

Rapid Response Mechanisms Global Mapping and Assessment Lessons Learned



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With generous contribution from, and in partnership with the European Commission's Directorate-General for Civil Protection and Humanitarian Aid Operations (DG ECHO), the Global Education Cluster together with UNICEF, Save the Children, UNESCO International Institute for Educational Planning (IIEP), REACH, NORCAP, and Translators without Borders to address barriers preventing girls and boys living in situations of humanitarian crisis from realizing their right to receive quality education. Specifically, the partners developed evidence, tools, and a training to strengthen rapid education responses, including through Rapid Response Mechanisms, to ensure children's life-saving and life sustaining education needs are addressed in the first phase of humanitarian response.

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Introduction

Rapid Response Mechanisms (RRM) are “a programmatic and operational approach to respond to the acute needs of vulnerable populations”. While the RRM has been successfully rolled out in many contexts and for multiple sectors, the modality to ensure that children in these situations have rapid access to education is still being developed. The Global Education Cluster (GEC) has developed an Action to address this, aiming to support current and future RRM to systematically include quality education responses.

To inform the initial planning phases of this action, REACH conducted a mapping of RRM globally. There are two primary objectives of this mapping: firstly to consolidate key information on the framework, operation and coordination of individual RRM, and secondly to obtain feedback and input from key stakeholders and those experienced with RRM on the inclusion or increasing role of education in rapid response.

Methodology

Prior to starting the mapping, key indicators were identified and prioritised with partners, to produce an analysis framework to structure collection and analysis of information. This was followed by an initial review of documentation to obtain basic information on each RRM. A total of 65 documents were reviewed, including strategic and operational country-level documents, as well as global-level reviews and reports.

Finally, in order to fill remaining information gaps and obtain qualitative feedback on the inclusion of education in RRM, semi-structured interviews were conducted in July and August 2020. A total of 33 country-level Key Informant interviews with Education Cluster Coordinators and RRM Focal Points (primarily those with country-level management experience) were conducted, as well as 4 global-level interviews with KIs with significant experience with strategy and management of RRM globally.

Summary

Click on the country name in the table to jump to the country RRM profile.

Country	Start date	Mechanism(s)	Technical lead(s)	Response	Sectors
DRC	2004	National working group (GTRR) and regional operational group (CORAH) coordinate activities	NRC, UNICEF, OCHA	Multiple: primarily multi-purpose cash and in-kind distributions, some emergency services	Primarily NFI, shelter, food, WASH; also protection, health, nutrition
Afghanistan	2011	ERM – Emergency Response Mechanism (consortium)	DRC	Multi-purpose cash, WASH services / distribution	Multi-sector (via cash), WASH
CAR	2013	RRM	UNICEF	Last-resort distribution (in-kind and CVA) and emergency services	NFI, shelter, nutrition, WASH (separate mechanism for health)
Ethiopia	2013	1. SWAN RRM consortium 2. Emergency Nutrition and WASH (ERM) consortium 3. Rapid Response Fund	1. Save the Children 2. IRC 3. IOM	First-line distributions, some service provision and capacity building	Primarily WASH, nutrition, shelter, NFI; some protection
South Sudan	2014	IRRM – Integrated Rapid Response Mechanism	WFP, FAO, UNICEF	Last-resort distribution and emergency services	Health, WASH, nutrition, child protection, food, livelihoods, education (indirectly)
Niger	2015	RRM (consortium)	ACTED lead consortium	First-line distributions and emergency services	NFI, shelter, WASH, protection, food (WFP); separate consortium for health
Mali	2016	1. RRM Kilisi (OFDA) 2. RRM (ECHO)	1. CRS 2. NRC	First-line distributions	Food security, shelter, NFI, WASH (education by NRC)
Yemen	2017	RRM	UNFPA, UNICEF, ACF	First-line, no-regrets distribution; second-line consortium response	NFI, shelter, food security, WASH, nutrition
Burkina Faso	2019	FRONTLINE	ACF	Last-resort distribution and emergency services	NFI, shelter, WASH, PSS, protection, WASH
Libya	2019	RRM	UNFPA, UNICEF, IOM	First-line, no-regrets distribution	Food, WASH, NFIs
Nigeria*	Under development	RRM – TBD	UNICEF / TBD	–	–
Chad*	Under development	RRM – TBD	UNICEF / TBD	–	–
Iraq	2014–2018	RRM	UNFPA, WFP, UNICEF	First-line, no-regrets distribution	NFI, WASH, food security, nutrition, CP
Haiti	2010–2012	RRM	UNICEF	Last-resort distribution and emergency services	NFI, WASH, education, health

*Information for Nigeria refers to tentative plans only, as the mechanism is still under development. It was not possible to obtain similar information for Chad.

RRM operation

Overview

Overall, information was collected about rapid response mechanisms (RRMs) in 14 countries, including two which are no longer operating (Haiti and Iraq) and two which were under development at the time of data collection (Chad and Nigeria). It was not possible to contact any Key Informants (KIs) in Zimbabwe, where there is reportedly a Disaster Rapid Response Mechanism operating, so this has not been included in the final list.

It should be noted that information is either as reported by KIs, or from documents with varying dates of publication. Whilst efforts have been made to ensure that all information is accurate and up-to-date at the time of writing (August-September 2020), it is possible that some details are outdated, missing or misreported, and this document should not be viewed as project documentation for RRM or used in place of documents or information produced by RRM actors. Further, feedback on the inclusion of education in RRM represents the opinions of a few KIs in each country and is indicative only.

