

Summary of Key Findings from the Analysis Report: *Measuring the Implementation and Impact of the INEE Minimum Standards*

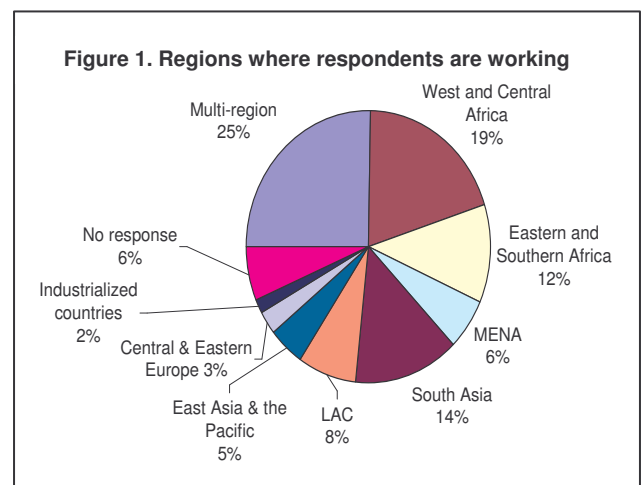
August 2007

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 fields 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 coordination at the start of an emergency while laying a solid foundation for holistic, quality education and disaster preparedness during reconstruction.

Evaluation of the INEE Minimum Standards has been ongoing since their launch. Periodically, those working in education in emergencies, chronic crises, and early reconstruction contexts have been queried as to their awareness and utilisation of the INEE Minimum Standards, the extent to which their organisations had institutionalised the standards and their impact. They have also been asked for their suggestions for improving the INEE Minimum Standards, the associated training workshops and other supporting materials. As part of this process, INEE commissioned a team of researchers from InterWorks, Columbia University and The George Washington University in the fall of 2006 to carry out an analysis of INEE members' awareness, utilisation, institutionalisation of the standards, and ultimately the impact that the standards have had on improving the quality of education in emergencies, chronic crises and early reconstruction. The results presented here are a summary of the main findings of this report; the full version including more details of the sample as well as methodological information can be found at <http://www.ineesite.org/page.asp?pid=1066>.¹

Characteristics of the Respondents

Almost half the sample of respondents work for international NGOs (47%) and almost two-thirds work for international or national NGOs. Most respondents work at country or headquarters: 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%).² The greatest number of respondents work in Africa and/or have a multi-regional focus (Figure 1). 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. Moreover, a majority of respondents have a background in education or international affairs.



Key Findings: Awareness and Training

Most respondents learned of the INEE Minimum Standards through INEE's dissemination efforts, though organisations are also spreading the word. Nearly half of all respondents indicated that they learned about them through the INEE website. UN respondents were more likely to learn about the INEE Minimum Standards via training. Staff from other organisations were more likely to learn about them through a handbook, brochure or the INEE website.

Ninety-one percent of respondents who have been trained in the INEE Minimum Standards rated the quality of training materials as "good" or "excellent." However, respondents indicated that the training materials need further discussion of implementation and examples or case studies based on real situations.

¹ A total of 293 individuals responded to the survey online or emailed their responses. Omitting partial responses, an effective sample of 185 was identified.

² 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 INEE Minimum Standards should be used and will have a direct effect on education programs. The low percentage of respondents from the sub-national level may be because those working in field offices have less access to the internet.

Key Findings: Implementation and Use

More than half 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 situations of conflict (61%) to natural disasters (56%) and from acute emergencies (59%) to post-crisis/reconstruction contexts (62%).

Respondents most frequently use the INEE Minimum Standards for technical guidance, monitoring and evaluation, and project design. Table 1 shows the ways that respondents are using the standards.

The Community Participation standards are used most frequently. Least frequently used are the standards associated with Teachers and Other Education Personnel and Education Policy and Coordination. 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.

A large majority (84%) of respondents indicate that they will use the INEE Minimum Standards in the future. Two years after publication of the INEE Minimum Standards handbook and one year after promoting them through Training of Trainers workshops, it is encouraging that the majority of respondents are using the standards, and still more are committed to using them in the future.

Table 1. How respondents use the INEE Minimum Standards¹

<i>Area</i>	<i>% of those responding</i>
Technical guidance	65%
Monitoring and evaluation to improve quality	63%
Project design	62%
Reference guide	57%
Advocacy	56%
Assessment	49%
Tool for increasing community participation	46%
Report writing	37%
Disaster/emergency preparedness planning	35%
Guide to coordination	34%
Other (primarily research and training)	6%

Key Findings: Institutionalisation

The majority of respondents (77%) indicate that education in emergencies, chronic crises and early reconstruction has been incorporated into their institutions and 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 organisations have committed to using the INEE Minimum Standards, especially respondents from international NGOs and UN agencies.

The INEE Minimum Standards are being used largely as a technical resource for institutionalisation. 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 organisation developed an education sector logframe in line with the INEE Minimum Standards, using the standards and related indicators
- An organisation is using the INEE Minimum Standards to mandate community participation, assessments and LFA strategy as part of any program
- An organisation that uses the INEE Minimum Standards as a tool to create and evaluate schools
- An organisation incorporated the INEE Minimum Standards into a document that serves as a base for policy development: *State of the Art on Education*

Half of those responding and working for UN agencies and 39% of those responding and working for international NGOs report the formal adoption of policies and procedures related to the INEE Minimum Standards. In contrast, only 19% of those reporting from national NGOs and 25% from bilateral donors reported formal adoption of policies and procedures.

