



Education in Emergencies Guidance and Tools Survey Results and Analysis

February 2020

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Introduction

The Inter-agency Network for Education in Emergencies (INEE), together with the Global Education Cluster (GEC) and the United Nations High Commissioner for Refugees (UNHCR) is part of a strategic partnership supported by Education Cannot Wait (ECW). These entities worked together between 2018 and 2020 under what is known as the ‘Global Partners’ Project’ to undertake a comprehensive review of education in emergencies joint coordination, planning, and response structures. The project aims to document existing practices, challenges, and gaps in coordination at the country and global level, with a view to collectively improving coordination for better delivery of education in contexts affected by crisis.

As part of the Global Partners’ Project, INEE conducted a review of existing data sources, tools and products available for use in EiE planning, coordination and response. Through a network-wide survey, INEE looked at the availability and accessibility of tools and guidance for EiE technical programming and planning, as well as tools and data sources for EiE coordination.

This survey is a first step in providing a ‘big picture’ of current usage of EiE tools. The purpose of the survey was to identify the main trends in usage of EiE tools and resources to inform further work by INEE, GEC, UNHCR, other interested partners and network members on the development and harmonization of tools across the EiE sector. The ultimate aim is to identify the most useful resources and to improve dissemination, harmonization, management, and uptake in the use of existing tools and resources. Furthermore, the survey highlights gaps and areas where further tool development could be considered.

We hope that partners and network members find the results of this survey useful, especially when considering development of new tools, as well as updating and managing existing tools and resources. Overall this survey highlights the need for all stakeholders working in EiE to consider capacity building alongside the production of tools and resources, as well as to consider improving knowledge management for EiE planning, coordination and response.

Executive summary

The survey was conducted between 13 and 30 August 2019, via a listserv email shared with INEE's members that are registered for regular INEE updates. The total number of respondents was 95. Part I of the survey collected information on the profile of respondents, 75% of which were based in countries responding to crises and 25% based in headquarters locations. Respondents ranged from international NGO workers, UN officials, national NGO staff, and donor agency officials, to schoolteachers, academics, and independent consultants.

Part II of the survey focused on questions relating to tools and resources on EiE coordination. The survey asked about tools for humanitarian coordination for EiE more generally, as well as tools for joint coordination for EiE in mixed settings. The survey defined the different types of coordination as follows:

Humanitarian coordination involves bringing together humanitarian actors to ensure a coherent and principled response to emergencies. This includes coordination within and between clusters working on different sectors of humanitarian response. The cluster approach is adopted in relation to internally displaced populations (IDPs) and rapid-onset or chronic crises where local populations are affected.

*Humanitarian response in relation to the needs of refugees remains the responsibility of UNHCR and is not part of the cluster approach. However, in many countries there are 'mixed settings', where a Humanitarian Coordinator has been appointed and a UNHCR-led refugee operation is also underway. In this case, **joint coordination** often takes place. Agencies and actors working to serve refugee needs, including UNHCR as the mandated response agency, participate in cluster coordination planning and activities.*

Whilst respondents were able to provide clear answers on data sources used for coordination, planning, and response, as well as frequently used tools for EiE coordination, planning and response (Qs 8 and 9), respondents struggled with providing specific examples of tools used in mixed settings where both cluster system and refugee response are activated (Q10).

Several respondents felt there were no gaps in tools and guidance in EiE coordination at country or global level (15%), and a further 13–15% felt there was not a gap, so much as a lack of knowledge of materials available. However, some (9%) did express a lack of tools in data collection and analysis. They also stated that quality of data is poor or not harmonized, with significant variance on statistics between data sources from different agencies. Furthermore, 7% noted the need for tools to guide EiE response for specific vulnerable groups. Details on areas for potential tool development are listed in the full report below.

Notable trends in terms of use of existing tools included 56% of respondents using Humanitarian Response and ReliefWeb as sources in their search for material on EiE coordination. The most frequently used tool for EiE coordination, planning and response, is the Global Education Cluster Toolkit (64% cited this). In terms of data on crises, 25% of respondents use the UNHCR data portal which provides up-to-date information regarding the refugee and internally displaced situations. A further 20% use local or global Education Cluster resources such as dashboards, needs assessments, and surveys.