Response and modalities

The modalities and types of intervention included in RRM vary slightly across countries. In Libya, Yemen (first-line mechanism only)¹ and Iraq (before it was decommissioned), there are single mechanisms operating with a similar approach: immediate distribution of a standard in-kind emergency relief package on a 'no-regrets' basis, meaning that there is no prior assessment process. Elsewhere, such as in CAR, South Sudan, Afghanistan, Burkina Faso and Niger, single mechanisms still operate, though the response is not limited to in-kind distributions and includes some emergency service provision (and multi-purpose cash distributions in Afghanistan). Response timeframes for certain interventions are slightly longer, and the decision on whether to intervene and the type of response is usually based on a prior assessment and established vulnerability criteria, severity scoring or similar.

Finally, in countries where there is no single mechanism operating, response and modalities are often more varied. For example, in DRC, a national-level working group (GTRR) and regional-level operational groups (CORAH) coordinate rapid response activities by multiple actors, including the UNICEF-led UniRR which provides first-line emergency distributions, and the SAFER consortium comprising multiple INGOs. In Ethiopia, there are two separate rapid response consortiums as well as a dedicated contingency fund available for rapid response activities. There are also two separate mechanisms in Mali, led by different NGOs, which coordinate between themselves.

¹ In Yemen, there is also a follow-up rapid response via a consortium to provide further assistance where relevant.

Current role of education

There is currently very limited involvement of education partners in RRM. Although a few education indicators are included in the majority of RRM multi-sectoral assessment tools, the information produced is not usually used systematically, and in some cases, findings do not reach education partners at all. The exceptions to this are where agencies have established complementary rapid education responses, for example in Mali, where NRC use RRM alerts as an entry point to rapid education programming, and South Sudan, where education is part of the Integrated Rapid Response Mechanism (IRRM).

RRM partnerships and coordination

Partnership models

The most common funding structure of single-mechanism RRM is donors funding technical leads, usually between 1–3 agencies, who often act as both coordinators and implementers, and in turn sub-contract with other partners. Partners either all implement a fully multi-sectoral response, or specific agencies lead on particular sectors, for example WFP for food or DRC for protection. In CAR, Iraq, South Sudan, Libya and Yemen (first-line mechanism), the lead agencies are UN Agencies, whilst in Burkina Faso, Yemen (second-line mechanism) and Afghanistan, the lead agencies are NGOs.

In some locations, there is a more defined sectoral split of responsibilities. For example, in Niger a consortium led by ACTED responds for shelter, NFI, and WASH with some consortium members also responding for protection, WFP leading on the rapid food response, OCHA and the Ministry of Humanitarian Affairs involved in coordination, and REACH with information management. There is also a separately funded consortium for rapid health response.

Elsewhere, where there are multiple mechanisms operating, partnership models vary. In Ethiopia, the SWAN consortium is led by Save the Children, who received funding and sub-contract to other partners. In contrast, the Rapid Response Fund provides contingency funding via individual grants for specific interventions.

Coordination with government

Coordination with government is almost always done at the operational level, with partners interacting with local authorities during assessments and interventions. This is usually in the form of obtaining approvals or permission to intervene, or having officials directly join assessment missions and distributions as in Mali, Ethiopia and Afghanistan. In Libya and Ethiopia, government also plays a large role in raising alerts and identifying affected populations.

Involvement of government at the strategic level is more limited, with some KIs reporting that it is difficult to involve them either due to political issues or a lack of capacity. In a few countries, in particular Yemen, Libya, Afghanistan, Niger and Ethiopia, KIs reported that government ministries (usually Ministry of Humanitarian Affairs or similar) were also regularly engaged in strategic discussions.

Coordination with the cluster system

In some countries, RRM is included as a separate entity within the inter-cluster/sector coordination group (ICCG), so updates, alerts and information are systematically shared with clusters. Elsewhere, representatives from agencies involved in the RRM usually attend ICCG or cluster meetings, though interaction is usually limited to the clusters directly incorporated into the RRM.

In general, the level of coordination between clusters and RRM varies depending on the objectives and scale of the RRM. For example, in Iraq, the targeted population of the RRM was people on the move, whilst cluster focused on static cases, so overlap between the RRM and cluster-based response was limited. In contrast, in CAR, part of the RRM mandate focuses on providing humanitarian information so that other agencies are able to respond, so relevant cluster coordinators are included in the steering committee and information is shared with all actors.

Inclusion of education: feedback on potential entry points

EiE indicators in multi-sectoral rapid assessments

The majority of RRM already include a few education indicators in assessments. Elsewhere (Libya, Yemen, Ethiopia), it was noted that adding education indicators could be a 'quick-win' to enable a complementary response even if education were not included in the RRM intervention itself.

However, KIs also noted that merely including education indicators in RRM assessments is insufficient to facilitate response, and in many countries the education information is reportedly not used systematically. In some locations, such as DRC, information does not consistently reach education partners. Elsewhere, information is received but often not acted upon. For example in Burkina Faso, the multi-sectoral assessment (MSA) is used to estimate caseloads of affected children, but there is limited capacity to conduct education interventions and no follow-up on the recommendations of the MSA. Similarly, in Libya and CAR, assessments and updates are reportedly received, but there is no coordinated education response.

There are two main limitations evident across countries: a lack of a structured system to ensure that information can directly feed into a response, and the lack of presence and capacity of education partners in areas in which alerts are raised. On the first issue, KIs in certain countries noted the need to strengthen information flows to ensure that partners receive results, as well as consider creating new analysis tools to ensure the information can be used constructively, similar to NFI vulnerability scoring and intervention thresholds.

Joint response with Child Protection

Child protection is also not commonly included in RRM, and in some contexts, KIs suggested that a joint response could be appropriate. In particular, KIs in Burkina Faso and Mali noted that due to the increasing prevalence of attacks on education and multiplicity of child protection issues, there is a clear need for a comprehensive child-focused rapid response.

Initial suggestions for a joint response included providing basic kits for children with recreational and educational materials, disseminating key messages related both to education and child protection issues, and using child friendly spaces (CFS) as transitional spaces for education. Lessons can potentially be learned from RRM with protection mainstreaming efforts, including Iraq and Ethiopia. Further, in CAR, child protection actors have already established a complementary mechanism to enable a rapid child protection response following RRM alerts.

