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Identifying the Gaps in Resources for Education in Emergencies

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IDENTIFYING THE GAPS IN RESOURCES FOR EDUCATION IN EMERGENCIES

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Acronyms

CBT – Cognitive Behavior Therapy

CRC – Committee on the Rights of the Child

ECW – Education Cannot Wait

EiE – Education in Emergencies

GEC – Global Education Cluster

GCPEA – Global Coalition to Protect Education from Attack

IASC – Inter-Agency Standing Committee

IDP – Internally Displaced People

INEE – Inter-agency Network for Education in Emergencies

IPIC – Independent Practitioner Inquiry Capstone

LRA – Lord's Resistance Army

OECD – Organisation for Economic Cooperation and Development

PSSA – Psychosocial Structure Activities

SEL – Social/Emotional Learning

STEM – Science, Technology, Engineering, Mathematics

UDHR – Universal Declaration on Human Rights

UNESCO – United Nations Education, Scientific and Cultural Organization

UNHCR – United Nations High Commissioner for Refugees

UNICEF – United Nations Children's Fund

UNMISS – United Nations Mission to South Sudan

UNOCHA – United Nations Office for the Coordination of Humanitarian Affairs

Abstract

When children are thrust into emergencies, either by natural disasters or man-made conflict, education has until recently always taken a backseat. The field of humanitarian aid which focuses on the delivery of material assistance to people in emergency settings, has become more professionalized over the past two decades as conflicts become more complex. Humanitarian aid has always involved the provision of food, shelter and medical care. In the past few decades, however, education for those affected by emergencies that focuses on the practical provision of livelihood skills while also conveying conflict resolution and peace-building skills has become an increasingly important part of a humanitarian response. This research was conducted in conjunction with the Inter-agency Network for Education in Emergencies (INEE) which is a coordinating body in the Education in Emergencies (EiE) field and offers a number of resources to help EiE professionals. This study explores the history and foundations of EiE and seeks to answer the question "What are the gaps in resources for the EiE field?" The research was conducted utilizing three methods: 1) a survey of EiE professionals about the resources they use in the field; 2) a review of the INEE database and, 3)a list of inquiries from EiE professionals seeking assistance. Results concluded that there are gaps in terms of materials for specific vulnerable groups, data collection, inter-sectoral/inter-agency collaboration and training on existing materials. Closing these gaps will result in a more effective resource database for EiE professionals to use in their daily practice of providing education services to those affected by conflict.

Introduction

Both informal that takes place in everyday life and experiences and formal education that takes place inside school buildings and institutions are a vital part of any child's life. Formal education in the form of daily instruction in literacy and numeracy, however, can provide the basic building blocks that will help a child grow and improve their future by providing them options beyond what their family situation can offer. In addition to basic literacy, children can learn skills that will help their community grow and thrive. However, when children are thrust into emergencies, such as natural disasters or man-made conflict, formal education has until recently always taken a backseat. The field of humanitarian aid, which focuses on the delivery of material assistance to people in emergency settings, has become more professionalized over the past two decades as conflicts become more complex. Humanitarian response has always involved the provision of food, shelter and medical care, but this type of assistance, while greatly needed, provides short-term solutions to a population seeking long-term peace. It has, in a sense, always been a kind of band-aid on a wound. Over the past two decades, education for those affected by emergencies that focuses on the practical provision of livelihood skills while also conveying conflict resolution and peace-building skills has become an increasingly important part of a humanitarian response. This type of education has become a kind of antibiotic to treat the festering wound that lies underneath the band-aid that food, shelter and medical assistance provide.

International organizations such as the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), as well as numerous non-profit agencies, have begun focusing on the delivery of education to children in crises-affected areas over the past two decades. It is a field so new, however, that it is still

evolving and its impact to date has not truly been measured. The Inter-Agency Network for

Education in Emergencies (INEE) is a coordinating body for all international, governmental and

non-governmental organizations working in the Education in Emergencies (EiE) field. INEE

itself is not an organization but a network. Its staff members are sponsored by a handful of

organizations who agree to have these employees work together and collaborate on the mission

of coordinating efforts in the development and delivery of education to children in emergency

settings. INEE hosts a number of international working groups comprised of members of

various organizations and they work together to develop resources for the coordination and

planning of EiE services as well as technical materials for the delivery of EiE services. At the

time of this writing, INEE is in the process of conducting a comprehensive evaluation of work

being done in the EiE field by researching the work of EiE professionals through five case

studies from different countries around the world. This capstone paper further contributes to that

evaluation process in closely examining resources within the EiE field.

The present Independent Practitioner Inquiry Capstone (IPIC) seeks to answer the

following research question: What are the gaps in the resources and materials that are currently

available for EiE professionals? To answer this question, I begin with a discussion of the

foundations for EiE as a humanitarian response, moving into its theoretical underpinnings and

stakeholders. Following is an explanation of the methodology, process of analyzing the data

collected, ethical considerations and limitations. The main section of the paper comprises the

research findings and finishes with a conclusion and set of recommendations for further study.

The findings from this study lead to recommendations as to the areas where INEE and the EiE

field, in general, need to develop more materials so that both those coordinating EiE services and

educators in classrooms worldwide will have the tools they need to properly educate adolescents and children under the age of 12 affected by crisis and conflict.

Foundations for EiE

The recognition of education as a human right and necessary function of peace has evolved over the past seven decades. Historically, there are two important international documents that support education for all children regardless of their situation. The first, Article 26 of the Universal Declaration on Human Rights (UDHR), written by the United Nations Commission on Human Rights in 1948, guarantees education as a human right by simply stating "Everyone has the right to education." Secondly, the Convention on the Rights of the Child (1989), written by the UN Commission on the Rights of the Child, expands on this human right by discussing education throughout the document with Article 28 in particular stressing education by stating,

1) States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

   a) Make primary education compulsory and available free to all;

   b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

   c) Make higher education accessible to all on the basis of capacity by every appropriate means;

   d) Make educational and vocational information and guidance available and accessible to all children;

e) Take measures to encourage regular attendance at schools and the reduction of drop-

out rates. (pgs. 12-13)

While only 48 countries have ratified the Universal Declaration of Human Rights, 182 countries

have ratified the Convention on the Rights of the Child. According to UNICEF (2005), the

Convention on the Rights of the Child is the most widely accepted human rights treaty in history.

Only two countries, Somalia and the United States, have not ratified it. Despite not being

ratified by all UN members, these two documents provide the legal foundation of making

education accessible to children in all settings including those experiencing emergencies.

The Committee on the Rights of the Child (CRC), which is part of the UN Human Rights

Office of the High Commissioner, further defines emergency settings in their document "The

Right of the Child to Education in Emergency Situations" as,

all situations in which man-made or natural disasters destroy, within a short period of

time, the usual conditions of life, care and education facilities for children and therefore

disrupt, deny, hinder progress or delay the realization of the right to education. Such

situations can be caused by, inter alia, armed conflicts – both international, including

military occupation, and non-international, post-conflict situations, and all types of

natural disasters. (p. 1)

With the articulation of education as a human right and the definition of emergency settings in

terms of education, governments have begun to recognize the value of EiE services and to

allocate more funding to the field. The European Union, for example, more than doubled their

funding of EiE from 3.6 per cent of their humanitarian spending to 8 per cent (Dickinson, 2017).

In 2016 during the World Humanitarian Summit, UN, government and non-profit agencies along

with public and private donors established the first global fund dedicated to EiE by the name of

Education Cannot Wait (ECW). The fund is meant in part to foster additional funding for the field and help prioritize education as a humanitarian response (GCPEA, n.d). In October alone, ECW mobilized $560 million in resources from 18 donors to reach a total of 1.5 million children and train 21,000 teachers (GCPEA, n.d.).

While the Universal Declaration of Human Rights and the Convention on the Rights of the Child provide the legal foundation and recognition of education as a human right, development of EiE as a humanitarian response began with the 1996 publication of "The Impact of Armed Conflict on Children" by Graça Machal, Mozambique's Minister of Education, as a special report to the UN Secretariat. In it, she detailed the suffering that children endure as a result of conflict through poor health and nutrition, sexual exploitation and military recruitment. Her recommendations included a focus on education for refugee children in camps as well as for children who remained within the conflict zones. Machal (1996) understood that education provides children with a path to a brighter future when she stated:

> Education is particularly important at times of armed conflict. While all around may be in chaos, schooling can represent a state of normalcy. School children have the chance to be with friends and enjoy their support and encouragement. They benefit from regular contact with teachers who can monitor their physical and psychological health. Teachers can also help children to develop new skills and knowledge necessary for survival and coping, including mine awareness, negotiation and problem solving and information about HIV/AIDS and other health issues. (p. 54)

Machal's study became and remains the bedrock of advocacy for child protection in conflict zones which UNICEF (May, 2006) defines as "preventing and responding to violence, exploitation and abuse against children" (para. 1). Machal's arguments include the idea that an

education that promotes peace, social justice and respect for human rights, is part of child

protection and is essential to reintegrating children into a stable community.

The delivery of education in emergency settings is complex and EiE professionals

recognize that education unfortunately does not always yield positive results. Midttun (2006)

notes two intriguing observations about education in general: 1) many dictators began their

education in missionary schools which were the precursor to modern day aid organizations and

that, 2) other negative elements of society such as terrorists and criminals are often highly

educated. Children in emergency settings are especially vulnerable to manipulation from adults

who influence the type of education that they receive. As such, modern aid organizations need to

be mindful of the type of education that they deliver so as to minimize the violent outcomes that

their precursors, missionary schools, created in a few of their students. Nicolai and Triplehorn

(2003) also note that schools in conflict areas often prove to be targets since they are usually

among the only large, permanent structures in the area. They continue to note that schools can

be fertile recruiting grounds for child soldiers and that teachers are often targeted as they are

usually leaders of the community. Organizations must take these factors into account in their

delivery of education to communities experiencing the trauma of conflict. The social/emotional

learning curriculum (SEL), though relatively new to school systems around the world, has thus

become increasingly important.

INEE has developed a number of thematic pages that highlight important areas within the

EiE field. While some of them are related to advocacy and financing, others are more

curriculum related, such as with the provision of an SEL curriculum. SEL has been defined as

"the process of acquiring core competencies to recognize and manage emotions, set and achieve

goals, appreciate the perspectives of others, establish and maintain positive relationships, make

responsible decisions, and handle interpersonal situations constructively" (Elias, Zins, Weissberg et al., 1997). As Machal (1996) noted in her special report, education can provide a grounding and normalcy that provides a child with hope in the future when embroiled in a world of chaos. Focus on social/emotional learning can help children recover from the trauma that they witnessed and endured in order to help break the cycle of violence that the conflict affected children are in danger of continuing.

At the same time, Versmesse, Derluyn, Masschelein and De Haene (2017) note that while those affected by the conflict desire a sense of security and routine, they often do not see the value of a curriculum focused on psychological healing and peace building as there is often a stigma around mental health in cultures all over the world. Education programs that build SEL into a curriculum that offers practical skills such as farming skills would provide the conflict afflicted with the services that they need to thrive in both an economically and emotionally practical manner.

As illustration, I provide a relevant example from Uganda of how a focused education initiative with an SEL component can provide benefits to children within an EiE context. Ager et al (2011) conducted a study of children in northern Uganda who had undergone the stress of the region's conflict. Northern Uganda has been besieged by the Lord's Resistance Army (LRA) since the its inception in 1987. The United States has designated the LRA as a terrorist organization that had abducted over "67,000 youth, including 30,000 children, for use as child soldiers, sex slaves, and porters" while also brutalizing communities (Lord's Resistance Army, n.d) until an agreement to end hostilities was signed in 2006. According to Ager et al (2011), the educational system in the region suffered with 60% of schools in the affected regions not functioning leaving 250,000 children with no education. The educational system began to

stabilize in 2006 allowing children to return to a sense of normalcy. At the same time, Save the

Children implemented a Psychosocial Structure Activities (PSSA) intervention inside select

government run schools beginning in the 2006-2007 school year. According to Ager et al

(2011), the intervention involved

> progressively structured sessions leading from themes of safety and control, through
>
> those of awareness and self-esteem, to personal narratives, coping skills, and future
>
> planning. These sessions incorporate play therapy, drama, art and movement in an effort
>
> to enhance children's resilience and feelings of stability and security after trauma as they
>
> progress emotionally and cognitively over the course of the program. Each session opens
>
> with an activity designed to prepare children for the session and then continues into a
>
> central activity and cooperative game designed around the session's theme (p. 2).

The intervention also had a community service component that had children helping the sick and

elderly or engaging in community enhancement projects such as digging boreholes or planting

trees. Parental engagement was another component of the intervention that had teachers and

Save the Children staff holding periodic discussions with the parents regarding their child.

According to Ager et al (2011), evaluation of the program resulted in two main findings.