Part III of the survey looked at tools and resources for EiE technical guidance, for instance on specific programmatic approaches or thematic focus areas in education. Respondents were able to identify sources (Q16) and specific tools (Q17) that they use when looking for technical guidance with the vast majority indicating that they use the INEE website (83%) and the INEE Minimum Standards (75%) as well as other INEE resources (42%) most frequently.

As in Part II of the survey, a number of respondents felt there were no gaps in tools for technical guidance (17%). Yet, a large number of respondents (48%) felt that there were gaps in tools for responding to the education needs of vulnerable groups. For example, 12% of respondents felt that guidance on working with learners with disabilities is lacking. Another notable trend is that 10% of respondents felt there was a need for capacity building and training on existing tools.



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Full report EiE Tools Survey

Survey

The survey ran from 13 to 30 August, with a total of 95 individual responses. The survey was shared with INEE's members via listserv and social media, reaching 6,000 members signed up to receive regular INEE updates. In addition, the survey was widely shared by the project partners: UNHCR, GEC, and UNHCR. The original survey questions can be found [here](#) for reference.

Limitations

The survey was only available in English. Whilst INEE usually translates all its surveys into INEE's four additional official languages (Arabic, French, Portuguese, Spanish) due to resource constraints, only an English survey was disseminated. As such, response rates from members in French, Spanish and Arabic speaking countries are lower than usual.

Part I

Respondent profile

This section of the survey consisted of six questions devised to paint a picture of the respondents in terms of their location, level of experience, type of agency for whom they work and at what type of response within the EiE sector they work (implementation vs. coordination). A statistical and demographic analysis of the respondents is presented below.

Respondent location

In total, 95 respondents participated in the survey. The break-down of their locations is as shown in Figure 1.

Level of experience

This question asked respondents to identify the number of years they have been working in the EiE sector. The respondents were equitably distributed across the board in terms of their level of experience, with some being relatively new to the profession while others are experienced professionals. The break-down of their responses is as shown in Figure 2.