Modalities for EiE rapid response

Some KIs noted that there is a lack of general knowledge amongst non-education RRM actors about rapid education response modalities, and as such, it can be difficult for RRM focal points to conceptualize how education could fit within rapid response. KIs stated that they would like to see a simple overview of potential modalities, in order to better understand how education could be incorporated within existing multi-sectoral initiatives. This would be particularly useful if it were to include an explanation of when and how different modalities may be appropriate depending on contextual and situational factors, given the varying contexts that RRM currently operate within.

Lessons learned from Covid-19

KIs in some countries noted that there was significant scope to learn lessons from the ongoing response to Covid-19. In particular, in DRC some KIs reported that the use of mass radio education and distance learning modalities could be adapted for general rapid response. Similarly, in Burkina Faso, it was suggested that people are becoming more used to distance learning, so distribution of radios or self-learning materials could become a more viable option in displacement settings.

Inclusion of education: feedback on barriers and challenges

Understanding of purpose and modalities of rapid education response

A few KIs expressed the opinion that education isn't appropriate for first phase response, and that it wasn't clear how education could be incorporated directly into existing RRM. The perception of these KIs was that education is seen as a longer-term 'non life-saving' response, and that a rapid education response is not going to be sustainable.

Targeted advocacy tools to explain the benefits and aims of inclusion of education in RRM, as well as practical guidance on how it could work, were seen as crucial to ensuring buy-in in certain countries. This was noted as particularly important given the multi-sectoral nature of RRM, and the fact that including education is novel in most locations.

Incorporating education directly in existing RRM vs establishing a complementary response

KIs in most countries raised the question of whether it is more appropriate to include education within existing RRM, or to create a parallel rapid education response that utilizes RRM alerts and information. Overall, KIs stressed the need to understand the country-specific reasons for existing RRM modalities and consider whether it would make sense to directly include education. In particular, for the RRM which focus purely on provision of in-kind emergency distributions, KIs were divided as to whether it would be appropriate to include education materials as although there may be a need, they can sometimes be bulky and consume a lot of space. A few examples of country-specific considerations are below:

- **CAR:** some KIs stated that as the mandate of the UNICEF-led RRM is to focus on multi-sectoral information provision and highly rapid last-resort emergency response, sectors included in the direct response should be limited. Both health and child protection, which are not included in the direct RRM response, have funding related to RRM follow-up response to facilitate systematic use of RRM alerts, which was suggested as a potentially appropriate model for education.
- **Yemen:** there are two primary rapid response mechanisms operating; one focusing on delivering priority items in less than one week, and a separate consortium providing slightly longer-term though still rapid interventions. KIs were divided as to whether education would be appropriate for inclusion in the initial response package, though all stated it would be valuable to include within the consortium-based response.

- **Libya:** the RRM provides first-line distributions on a no-regrets basis within 72 hours. KIs noted that inclusion of in-kind education assistance within this could be appropriate (while any level of service provision would not be possible), as although there is no comprehensive information on education needs, anecdotal feedback from the field indicates that certain populations have requested education materials in the past.
- **Ethiopia:** the SWAN rapid response mechanism incorporates multiple modalities and has a flexible approach to response. As the mechanism already includes key education partners, it was suggested that incorporation of education could be flexible and include multiple options such as setting up TLS, providing school kits or teacher incentives.
- **Afghanistan:** as the response is primarily cash distributions based on the Minimum Expenditure Basket (MEB), KIs noted that the feasibility of including education would need to be carefully assessed. Initial thoughts were that it would not be possible to guarantee that families would spend additional cash on education supplies, and attempting incentive-based school attendance could be complex to follow-up. However, it was suggested that the existing RRM could and should be used more systematically as a mechanism for referrals to other programming.

Funding and advocacy

Obtaining funding was raised as a practical barrier in many countries. In some locations, such as Afghanistan and Yemen, it was mentioned that funding for rapid response is becoming more challenging, and that if education is seen to be competing with other sectors, obtaining funding would be even more difficult. This is thought to be particularly problematic given the recent reprioritization of certain funds for the COVID-19 response.

Education Cluster coordinators generally noted the need for targeted advocacy tools to help with this, to facilitate deeper technical discussions both with donors as well as with education partners when designing rapid education interventions.

Country Profiles



Introduction

DRC hosts the longest-running coordinated rapid response mechanism, with the Rapid Response Fund project piloted in 2004 by OCHA and UNICEF, and renamed RRM in 2005. Since then, the RRM has passed through multiple phases, with perhaps the most well-known being the RRMP (Rapid Response to Population Movement, led by UNICEF and OCHA) between 2010 and 2019.

Currently, the GTRR (Rapid Response Working Group), led by NRC and co-led by OCHA and UNICEF, seeks to improve the quality and efficiency of rapid response activities at the national level, coordinating with CORAH (Operational Coordination Committee for Rapid Response to Humanitarian Alerts) at the regional level. This covers programmes and activities by multiple agencies (UN, NGO), including the UNICEF-led UniRR, and the SAFER consortium comprising NGOs.

Governance and Coordination

Strategic decision-making:

Meetings twice per month for all rapid response actors to discuss strategy, meetings once per month for the coordination team (including leaders and co-leaders of CORAH and GTRR) to discuss evolution of the mechanism.

Operational decision-making:

Weekly CORAH meeting at the regional levels to discuss alerts, assessments and interventions. Gaps identified are presented at inter-cluster regional level to ask for support.

Coordination with clusters:

Work is ongoing to better engage clusters and integrate the RRM with the cluster-based response.

Coordination with government:

Not involved in GTRR or CORAH, operational coordination is done at the field level.