First, that the well-being of children in the area, measured through the most important albeit

unspecified cultural indicators, improved overall through the conflict recovery process that led to

a return to normalcy. These children did not undergo the PSSA intervention. This finding

supports the notion that through normalizing social conditions, children will begin to heal. It is

unclear however, if the normalizing of social conditions through a return to the school system

specifically was the driving force or if it may have just been the end of the conflict. The children

that Ager et al (2011) studied however, were all part of the school system which was a large part

of their social lives. Ager et al (2011) also found that the well-being of the children who had

undergone the PSSA intervention had improved significantly more than the children who had

not. The PSSA intervention "accelerated further the processes of recovery associated with

broader social and economic reconstruction" (p. 8).

Burde, Kapit, Wahl, Guven and Skarpeteig (2017) further support the use of psychosocial

intervention in education in their review of evidence of the positive benefits of cognitive-

behavioral therapy (CBT) intervention among war affected youth, ages 15-24 years, through 10

group sessions. The study found that enrollment, attendance and classroom behavior improved

when assessed 8 months after the CBT intervention with the psychosocial support proving to be

the main reason for the improved educational outcomes (Burde et al, 2017).

Nicolai and Triplehorn (2003) sum up a number of protections that education can provide

as it relates to the physical, psychosocial and cognitive well-being and development of a child.

Those protections include access to a safe space, access to knowledge of health and hygiene, a

sense of normalcy and a social network. EiE can also provide basic life skills such as numeracy,

literacy and job skills as well as the ability to analyze and decipher propaganda and disparate

sources of information.

Theoretical grounding of EiE

With this in mind, many EiE programs for adolescents and young adults focus on the

delivery of education in alignment with human capital theory. These programs largely seek to

provide students with the skills needed to contribute to their society in a practical way that will

lead towards its development and economic success while also incorporating SEL in a more

subtle manner. Kubow and Fossom (2007) identify Human Capital theory as positing "…a

direct and functional relationship between education and development" (p. 41). Accordingly, if

there was an economic need for a workforce skilled in technology, then the education system should focus on developing that skill among students. Under this theory, development of the workforce is the main purpose of education.

Many countries where EiE is needed have more basic economic needs because their level of development is so low. According to Adongo (2018), the UN Mission in South Sudan (UNMISS) for example, held trainings for young people in professional fields such as hairdressing, tailoring, brick laying, carpentry and solar/electrical connections. These are often the basic skills needed in less developed countries suffering from conflict. While learning these practical skills which will help them and their families thrive, students also further developed their SEL competencies by learning "social cohesion and peaceful coexistence" as noted by the UNMISS Relief, Reintegration and Protection Officer involved in the project (Adongo, 2018, para. 13). These are all important attributes of a society recovering from conflict. A society that is thriving economically and is competent in social skills in the areas that SEL focuses on is not likely to slide backwards into conflict.

One can find the essence of Human Capital theory and SEL in both formal and informal education. According to Lockhart (2016), informal education is not organized and has no established objective or learning outcome. One can find informal learning in all types of play in which children engage. Without knowing it, children's behavior in these informal learning instances align with the tenets of Human Capital theory when they build forts with pillows and blankets and explore the basic concepts of construction and architecture, two highly sought-after trades in the industrialized world. Children also can develop social/emotional skills through informal learning when they negotiate the rules of a game with their playmates or mediate

differences of opinions regarding when those rules are broken. Informal learning is common and happens at home and through community activities and leisure time (Lockhart 2016).

Conversely, Cameron and Harrison (2012) note that the Organisation for Economic Co-operation and Development's (OECD) definition of formal education "refers to learning through a programme of instruction in an educational institution, adult training centre or in the workplace, which is generally recognized in a qualification or a certificate" (p. 280). This type of education is more familiar to most people around the world as it is easily defined and recognized in countries worldwide. Formal education happens in school buildings where teachers engage with students to bring them to a specific learning outcome. Use of the Human Capital theory in formal education is evident through the ubiquitous Science, Technology, Engineering and Mathematics (STEM) programs that prepare children to enter a technology workforce that seeks qualified applicants. SEL learning is also possible in formal education. The non-profit organizations International Rescue Committee and Sesame Workshop are currently teaming up to bring an SEL curriculum to schools with young children affected by war in Syria through an Arabic language version of Sesame Street "to strengthen children's resilience and mitigate effects of traumatic experiences" (Sesame Workshop, 2019, para. 5). SEL in a formal education setting for older children is also possible as discussed above through Burde et al's (2017) of CBT therapy for youth ages 15-24 years.

While informal education can continue in an emergency setting, formal education becomes difficult when schools can often be commandeered or attacked. Yet, quality education delivered in a formal manner over the course of a child's life may present an opportunity for some children to escape poverty. Literacy and numeracy as the basic benefits of formal education may help a child reach beyond what their immediate surroundings offer.

INEE offers a range of materials for educators working directly with beneficiaries to use in formal education settings with conflict-affected children. Their "Minimum Standards for Education: Preparedness, Response, Recovery" is especially important to the EiE field as evidenced in the main findings section with 83% of respondents reportedly using it as a source. The Minimum Standards aim "to enhance the quality of educational preparedness, response and recover, increase access to safe and relevant learning opportunities and ensure accountability in providing these services" (INEE, 2012, p. 4). The Teaching and Learning standard within the document identifies four key actions that teachers need to keep in mind. They are:

- Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners

- Teachers demonstrate an understanding of lesson content and teaching skills in their interaction with learners

- Instruction and learning processes address the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning

- Parents and community leaders understand and accept the learning content and teaching methods used (p. 87).

Teachers do need to also be sensitive to their conflict settings. INEE (2012) notes that teaching methods will need to be adapted to the context of the setting and that implementation of new methodologies may be stressful especially in the initial stages of an emergency. INEE's "Guidance Note on Conflict Sensitive Education" (2013) offers guidance for teachers who are implementing programs in sensitive settings. The Guidance Note (2013) advises that a curriculum should include topics related to peace and that it have no bias towards a particular group. Such a curriculum should also "meet the learning needs of different groups, such as that

of ex-child soldiers, older children, and speakers of other languages" (p. 29). Furthermore, it

notes that the learning needs might include life skills and job-related skills that are relevant to the

labor market relating back to the Human Capitol theory. In sum, a review of the literature points

to how formal education that is context specific and includes components of Human Capital

theory and SEL in the curriculum can help propel a community away from war and create a

peaceful and thriving society.

EiE stakeholders

The industry of humanitarian intervention in crisis and conflict areas began with a UN

General Assembly resolution in 1991 and went through reform in 2005 to introduce what is

known as the Cluster Approach (UNOCHA, n.d). The Inter-Agency Standing Committee

(IASC) identifies the main sectors of humanitarian response in crisis and conflict settings and

designates a UN or non-profit agency to lead that sector. The organizations providing aid in that

sector then become a part of that specific cluster. The clusters are then led by the Emergency

Relief Coordinator who is appointed by the United Nations. Figure #1 below identifies the

eleven clusters and their lead organization.
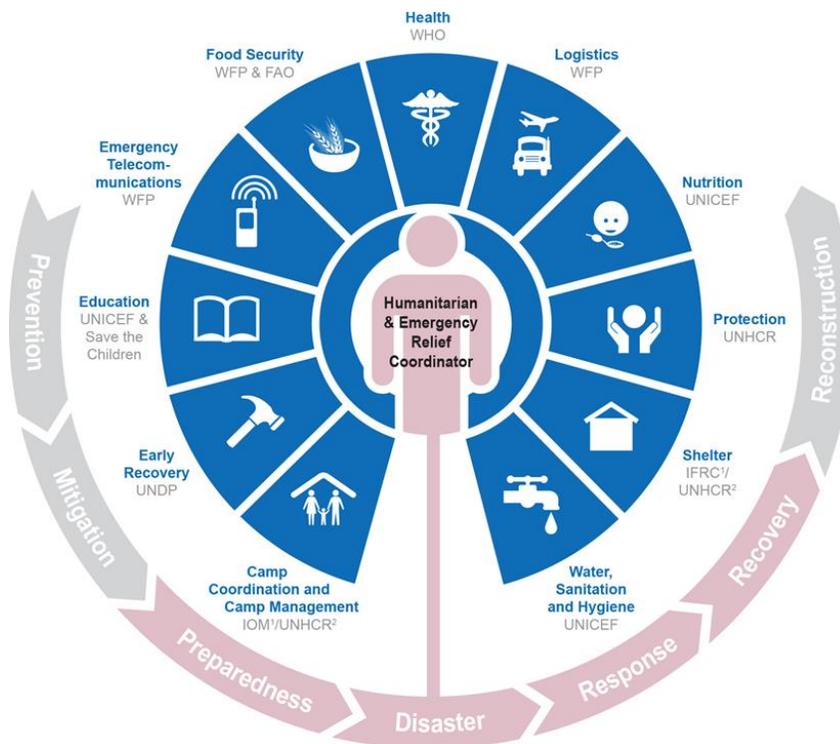
Figure 1. The Humanitarian Cluster Approach

UNOCHA (n.d.). What is the Cluster Approach?

UNICEF and Save the Children are the cluster leads for the Education sector. They act as the

agencies responsible for the coordination of education at the implementation level. As noted

above, INEE is also a coordinating body within the EiE field but it is not an implementing

agency. The cluster approach is meant for coordinating the implementation of services only and

therefore, INEE does not have an official role in leading the cluster. Organizations that work

within the Education Cluster, however, are also likely to be members of INEE as its focus is still

relevant to their collective EiE cause. INEE's main focus is on "community building, convening

diverse stakeholders, knowledge management, advocating and amplifying ideas and knowledge,

facilitating collective action, and providing members with the resources and support they need to

carry out their work" (INEE, n.d). INEE convenes a number of international thematic working

groups comprised of a variety of stakeholders that seek to chart new ways forward in the EiE

field and advocate for EiE at the UN and national governmental levels. However, it is INEE's

work in providing resources for EiE professionals that this study investigates, and INEE is the

principle audience for the findings, conclusions and recommendations printed here. As such, EiE

professionals, whether they be at the bureaucratic or classroom level, will be the main

beneficiaries of this research. Finally, given that EiE professionals work to improve the lives of

children and their families through education, the ultimate beneficiaries will be the students and

those whose lives they touch.

While EiE actors such as the organizations that lead and are part of the Education Cluster

and advocacy and coordinating agencies such as INEE are most certainly EiE stakeholders, they

are far from the only ones. In fact, nearly everyone in a country stands to gain, or if you are a

proprietor of war, lose, from an educated population. In this way, everyone is a stakeholder. To

break it down for easier understanding however, one would could classify civil society

stakeholders as the children, young adults, teachers and their families who are directly involved

in the education process. The state level represents the local and national governments who

would rely on an educated population to rebuild the nation.

Methodology

The present study implemented a mixed methods approach, one that involves both

qualitative and quantitative elements to investigate the efficacy of current INEE efforts to

provide resources to key stakeholders. Johnson (2007) notes that there are three reasons for using

a mixed methods approach:

First, combinations are used to enable confirmation or corroboration of each other

through triangulation. Second, combinations are used to enable or to develop analysis in

order to provide richer data. Third, combinations are used to initiate new modes of

thinking by attending to paradoxes that emerge from the two data sources (p. 115).

The three reasons that Johnson identifies are also evident in the research methods that I

employed. This study comprises three key phases including 1) a review of the INEE resource

database in its current state, 2) a review of requests for information submitted by stakeholders to

the Global Education Cluster office at Save the Children's HelpDesk prior to the onset of this

research, and 3) an email survey of key INEE members who are all EiE stakeholders as well. The

desk review of the database was purely quantitative as I tallied the number of resources in certain

thematic groups within the database. I then used and expanded upon the classification system

that INEE uses in their database to codify the open-ended questions in the survey and

submissions in the HelpDesk inquiry list. This mixed methods approach allowed me to develop a

coding system, identify potential gaps and then triangulate those potential gaps with resources

that already exist to determine if there was a true gap.

I sent the survey out through the INEE Mailchimp service which also sent out blast

emails as follow-up reminders over the course of three weeks. Finally, I collaborated with the

Knowledge Management staff at INEE. This collaboration entailed informal conversations

through Skype rather than formal interviews and helped direct the line of questions that I

ultimately included in the survey. This section provides a detailed explanation of the methods I

used to collect data.

As noted, this research is part of an ongoing INEE evaluation of EiE efforts and, as a

volunteer with the organization, I had open access to their database. The INEE staff is currently

undergoing a reorganization of their database. As my first step in this research process, I looked

through the database taking note of the resources available in a particular EiE topic or for a

particular vulnerable group, (i.e. disabled, adolescent, primary age children). This was a purely quantitative process as I simply counted the number of resources and codified them based on the classification system that INEE already had in place. Through this process, I was able to familiarize myself with the materials currently available in the database and was able to ascertain what areas of the EiE field might be lacking resources. Key insights, which I present later in the main findings section of this paper, from the review of available resources then informed my research with stakeholders in the surveys and HelpDesk analysis.

The survey was the principle method for this study. According to Fowler (2014), the main purpose of a survey is to gather statistical information about a target population. By gathering information from and subsequently describing and understanding a subset or sample of that target population, we are able to describe and understand the entire target population. INEE has a membership of over 17,000 EiE professionals. An email survey was ideal for this research as it provided an opportunity to potential reach all of the target population.