Figure 1
Respondent location

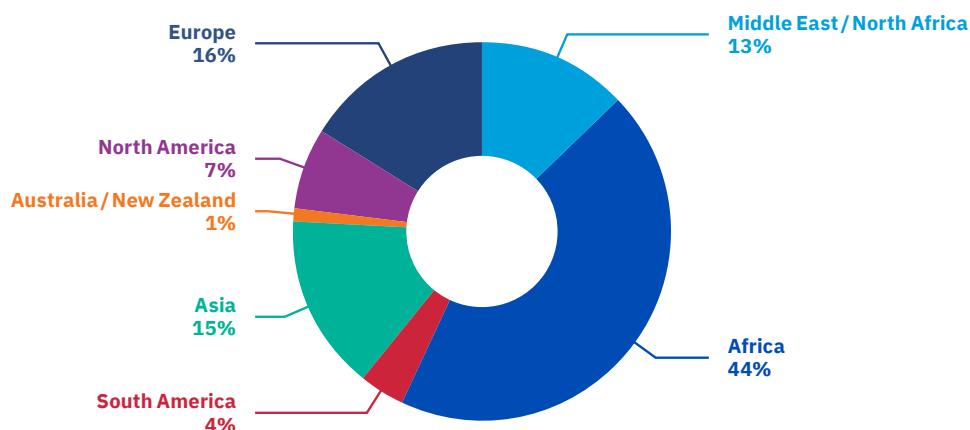


Figure 2
Years of experience



Figure 3
Type of agency

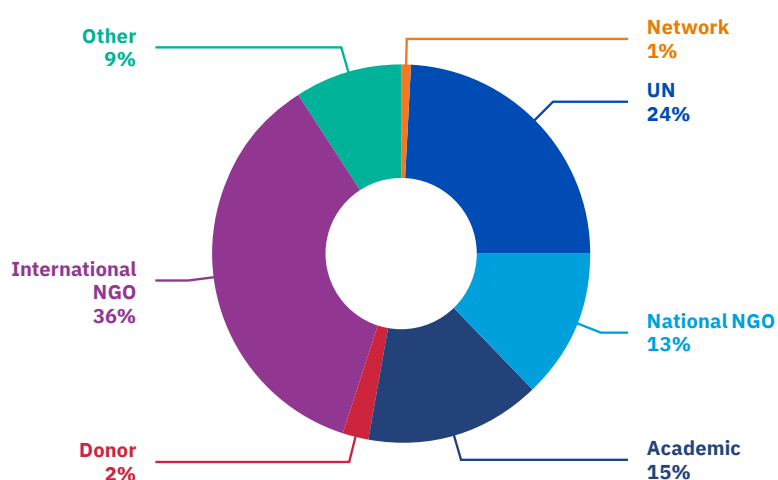
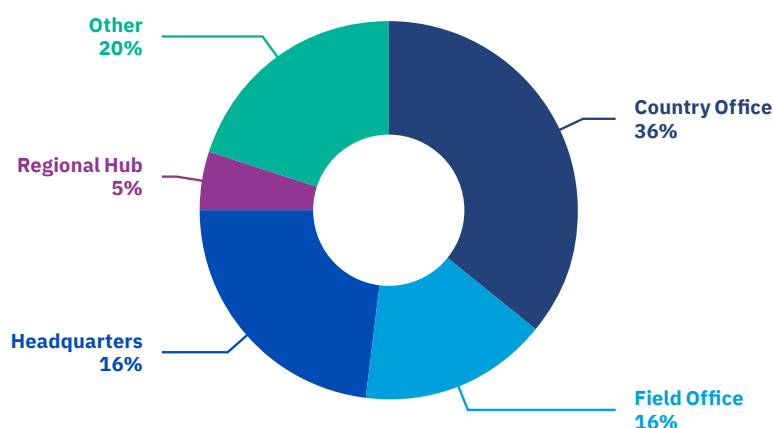


Figure 4
Type of office



Type of agency and office

EiE professionals work for a variety of organizations. The responses inform us that the vast majority of respondents work for an international NGO or the UN. The full breakdown of the type of agency the respondents work for is shown in Figure 3.

The ‘Other’ category comprises those working as a consultant (4%), teacher (1%), Ministry of Education (1%) and a mixture of UN and NGO over the years (3%).

In order to discern the proximity to the beneficiaries of EiE services, the survey asked respondents what type of office they worked for ranging from headquarters to field office. The results are shown in Figure 4.

The ‘Other’ category comprises consultants (9%), academics (3%), teacher/school administration (3%) and those working remotely (5%).

Current role and main focus of work

The survey asked what the respondents' current role in EiE was, offering answers such as Program Coordinator, Academic and Management, assuming that different types of professionals would seek out different types of resources. Someone in management, for example, might use resources more associated with coordination while a teacher or program coordinator would look for resources more related to technical implementation. The breakdown of roles is shown in Figure 5.

Respondents choosing 'Other' as their role seemed to have roles related to program coordination and management.

Looking at a respondent's main focus within EiE work also gives us a picture of what types of resources that individual might be looking for. The results are as shown in Figure 6.

Figure 5
Current role

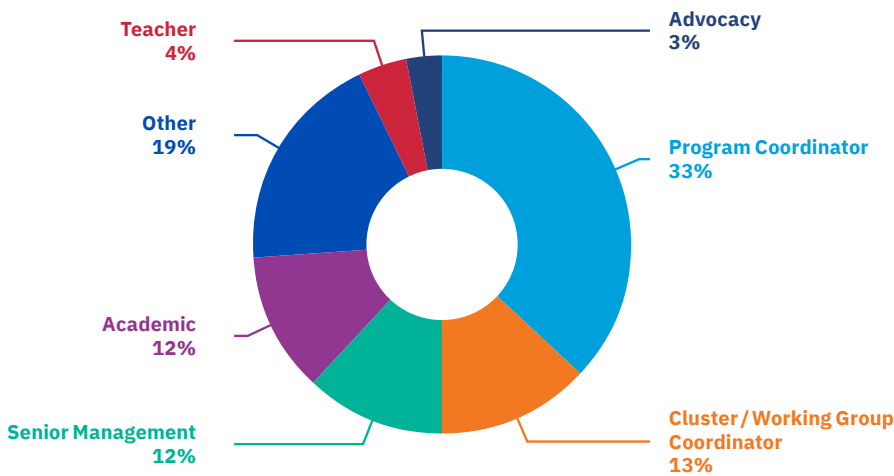
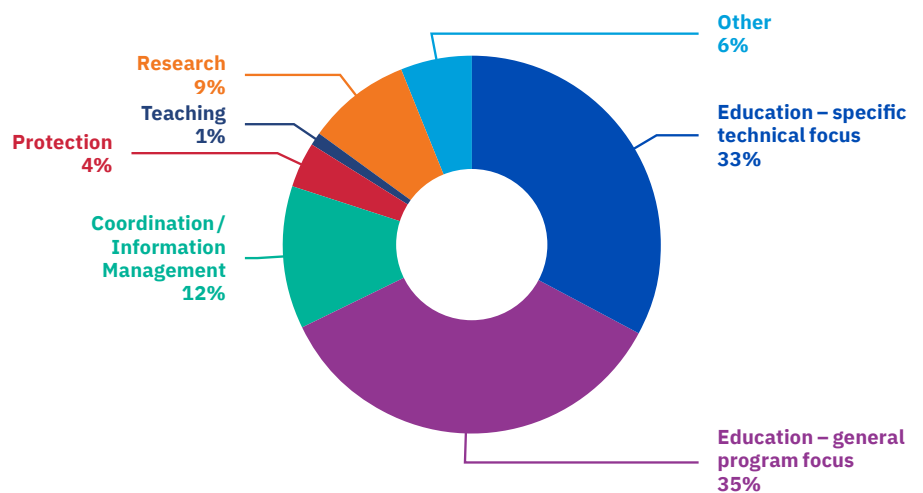