SAFER: Since the last quarter of 2019, ACTED, Concern Worldwide, Mercy Corps, NRC and Solidarités International have collaborated in a consortium called Strategic Assistance For Emergency Response (SAFER). SAFER provides multi-purpose cash and voucher assistance to people in crisis situations, as well as WASH assistance to improve access to safe drinking water and sanitation facilities. With a budget exceeding 30 million euros (mainly funded by ECHO and DFID), SAFER is a major element of rapid response in DRC.

UniRR: The UNICEF-led programme launched at the end of January 2020 is based on the concepts of high immediate impact, rapidity, simplicity and local implementation. It aims to act as an entry point for response, providing a response seven days after an alert, focusing on quick delivery of kits, primarily WASH and NFIs. It is coordinated centrally from Goma level, with a decentralised approach for operational decision-making. UNICEF acts as a joint implementer with national NGOs.

Overview

Country population:
99.9m

**Education PiN /
Total PiN 2020:**
1.8m / 15.6m

RRM start date:
2004

(RRF led by OCHA and UNICEF, renamed RRM in 2005); current coordination of various rapid response activities through GTRR (national) and CORAH (regional).

**Current RRM
donors / budget:**

Actors are funded separately, so not possible to identify overall budget.

Sectors supported:

Primarily
NFI
Shelter
Food
WASH
also
Protection
Health
Nutrition

Operation



Triggers: Displacement, epidemics and natural hazards (primarily floods).

Mechanism: Alert is sent to CORAH for verification. Once verified, alert sent to all partners at regional level.

Targeted population: All affected populations in need of humanitarian assistance.

Threshold: None.

Tools: Key informant interviews, household survey, focus group discussions.

Sectors: Nutrition, food security, shelter, NFI, WASH, health, protection, education.

Data collection: Data collected on Kobo (includes translations in Swahii and Lingala); automated Excel analysis and reporting tool.

Outputs and dissemination: Initial ERM report (aim one day after data collection), qualitative final report shared with humanitarian community.

Overview: There is no consolidated standard package used by the different actors at the moment; however the primary modalities are multi-purpose cash assistance and in-kind distributions.

PDM: Conducted by partners according to their policies.

No complementary education response.



Barriers to including education: Key Informants indicated that there is a significant need to include education in rapid response activities, but capacity to do so is limited. Given the complex context in DR, it was suggested that there may not be one single appropriate approach or modality to including education, and that there is a need for guidance on when different modalities are appropriate depending on the situation and context. It was also questioned whether RRM is the best methodology to deliver education programming, as in some areas longer-term programming is seen as a priority.

Potential entry points to including education: It was noted that key priorities and objectives related to including education in rapid response must be very clear, particularly in terms of length, sustainability and impact of the response, to ensure buy-in from all stakeholders and enable targeted advocacy for funding. It was suggested that lessons can be learned from the ongoing COVID-19 response, focusing on mass radio education and distance rather than school-based learning.

Introduction

The Emergency Response Mechanism (ERM) in Afghanistan started in 2011 and is currently on the tenth iteration (ERM 10). Whilst the ERM previously used an alliance model to enable flexibility in geographic and beneficiary outreach, there has been a recent shift towards a consortium approach.

The consortium is led by DRC and focuses on providing multi-purpose cash and voucher assistance based on the Minimum Expenditure Basket (MEB), with a secondary aim to provide humanitarian information to other actors. Also as part of the mechanism, DACAAR responds with a separate WASH component.

Governance and Coordination

Strategic decision-making:

Quarterly steering committee meetings (donor, country directors of partners); monthly ERM meetings (partner programme managers).

Operational decision-making:

There is a dedicated Consortium Management, though partners are responsible for their areas of coverage and just need to inform the CMU in case of larger caseloads.

Coordination with clusters:

Information from assessments and alerts is shared.

Coordination with government:

Engage with the Ministry of Refugees and Repatriation (which also covers IDPs) centrally at the strategic level, as well as with directorates in each province. At the field level, local authorities may be involved in assessments and can observe distributions.

Partnerships

Partnership model: Lead agency (DRC) receives funding from ECHO and acts as both an implementing partner and sub-contracts with other partners. WASH partner DACAAR has separate contract with ECHO (as part of ERM mechanism).

The approach changed during the last year, when the mechanism reduced in size (both in terms of budget and partners) and started operating a consortium model instead.

NGO partners:

IRC
ACTED
REACH
DACAAR

Overview

Country population:
37.6m

**Education PiN /
Total PiN 2020:**
1.73m / 9.4m

RRM start date:
2011

Current RRM donor:
ECHO

Current RRM budget:
€7m

Sectors supported:
Multi-sector
WASH

Type of response:
First-line
WASH



Operation



Triggers: Displacement.

Mechanism: Before May 2019, communities handed 'petitions' to local authorities under the Ministry of Refugees and Repatriations. Now, regional partners can also flag information to trigger assessments.

Targeted population: People directly affected by conflict or natural disaster in the past three months (documented returnees not eligible unless exceptional circumstances).

Threshold: None.

Coverage: 32 provinces.

Tools: Household Emergency Assessment Tool (HEAT); rapid market assessment to determine feasibility of cash programming.

Sectors: Food security, shelter, WASH, education, livelihoods.

Data collection: Conducted by partners in their designated areas of responsibility.

Outputs and dissemination:

Report should be shared with ERM partners, donors and humanitarian community two days after data collection.

Activation criteria: Vulnerability scoring based on the assessment tool.

Overview: Cash and voucher assistance based on the Minimum Expenditure Basket (MEB) for one month, modulated if there is a food actor providing in-kind food assistance. If markets are not functioning, usually look to another partner to provide in-kind assistance. Separate WASH component with distributions and emergency service provision.

No complementary education response.

Potential barriers to including education: KIs reported that funding for rapid response is limited, and as the scope of the ERM has been ring-fenced to first-line response, the education rapid response may be more likely to be successful as a complementary or parallel programme.

