

Report on INEE Tools Launch and Panel Discussions

July 1, 2010

Center for Universal Education

Brookings Institution

Washington, D.C.

Event Information

- Total number of attendees: 40
- Presenters:
 - Rebecca Winthrop (Brookings)
 - Lori Heninger (INEE)
 - Tzvetomira Laub (INEE)
 - Rachel McKinney (INEE)
 - Eric Eversmann (Save the Children)
 - Pamela Young (Plan)
 - Alberto Begué (EFA Fast Track Initiative)
 - Alisa Philips (World Vision)
 - Victoria Rames (GenCap)
 - Mary Joy Pigozzi (AED)
 - Grace Akukwe (AED)
 - Sakil Malik (International Reading Association)
 - Caroline Ashton (Search for Common Ground)
- Attendance at the morning session was much higher than afternoon sessions.
- Participants and presenters complained that the evaluation forms were cumbersome and unclear, and should be rewritten.

Plenary

Key Points:

- **Introductory question:** When you've used INEE tools, what worked well, and what could have worked better?
 - Several participants pointed out that it is difficult to operationalize the Teaching and Learning tool because of practical constraints on the ground.
 - Eric Eversmann commented that many apparent "gaps" in INEE tools actually reflect more on practitioners than on the tools themselves.
 - Pressures of time and multiple actors keep us from implementing the standards, but the Minimum Standards are valuable in that they set a high bar and help us to identify gaps within our own organizations.
- **New aspects of the updated Minimum Standards:**
 - Reflects recent developments in the field, such as education clusters.
 - More user friendly (tabs, spiral binding).
 - Inclusion of cross-cutting issues has been strengthened.

- The new term “Foundational Standards” has been applied to emphasize that the standards should be applied at all stages of emergency and throughout all domains.
- There is a new focus on preparedness and conflict mitigation.
- **Reference Guide on External Financing:**
 - A tool that helps people on the ground better understand funding mechanisms.
 - The tool helps to level the playing field regarding access to information on funding partnerships.
 - It is NOT a “how to apply for funding manual.”
 - Next steps may include holding dialogues with donors and recipient countries.
- **Pocket Guide to Gender:**
 - Includes concrete strategies for putting gender equality into practice, such as case studies from a wide range of contexts.
 - Builds on the IASC gender handbook.
- **Teaching and Learning Guidance Notes:**
 - The notes incorporate very divergent views.
 - The writers struggled with the definition of quality.
 - The document includes “red flags” — things to avoid because they have not worked well.

Question and Answer Session:

- **Q:** When will the various language additions be available?
A: Early October.
- **Q:** What is the link between INEE and the Education Cluster? How are the two integrated?
A: INEE and the Education Cluster work together on some initiatives. Specifically, INEE is behind the advocacy component of the cluster system. This fall, there will be a strategic planning session that will consider an alignment of training tools. The working group has not yet decided whether INEE will conduct trainings on its own, or whether partners will do the trainings. However, INEE and the Education Cluster remain separate bodies.
- **Q:** Is there tension between competing frameworks (e.g., FTI, EFA, etc.?) As a practical matter, perhaps there should be only one framework, and this should be an important strategic priority for INEE? (Question from USAID)
A: INEE recognizes that the Minimum Standards are only one of many frameworks. The Minimum Standards provide answers to some questions but not all.
- **Q:** How do INEE tools reach the field office? How are they disseminated?
A: Tools are on the web. INEE also relies on membership organizations to get the materials out.
Comment: INEE should consider taking steps to create a true network that connects civil society, government, and others to move the education agenda forward.

Afternoon Workshops

Application of the INEE Minimum Standards: The Case of Haiti

- Presenters: Eric Eversmann (Save the Children); Pamela Young (Plan); Alberto Begué, Alisa Phillips (World Vision)
- Number of attendees: 19

Key Points:

- The immediate response to the earthquake was beset by a wide range of challenges: the scale of the quake; the fact that it hit the capital; trauma throughout the population; and the fact that control systems were wiped out within the UN, NGOs, and government.
- Another key challenge was the cultural gap that existed between Haitians affected by the quake and international relief workers coming on the scene.

Plan in Haiti:

- Pamela Young presented Plan's 2-year, \$10 million strategy, and described how they applied the Minimum Standards in their education work.
- How Plan incorporates **Community Participation**: The community is active in developing early childhood centers; youth are engaged in data collection; parent committees established for ECCD; community provides space for buildings.
- How Plan implements **Coordination and Analysis**: Plan is part of the cluster and works globally, nationally, and locally through the cluster system.
- Plan's application of **Access and Learning Environment**: Plan created 45 schools (tents and transitional classrooms) for 10,000 children; early childhood education in child-friendly spaces; helped ensure that schools have wash facilities; and developed afterschool campaigns.
- Plan's application of **Teaching and Learning**: Plan used the national curricula; language of instruction was both French and Creole. Plan worked with community and private schools.
- **Plan's use of Minimum Standards globally**: Plan surveyed all 48 of their country offices to determine their level of competency on the Minimum Standards. They found that 31 offices know about the Standards, and 15 use them.

World Vision in Haiti:

- World Vision's application of Minimum Standards in Haiti:
 - Community participation is woven throughout all programming
 - Facilitators are trained in child development and psychosocial support
 - There is a focus on the creation of child friendly spaces
 - World Vision coordinates with UNICEF and Tifa Tifa to create Early Childhood Development Learning Spaces
- Challenges: Fluctuating attendance; negotiating space for child-friendly spaces with local leaders; finding appropriate teaching and learning materials that are more than just start-up kits.
- Opportunities: Advocating for early childhood development.

