INEE Minimum Standards and Education in Emergencies workshop

March 1st

Ottawa, Canada
INEE and the INEE Minimum Standards for Education
Inter-Agency Network for Education in Emergencies (INEE)

- Network, not incorporated agency
- 7000+ members in 170 countries
- Members: UN, NGOs, Donor Agencies, MOEs, Academic Inst
- Guidance from the INEE Steering Group & INEE Strategic Plan
- 5 full-time staff in the INEE Secretariat (NY, Paris, Geneva)

Network Activities
- Working Groups, Task Teams, Language Communities, Edu Clusters
- Trainings and capacity development on EiE
- Policy Roundtables, Global Consultations on EiE, Fragility Issues
- Knowledge sharing on EiE through website and listservs
- Tools for practitioners: www.ineesite.org/toolkit
- Jobs in EiE: www.ineesite.org/jobs
- Join INEE at www.ineesite.org/join
Definition of Education in Emergencies

“The provision of quality education opportunities that meet the physical protection, psychosocial, developmental and cognitive needs of people affected by emergencies, which can be both life-sustaining and life-saving “
Education is a RIGHT and... 

**Sustains life by:**
- Offering structure, stability and hope for the future
- Helping to heal bad experiences
- Building skills, supporting conflict resolution and peace-building

**Saves lives by:**
- Protecting against exploitation, harm and rights violations
- Disseminating vital survival messages and skills (landmine safety, HIV/AIDS prevention)
- Reducing maternal mortality
Goal of the INEE Minimum Standards

- Common starting point to reach a minimum level of educational quality and access
- Tool to improve coordination and enhance accountability and predictability
- Tool for capacity-development and training
- Aid to strengthen the resilience of Ministries of Education
- Tool to promote education/advocacy
The Sphere Project

- Rwanda & concerns of quality and accountability in humanitarian responses
- Emphasis on the “right to life with dignity”
- Minimum Standards on:
  - Water, sanitation and hygiene promotion
  - Food security, nutrition and food aid
  - Shelter, settlement and non-food items
  - Health services
- INEE-Sphere Companionship Agreement

www.sphereproject.org
History of the INEE Minimum Standards

- Developed through a consultative process in 2003-4
- Updated in 2009 – 2010 (some modifications)
- Assessment of the value added of the standards 2011 - 12
Updated INEE Minimum Standards handbook

- Strengthening of context analysis and key issues (mainstreaming)
- INEE Minimum Standards for *Education*
- More user friendly
- Foundational standards
- Key actions rather than key indicators
- Coordination standard moved
5 Domains and 19 Standards

Domain 1: Foundational Standards
- Community Participation and Resources
- Coordination
- Assessment, Response, Monitoring and Evaluation

Domain 2: Access and Learning Environment
- Equal access
- Protection and Well-being
- Facilities and Services

Domain 3: Teaching and Learning
- Curricular
- Training, Professional Development and Support
- Instruction and Learning Processes
- Assessment of Learning Outcomes

Domain 4: Teachers and Other Educational Personnel
- Recruitment and Selection
- Conditions of Work
- Support and Supervision

Domain 5: Education Policy
- Law and Policy Formulation
- Planning and Implementation
Standards, Key Actions, Guidance Notes

- **Standards** - are what you want to reach. They are qualitative and universal, applicable in any environment.

- **Key Actions** - are suggested actions/steps to be taken in order to reach/meet the standard.

- **Guidance Notes** – cover points of good practice to consider when applying the minimum standards and adapting the key actions in different situations.
11 Cross-Cutting Issues

- Conflict Mitigation
- Disaster Risk Reduction
- Early Childhood Development
- Gender
- HIV and AIDS
- Human Rights
- Inclusive Education
- Inter-sectoral linkages
- Protection
- Psychosocial support
- Youth
The INEE MSE are the foundational tool used by the Education Cluster to provide a framework to ensure quality education response.