I sent a survey through Survey Monkey comprised of both open and close-ended questions to INEE members through INEE's Mailchimp account. While there are currently 17,000 members, INEE felt that, based on their past experience in sending out surveys, I could expect a response rate of 50-100 completed surveys. We, in fact, received 95 completed responses. The survey included a total of 19 questions intended to discover where members turned for resources, the tools that they used most frequently for coordination and technical guidance, and insights into any possible gaps in materials. (See Appendix A for the survey form.) The questions were largely open-ended and asked respondents to provide information in written form. I then went through the responses coding them to a specific system that I developed to help categorize and analyze them. I based this coding system, in part, on the classification system

that INEE uses for their database and developed additional codes as needed. There were also two

open-ended questions where individuals could write an optional response offering any additional

information. The survey, however, did not require the respondent to answer these last two

questions in order to complete and submit it as making them a requirement might have detracted

from the number of individuals willing to complete the survey. A total of 19 people answered

the first question and 12 out of 95 people answered the second question.

Data Analysis

Given that the research took advantage of three data collection strategies, I will describe

the analysis process that I undertook for each element within this section. My preliminary look

through the INEE database helped to develop the coding system that I used to codify the survey

responses and provided me with a familiarity of and grounding in the current available resources.

It also gave me an idea where there might be a lack of resources which helped direct my analysis

of the survey responses. From there I moved on to analysis of the survey responses. INEE

conducted a data cleaning of the surveys using tools within Survey Monkey to look for responses

that might indicate that the respondent did not understand the question or did not take the survey

seriously before turning the results over to me. Once this process was completed, I received the

95 full confirmed responses and I then began my review. There were some questions that were

quantitative in nature in the respondent profile section and did not need deep analysis in order to

answer the research question. These questions were meant to provide a general picture of the

respondents and their relationship to the EiE field. I did not disaggregate this information based

on respondent characteristics as a deeper analysis was not necessary in order to answer the

research question of identifying potential gaps in resources. Diving deeper into the analysis by

reviewing the data by employing different characteristics may prove for a useful study in the

future. The remaining questions were all open-ended and qualitative in nature. In order to make

sense of the data, I went through all the responses for each question and codified them for easier

analysis taking note of any trends. Rossman and Rallis (2017) note that coding "is the formal

representation of analytic thinking" and links data to the conceptual framework of the research

(p. 245). Coding allows the researcher to categorize the qualitative data for easier analysis.

Next, I went through the HelpDesk inquiries. The inquiry list is in an Excel spreadsheet

with the columns housing information such as name, email, and location. Other columns deal

with the exact inquiry and the solution that the Save the Children staff running the HelpDesk,

provided such as referrals to other EiE professionals or actual resources. The Save the Children

staff also categorizes each inquiry by topic. I codified the actual question that came into the

HelpDesk using the same system that I used with the survey and was able to note similar trends

between the two.

Finally, I then cross-referenced the reported gaps identified through the survey and

analysis of the HelpDesk inquiry list with what is available in the INEE database in its current

state. This work was completely computer based. I was able to conduct a basic, quantitative

analysis of the number of items available in each category and if relevant, I noted the reported

gap area. This data analysis was relatively simple in that a category with a comparatively low

number of resources indicates a potential gap. For example, there are 143 resources that fall

under Gender in the INEE database as it currently stands, whereas there are only 3 resources that

fall under Early Recovery.

Ethical considerations

Any study that works with human subjects as participants confronts a number of ethical

considerations on both the side of the researcher and the participant. Maintaining anonymity of

participants and recognizing inherent biases are just important. As someone who has used the

INEE database in my own emerging EiE career, I have preconceived notions of the quantity and

efficacy of the resources available there. I worked with INEE as a communications intern and

helping to manage database entries was one of my tasks. For the purpose of this IPIC study, I

needed to acknowledge my biases and ensure that I remained as objective as possible as I

conducted the research.

When going through Education Cluster Helpdesk, I ensured that all information that I

gleaned and analyzed from the inquiry list was completely anonymous and confidential. While

the inquiry list does have names and emails of individuals, I protected their identity by keeping

the inquiry list on my password protected computer to which only I have access.

In regard to the survey, I used the INEE Mailchimp service which sent out blast emails to

their members with the survey and follow-up reminders over the course of three weeks. While

the member emails and names are in the Mailchimp database, I did not have access to it thus

ensuring that all member emails remained confidential. The email sent out to the members

contained a link to the survey indicating the nature of and reasons for it. The invitation letter to

take the survey also indicated that I am a volunteer graduate student working with INEE on this

research as part of their internal study. The first screen of the survey provided a brief overview

of the research, purpose of the survey and consent. (Please see the language of this screen in the

Appendix A)

Limitations and Challenges to Research

As with all research, this analysis encountered a number of limitations such as time and

mobility/location constraints, reliance on technology, and the incomplete reorganization of the

INEE database. As noted, this study relied partially on the reorganization of the INEE database

which the organization was not able to complete by the time of the research. Understanding

what is currently in the database was one of the first steps of this research. The fact that the

reorganization was not complete means that additional research will be needed upon completion

of the database organization.

This entire research project was desk-based from my home in Massachusetts. I relied

completely on technology to review the INEE database as well as disseminate the survey. Many

of the target survey takers, however, will be in developing countries where internet connections

are not optimal. As such, I may not have been able to reach a large portion of the stakeholders

whom this study aims to assist thus skewing its results. In order to understand this particular

limitation in terms of the data gathered, I began the survey by gathering information about each

respondent's profile including location and experience level.

The original proposal for this research project included interviews with EiE professionals

around the world. I was to identify potential interviewees with the help of Save the Children

staff and their HelpDesk inquiry list. Save the Children originally agreed to collaborate with this

process and allow me to contact people who wrote into the HelpDesk. A change in staff at Save

the Children changed that collaborative nature and I was only able to use the inquiry list when

research actually began. Interviews would have allowed further triangulation of information and

informed the direction and results of the research. It would be in INEE's interest to conduct

further research using this research method.

Finally, the survey was sent out to the entire INEE membership but due to time

constraints, we were only able to disseminate an English survey. As such, response rates from

French, Spanish and Arabic speaking countries are lower as local EiE professionals are likely

unable to participate in the survey.

Main Findings

Survey Results – Respondent Profile

Given the language limitations in sending out this survey, it is not surprising that 68% of

the respondents, or 64 out of 95 people, are located in countries that are not French, Spanish or

Arabic speaking. A number of respondents within that 68% are located in countries such as

Bangladesh but it is likely that the common language used among the international and local

staff is English. This question was open-ended. The location of the respondent based on region

is clear in chart 1 below.

Chart 1: Respondent Location
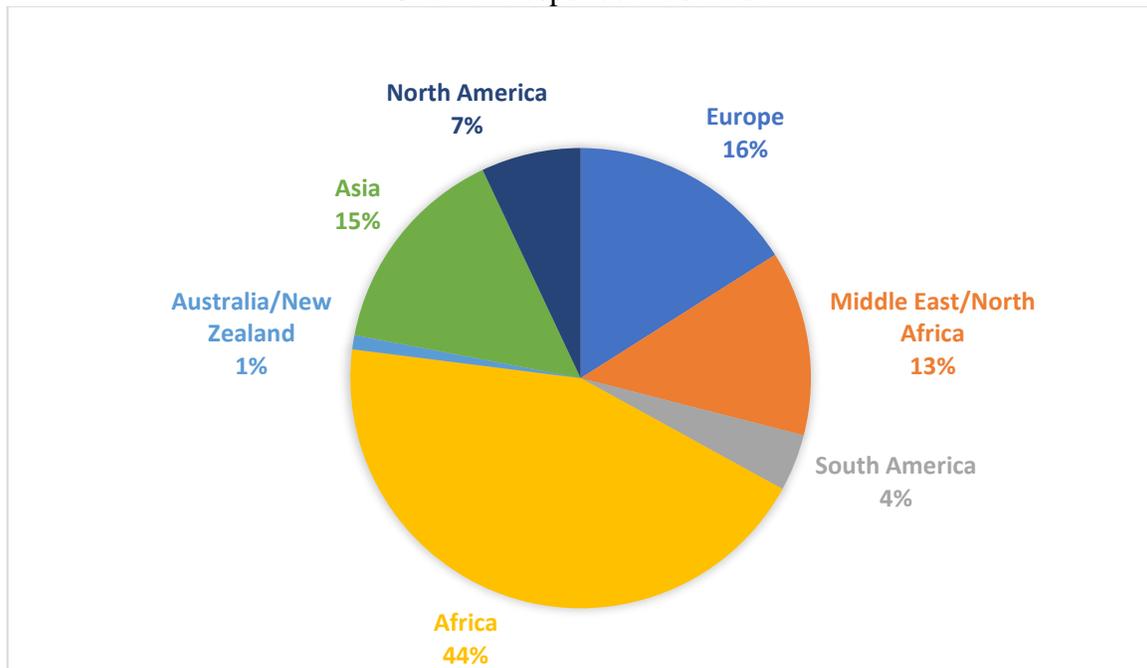
Respondents' level of experience

Another question on the survey asked respondents to identify the number of years they

have been working in the EiE profession. The responses were fairly even across the board in

terms of their level of experience with some being relatively new to the profession while others

are well seasoned professionals. The breakdown of their responses is as follows:

Chart 2: Years of Experience
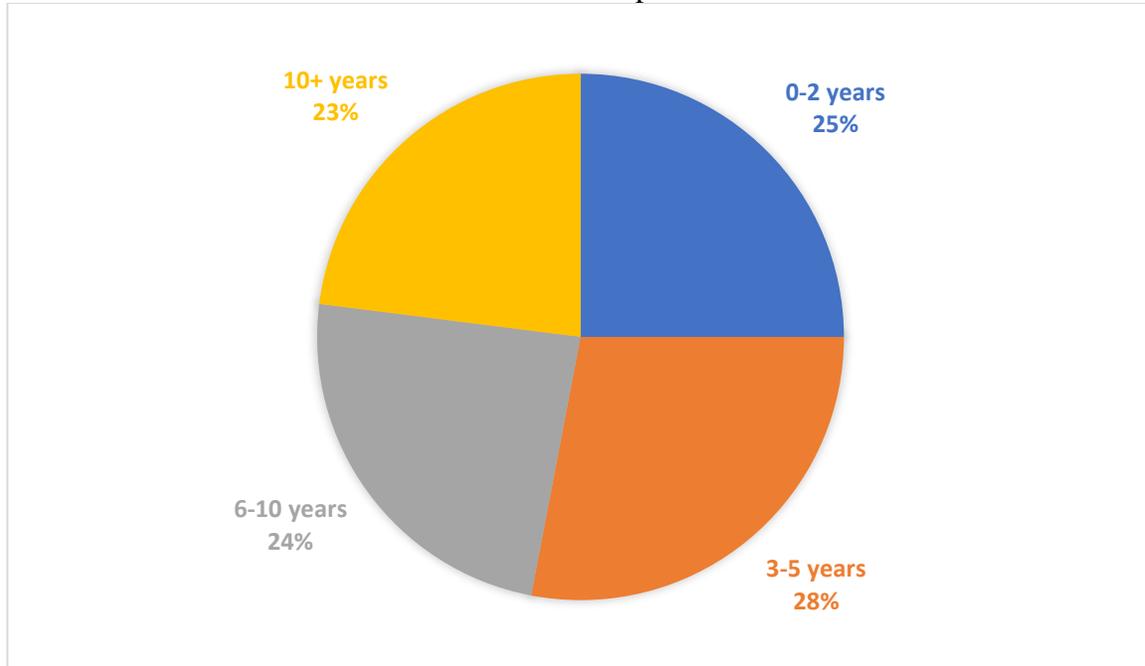
Respondents' Type of Agency and Office

EiE professionals work for a variety of organizations, all with different levels of funding

the access to beneficiaries.   The responses below inform us that the largest proportions (36% or

34 out of 95 people) of respondents work for an international NGO, such as Save the Children or

the International Rescue, or the UN (24% or 23 out of 05 people). An employee of a local NGO,

for example, plays a very different role in the profession than a person working for the UN.

Chart 3 presents the full breakdown of the type of agency where the respondents work below.