Entry points to including education: Education indicators are currently already included within the ERM assessment tool; however, there is currently thought to be limited general use of ERM assessment data to form other sector-specific responses. Although the scope of the ERM is reasonably limited (focusing on emergency cash assistance for basic needs), KIs indicated that it could potentially be used as an adjacent mechanism for referrals to other programming. KIs also noted that there is a clear need for assisting displaced households with accessing services and integrating into communities, which parallel education support could help with



Introduction

The RRM in CAR has been operating since 2013 and is led by UNICEF, with NGOs as implementing partners. The mandate focuses on providing alerts and information to the entire humanitarian community, as well as provision of first-line response to meet immediate emergency needs. Assistance is provided following an alert as a last resort, only if no other partners are available to respond.

A further aim of the RRM is to advocate for other sectors and partners to use the information provided in order to respond appropriately in affected areas.

Overview

Country population:
4.9m

**Education PiN /
Total PiN 2020:**
1.03m / 2.6m

RRM start date:
2013 (ongoing)

RRM donors:
ECHO
OFDA
DFID
SIDA
SDC

Current RRM budget:
€13m (2020)

Sectors supported:
NFI
Emergency shelter
Nutrition
WASH

Type of response:
First-line, last resort
sectoral response if
no partners present in
the area; information
provision; advocacy.

Governance and Coordination

Strategic decision-making:

Biannual strategic meeting with donors and partners.

Operational decision-making:

Comité de pilotage (UN partners, implementing agencies, relevant Cluster Coordinators), meets once per week and decides on and coordinates assessments and interventions.

Coordination with clusters:

Information from assessments and alerts is shared.

Coordination with government:

Engage with the Ministry of Refugees and Repatriation (which also covers IDPs) centrally at the strategic level, as well as with directorates in each province. At the field level, local authorities may be involved in assessments and can observe distributions.

Partnerships

Partnership model: UNICEF lead agency with sub-contracting partners on the basis of flexible partnership agreements.

The approach changed during the last year, when the mechanism reduced in size (both in terms of budget and partners) and started operating a consortium model instead.

NGO partners:

ACTED
ACF
Solidarités International



Operation



Triggers: Displacement caused by conflict or natural disaster, shocks created by return movements or epidemics.

Mechanism: Veille humanitarian (humanitarian monitoring) alert network in communities.

Targeted population: Population displaced (or spontaneously returned / repatriated) for less than 3 months or accessible for less than 3 months; host communities if IDP arrival significantly increased their vulnerability.

Threshold: 100 households displaced.

Coverage: 13–14 / 16 provinces (May 2020).

Tools: MEX (exploratory mission) at community level; MSA (multi-sectoral assessment) at household level, SMART Rapide nutrition screenings.

Sectors: Protection, SNFI, WASH, education, health, nutrition, food security.

Data collection: Data collected on ODK by partners, analysis in Excel tool.

Outputs and dissemination: Multi-sectoral reports are produced and shared with the entire humanitarian community in CAR and published on HR.info.

Activation criteria: Sector-specific decision following assessment, based on defined minimum thresholds (e.g. NFI score).

Overview: Distribution of emergency NFI and HEB (high energy biscuits), WASH interventions (hygiene sensitisation sessions, emergency latrines, water source rehabilitation, menstrual hygiene kits), cash transfer or vouchers.

PDM: Household satisfaction survey, direct observation, FGDs and/or KIIs (35 days after intervention, though not always possible).

No complementary education response.

Education response: Education partners receive RRM alerts and assessments but respond on an ad-hoc basis depending on capacity. This is challenging as alerts are often in areas where partners have low or no capacity, and there are no dedicated funds to facilitate rapid education response.

Barriers and entry points to including education: Education indicators are included in RRM assessments, and feedback from KIIs indicated that due to the mandate of the RRM to focus on provision of humanitarian information and immediate first-line response, it may be more appropriate to adapt and use this information to enable a more systematic follow-up response, rather than being formally incorporated as part of the current RRM package.

Use of assessments: Feedback from KIIs indicates that information is primarily used by RRM partners to justify interventions or not as well as seek donor funding; there is no structured follow-up on how information is used by partners outside of the RRM (including for the education).

Exit strategies: Due to the context in CAR and the vocation of the RRM, exit strategies and linkages to longer-term response are not currently considered directly within the RRM strategy. It is envisioned that relevant sectors or partners would instead use the RRM information to plan a longer-term response.

Introduction

There are multiple rapid response mechanisms operating in Ethiopia, which coordinate amongst themselves. The largest mechanisms are two NGO consortiums – one led by IRC and one led by Save the Children – as well as a grant-based Rapid Response Fund (RRF) led by IOM.

The IRC-led RRM consortium provides emergency nutrition and WASH rapid response, whilst the consortium led by Save the Children is called SWAN and focuses primarily on WASH, health, shelter and NFI response. The IOM RRF primarily provides emergency shelter and NFI assistance for specific interventions.

Governance and Coordination

Strategic decision-making:

The mechanisms meet amongst themselves once or twice per month to discuss overarching matters. Strategic decisions are made within mechanism coordination structures.

Operational decision-making:

Decisions are made within individual mechanisms.

Coordination with clusters:

All alerts are passed by and approved by the ICCG, with clusters playing a key role in ensuring there is no overlap in response between mechanisms.

Coordination with government:

Government are involved both in terms of raising and approving alerts, as well as during interventions (SWAN). During interventions, they may observe or be directly involved, as well as receive services or capacity building (for example, RRM partners may support salaries or logistics).

Partnerships

IRC RRM: IRC are the overall lead of the consortium as well as the technical lead for WASH, whilst Concern Worldwide are the technical lead for nutrition. If they do not have presence or capacity in an area, IRC sub-grants with an NGO to implement interventions.