Figure 6
Main focus of work





Part II

Main findings – EiE professionals working with a coordination focus

The survey sought to analyze the use of and gaps in EiE resources on two levels: sector response coordination and technical programme areas. Following the demographic section respondents were asked whether or not they worked in EiE coordination. Those answering yes proceeded to questions regarding their use of resources in terms of coordination. 58% of the total respondents (55 out of the 95 total respondents) answered yes to working in coordination. The results of those 55 responses are outlined in this section. However, each respondent gave multiple answers bringing the total number of answers to well over one hundred. The following percentages are based on the number of respondents rather than the number of actual answers and therefore do not total 100%.

Data sources for coordination, planning and response

In this section of the survey 56% of the respondents noted using [Humanitarian Response](#) and [ReliefWeb](#) as sources in their search for material related to EiE coordination. ReliefWeb and Humanitarian Response are both UNOCHA services that provide information services for all sectors of humanitarian work and house a number of materials such as UN country situation reports that offer statistical information related to numbers and locations of displaced individuals in need of services. Along the same line, 38% said they look for data in UNOCHA country and regional dashboards and situation reports both of which can be found on Humanitarian Response and ReliefWeb.

25% of the respondents reported using the [UNHCR Data Portal](#) which provides up-to-date statistical and descriptive population data on refugee and internal displacement situations in countries in crisis around the globe. A further 20% used local or global Education Cluster resources such as dashboards, needs assessments and surveys with one respondent reporting the use of a [Cluster 5W](#) which provides information on who is doing what, where, when and for whom in terms of education for vulnerable populations.

Finally, 9% of the respondents reported [INEE](#) as a source for coordination resources, while another 9% used the [IOM's Displacement Tracking Matrix](#) and 4% of the respondents noted using [Reach](#) factsheets as their go-to source. There were additional single respondents who indicated using the following sources: [Sphere](#), [IFRC](#), [Global Partnership for Education](#), [Humanitarian ID](#) and [Humanitarian Data Exchange](#).

Tools used most frequently in EiE coordination, planning and response

The tool that was by far the most popularly used for EiE coordination, planning and response is the [Global Education Cluster Toolkit](#). 64% of the respondents reported using the GEC toolkit with a further 7% reporting that they used toolkits and resources from their national education clusters but did not provide names of or links to those resources.

18% of respondents reported using the GEC's [Guide to Developing Cluster Strategies](#). Another 18% of respondents noted using INEE resources. While some of the respondents simply listed INEE in their response, others specifically indicated that the [INEE Minimum Standards and the 'EiE Toolkit'](#) were resources they used in coordination.

The remaining responses were spread relatively evenly with mentionable trends of 4% of the respondents listing the UNICEF Education in Emergencies toolkit as a resource and a further 4% using the [UNHCR Education Strategy](#) for guidance. Finally, single respondents indicated using the [Save the Children Essential Resource Pack](#), OCHA 5W reports as noted above, [UNESCO's Guidebook for Planning Education in Emergencies and Reconstruction](#) and national Ministry of Education resources.

