Institutional recognition of education in emergencies as a priority
☐ The development of the minimum standards
☐ Staff training on the standards
☐ Available funding for education during humanitarian crises increased
☐ Other (specify): _____

46. Has your institution committed to using the minimum standards?　　☐ Yes　　☐ No

47. If you answered "no" to question 46, why? **Please mark all that apply.**

☐ Institution has its own standards
☐ Institution lacks funds to use the standards
☐ Institution has no capacity or trained staff to support the implementation of the standards
☐ Education is not viewed as a priority humanitarian response
☐ Other (specify): _____

48. Have any of the standards been **formally** adopted into the policies or procedures of your organization?　　　　　　　　　　　　　☐ Yes　　☐ No *If no, please go to question **50**.*

49. If yes, please provide a specific example of a changed policy or procedure.

_____

_____

Implementation and use

50. Are you currently using the INEE Minimum Standards in your project/program/work?　　☐
Yes　　　　　　　　　　　　　　　　　　　　　　　☐ No

51. If no, why not? **Please mark all that apply and then proceed to question 53.**

☐ They need clarification
☐ My organization has not accepted them
☐ I do not have time to use them
☐ I am not trained to use them
☐ We are concerned about replacing government standards
☐ They do not seem relevant to the current situation
☐ The standards are too high—it is unrealistic to use them
☐ They do not exist in the language we need
☐ The wording of the Minimum Standards, Indicators and Guidance Notes is not clear
☐ The concepts in the standards are difficult to translate into practice
☐ We do not have enough copies of the Handbook
☐ We do not have sufficient funding to achieve the standards
☐ Donor mandate asks us not to use them
☐ They are missing key elements (specify): _____
☐ Other (specify): _____

52. How are you using the minimum standards? **Please mark all that apply.**

☐ Advocacy   ☐ Monitoring and evaluation to improve quality
☐ Project design   ☐ Disaster/emergency preparedness planning
☐ Technical guidance   ☐ Guide to coordination
☐ Assessment   ☐ Tool for increasing community participation
☐ Report writing   ☐ Other (specify): _____
☐ Reference guide

53. Have you changed a *project design* because of the Minimum Standards? ☐ Yes   ☐ No
If no, please go to question 55.

54. If yes, how? **Please mark all that apply.**

☐ Minimum standards incorporated into project proposal
☐ Minimum standards used as a reference when developing project implementation plan
☐ Existing project has been redesigned to incorporate minimum standards
☐ Minimum standards incorporated into work with MoE
☐ Requested additional funding in order to redesign projects to meet the minimum standards
☐ Other (specify): _____

55. Have you changed the way your education projects are *implemented* as a result of the INEE
Minimum Standards?   ☐ Yes   ☐ No *If no, please go to question 57.*

56. If yes, how? **Please mark all that apply.**

☐ Existing projects have been re-designed to ensure that minimum standards are incorporated
☐ Minimum standards have been incorporated into monitoring and evaluation activities
☐ Other (specify): _____

We would like to understand more about how useful each standard is and why the standards are used or
not used. In the following questions, please note your responses **in the space provided**.

57. Which standard have you used the most?

_____

58. Which standard have you used the least?

_____

59. Which standard would you revise?

_____

60. How would you revise it?

_____

61. Which of the cross-cutting issues have you used in your projects? **Please mark all that apply.**
    ☐ Gender   ☐ HIV/AIDS   ☐ Special education needs   ☐ None

62. Do you think the internet has reinforced the use of the standards?   ☐ Yes ☐ No
    If no, please go to question 64.

63. If yes, how? **Please choose all that apply.**

    ☐ I can access information about them easily
    ☐ I can read about how other people use them
    ☐ I can send questions to the INEE Secretariat if I have them
    ☐ I can get copies of education toolkits that provide suggestions for how to use them
    ☐ I can download a copy of the standards
    ☐ Other (specify):_____