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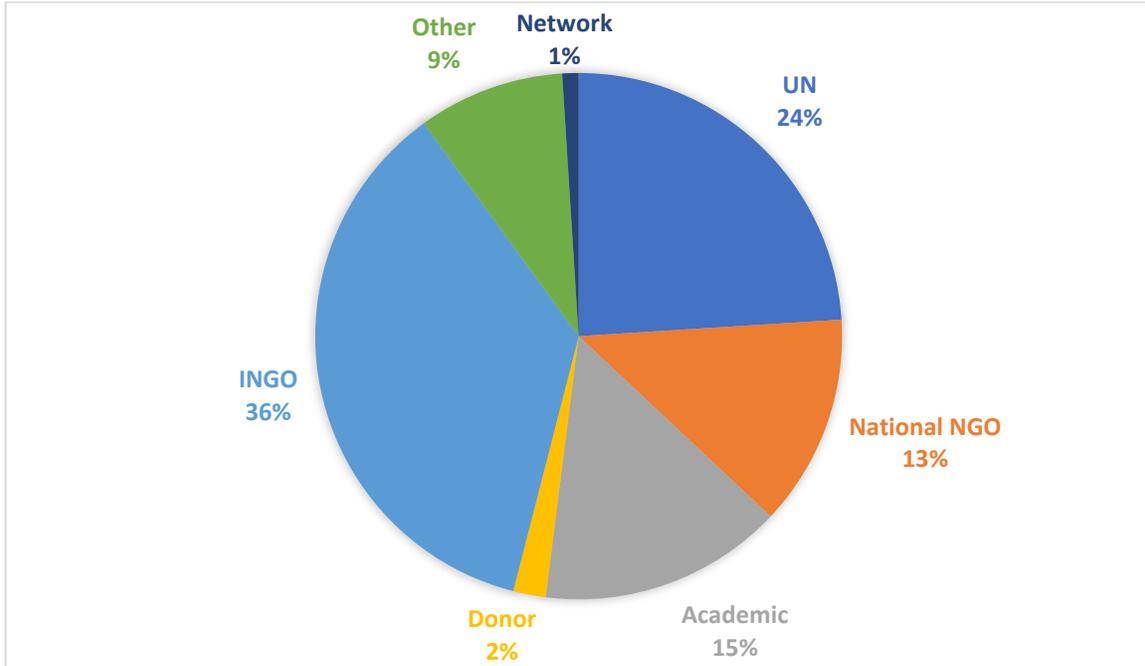
The "Other" category comprises those working as a consultant (4%), teacher (1%), Ministry of Education (1%) and a mixture of UN and NGO over the years (3%).

In order to further discern the proximity that respondents have to the beneficiaries of EiE services, the survey asked what type of office they worked for ranging from headquarters to field office. The results are visible in chart 4 below:

Chart 4: Type of Office
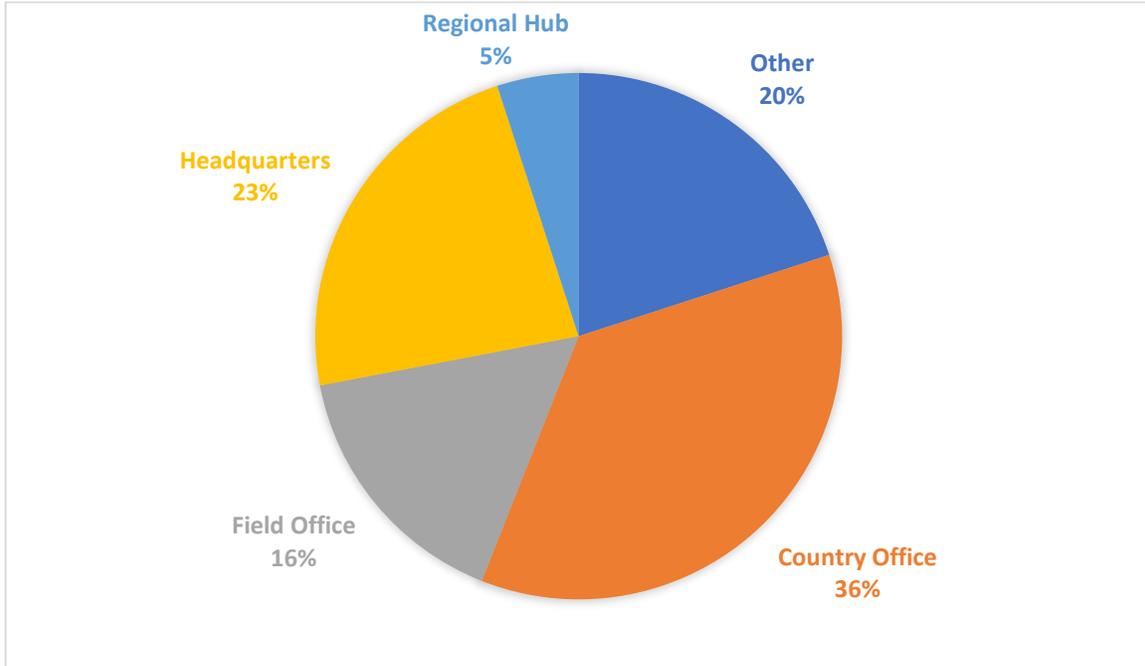
The "Other" category comprises consultants (9%), Academics (3%), Teacher/School Administration (3%) and those working remotely (5%).

Current role and main focus of work

The survey asked respondents to identify their current role in EiE and included choices such as Program Coordinator, Academic and Management on the premise that different types of professionals would seek out different types of resources. Someone in management, for example, would 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 visible in chart 5:

Chart 5: Current Role
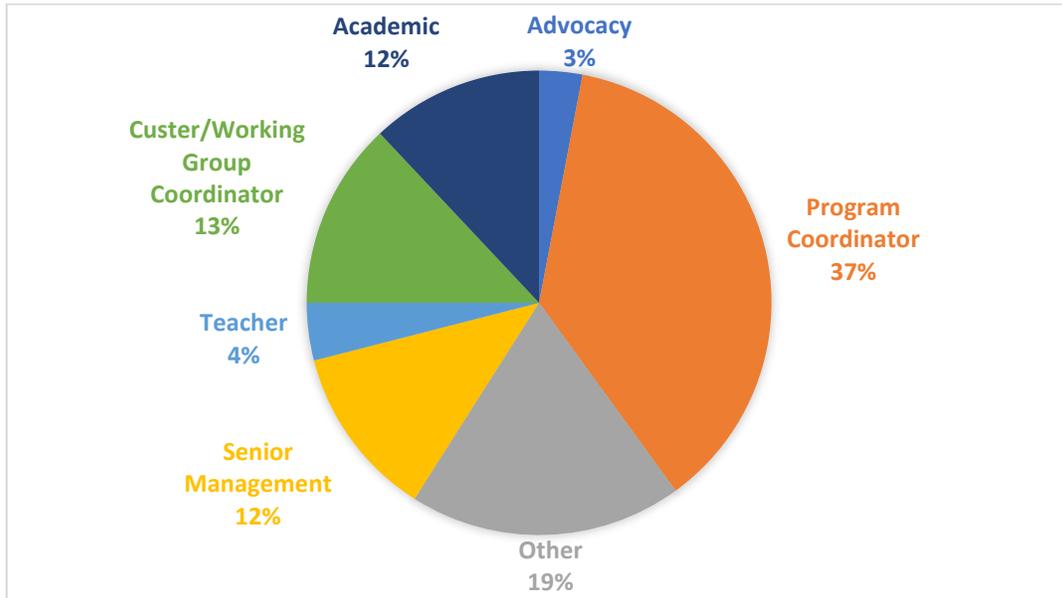
Respondents choosing "Other" as their role seemed to have roles related to program coordination and management.

A respondent's main focus of EiE work also gives us insights into what types of resources that individual would be looking for. The results are as follows in chart 6:

Chart 6: Main Focus of Work
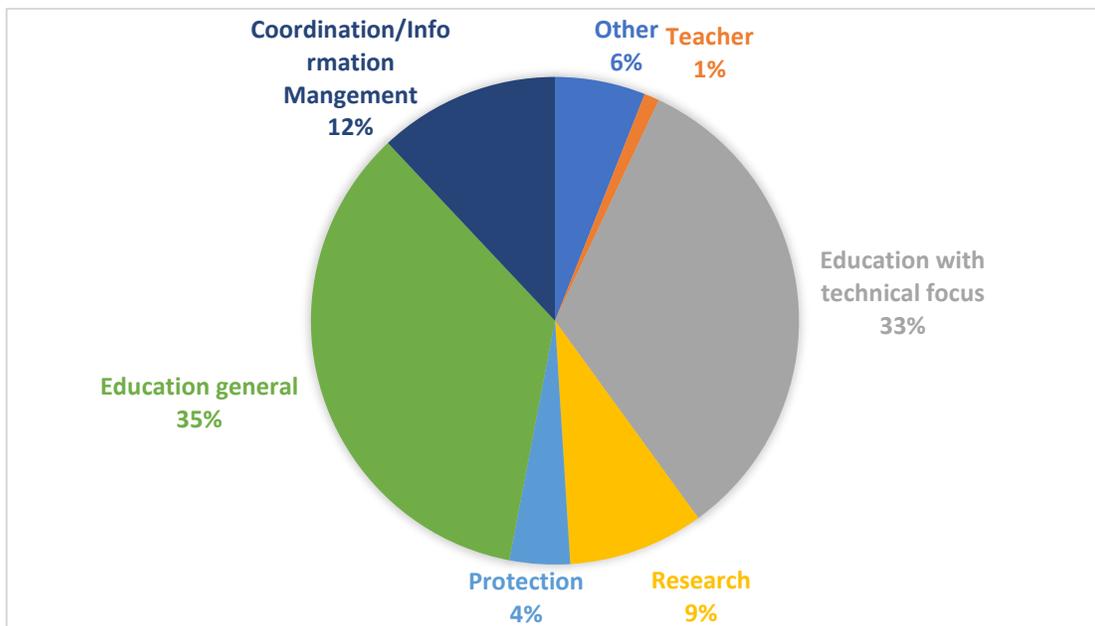
Respondent Profile Summary

The above information is vital to understanding that the survey respondents have a variety of roles and professional positions. This profile section informs us that the majority of respondents are located in African country offices and work in program coordination with a general education and technical focus. In addition, over a third work for country offices and nearly a quarter within headquarters. One fifth of the respondents work as consultants followed by those working in the field offices. Finally, only 5% or 5 out of 95 respondents indicated that they worked in a regional hub.

Survey Results – EiE Professionals with a coordination focus

The survey sought to analyze the use of and gaps in EiE resources on two levels: the coordination of EiE services through the decision-making process of where services are needed and technical delivery of education in areas affected by conflict. 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. Fifty-eight percent of the total respondents (55 out of the 95 total respondents) answered "yes" to working in coordination. The following results are based on answers that those 55 respondents offered. However, please note that each respondent gave multiple answers making the total actual answers 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%. All of the questions in this section were open-ended.

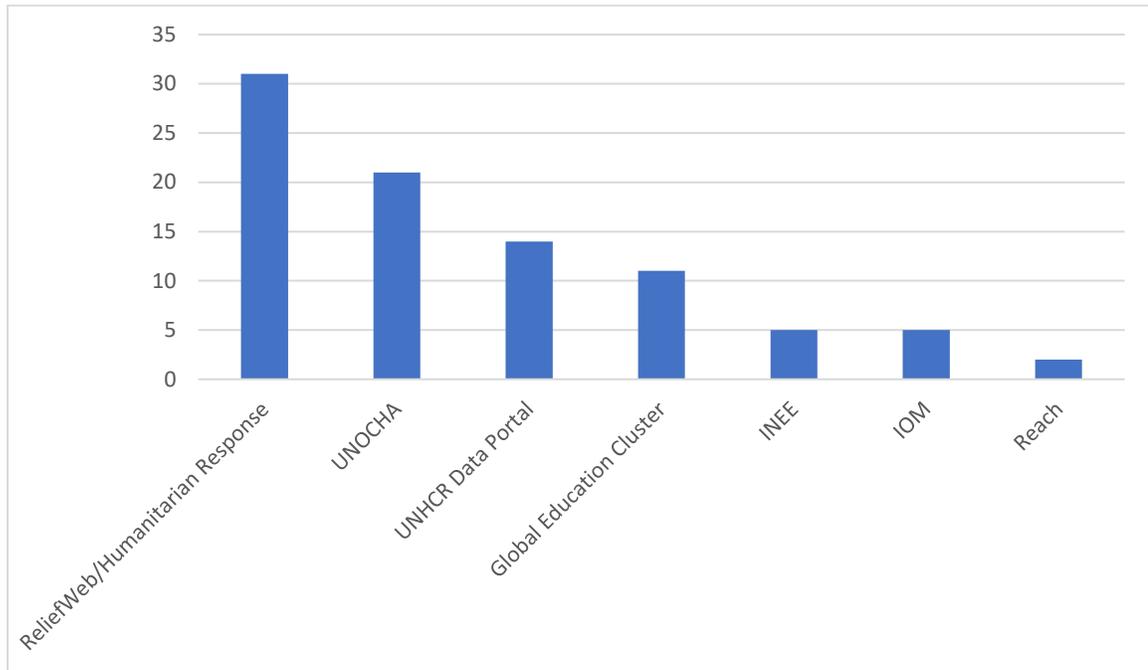**Data sources for coordination, planning and response.**

The main notable finding in the survey section identifying data sources for coordination

is that 56%, or 31 out of 55 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 brand themselves as information coordination

services for all sectors of humanitarian work and house a number of materials, such as UN

country situation reports, that often offer statistical information related to numbers and locations

of displaced individuals in need of services. Along the same line, 38% of respondents, or 21 out

of 55 people, noted looking for data in UNOCHA country and regional dashboards and situation

reports, both of which can be found on Humanitarian Response and ReliefWeb. It should be

noted that both Humanitarian Response and ReliefWeb are UNOCHA services. Respondents

may be indicating UNOCHA dashboards and situation reports as the end source that they look

for on the two websites.