Tools that are most useful in EiE coordination, planning and response in mixed settings where both cluster system and refugee response are activated

This question looked specifically at tools for coordination in mixed settings, referring to the large number of complex humanitarian crises, where both a refugee response and a cluster response is in place.

Responses for this question indicated a significant resource gap. The largest percentage of respondents to this question, 20%, indicated that there were no useful tools or typed in 'N/A' as their response while 6% offered simply 'same as above', presumably meaning the question above on *Tools used most frequently in EiE coordination, planning and response*, as their answer.

There was a substantial percentage of respondents, 18%, that indicated that the Global Education Cluster toolkit was most useful and a further 13% of the total respondents noted that the INEE Minimum Standards were most useful.

Other notable trends include 6% of respondents offering Cluster assessment tools or 'joint assessment tools' as their answer and 4% indicated that the UNICEF EiE toolkit was most useful. 5% of respondents indicated that they relied on tools that were locally sourced and developed without providing further details.

Gaps in tools and guidance around EiE coordination at the country level

In this section, 15% of respondents typed in answers that were equivalent to a null answer (e.g. N/A or 'no answer'). 13% of the respondents felt that there was not necessarily a gap in materials but a lack of knowledge of the materials available. This raises an interesting point for leadership in EiE entities producing tools and guidance, including INEE and the Education Cluster among others, with the need to further investigate the rationale for production of new tools and resources when awareness on existing materials remains a big gap. Whilst there is an indication that new materials on certain areas (see below) could be useful, there is a need to prioritize awareness raising and capacity building for the sector on what tools already exist.

A further 7% responded that the current materials needed to be updated as they were out of date or that the materials needed to be contextualized to a specific country or disaster setting. Another 7% felt there was a lack of tools to conduct needs assessments.

A final 7% of respondents felt that there was a gap in relation to materials for inclusion of specific vulnerable groups in emergency response. The vulnerable groups mentioned included displaced persons, people with disabilities, girls, adolescents and those whose mother-tongue is not the language of instruction.

9% of survey takers felt that there was a lack of material to assist in data collection and that current tools and strategies are agency specific, rather than contributing to a harmonized approach to data collection and analysis.

Other notable, albeit smaller, trends in this area of inquiry include 5% of respondents indicating that there are no tools that support inclusion of crisis-affected populations in decision making. Among this group of respondents, one felt that there were no tools for joint decision making and that UN agencies and INGOs made all the important decisions in the sector without including those closer to implementation level. Another 5% felt that there is a gap in tools to build the capacity of the national government to maintain a sustainable education program. Similarly, another 5% felt there was a lack of coordination between the Cluster and UNHCR systems with one respondent noting the need for 'tools for maximized potential in collaboration and efficient, effective responses'.

4% expressed a need for mapping tools while another 4% expressed a desire for a step-by-step guide that supported staff in designing and implementing programs. A further 4% expressed a desire for more advocacy tools.

Gaps in tools and guidance around EiE coordination at global level

After negating the 30% of respondents that offered no answer in this section, the main notable trend is that 15% of respondents felt that there was not a gap in materials but a lack of knowledge of them, which is along similar lines to responses to the previous question. One respondent specifically commented, 'The core skills training is the most useful thing – field staff are overwhelmed by the number and size of tools generally (though lots of useful cluster tools exist) – no tool can replace quality residential training and ongoing mentoring – and the GEC has high quality training. There's always a waiting list so the demand is high for more trainings including regional and country level'. The significant number of respondents highlighting the lack of awareness of what already exists (q11), as well as a lack of knowledge of the content of tools and guidance (q12) suggests a need for key EiE entities to address this issue alongside the production of new tools and resources. Capacity building is, of course, resource-intensive and would require significant additional support or reorientation of existing staff capacity but is worth considering based on this and other responses later in the survey.

In addition, one respondent felt that there were too many redundancies in the tools and that there was a lack of expertise at the coordination level because most of the 'experts in the field were too young and lacked experience' to be effective. This response perhaps answers the previous question better as it seemingly relates to coordination at the local level, but it is useful to highlight in relation to the need for capacity building and training.