Key Findings: Impact

Assessing impact is difficult, especially since no baseline data are available and since so many variables can have an impact on the quality or results of education projects. The fact that nearly 200 people working in 95 countries responded to this survey and are aware of this resource, however, is an indication of the potential for impact through the Minimum Standards process.

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 appears that the organisation 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 categorised 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.*
- *One area is how the community has been assisting in promotion of education especially for girls.*

Increased attention to the issues detailed in the Analysis standards (Assessment, Response, Monitoring, Evaluation)

- *The Minimum Standards helped us to make the process of monitoring and evaluation more advanced and effective. The process of planning has also improved.*
- *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 analysed by the staff members trained in minimum standards and necessary feedback is provided to the project implementation staff.*
- *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.*

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.*
- *My project is ... a global research and capacity-building project, with advocacy for education in emergencies and reconstruction an important activity. The Minimum Standards are priceless for that. They are also a great focus for networking activity that is vital to my work.*

Increased attention to specific issues or standard categories

- *Improved the quality of lessons, presentation and classroom management by teachers*
- *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 organisation.*
- *Special children have been enrolled in school, girls are treated equally in classrooms, teachers/ head teachers and community are more aware about these issues*
- *Improved understanding of methodology and child-centred learning.*

Moreover, nearly 20% of respondents thought that the INEE Minimum Standards were contributing to increased enrollment in their programs/projects. While their responses do not necessarily mean that the standards *per se* are directly associated with increased enrollment, the fact that respondents perceive an impact is worthy of further investigation and surely will contribute to the continued use of the standards by those respondents.

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].*
- *Enrollment [depends on] the active participation of the parents and INEE encourage this kind of participation so, consequently, the rate of enrollment has increased.*
- *Inclusion of ethnic minorities in elementary schools*
- *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 mobilisation and sensitisation for enrollment of both girls and boys*
- *Minimum Standards give a sense of respect to those teaching and to those being taught as well as to their families.*

Recommendations and Next Steps

The analysis puts forth several recommendations, including the need for continued awareness-raising and training, particularly with specific groups such as governments and national NGOs. It also recommends that INEE continue to share examples of how the Minimum Standards can and are being used. As a result of these findings and recommendations as well as findings from the case study evaluations in Uganda and Darfur, recommendations from INEE Minimum Standards training workshops and feedback received from members globally, the INEE Working Group on Minimum Standards is prioritising the following activities:

INEE Minimum Standards Toolkit: INEE has created a CD-Rom and web-based Toolkit on the INEE Minimum Standards, containing the INEE Minimum Standards handbook and Training Materials, including all translations, as well as a toolkit to help field staff and Ministry of Education officials to operationalise the standards. The toolkit contains a select group of the most practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific standards for help in contextualising the indicators within that standard. The toolkit is being finalised now and will include a pull-out reference guide to the standards. This package will be distributed to INEE members and rolled-out in the capacity-building workshops and within the IASC Education Cluster.

Capacity-Building: A series of Regional Capacity-Building workshops in 2007 and 2008 will strengthen regional and national capacity of education and humanitarian workers and government officials to apply the INEE Minimum Standards. At these workshops, INEE trainers and key stakeholders in the region will share experiences, challenges, good practices and lessons learned from practical examples in the training and implementation process as well as receive an introduction to the toolkit and refresher training sessions utilising new training materials for specific audiences and contexts. Delegates will also share information about relevant national, regional and global initiatives, such as the IASC Education Cluster and the ISDR Global Platform for Disaster Risk Reduction, and they will create national and regional coordination plans for providing quality education that incorporates the information and lessons learned throughout the three day workshop.

Institutionalisation: The use of the standards in the field is still often isolated to committed individuals, and there is a real need for continuing institutionalisation of the Minimum Standards within organisations. Therefore, the INEE Working Group has created a series of *Adoption Strategy Checklists for organisations using the INEE Minimum Standards* for NGOs, for UN Agencies, and for donor and government agencies (<http://www.ineesite.org/page.asp?pid=1056>), which articulate a variety of suggested actions that organisations can utilise when applying the standards internally and in bi- and multi-lateral work. INEE encourages all members and partners to develop institutionalisation plans and send a copy to minimumstandards@ineesite.org. Working Group member organisations have committed themselves to leading the way and promoting greater accountability with respect to use of the standards by developing institutionalisation plans for their respective organisations, which they will share with INEE members.

Training Support: The INEE Working Group and Secretariat will continue to collect, develop and make available the materials for supplementary “refresher” training courses or updates and adaptations of the three-day INEE Minimum Standards training to members via the website. Furthermore, the Secretariat will continue to track and analyse which participants in the INEE Minimum Standards Training of Trainers process have conducted their follow-on trainings and give support to those in the process of planning workshops.

Out-reach to Governments and Donors: The INEE Working Group will conduct further research and analysis with representatives of donor agencies and national governments (those groups for which the survey response rate was very low) to obtain a better understanding of their awareness, use and institutionalisation of the INEE Minimum Standards. As an outcome of this work, INEE will develop a series of case studies of donor and national government use and institutionalisation of the INEE Minimum Standards as well as a set of Guidance Notes and Talking Points on the INEE Minimum Standards for INEE members engaging national governments.

For more information, please contact the INEE Secretariat at minimumstandards@ineesite.org