Another notable result is the fact that 25% of the respondents, or 14 out of 55 people,

reported using the UNHCR Data Portal which provides up-to-date information regarding the

refugee and internally displaced situation in countries in crisis around the globe. A further 20%,

or 11 out of 55 people, 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, as indicated in table 7 below, only 9% of the respondents, or 5 out of 55 people,

reported INEE as a source for coordination resources without providing information as to

specific tools while another 9%, or 5 out of 55 people, used the IOM's Displacement Tracking

Matrix and 4% or 2 out of 55 people of the respondents noted using Reach factsheets as their go-

to source.

Table 1: Data sources for EiE coordination (n=55)

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, according to survey participants, is the Global Education Cluster Toolkit. Sixty-four

percent of the respondents, or 35 out of 55 people, reported using the GEC toolkit with a further

7%, or 4 out of 55 people, reporting that they used toolkits and resources from their national

education clusters but did not provide names of or links to those resources.

Eighteen per cent of respondents, or 10 out of 55 people, reported using the GEC's

"Guide to Developing Cluster Strategies." Another 18% of respondents, or 10 out of 55 people,

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 "INEE toolkit"

were resources they used in coordination. As chart 8 indicates, the remaining responses were

spread relatively evenly with mentionable result of 4%, or 2 out of 55 people, listing the

UNICEF Education in Emergencies toolkit as the UNHCR Education Strategy for guidance

resources.

Table 2: Tools most frequently used in EiE coordination (n=55)
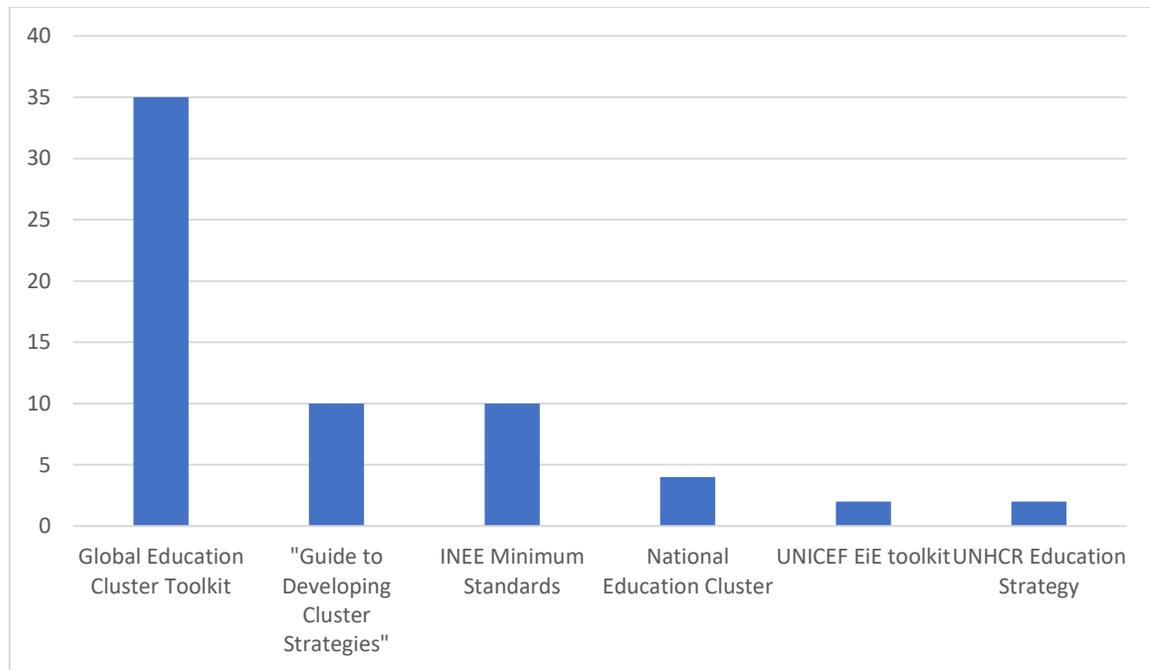
**Tools that are most useful in EiE coordination, planning and response in mixed
settings where both cluster system and refugee response are activated**.

Responses for this question were not nearly as specific as the answers to the previous

question. In fact, the largest percentage of respondents to this question, 20% or 11 out of 55

people, indicated that there were no useful tools or typed in "N/A" , meaning not applicable, as

their response while 6%, or 3 out of 55 people, offered simply "same as above,", presumably

meaning the previous question, as their answer.

The most relevant percentage of respondents, 31% or 17 out of 55 people, indicated that

the Global Education Cluster toolkit was most useful and an additional 16%, or 9 out of 55

people of the total respondents noted that the INEE Minimum Standards were most useful (see

table 3).

A small but mentionable proportion of the respondent pool offered Cluster assessment

tools, the UNICEF EiE toolkit and tools that were locally sourced as tools that were most useful

for EiE coordination.

Table 3: Most useful tools for EiE coordination (n=55)
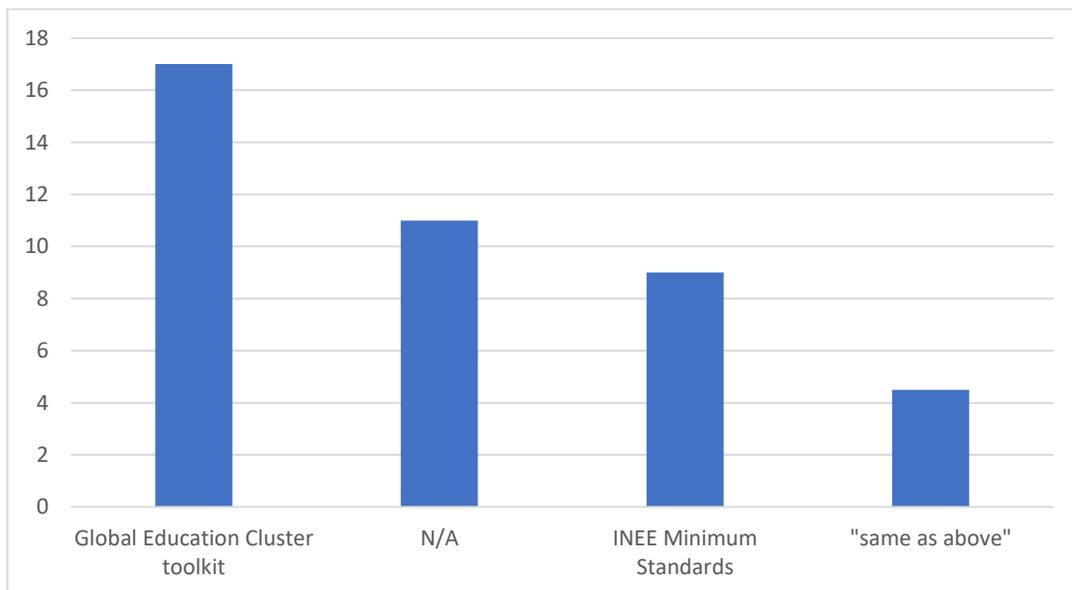
Gaps in tools and guidance around EiE coordination at the country level.

Unfortunately, again in this section, 15% of respondents, or 8 out of 55 people, typed in

answers that were equivalent to a null answer (eg. "N/A", "no answer", or ".") to this open-ended

question (see table 4). What this result indicates is unclear. It may indicate that respondents felt

that there was no gap at all or that they had no suggestions as to what needs to be developed.

Beyond this 15%, the main finding for this area of inquiry is that 13% of the respondents, or 7

out of 55 people, 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 INEE and Cluster leadership and

authoring organizations in asking where the responsibility for training on the materials lies. A further 7%, or 4 out of 55 people, 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%, or 4 out of 55 people, felt there was a lack of tools to conduct needs assessments.

An additional 7%, or 4 out of 55 people, of respondents felt that there was a gap in relation to materials related to inclusion of specific vulnerable groups. There was not any one particular vulnerable group that was repeated throughout the responses. The groups mentioned included displaced, handicapped, girls and those who don't know the language of the educational setting among others. This last group is not generally seen as a traditional vulnerable group and, in fact, only one respondent mentioned. Nonetheless, it is a group of stakeholders that permeates across all refugee scenarios around the world and merits reflection.

Nine per cent of respondents to this question, or 5 out of 55 people, felt that there was a lack of material to assist in data collection and that current tools and strategies led to a significant variance between agencies.

Another notable, albeit smaller, proportion of the respondent pool indicated that there are no tools that include beneficiary voices in decision making, that there was a gap in tools to build the capacity of the national government to maintain a sustainable education program and that there was a lack of coordination between the Cluster and UNHCR systems with one respondent noting the need for "tools for maximised potential in collaboration and efficient, effective responses."

Table 4: Gaps in tools for EiE coordination (n=55)
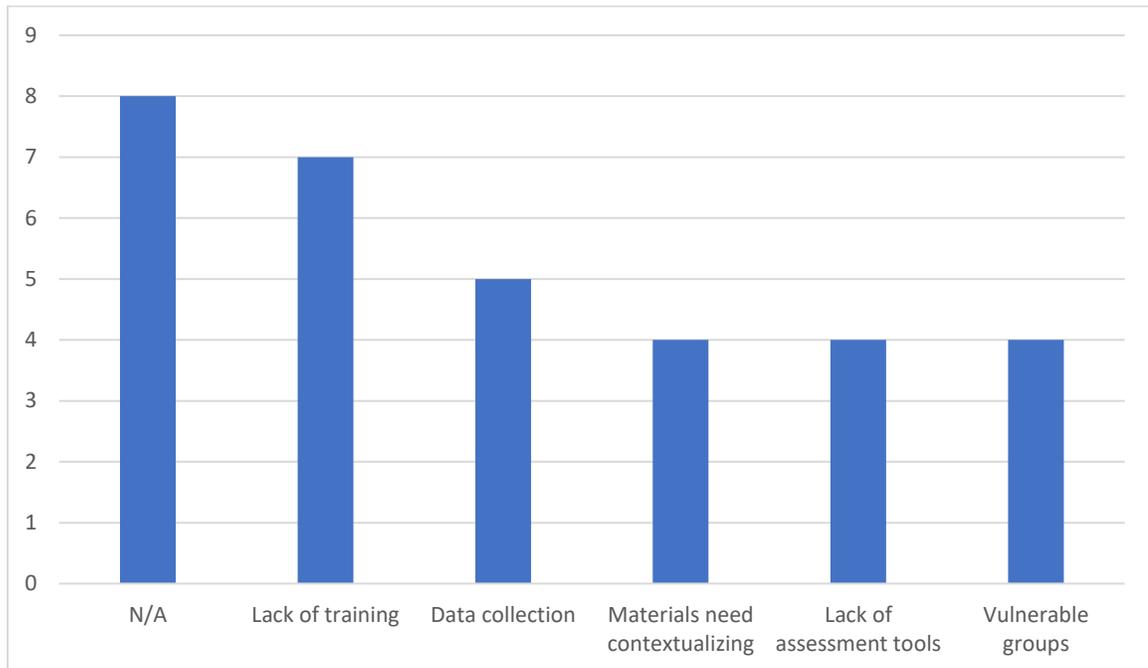
Gaps in tools and guidance around EiE coordination at global level.

After negating the 30% of respondents, or 17 out of 55 people, that offered no answer in this required section by typing in N/A or a nonsensical answer like a period, the main notable trend is that 15% of respondents, or 8 out of 55 people, felt that there was not a gap in materials but a lack of knowledge of them which is along the same lines as the responses in 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 Global Education Cluster has high quality training. There's always a waiting list so the demand is high for more trainings including regional and country level.

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 question concerning gaps in tools at the country level better as it seemingly relates to coordination at the local level but I thought it interesting to highlight in relation to training. The turnover rate among international staff in conflict settings is relatively high. Perhaps the focus for trainings should be on the national staff who are committed to and vested in the long-term success of the beneficiaries they are helping.

The final main results in this area of inquiry include the fact that 9% of respondents, or 5 out of 55 people, felt there is a lack of tools in data collection and analysis and 7%, or 4 out of 55 people, expressed the need for tools relating to specific vulnerable groups as was also noted in the question dealing with gaps at the country level.

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

There are three main findings related to areas in which the EiE section should further expand its resource offerings. First of all, 16% of the respondents, or 9 out of 55 people, offered irrelevant or incoherent responses. The remaining findings, however, indicate that (1) 25% of respondents, or 14 out of 55 people, reported the need to develop materials for marginalized/vulnerable groups or groups falling under a specific theme, (2) 15%, or 8 out of 55 people, expressed the need for tools to assist in inter-sectoral or inter-agency collaboration and (3) 11%, or 6 out of 55 people, noted the need for more training and capacity building which follows along the line of the results from prior questions.