The final main trends in this area of inquiry include 9% of respondents noting that there is a lack of tools in data collection and analysis and 7% expressing the need for tools relating to response for specific vulnerable groups as was also noted in response to the previous question.

The remaining trends all fell in the 2–4% range and included developing a Standard Operating Procedures framework, tools for coordination with national and local government authorities, advocacy and tools to guide access to funding.

Areas in which the EiE sector should focus on for further resource development in either coordination or joint coordination

Three main trends emerged in this section, despite the fact that 16% of the respondents offered irrelevant or incoherent responses. The three trends that followed include:

- 1) **25%** reporting the need to develop materials for EiE response to marginalized/vulnerable groups or groups falling under a specific theme,
- 2) **15%** expressing the need for tools to assist in inter-sectoral or inter-agency collaboration and
- 3) **11%** noting the need for more training and capacity building which follows along the line of prior questions.

It is worth noting that the question for this area of inquiry may have influenced respondents in their answers. The actual wording of the question was:

‘What areas do you feel the EiE sector should focus on for further resource development on either coordination or joint coordination? (e.g. this could be guidance on inter-agency collaboration, or guidance specific to responding to population groups such as refugees, IDPs, host communities, or to specific age groups, vulnerable groups, etc.)?’

The examples in the questions may have affected the responses given that the two biggest response trends were the examples mentioned in the question. Nonetheless, respondents highlighted gaps in guidance and tools for the response to these vulnerable groups:

- Refugees
- Returnees
- IDPs
- Low literacy populations
- Disabled
- Nomadic groups
- Victims of recurrent climatic disasters such as flood and drought
- Second language learners

Thematic areas requiring tool development included Reproductive health and Psychosocial/emotional recovery for victims and first responders.

5% of the respondents felt that more advocacy tools were needed. Single respondents indicated needing more tools in monitoring and evaluation of programs, data analysis and including beneficiary voices in program development.



Part III

Main findings – EiE professionals working with a technical focus

The third part of this survey focused on the tools and resources for the technical or program side of EiE work. Question 15 asked survey takers if they worked in EiE in a technical capacity. Those answering yes proceeded to answer questions 16 through 19. A total of 63% of the respondents, representing 60 of the 95 survey takers, indicated that they did work in EiE in a technical capacity. The following percentages are based on the answers from those 60 respondents. As before, each respondent offered multiple answers in one response and thus the total number of answers is well over one hundred. For this reason, the percentages for each area of inquiry will not total 100%.

Sources to find tools for EiE technical guidance

The most notable trend for this area of inquiry is that 83% of the respondents indicated that INEE was their go-to source when looking for technical guidance. One respondent in particular provided a number of links to INEE's accelerated learning web pages but all others responded '[INEE website](#)' as a general source.

The information coordination hub, [ReliefWeb](#), was also a source with 33% of respondents using it when looking for materials related to the technical side of EiE. In addition, 27% of respondents turned to the [Global Education Cluster](#) website for assistance.

Another interesting trend is that 22% of respondents indicated that they used Google when looking for technical tools. Teaching is a profession common to the entire world and there are likely resources out there that teachers in non-conflict settings have developed and shared online that can be adapted and implemented in conflict affected settings as well.

As with coordination materials, UNHCR was again a source for technical materials for 17% of respondents. In this area of inquiry, however, respondents simply listed UNHCR without providing any further details.

The final main trends include that 11% of respondents indicated the [Save the Children Resource Centre](#) and 8% reported turning to UNICEF when looking for technical guidance. 5% of respondents turned to UNESCO as a source. There were additional individual respondents who indicated using the [UN Girls' Education Initiative](#), the [Overseas Development Institute](#), [IFRC](#), the [International Rescue Committee](#), [UNOCHA](#), and the [Education in Crisis and Conflict Network](#).