The education cluster helps to operationalise the INEE MSE before, during and after emergencies.
The INEE MS and National Authorities

- Support to National Authorities is a joint priority for INEE and the Cluster system
- Provide technical and operational support for National Authorities to strengthen MOE mechanisms and capacity for response coordination at national and local levels
- Using the standards to support national standards, laws and policies
- Sharing learning from EiE practice
The Right to Education even in emergency situations

Coherent with human rights as they articulate a universal ‘minimum’ level of educational quality, access and provision.

Designed to complement and help strengthen national standards and laws.
The Toolkit contains more than 800 practical, field-friendly tools and resources to guide those working in the field of education in emergencies through to recovery.

This Toolkit includes INEE’s primary publications in multiple languages & numerous implementation tools (such as MS Handbook, case studies, articles, etc.) to support their use.
Education and fragility

- High priority for international policy makers
- INEE working group on Education and Fragility

Supports research and policy related to understanding education’s role in conflict and fragility and to advocate for its wide recognition and consideration in order to ensure education does no harm and at best can contribute to conflict prevention and peace building
Resilience: the capacity of a system, community or individual potentially exposed to hazards to adapt. This adaptation means resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Resilience depends on coping mechanisms and life skills such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance and resourcefulness. Resilience occurs when protective factors that support well-being are stronger than risk factors that cause harm.
Application of the INEE Minimum Standards
Minimum standards assessment key findings

- What is the value added of the use and application of the INEE MS?
- Surveys, interviews and focus groups conducted, Nov.-Dec. 2011
- Assessment report will be launched in March 2012
Minimum standards assessment
key findings

- 702 respondents from 117 countries
- 46% work at national, 22% at international and 14% at regional levels
- 52% affiliated with the Education Cluster
MS Assessment Survey: Respondents

- National NGO: 13%
- INGO: 30%
- UN Agency: 20%
- Donor: 2%
- Foundations: 2%
- Academic Institution: 12%
- Other: 3%
- No org affil: 7%
- Gov/MoE: 11%
- Other: 3% No org affil: 7%
MS Assessment Survey: Respondents

- North America: 10%
- S/ Cent America: 5%
- Lat Am: 3%
- East Africa: 14%
- West Africa: 10%
- Central Africa: 6%
- North Africa: 1%
- Southern Africa: 2%
- Australia: 1%
- Asia: 11%
- Middle East: 14%
- Europe: 11%
- S/ Cent America: 5%
- Lat Am: 3%
What are the INEE Minimum Standards used for?

<table>
<thead>
<tr>
<th>USAGE</th>
<th>% (AND NUMBER OF RESPONDANTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy for Education in Emergencies and recognition of education as a key humanitarian response</td>
<td>38% (264)</td>
</tr>
<tr>
<td>Disaster/emergency preparedness planning</td>
<td>16% (112)</td>
</tr>
<tr>
<td>Monitoring and Evaluation</td>
<td>15% (102)</td>
</tr>
<tr>
<td>Training or capacity development purposes</td>
<td>15% (102)</td>
</tr>
<tr>
<td>Proposal Development</td>
<td>14% (95)</td>
</tr>
<tr>
<td>Project Design</td>
<td>13% (93)</td>
</tr>
</tbody>
</table>
## How were the Standards used?

<table>
<thead>
<tr>
<th>Types of uses in education programming</th>
<th>% (and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing project implementation plan</td>
<td>30% (209)</td>
</tr>
<tr>
<td>Incorporated into project proposal</td>
<td>25% (172)</td>
</tr>
<tr>
<td>Developed a M&amp;E framework</td>
<td>19% (136)</td>
</tr>
<tr>
<td>Incorporated into work with Ministry of Education</td>
<td>14% (99)</td>
</tr>
<tr>
<td>As a checklist before finalizing project design</td>
<td>13% (88)</td>
</tr>
<tr>
<td>Incorporated in the project design linkages and to other sectors</td>
<td>10% (71)</td>
</tr>
<tr>
<td>To redesign an existing project</td>
<td>6% (42)</td>
</tr>
<tr>
<td>To redesign projects to meet the INEE MS and request additional funds</td>
<td>4% (30)</td>
</tr>
</tbody>
</table>
In what context have INEE MS been most used?