It is worth noting that the question for this area of inquiry may have led 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, the types of

vulnerable or thematic groups offered as examples of needing tool development in this open-

ended question include:

- Reproductive health

- Psychosocial/emotional recovery for victims and first responders

- Refugees

- Returnees

- IDPs

- Low literacy populations

- Disabled

- Nomadic groups

- Victims of recurrent climatic disasters such as flood and drought

- Learners who do not speak the language of the educational setting.

Summary - EiE Professionals with a coordination focus.

The coordination section 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. 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, respondents

struggled with providing specific examples of tools used in mixed settings where both cluster

system and refugee response are activated.

A number of respondents felt there were no gaps in tools and guidance in EiE

coordination at country or global level (15% or 8 out of 55 people), and a further 13-15%, or 7-8

out of people, 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 current tools and strategies led to significant variance between agencies. Furthermore, 7% or

4 out of 55 people, noted the need for tools on specific vulnerable groups. Details on areas for

potential tool development are listed in the detailed report below.

Notable patterns in terms of use of existing tools included 56% of respondents, or 31 out

of 55 people, 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% or 35 out of 55 people, cited this). In terms of data

on crises, 25% of respondents or 14 out of 55 people use the UN High Commissioner For

Refugees (UNHCR) data portal which provides up-to-date information regarding the refugee and

internally displaced situations. A further 20% or 11 out of 55 people, use local or global

Education Cluster resources such as dashboards, needs assessments, and surveys.

Survey Results – EiE Professionals working with a technical focus

The second part of the survey focused on the technical side of EiE work. One question

asked survey takers if they worked in EiE in a technical capacity. Those answering yes

proceeded to answer the subsequent four questions while the survey used skip-logic to move

others ahead. 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 popular and quite obvious finding for this area of inquiry is that 83% of the respondents, or 50 out of 60 people, indicated that INEE was their go-to source when looking for technical guidance, as indicated in table 5. One respondent in particular provided a number of links to INEE's accelerated learning web pages while all others responded "INEE website" as a general source. The information coordination hub, ReliefWeb, was again a source that respondents identified with 33% of respondents, or 20 out of 60 people, using it when looking for materials related to the technical side of EiE.

The third most notable result was that 27% of respondents, or 16 out of 60 people, turned to the Global Education Cluster website for assistance. Another interesting finding is that 22% of respondents, or 13 out of 60 people, indicated that they used the Google search engine when looking for technical tools. Since teaching is a profession common to the entire world, it seems likely that respondents recognize that there are likely resources out there that teachers in non-conflict settings have developed and shared online that can be adapted and contextualized to a specific conflict-afflicted setting and then implemented in conflict affected settings as well.

As with coordination materials, a number of respondents (17% or 10 out of 60 people) identified UNHCR again a source for technical materials. In this field of inquiry, however, respondents simply listed UNHCR without providing any further details.

The final finding regarding places to look when looking for technical guidance include 1) 11% of respondents, or 7 out of 60 people, indicated the Save the Children Resource Centre, 2) 8%, or 5 out of 60 people, reported turning to UNICEF and 3) 5% of respondents, or 3 out of 60 people, turned to UNESCO as a source.

Table 5: Sources for EiE technical materials (n=60)
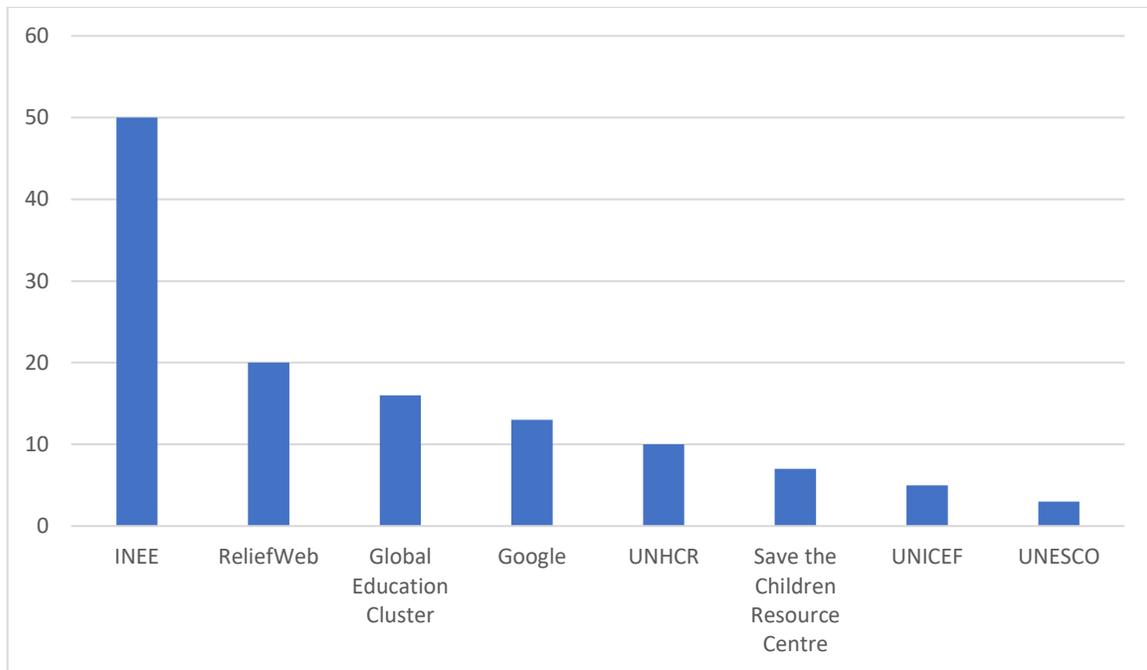
Tools used most frequently around EiE technical guidance.

INEE featured again prominently in this area of inquiry. Eighty-five per cent of respondents, or 48 out of 60 people, reported using an INEE resource. The breakdown of the INEE resources they use are as follows with percentages based on the total 60 respondents:

- INEE Minimum Standards: 75% of respondents (45 people)

- Accelerated Education 10 Principles for Effective Practice and other accelerated learning resources: 17% of respondents (10 people)

- Conflict Sensitive Education: 8% of respondents (5 people)

- Guidance Note on Psychosocial Support: 7% of respondents (4 people)

- Gender Guidance Note: 4% of respondents 3 (people)

- Safer School Construction: A Community-Based Approach: 2% of respondents (1

  person)

- Teachers in Crisis Contexts Training Pack: 2% of respondents (1 person)

- Good Practices Guides: 2% of respondents (1 person)

A total of 10% of respondents, or 6 out of 60 people, reported using resources from the

International Rescue Committee with 5%, or 3 out of 60 people, using Creating Healing

Classrooms and a further 5% using the Safe Healing and Learning Spaces Toolkit (see table 6

below). Finally, 3%, or 2 out of 60 people, reported using Save the Children's "Education in

Emergencies: A tool kit for starting and managing education in emergencies." The fact that such

a large number of respondents note that they use INEE tools for technical guidance most

frequently in comparison to the small percentage of respondents who turn elsewhere is evidence

of INEE's value to the EiE community and their trust in INEE resources.

Table 6: Tools most frequently used in EiE technical guidance (n=60)
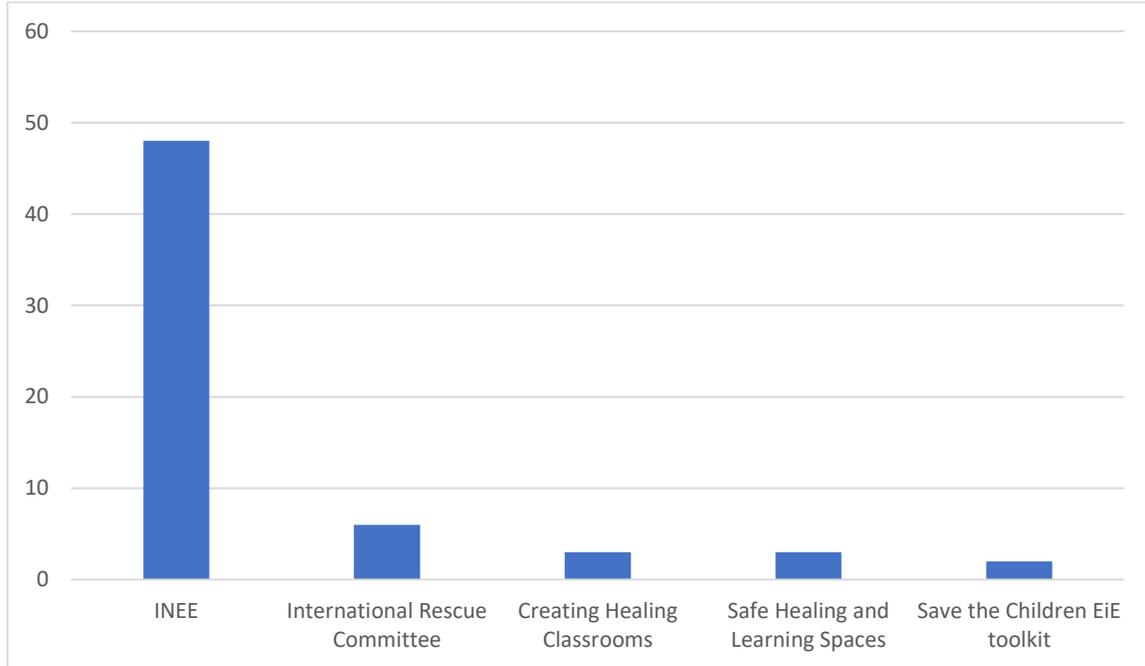
Gaps in tools and guidance around EiE technical guidance within the education sector.

To begin with, it is necessary to acknowledge that 17%, or 10 out of 60, of the respondents offered no answer or that there were no gaps in materials within this area of inquiry. Beyond that, the most obvious findings were clearly that there were gaps in materials for the inclusion of specific population groups. As in question 13, this phrasing of this question may have also been leading the respondents as it offered "vulnerable group" as an example of a potential gap area.

Nonetheless, a total of 48% or 29 out of 60 people mentioned vulnerable groups as an area where tools were lacking in this open-ended question. Those 29 respondents can be broken down into specific groups as follows:

Table 7: Breakdown of vulnerable groups identified in resources gap (n=29)
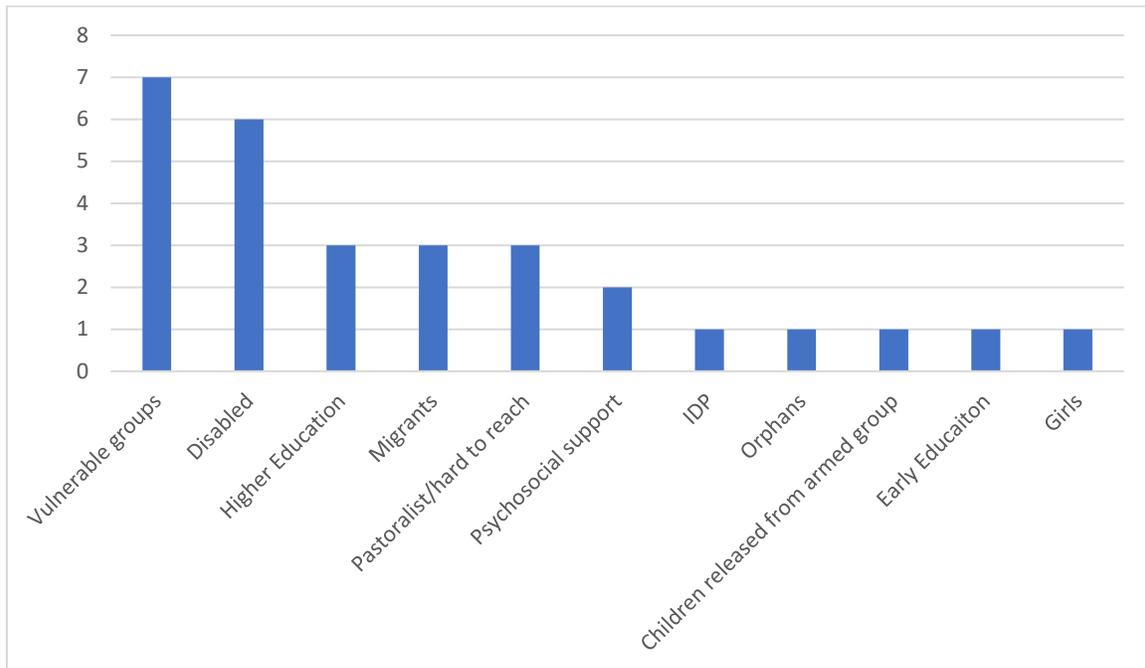
The second most notable result within this field of inquiry is that 10% of respondents, or 6

out of 60 people, indicated a need for training on existing tools. One respondent offered

examples of how the training on the tools could be managed. The response is as follows:

> 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 organisation now has short webinars for our technical approaches so that
>
> people have a short introduction 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.