SWAN: Save the Children are the lead agency of the consortium, sub-contracting with other partners ACF, World Vision and NRC.

IOM RRF: IOM provide sub-grants to NGOs for specific interventions, following an application and selection process.

Overview

Affected population:

10.6m (total country population 99.3m)

Education PiN /

Total PiN 2020:

2.3m / 8.4m

RRM start date:

2013 (ongoing)

RRM donors:

Multiple, including **USAID** and **ECHO**

RRM budget:

More than **40m USD** across mechanisms (over 2 years)

Sectors supported:

WASH
Nutrition
Health shelter
NFI; some protection

Type of response:

First-line last-resort response, distributions and some emergency services, capacity building

Operation



Triggers: Any external shocks including conflict-induced displacement (newly displaced and newly accessible), natural disasters (usually flooding or drought) or epidemics.

Mechanism: Alert usually raised by government, or for some mechanisms, cluster partners.

Threshold: Depends on mechanism and type of intervention.

Coverage: Entire country (across mechanisms).

Tools: Mechanisms use separate tools e.g. SWAN and IRC RRM have their own tools which agencies can adapt, IOM RRF uses information from DTM.

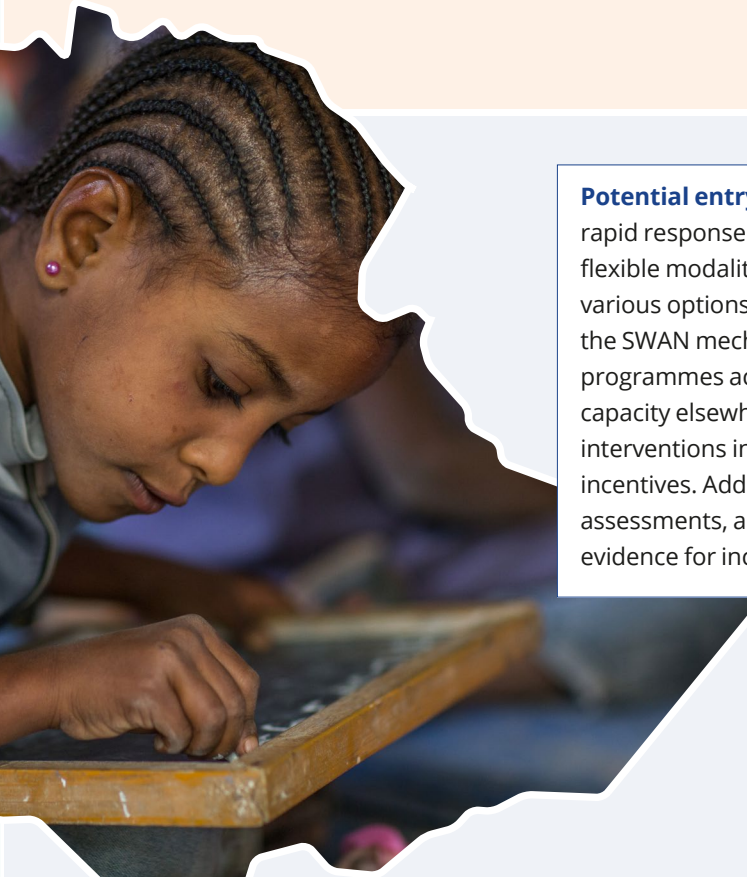
Sector: Those covered in the response (not education).

Outputs and dissemination: Reports and data from mission assessments not usually shared widely.

Activation criteria: Approval and verification of alert and response by ICCG and government.

Overview: IRC RRM-emergency nutrition treatment and prevention activities, capacity building, increasing access to safe drinking water and adequate sanitation. SWAN-capacity building, in-kind distribution and emergency services related to WASH, health, shelter and NFI. IOM RRF-intervention-specific shelter and NFI assistance.

No complementary education response.



Potential entry points to including education: There are multiple rapid response mechanisms operating in Ethiopia, with a variety of flexible modalities for response. KIs indicated that this means that there are various options for including education within rapid response. In particular, the SWAN mechanism includes partners who already operate education programmes across Ethiopia and also have rapid education response capacity elsewhere. Suggestions from KIs for potential appropriate interventions included setting up TLS, providing school kits or teacher incentives. Additionally, education is not currently included within RRM assessments, and was suggested as a possible way to facilitate gathering evidence for inclusion of education within existing mechanisms.

Introduction

The IRRM in South Sudan is led by WFP and UNICEF and has an integrated approach, targeting hard-to-reach locations where partners are unable to respond to high levels of need. A core package of intervention is usually implemented first and includes food supplies and nutrition activities. Distributions are commonly used as an entry point for registration and verification by other sectors.

Whilst initially education was incorporated directly as part of the core IRRM package, with education teams joining the initial IRRM missions, over the past two years there has been a move towards using partners to identify and respond in areas in need of rapid intervention.

Governance and Coordination

Strategic decision-making:

Lead agencies coordinate amongst themselves on strategic matters.

Operational decision-making:

Activities are managed centrally at the country-level, though field offices have started initiating RRM with support of country offices where possible.

Coordination with clusters:

Alerts and information are shared with clusters who often play a role in disseminating information and coordinating a parallel response.

Coordination with government:

Primarily at the field level, constant coordination with local authorities for each intervention.

Partnerships

Partnership model: Multiple co-leads fund NGO implementing partners on the basis of flexible partnership arrangements; some agencies have separate funding related to responding in RRM and other high-priority areas.

UN partners: WFP and UNICEF, coordinating with OCHA, UNHCR, UNDSS and FAO as needed.

NGO partners: Usually multiple for each sector.