64. Will you use the Minimum Standards in the future? ☐ Yes   ☐ No *If no, please go to question 66.*

65. If yes, how? **Please choose all that apply.**

    ☐ Design or redesign of project
    ☐ Improve quality of existing project
    ☐ Monitor and evaluate project
    ☐ Train and build capacity of staff or counterparts
    ☐ Advocate for greater access to education
    ☐ Improve coordination among education counterparts (government, UN, NGO, community)

66. Do you encourage your counterparts to use the minimum standards?   ☐ Yes   ☐ No

67. Which of your educational counterparts are aware of the minimum standards? **Please mark all that apply.**

  ☐ My counterparts who work for international NGOs are aware of the minimum standards
  ☐ My counterparts who work for national NGOs are aware of the minimum standards
  ☐ My counterparts who work for UN agencies are aware of the minimum standards
  ☐ My counterparts at the Ministry of Education are aware of the minimum standards
  ☐ Teachers and other staff in our project(s) are aware of the minimum standards
  ☐ Don't know

68. Which of your educational counterparts have incorporated the minimum standards into their activities? **Please mark all that apply**.

  ☐ Colleagues at international NGOs
  ☐ Colleagues at national NGOs
  ☐ Colleagues at UN agencies
  ☐ MoE policy makers
  ☐ Teachers and other project staff
  ☐ Don't know

Impact

69. Has your institution carried out any evaluations related to the use of the standards? ☐ Yes ☐ No
If no, please go to question 71.

70. If yes, please provide name(s) of study: _____
(please separate each with a ";")

71. Can increased enrollment in schools or education activities supported by your project (or any projects within your institution) be attributed to the use of the INEE Minimum Standards? ☐ Yes ☐ No
If no, please go to question 73.

72. How do you know that the Minimum Standards have contributed to increased enrollment? Please write a one-sentence response.

  _____

73. Can you attribute any achievements in your project outcomes or improvements in the quality of educational services provided in your project (or by your institution) to the use of the INEE Minimum Standards? ☐ Yes ☐ No *If no, please go to question 75.*

74. In one or two sentences, briefly describe the achievements or improvements in quality associated with the use of the Minimum Standards.

  _____

<u>**The Minimum Standards Handbook**</u>

75. Please rate the usefulness of the content and presentation of the INEE Minimum Standards Handbook using the scale shown below. Please refer to the handbook to remind yourself of details if needed.

	Not at all useful	Somewhat useful	Useful	Extremely useful
Format of the handbook	☐	☐	☐	☐
Standards	☐	☐	☐	☐
Indicators	☐	☐	☐	☐
Guidance notes	☐	☐	☐	☐
Assessment framework (p. 29)	☐	☐	☐	☐
Planning in an emergency: situation analysis checklist (p. 30)	☐	☐	☐	☐
Information gathering and needs assessment questionnaire (p. 33)	☐	☐	☐	☐
Psychosocial checklist (p. 49)	☐	☐	☐	☐
School feeding programme checklist (p. 51)	☐	☐	☐	☐
Teacher's code of conduct (p. 70)	☐	☐	☐	☐
Terminology annex (p. 79)	☐	☐	☐	☐
References and resource guide (p. 83)	☐	☐	☐	☐

76. How could the minimum standards be improved? **Please mark all that apply.**

☐ Provide a simplified form of the minimum standards booklet for easy reference
☐ Continue advocacy efforts to increase awareness and use of the minimum standards
☐ Provide a set of absolute minimum standards for use in an acute emergency
☐ Provide more tools to use in implementing the standards
☐ Provide more examples of how the standards have been used in practice
☐ Fine as is; no change needed

77. Are there revisions to the minimum standards that you would like to suggest? **Please limit your suggestions to no more than two lines.**

Thank you for completing the survey!
Your feedback is invaluable. Questionnaire responses will be fed into a database system that will allow for easy entry and analysis of the information to determine dominant trends, applications, and recommendations gleaned from the questionnaires. This analysis will inform a report on the awareness, utilization, institutionalization, and as much as possible, the impact of the standards, which will be shared with INEE members and others.

After you have completed this form, please save this document and email it to:
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