Responses falling in the 3-5%, or 2-3 out of 60 people, range include: (1) the need to

develop tools that include beneficiary voices, (2) development of assessment tools, (3) the need

to translate the tools to more languages, (4) the need to contextualize Accelerated Learning

materials to specific countries and (5) tools to provide guidance on working with local

authorities.

Summary - <u>EiE Professionals working with a technical focus.</u>

This section of the survey examined the tools and resources available for EiE technical

guidance, for instance on a specific programmatic approaches or education thematic focus areas.

Respondents were able to identify sources and specific tools that they use when looking for

technical guidance with the vast majority indicating that they use the INEE website (83%, 50 out

of 60 people) and the INEE Minimum Standards (75%, 45 out of 60 people) as well as other

INEE resources as noted in the report (42%, 25 out of 60 people) most frequently.

As in the previous coordination section, a number of respondents felt there were no gaps

in tools for technical guidance (17%, 10 out of 60 people). The majority of respondents (48%, 29

out of 60 people) felt that there were gaps in tools for vulnerable groups while also identifying

specific groups as noted in the report. Twelve per cent of respondents, or 7 out of 60 people, felt

that the vulnerable group most lacking in terms of guidance was learners with disabilities.

Another notable finding is that 10% of respondents, or 7 out of 60 people, felt there was a need

for capacity building and training on existing tools.

Additional 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, I will not be offering percentages but merely the number of

respondents related to the finding. The responses were often irrelevant with answers such as

"N/A" but there were some trends. For example, 5 people continued along the lines of

highlighting the need for more training and capacity building with one respondent suggesting

"we need to make a team of trainers in all countries to train the people" on the current tools. In

general, the findings seem to present a pattern of respondents identifying the need for more

training and capacity building through the survey results.

One respondent suggested that a good amount of technical guidance and tools already

exist but are hidden from the EiE public because of copyright. The respondent is suggesting that

organizations working in the EiE field may be withholding their technical materials from the

general public for proprietary purposes and that by making these existing tools open to all would

help avoid duplication and improve the quality of work within the EiE sector.

Another finding 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. The respondent seemed to be suggesting that

there be some kind of training on how to contextualize materials. 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 in a specific context can accomplish.

Increasing their capacity to do so would make their work more effective.

Gaps reported from survey cross-referenced with HelpDesk inquiries

As noted above, Save the Children and UNICEF lead the Education cluster within the

humanitarian cluster. The two organizations coordinate the implementation of EiE services

around the world. As part of that responsibility, they manage a HelpDesk with whom EiE

professionals can communicate regarding anything dealing with the EiE field. As part of the

research into possible gaps in materials, I analyzed the inquiries from 2018, coded them with the

same system I used when going through survey responses and expanded where necessary. I then cross-referenced them with the reported trends in gaps from the survey.

The biggest trend in HelpDesk inquiries were general questions like needing help because a link was broken or needing an example of a job description for a Program Coordinator. Such requests totaled 53% of the total 83 inquiries (or 44 inquiries). There were also some trends that coincided with trends from the survey, however, and they are: 1) Inter-sector collaboration; 11% (9 out of 83 inquiries), 2) training: 5% (4 out of 83 inquiries) and 3) data usage/collection: 5% (4 out of 83 inquiries).

Reported gaps cross-referenced with INEE database

Both the survey results and findings from the HelpDesk analysis indicate a number of reported gaps in materials on both the coordination and technical sides. Rather than address each reported gap no matter how small, I have taken the overall trends from both the survey and the HelpDesk inquiries and cross-referenced them with the tools currently in the INEE database.

The reported trends in tools gaps for the two areas of inquiry are below:

Table 8: Identified Gaps in Tools by Category

Coordination, Planning and Response	Technical Guidance
- Vulnerable groups - Training on existing tools - Inter-sectoral/Inter-agency collaboration - Data collection	- Vulnerable groups - Training on existing tools

The two areas of inquiry had commonalities in the reported gaps. I will first cross-reference the gaps that were specific to the coordination field alone: inter-sectoral/inter-agency collaboration and data collection.

Gaps in Coordination - Inter-sectoral/Inter-agency collaboration.

The new INEE website has a "Collections" page where a number of resources can be found under specific themes. The themes range from Accelerated Education to Technology. Coordination is a theme within the Collections page and houses 13 listed resources from UNESCO, the Global Education Cluster, UNICEF and INEE as of October 2019. These are seemingly the main sources that INEE has designated as relevant to Inter-agency coordination. In fact, when one types in "coordination" as a keyword into the database's search engine, one receives 1,508 results.

There are also a number of topics filters available to look through in the database search engine. Inter-sector collaboration was a reported gap that emerged from both the survey and Helpdesk analysis results. The INEE database has a topics filter related to humanitarian sectors and how they relate with education. The INEE database is still undergoing reorganization but below is a snapshot of the sectors categorized within the INEE database as available in October 2019, with the number of tools available in that sector.

Table 9: Total resources available per Humanitarian Sector
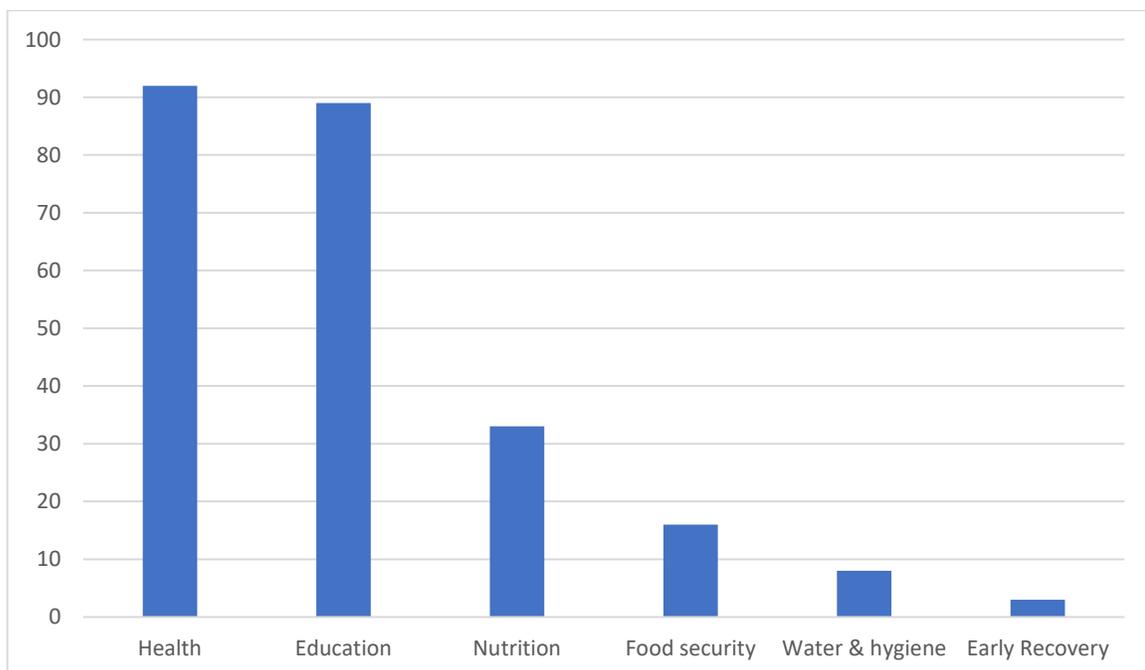
The humanitarian sectors of Emergency Telecommunication, Logistics and Shelter had zero resources at the time of writing.

This quantitative analysis indicates that there is likely no gap in materials as they relate to the health and food/nutrition sectors. There does, however, appear to be a gap in early recovery and protection most importantly but also in logistics, livestock, shelter and camp coordination/management.

Gaps in Coordination - Data collection.

Gaps in data collection for coordination purposes was a little more difficult to navigate in the database which may be one of the reasons that respondents reported it as a gap in materials. It could be that they just are not able to find the materials. That said, there are 10 presentations and webinars in the database about data in EiE field but are not necessarily tools to assist in data collection. There is also a search engine filter entitled "Research and Evidence" which yields 100 results. INEE should better identify their tools and resources that are specifically related to data collection.

Common Gaps in Coordination and Technical Guidance Vulnerable Groups.

There were a number of respondents who felt that more tools were needed to address the needs of different vulnerable or thematic groups such as the disabled or higher education. The INEE website, however, offers two methods of identifying materials for vulnerable groups: through both their Collections pages and within the database under the "topics" search filters.

The Collections pages and the number of resources on each page as of October 2019 are detailed in table 10 below:

Table 10: Total resources for vulnerable groups on INEE Collections pages

as of October 2019
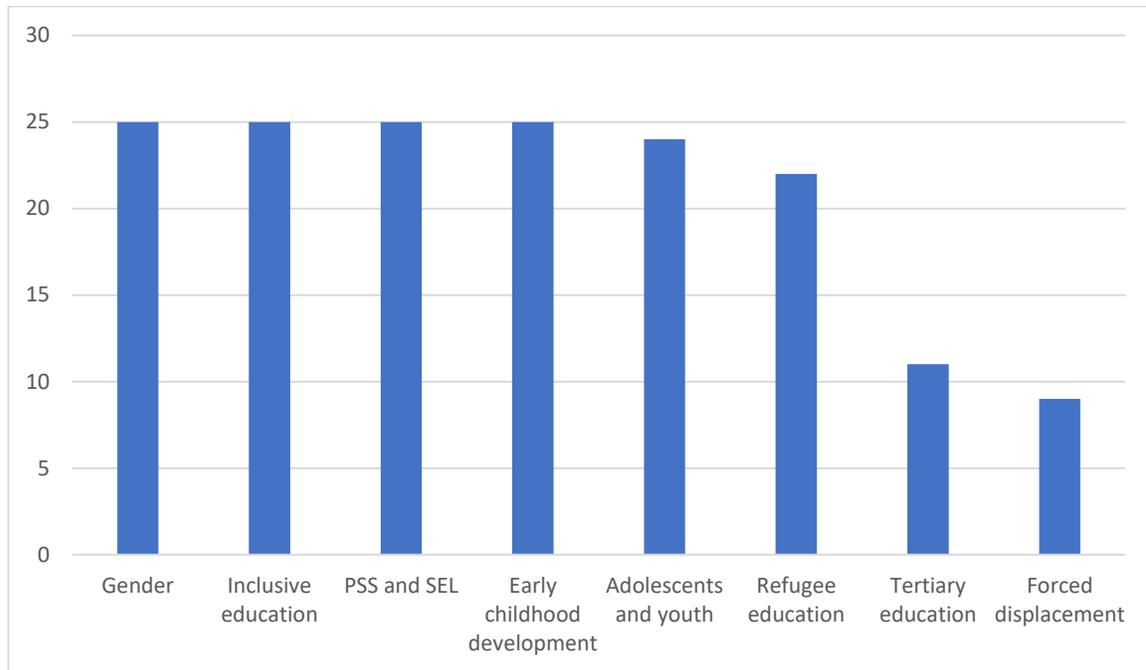
One can then use the second method and sift through the database itself using the topics

filter. The results as of October 2019 are as follows:

- 187 resources in Adolescents and Youth

- 143 resources in Gender

- 107 resources in Forced Displacement, Refugees

- 106 resources in Psychosocial Support

- 51 resources in Inclusive Education

- 35 resources in Levels of Learning, Early Childhood Development

- 27 resources in Forced Displacement

- 26 resources in Inclusive Education, Disability

- 26 resources in Levels of Learning, Tertiary Education

- 15 resources in Levels of Learning, Primary Education

- 13 resources in Vocational and Skill Training

- 11 resources in Levels of Learning, Secondary Education

- 4 resources in Forced Displacement, Internally Displaced People

The only apparent gap in materials for vulnerable groups in these two lists appears to be in

the inclusive education for special needs individuals and Internally Displaced People fields. Not

included in the above list but mentioned as vulnerable groups needing attention by a small

percentage of survey respondents include:

- Orphans

- Children released from armed groups

- Pastoralist/hard to reach children

- Low literacy populations

- Victims of recurrent climatic disasters such as flood and drought

- Learners who do not speak the language of the educational setting

Furthermore, the large number of resources on the INEE database may be

misleading. Respondents may be specifically looking for resources that provide practical hands-

on guidance for coordination and technical implementation.

Training on existing tools.

The need for training on existing tools was a response that respondents repeated

throughout both the coordination and technical support areas of inquiry in the survey. A

significant percentage of respondents (19% or 18 out of 95 people) felt that there was not

necessarily a gap in materials but a gap in knowing how to use them. INEE does offer a number

of webinars such as "Webinar: TPD in Action - Using the Teachers in Crisis Contexts Training

Pack" and "Conflict Sensitive Education Webinars" but it could be that these webinars are

difficult to find. Some of the webinars on the INEE database are listed under "Presentation"

while others are listed under "Video Media" in the "type of resource" search filter making it

difficult to quantify the number of training webinars available. The expansion and highlighting

of these kinds of webinars may make it easier for EiE professionals around the globe to use the

tools available.