Overview

Country population:
11.7m

**Education PiN /
Total PiN 2020:**
3.1m / 7.5m

RRM start date:
2014 (ongoing)

RRM donors:
No information

RRM budget:
No information

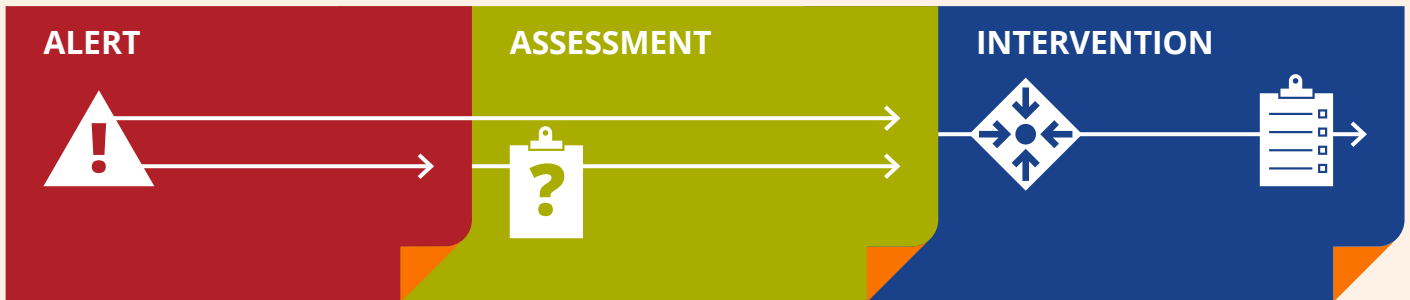
Sectors supported:

Food security
Health
WASH
Nutrition
Child protection
Education

Type of response:
**First-line response,
distributions and
emergency service
provision**



Operation



Triggers: Any critical gaps in humanitarian coverage and response.

Mechanism: Locations are usually flagged using IPC and FSNMS information, as well as other vulnerability factors (e.g. displacement, nutrition) and needs assessments by partners.

Targeted population: People in hard-to-reach areas outside of existing IDP sites or Protection of Civilian locations.

Coverage: Entire country, depending on accessibility.

Tools: Inter-agency Rapid Needs Assessment (IRNA), household survey.

Sector: No info.

Outputs and dissemination: Reports and alerts from missions shared amongst the humanitarian community, focusing on partners of the IRRM.

Activation criteria: Initial core package used as an entry point for other sectors to conduct registration and verification.

Timing: Usually up to 1 week for core package, other elements may last 3–6 months.

Overview: Core package includes food distribution, nutrition services, registration of unaccompanied and separated children. There is also a health, WASH, child protection and education response, comprising both distributions and emergency services.



Challenges to including education: Initially, when education supplies were included as part of the core IRRM package, some KIs reported that this could be logistically challenging as supplies were bulky and took up a lot of space, which was a particular issue in areas that were extremely hard to reach. Additionally, it can be difficult to recruit volunteer teachers as well as sustain them after RRM missions finished. Currently, there is a more sustainable approach to providing a rapid education response.

Education response: Initially, education was included as part of the initial core IRRM package. Currently, the education response follows after the core package, and is led by NRC and UNICEF. Each have rapid education responses operating, directly using alerts and information from the IRRM. NRC typically do a more in-depth education assessment, followed by a package of services that may last between 1 and 6 months and includes handing over to local authorities where relevant.

Introduction

The RRM in Niger has changed focus and scope in recent years, with UNICEF coordinating partners to establish a consortium, which ACTED currently lead. The single mechanism approach includes both UN and NGO partners, with different agencies acting as sectoral leads. There is also a separate consortium for rapid health response, which coordinates with the multi-sectoral consortium.

The mechanism aims to improve living conditions of people affected by displacement after a shock, and may also be mobilised following epidemics or natural disasters. Targeting and scope of assistance is based on sectoral vulnerability and decision criteria.

Governance and Coordination

Strategic decision-making:

Strategic committee comprising agency staff members coordinates with three separate geographical groups (Diffa, Tillaberi, Tahoua).

Operational decision-making:

Decisions to conduct assessments following alerts are made at the area level in coordination with central management, whilst decisions to intervene are made sectorally.

Coordination with clusters:

Alerts and information are shared with clusters; clusters may also request interventions separately from alerts.

Coordination with government:

The Government of Niger are an RRM partners and may request an intervention separately from alerts. They are involved at both the strategic and operational level.

Partnerships

Partnership model: ACTED lead the consortium and sub-contract with other NGO partners; UN partners have separate arrangements. The Government of Niger is also a key partner of the mechanism.

UN partners:

WFP
OCHA
UNICEF

NGO partners:

ACTED
ACF
DRC
IRC
REACH

Overview

Country population:
22.4m

**Education PiN /
Total PiN 2020:**
0.26m / 2.9m

RRM start date:
2015 (ongoing)

RRM donors:
Multiple, including
ECHO
USAID
Sweden
Japan
CERF

RRM budget:
No information

Sectors supported:
NFI
Shelter
WASH
Protection
Food

Type of response:
**First-line distributions
and some emergency
services**

Operation



Triggers: Primarily displacement caused by armed conflict; may also be triggered by natural disasters or epidemics.

Targeted population: All affected by a shock or by movement following a shock.

Coverage: Mechanism covers three separate areas of Diffa, Tillaberi, Tahoua.

Tools: Common multi-sectoral assessment (MSA) used by all partners; includes Focus Group Discussions, Key Informant interviews, and a household survey.

Sector: Shelter, NFI, WASH, food security, education, protection, health, nutrition.

Outputs and dissemination: Assessment reports shared with humanitarian community and published online.

Activation criteria: Sectoral decision based on vulnerability thresholds, using the results of the MSA and contextual considerations.

Overview: In-kind distributions and some emergency services (construction / rehabilitation), with multi-purpose cash being piloted by some partners. Protection mainstreamed throughout.

No complementary education response.



Introduction

There are two RRM systems operating in Mali: one mainly financed by ECHO with NRC as the technical lead, and one financed by USAID with CRS as the technical lead. The two mechanisms coordinate to avoid overlap: each allocates a lead NGO for cercles (districts) that they operate in, and they share an online information platform for alerts and assessments (DHIS2).