INEE and EFA Fast Track Initiative (FTI):

- FTI approved a \$22 million grant for Haiti right before the earthquake struck. This grant was restructured to accommodate the new, post-earthquake circumstances.
- FTI emphasized the importance of working with the authorities, rather than working in a parallel NGO world.

- FTI helped to disseminate the standards widely. The Ministry of Education agreed to use the INEE Minimum Standards, and all training was based on the INEE Minimum Standards.

Highlights from Feedback Forms:

Presenter Feedback: Two presenters completed evaluation forms — comments included, “fun panel!” Issues raised by the audience included the complexity of the public-private system and gaps in youth programming

Participant Feedback: Fifteen participants completed evaluation forms, and all 15 rated the workshop either 3 or 4 in all categories. Comments included: “great panel discussion”; “I most appreciated the presentation by Alberto Begué”; “we needed more time for questions”; “too much presentation, not enough discussion”; “it was useful to hear about various organizational experiences”; “I wish we had the opportunity to attend all panels, rather than choosing parallel sessions”; “Please focus more on the applicability of the tools, including examples of how they are used.”

Gender Pocket Guide Workshop

- Presenter: Victoria Rames (GenCap)

Key Points:

- Emergencies affect girls and boys, women and men differently.
- The INEE Pocket Guide to Gender encourages gender-responsive education.
- Target audience includes education practitioners, clusters, coordination bodies, other sector working groups.
- A training module is being completed, tailored to the audience.
- Important principles with regard to gender:
 - Gender dynamics have an impact on education.
 - Gender is not just about girls.
 - Gender-responsive education is protective.
 - Disaggregated data is non-negotiable.
 - Involve male and female learners in working towards gender equality.
 - Gender is a cross-sectoral issue.

Highlights from Feedback Forms:

Presenter Feedback: One presenter completed an evaluation. Comments included: “excellent commentary and examples of interventions from audience, expertise of participants was much appreciated.” Relevant issues included: the role of men in gender equality; limits to what can be done in an emergency setting; and suggested changes to the case study. The presenter recognized the INEE intern for his very experienced support. She recommends having a stand-alone session, rather than two parallel sessions, because she suspects that those who most need to learn about gender were attending the Haiti session.

Participant Feedback: Five participants completed evaluations. All respondents rated the workshop either 3 or 4 in each category. Comments included: “The gender guide should

be provided for policy people”; “I learned how supply/demand are related to education in emergencies.”

External Financing Panel Discussion

- Panelists: Mary Joy Pigozzi (AED); Rebecca Winthrop (Brookings); Grace Akukwe (AED); Alberto Begué (FTI)
- Number of attendees: 4

Key Points:

- Mary Joy Pigozzi (AED) discussed the positive aspects of projects as a funding mechanism based on research conducted in six countries.
- Key findings include: projects work well with MoE leadership; projects succeed if there is multi-stakeholder dialogue based on data; sometimes partners carry institutional memory for a period of time; projects provide a “protective” environment for innovation to take place.
- Challenges associated with projects include: short timelines; assistance closely tied to political objectives of donors; high transaction costs; and the reality that a group of projects do not add up to an education system.
- Rebecca Winthrop (Brookings) presented initial ideas for research about how typical aid effectiveness principles may or may not work in fragile states.
- Grace Akukwe (AED) presented the pros and cons of a project funding mechanism in Sothorn Sudan.
- Alberto Begué (FTI) discussed the problem that government is essential for strong educational systems, but that in fragile situations, governments are unable to deliver services. Challenges include poorly functioning ministries, insufficient state income, staff shortages, and ineffective disbursement and management.

Highlights from Feedback Forms:

Presenter Feedback: All four presenters completed evaluation forms. Because the group was so small for this session, presenters much like participants. The group gathered around a small, round table. Comments included: “there were questions about payroll management in Sudan and the upcoming referendum”; “panelists talked amongst themselves”; “we need to think about how to get people engaged in the financing guide section.”

Participant Feedback: Three participants completed evaluations forms. Comments included, “A larger group would have allowed for more Q&A.”

Orientation on the Teaching and Learning Guide

- Panelists: Rachel McKinney (INEE); Sakil Malik (International Reading Association); Caroline Ashton (Search for Common Ground)

Key Points:

- The Teaching and Learning reference guide is a more fleshed-out version of the Teaching and Learning domain of the Minimum Standards.
- The Minimum Standards ensure greater quality and policy; they can’t be considered alone without other INEE materials.
- There are four Teaching and Learning standards, but “instruction” is at the center — the others revolve around it.

- The language issue is key — the document must be translated.
- People have a tendency to view the document from a developed country as a bible of sorts, not as a framework to be adapted. Once people realized they could adapt it, they got good feedback. It is important to take it back to the community.
- Access vs. quality is sometimes a false dichotomy. What are children getting access to? The question of access immediately raises the question of quality, especially in emergency settings.
- The Teaching and Learning reference guide poses questions rather than developing indicators. The questions are there to guide the development of appropriate indicators.
- Developing the manual was an iterative, consultative process that will continue as stakeholders continue to ask questions and provide feedback. It is important to remember that it is not a linear process.

Highlights from Feedback Forms:

Presenter Feedback: Two presenters commented that there wasn't enough time to delve into an in-depth discussion. Issues raised by the audience included, "what evidence exists for evidence-based dissemination?" and "we need to stay aware that it's always an iterative process."

Participant Feedback: Two participants completed evaluation forms. Both rated all aspects of the session a 3 or 4. Neither participant provided qualitative feedback in the form.