Further analysis of INEE database

The INEE database is vast and covers a wide variety of resources in the EiE field. Upon

closer review of the database through quantitative analysis of the number of resources available

under certain themes and topics, it has become clear, however, that some areas need further

resource development (See Appendix B for a tally of resources in each topic section). While it is

important to remember that reorganization of the database is still ongoing, I have noted some of

those areas in the cross-referencing section but there are more. For example, the subcategories

of Accelerated Education and Alternative Education do not have nearly as many resources as

other more well-known and popular sections such as Conflict and its subcategories. Accelerated

and Alternative Education are important for children who have missed out on a number of years

of school or are in situations that do not lend themselves to a typical classroom structure. One or

two of the survey respondents did mention needing more resources in Accelerated Education but

no one mentioned, for instance, Alternative Education which includes distance learning and

informal learning. It may be that resources for this area of the EiE field are not in high demand

because that type of education is still emerging but it is something to be aware of for the future.

Other areas that have resources lacking include Forced Displacement for Internally

Displaced People (IDP) which only has four resources. In contrast, the Forced Displacement for

Refugees section has 107. UNHCR (2019) estimates that there are 25.9 million refugees in the world but a vastly greater number, 41.3 million, are internally displaced. The need for resources customized to the situation of IDPs should be in higher demand as the need is seemingly greater given the higher number of IDPs as compared to refugees. That said, the distinction between IDP and refugee is usually a purely legal one and EiE professionals are likely using materials meant for refugees with IDPs as well. Nonetheless, it is a distinction to be aware of especially given the calls from survey respondents for the need to contextualize materials.

Conclusion

The United Nations and non-profit aid organizations have recognized that to break the cycle of conflict, the field of education in emergencies needs to grow and focus on teaching children the practical and emotional skills that will drive peace rather than conflict. This mixed-methods capstone study has sought the input of EiE professionals around the world, through a survey comprised of open-ended and closed questions as well as a review of HelpDesk inquiries and the INEE database, to identify potential gaps in resources available for the coordination and technical guidance of work in the EiE field. The identified gaps include the need for tools related to inter-sector collaboration, training on existing tools, tools for specific vulnerable groups and tools for data collection.

INEE and Global Education Leadership should actively seek to improve upon and expand their resources in training professionals on the use of the available materials through webinars or in-country training teams. The research also clearly indicated a lack of materials in inter-agency and inter-sector coordination. It seems the Education Cluster may be too isolated and needs to improve collaboration with other humanitarian clusters to better deliver services.

The results of the present study also indicated a gap in materials for vulnerable groups. There are, however, a number of materials in the INEE database dealing with specific groups. There are a few reported groups such as orphans that are lacking in the database but overall, it may be more that individuals are not aware of the available materials. Additional training materials such as webinars and some marketing of those materials may make them more readily known and useable.

The final identified gap in resources was in the area of data collection. It is difficult to search for tools in data collection within the INEE database in its current state. It may be that tools do exist but that they are not readily searchable and available to the EiE public. By addressing and correcting these reported gaps now, EiE professionals will, in the future, be better able to deliver education services to conflict-affected children worldwide.

Recommendations

This mixed-method study has identified a number of gaps in materials within the EiE field that leaders in the sector, namely INEE and leaders within the Global Education Cluster, need to address. The following recommendations offer direction as to the next steps that these leaders should take:

- INEE and Global Education Leadership should actively seek to better market their resources so that EiE professionals are more aware of their existence and secondly, to improve upon and expand their training resources on the use of those materials through webinars or in-country training teams.
- INEE should develop ways to make their materials in data collection more easily identifiable within their database.

- INEE and Cluster leadership should consider developing training materials that specifically target national staff EiE professionals who are committed to staying in country for the long term.

- Lead Cluster members, such as UNICEF and Save the Children, also need to provide more materials assisting in inter-agency and inter-sectoral coordination so as ensure that all voices across the EiE field have input in decision making.

- INEE and Cluster members should make sure their materials are open source so as to prevent duplication of effort.

- INEE and/or Cluster leadership should further triangulate the reported gaps emerging from analysis of the survey and HelpDesk inquiry list with the updated resources within the INEE database when reorganization is complete.

- INEE and/or Cluster leadership should consider conducting interviews with EiE professionals so as to expand upon and support the findings emerging from this present analysis of the survey and HelpDesk inquiry list.

Appendix A - Survey with informed consent

INEE has joined together with the Global Education Cluster (GEC) and the United Nations High Commissioner for Refugees (UNHCR) as part of a strategic partnership supported by Education Cannot Wait (ECW). The aim of the Global Partners Project is to undertake a comprehensive review of education in emergencies joint coordination, planning, and response structures. As part of this project, INEE is supporting a review of existing tools* and products available for use in education in emergencies planning, coordination and response. This survey will look at the availability and accessibility of tools and guidance for education in emergencies (EiE) technical programming and EiE planning, coordination, and response. By reviewing the availability and accessibility of tools, the partners hope to be able to identify where further guidance is needed for effective, relevant and sustainable education programming. The survey follows a two-pronged approach with dual focus on EiE tools for coordination and technical guidance.

Your participation in this survey is highly valued. It is estimated that it will take 15 minutes to complete the survey. By clicking on the "Next" button, you agree to participate in this research project and understand that your identity will be kept confidential. You can end your participation at any time by exiting the survey. Feel free to contact me at kate.chung@mail.sit.edu with any questions.

Survey

Part I- Respondent Profile

1) How long have you worked in EiE?

      i)   0 – 1 years

      ii) 2 – 5 years

      iii) 5 – 10 years

    iv) More than 10 years

2) For which type of agency do you work?

    i)   UN

    ii) International NGO

    iii) National/Local NGO

    iv) Donor

    v) Academic

    vi) Network

    vii) Other

3) Where do you work? Please name country and city/location

4) What type of office do you currently work in?

    i)   Headquarters office

    ii) Regional hub

    iii) Country office

    iv) Field Office

    v) Other (please specify)

5) What best describes your current role?

    i)   Cluster Coordinator

    ii) Program Coordinator

    iii) Senior Management

    iv) Advocacy

    v) Academic/Researcher

    vi) Teacher

vii) Other (Please Specify)

6) How would you describe the focus of your work in EiE?

    i) Coordination / Information management

    ii) Protection Officer (including, but not limited to, Education)

    iii) Education officer (general)

    iv) Education officer (with specific technical focus e.g. PSS; SEL; School health;

        Adolescents and Youth; Early Childhood education; Tertiary education;

        MEAL/M&E)

    v) Research / Evidence building

    vi) Teaching (in a classroom)

    vii) Other, please specify:

PART II - Joint Coordination

7) Do you work on **joint coordination for education in emergencies**? [If no, skip to next section]

8) What sources do you use most often to assist you with **joint coordination**, planning, and response in EiE? (e.g. humanitarianresponse.info; Humanitarian Dashboard; UNHCR Dataviz; HDX; RefliefWeb; internal)

9) What tools do you use most frequently around EiE coordination, planning, and response? (e.g. Global Education Cluster Toolkit, Guide to Developing Cluster Strategies, etc.) Please specify and provide links where possible.

10) What tools do you find most useful specifically around joint EiE coordination, planning, and response in mixed settings (where both cluster system and refugee response are activated)? Please specify and provide links where possible.

11) What gaps in tools and guidance around EiE coordination at country level exist and need to be developed?

12) What gaps in tools and guidance around EiE coordination at global level exist and need to be developed?

13) 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.)

14) Anything else you'd like to share with us?

Part III – EiE Technical Guidance

15) Do you work in **EiE technical capacity**? [If no, skip to end]

16) Which web sources do you access most often to find tools for EiE technical guidance, for instance on a specific programmatic approach, thematic focus area, etc. (E.g. INEE website, Cluster website, UNHCR website, ReliefWeb, your own organization's website, Google, etc.) Please specify and provide links where possible

17) What tools do you use most frequently around EiE technical guidance? (e.g. INEE Minimum Standards, IRC's Creating Healing Classrooms, Accelerated Education 10 Principles for Effective Practice, etc.) Please specify and provide links where possible.

18) What gaps in tools and guidance around EiE technical guidance exist within the education sector and would benefit from further development? (e.g. this could be on a specific thematic area, population group, learner age group, vulnerable group, etc.) Please specify.

19) Anything else you'd like to share with us?

Appendix B - Tally Results of INEE Database as of October 2019

The following are the number of resources housed in each category and subcategory within the

INEE resource database.

- Accelerated Education 18

  o Accelerated Learning 0

  o Accelerated Learning: Bridging Programs 0

  o Accelerated Learning: Catch up program 0

  o Accelerated Learning: Remedial Ed 0

- Adolescents and Youth 187

- Advocacy 55

- Alternative education 16

  o Alternative education: distance learning 0

  o Alternative education: Informal Learning 0

  o Alternative education: LIfelong Learning 2

  o Alternative education: Non-formal Ed 2

- Attacks on Education 31

  o Attacks on education - Protecting ed from attack 26

- Community participation 41

- Conflict 114

  o Conflict Analysis 4

  o Conflict Risk Reduction 25

  o Conflict sensitive education 55

  o Conflict Education and fragility 110

- o   Conflict Education for Peacebuilding 147

- o   Conflict Peace Education 61

- Curriculum and Educational context 38

- Disaster Risk Reduction 101

- o   Disaster Risk Reduction: Preparedness and Contingency planning 24

- Education financing 89

- Education policy 63

- Education sector planning 87

- Emergency 6

- o   Emergency - complex 3

- o   Emergency - conflict 6

- o   Emergency - environmental 6

- o   Emergency - health 18

- o   Emergency - technological 0

- Force displacement 27

- o   Forced displacement – internally displaced people 4

- o   Forced displacement - refugees 107

- Gender 143

- Global agendas 75

- Human rights and child rights 59

- o   Human rights right to education 22

- Humanitarian sectors 17

- o   Camp Coordination and Camp Management - 2 tools

- o   Early Recovery - 3 tools

- o   Education - 89 tools

- o   Emergency Telecommunications - 0 tools

- o   Food Security - 16 tools

- o   Health - 92 tools

- o   Livestock - 1 tool

- o   Logistics - 0 tools

- o   Nutrition - 33 tools

- o   Protection - 1 tool

- o   Shelter - 0 tools

- o   Water, Sanitation and Hygiene - 8 tools

- Inclusive Education - 51 resources

  - o   Inclusive Education, Disability - 26 resources

  - o   Inclusive Education, Special Needs - 0 resources

- Innovation 11

- Levels of Learning 2

  - o   Levels of Learning, Early Childhood Development - 35 resources

  - o   Levels of Learning, Primary Education - 15 resources

  - o   Levels of Learning, Secondary Education - 11 resources

  - o   Levels of Learning, Tertiary Education - 26 resources

- Learning domains 3

  - o   Culture and the arts 0

  - o   Learning approaches and cognition 1

- o Literacy and communication 17

- o Numeracy and Mathematics 0

- o Physical wellbeing 5

- o Science and Tech 17

- o Social/Emotional Learning 32

- Migration 0

  - o Internal migrants 0

  - o International migrants 0

- Out of school 2

- Professional development 49

- Programme cycle 0

  - o Coordination 9

  - o Evaluation 6

  - o Implementation 29

  - o Monitoring 47

  - o Needs assessment and analysis 8

  - o Resource mobilisation 1

  - o Strategic planning 5

- Protection 5

  - o Child protection 41

- Psychosocial support 106

- Research and evidence 100

- School Management 18

- o Administration and Monitoring 0

- o Safe schools and learning environments 67

- o School infrastructure and construction 18

- Social and emotional learning 45

- Teachers 62

  - o Certification 0

  - o Compensation 4

  - o Professional development 18

  - o Wellbeing 5

  - o Teaching and learning 56

- Violence 15

  - o Bullying 0

  - o Gender based violence 10

  - o Prevent violent extremism 17

  - o School related gender-based violence 5

  - o Urban violence 0

- Vocational and skills training 13

Appendix C - Organizational Letter of Support

Graduate Dean Kenneth Williams
Attn: Institutional Review Board
International Education
School for International Training
SIT Graduate Institute
1 Kipling Road, PO Box 676
Brattleboro, BT 05302-0676

To whom it may concern,

Kate Chung will be working with us at the Inter-agency Network for Education in Emergencies (INEE) on a project to identify gaps in resources available for professional educators working in emergency settings around the globe. I understand that Kate will also be conducting this research as part of her Capstone experience at the School for International Training (SIT).

As the Senior Coordinator for Policy & Partnerships at INEE, I will be monitoring Kate's work throughout the project and understand that she will also be working with her advisor, Karla Sarr to complete her Capstone at SIT.

Kate will be working with INEE members to conduct interviews and surveys and to analyze and synthesize survey data. We will work with her to ensure that all participants will be fully informed about the research. We will also endeavor to safeguard their privacy and well-being.

Should have you any concerns, please contact me at laura.davison@ineesite.org

Sincerely,
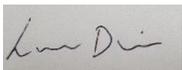
Laura Davison

Senior Coordinator, Partnerships and Policy
INEE - Inter-agency Network for Education in Emergencies
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www.ineesite.org

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