Tools used most frequently around EiE technical guidance

INEE featured prominently in this area of inquiry. 85% of respondents reported using an INEE resource. The breakdown of the resources they use are as follows with percentages based on the total 60 respondents:

- [INEE Minimum Standards](#): 75% of respondents
- [Accelerated Education 10 Principles for Effective Practice](#) and other accelerated learning resources: 17% of respondents
- [Conflict Sensitive Education](#): 8% of respondents
- [Guidance Note on Psychosocial Support](#): 7% of respondents
- [Gender Guidance Note](#): 4% of respondents
- [Safer School Construction: A Community-Based Approach](#): 2% of respondents
- [Teachers in Crisis Contexts Training Pack](#): 2% of respondents
- [Good Practices Guides](#): 2% of respondents

A total of 10% of respondents reported using resources from the International Rescue Committee with 5% using [Creating Healing Classrooms](#) and 5% using the [Safe Healing and Learning Spaces Toolkit](#). Finally, 3% reported using [Save the Children's Education in Emergencies: A tool kit for starting and managing education in emergencies](#).

Finally, there were a number of responses where only one person indicated using a specific tool. Those single responses included:

- [UNHCR Education Strategy](#)
- [Refugee Response Plans](#)
- [IASC Gender handbook](#)
- [Global Coalition to Protection Education from Attack](#)
- [Education in Crisis and Conflict Network](#)
- [Global Facility for Disaster Reduction and Recovery](#)

Gaps in tools and guidance around EiE technical guidance within the education sector

To begin with, it is necessary to acknowledge that 17% of the respondents offered no answer or that there were no gaps in materials within this area of inquiry. This is worth considering when orienting knowledge management and production capacities for the EiE Sector.

Beyond that the largest trend was clearly that there were gaps in materials for the inclusion of specific population groups in EiE response. As in the question in the previous section about further resource development on coordination, the phrasing of this question may have also been leading the respondents as it offered 'vulnerable groups' as an example of a potential gap area.

A total of 38% mentioned vulnerable groups as an area where tools were lacking, suggesting that EiE practitioners are struggling to deliver a differentiated response that meets the diverse needs of crisis affected children and youth. That 38% can be broken down into specific groups as follows:

- ‘Vulnerable groups’: 13%
- Persons with disabilities: 12%
- Migrants: 5%
- Pastoralist/hard to reach children: 3%
- IDPs: 2%
- Orphans: 1.5%
- Children released from armed groups: 1.5%
- Early childhood: 1.5%
- Girls: 1.5%

The second largest trend within this area of inquiry is that 10% of respondents indicated a need for capacity building and training on existing tools. One respondent offered examples of how the training on the tools could be managed:

‘The gap isn’t in the tools. The gap is in the quality, consistency and usability of tools, and in how tools are disseminated and made available. I don’t have time to read 100 pages of a tool or guidance on a specific technical area – and that feeling is hugely amplified for field staff. Our organization now has short webinars for our technical approaches so that people have a short induction they can access online anytime. There’s [also] the opportunity to do a longer online or residential course to really get to grips with a technical approach. All three options bring tools and guidelines to life.’

Additionally, 5% of respondents felt that there needed to be tools for the development of EiE interventions that included teacher and affected populations’ voices. A further 5% felt there was a gap in assessment tools. Another 5% felt tools on higher education in emergencies were lacking.

Responses falling in the 3% range include:

- 1) the need to translate the tools into more languages,
- 2) the need to contextualize Accelerated Learning materials to specific countries, and
- 3) tools to provide guidance on working with local authorities. Single respondents indicated the need for thematic guidance on climate change emergencies, education in multilingual settings, longitudinal impact studies, psychosocial support, tools for multi-age classrooms, and guidance for prolonged crises.

Any other comments

Both the collaboration and technical inquiry sections of this survey provided a space for participants to offer any other feedback that they saw appropriate. This was not a required section and for that reason, this analysis does not offer percentages, but merely the number of respondents who fell within the trend. The responses were often irrelevant with answers such as ‘N/A’, but there were some trends. Supporting the notable trend in the need for more training and capacity building throughout the survey, five respondents highlighted this issue, with one respondent suggesting ‘we need to make a team of trainers in all countries to train the people [on the current tools]’.

One respondent suggested that a good amount of technical guidance and tools already exist but are hidden from the EiE public because of copyright. Making these existing tools open source would help avoid duplication and improve the quality of work within the EiE sector.

Another trend throughout the survey is the need to contextualize materials that already exist. A respondent suggested that building capacity around how to contextualize materials to specific countries would be an asset to the sector. Another suggested finding funding for country teams to be able to contextualize the current tools to their specific settings. Contextualization of materials is a task that only educators and program delivery staff in a specific context can accomplish. Increasing their capacity to do so would make their work more effective.



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