- Conflict: 32%
- Natural Disaster: 24%
- Both Conflict & Disaster: 19%
- Neither: 13%
- Other: 12%

Key Observations:
- Used more in conflict exclusively than in Natural Disaster
- Not completely skewed to one context
- ‘Other’ responses include:
  - Prevention and Mitigation
  - Academic settings
  - Policy Level, Post-Conflict (to understand how to support children coming out of conflict/emergencies and are now in NYC)
At what stage of response have INEE MS been most used?

<table>
<thead>
<tr>
<th>Stage</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>245</td>
</tr>
<tr>
<td>Early recovery</td>
<td>208</td>
</tr>
<tr>
<td>Development phase</td>
<td>192</td>
</tr>
<tr>
<td>Chronic/Protracted emergency</td>
<td>167</td>
</tr>
<tr>
<td>Acute response</td>
<td>152</td>
</tr>
</tbody>
</table>

**Key Observations**

- ‘Choose all that apply’ question
- INEE Standards are utilized most during the Preparedness stage
- Curious as to why chronic/protracted emergency is low considering ‘Conflict’ scored highest above
- Relatively speaking, they are not used as often during the acute response phase. Could be due to time constraints at the height of an emergency.
How often do you use of INEE MS when planning / implementing work?

<table>
<thead>
<tr>
<th>Organisation Type</th>
<th>Regularly</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>National NGO</td>
<td>14%</td>
<td>14%</td>
<td>29%</td>
<td>37%</td>
</tr>
<tr>
<td>Government/MoE</td>
<td>14%</td>
<td>14%</td>
<td>45%</td>
<td>27%</td>
</tr>
<tr>
<td>International NGO</td>
<td>6%</td>
<td>49%</td>
<td>14%</td>
<td>31%</td>
</tr>
<tr>
<td>UN Agency</td>
<td>8%</td>
<td>40%</td>
<td>18%</td>
<td>34%</td>
</tr>
<tr>
<td>Academic Institution</td>
<td>29%</td>
<td>29%</td>
<td>29%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Key Observations:
- National NGOs and International NGOs using them most frequently.
- Academic Institutions using them less frequently.
- Overall, usage is high.
How useful have they been?

*Overall: Very Useful – 38%, Useful – 57%, Not Useful – 5%*

<table>
<thead>
<tr>
<th></th>
<th>Very Useful</th>
<th>Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>National NGO</td>
<td>47.9%</td>
<td>47.9%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Government/MoE</td>
<td>41.0%</td>
<td>54.1%</td>
<td>4.9%</td>
</tr>
<tr>
<td>International NGO</td>
<td>32.8%</td>
<td>62.3%</td>
<td>4.9%</td>
</tr>
<tr>
<td>UN Agency</td>
<td>39.3%</td>
<td>56.4%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Academic Institution</td>
<td>48.9%</td>
<td>44.4%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

**Key Observations**

- Profiles across agencies are quite similar – High level of usefulness.
- Interestingly, International NGOs scored highest in frequency of use but found them not as useful relative to the other groups.
- National NGOs and Academic Institutions ranked them ‘Very Useful’ significantly higher than the overall response. Academics, interestingly, used them less frequently in their work though. For National NGOs, they may not have other guidance or reference materials.
Examples of applications of the INEE MSE

- Trainings and capacity development – Gaza
- Strategy development and revision – Ethiopia Education Cluster
- Contextualisation – Haiti, Afghanistan, Vietnam
- War Child – Institutional Plan
- Monitoring and Evaluation and staff recruitment – ROTA
- Proposal development – Egypt and Libya (UNESCO)
- Proposal review – Norway and CIDA
INEE Secretariat

Contact us!

www.ineesite.org
www.ineesite.org/toolkit
www.ineesite.org/jobs

General inquiries: network@ineesite.org

Minimum Standards inquiries: minimumstandards@ineesite.org
tzetomira@ineesite.org

Join INEE at: www.ineesite.org/join

THANK YOU!
The Education in Emergencies Working Group