For the purposes of this factsheet, where there are differences between the two mechanisms, they are referred to as USAID and ECHO, for the CRS-led and NRC-led mechanisms respectively.

Governance and Coordination

Strategic decision-making:

National RRM Steering Committee jointly led by NRC (ECHO mechanism technical lead) and CRS (USAID mechanism technical lead); monthly RRM coordination meetings.

Operational decision-making:

Following alerts, lead agency for the relevant district is responsible for validating the alert, sharing, and informing others of plans for interventions.

Coordination with clusters:

Usually one of the RRM technical leads (CRS or NRC) attends cluster meetings, particularly for food security, WASH and SNFI. For other clusters, alerts and data are shared.

Coordination with government:

Primarily at the field level via implementing partners; Social Service Development officials often join assessment missions.

Partnerships

Partnership model: USAID-CRS receive main funding and sub-contract with national partners; ECHO-partners funded separately.

UN partners:

For the USAID mechanism, CRS has 7 local partners

Alphalog
CSPEEDA
Caritas Mopti
Tassaght
CRADE
ASG
GARDL

The ECHO mechanism is led by NRC and partners are

DCA
PUI
TdH
Croix Rouge Francais
ACF
Solidarités International
ACTED
IRC
Save the Children
AVSF
IMC
MDM

Overview

Affected population:

8.2m

(19.9m total population)

Education PiN /

Total PiN 2020:

0.56m / 4.3m

RRM start date:

2016

RRM donors:

Separate mechanisms funded by

ECHO and

USAID (OFDA, FFP)

RRM budget:

12m for two years (USAID),

ECHO unknown

Sectors supported:

Food security

Shelter

NFI

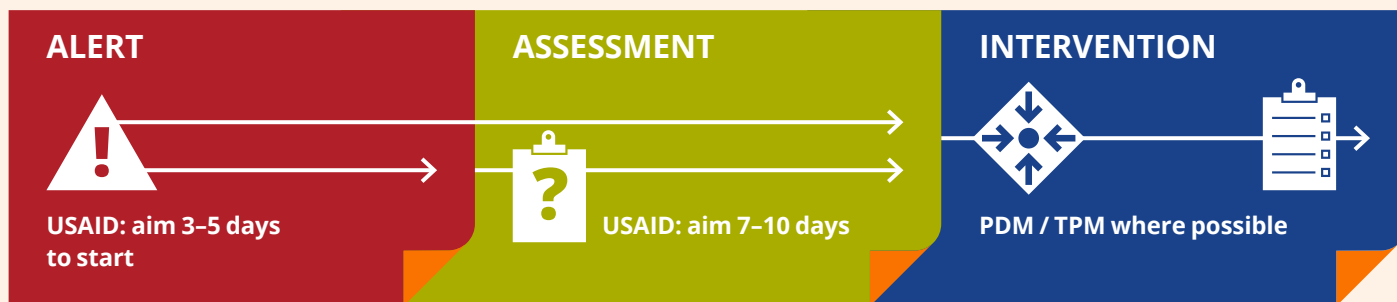
WASH (integrated);

complementary response

for some sectors



Operation



Triggers: Conflict leading to displacement or pre-emptive displacement, natural disaster.

Mechanism: Local partners, government and non-government, raises alert which is validated and shared (USAID), community surveillance committees (ECHO).

Targeted population: Usually displaced households, though for natural disasters or ad-hoc alerts, host communities may be included.

Coverage: 6/10 zones (most affected).

Tools: KI interviews with local leaders and household surveys with all displaced households (USAID); FGDs with local representatives and household surveys with a sample of affected population (ECHO).

Sectors: WASH, shelter, NFI, food security, health, nutrition, protection, education.

Outputs and dissemination: Reports shared 24-72 hours after assessment; alerts and assessments updated on online platform accessible to humanitarian actors (DHIS2).

Overview: Primarily in-kind distributions (food, shelter, NFI, WASH), with cash provided instead if feasible (USAID).

PDM: PDM after two weeks, feedback focal points, free hotline available (USAID); PDM one month after with assisted household (ECHO).

Complementary education response by NRC (see below).



Entry points for increasing the rapid education response: It was noted that there is a need for increased education response in areas where RRM typically operate, and that existing education-related data collected through both the direct RRM and NRC's complementary education response could be of significant use in project design. It was also noted that it could make sense to align with child protection for a potential joint response in certain situations. However, it was also noted that funding is a key constraint, and targeted advocacy may be required before any programming is possible.

NRC education response: Following RRM assessments, information on alerts and out-of-school children are received by the NRC education programme, which then conducts a more in-depth education needs assessment to decide on intervention. There are four intervention types possible, including supporting formal education, youth education, alternative education, and first-line response. In cases where access is challenging, response may be short-term distribution of kits, whereas in other situations, teams may stay in an area for up to one year.

Introduction

There are two complementary rapid response mechanisms currently operating in Yemen. Firstly, a first-line immediate response is led by UNFPA (co-led by WFP and UNICEF), and aims to quickly reach affected population with distribution of RRM kits, responding on a no-regrets basis (delivering items without prior registration).

These emergency distributions are considered an entry point for verification and registration processes to commence second-line or follow-up response. This is coordinated through a UNICEF-managed consortium, which is led by ACF and comprises NGO implementing partners.

Governance and Coordination

Strategic decision-making:

Three lead agencies agree on strategic matters, including joint funding appeals for the first-line response. RRM central meetings led by UNFPA with implementing partners on a monthly basis.

Operational decision-making:

For the first-line response, UNFPA lead through a designated coordinator. There are bi-weekly meetings at the field / hub level. For the second-line response, the consortium is coordinated by ACF.

Coordination with clusters: UNFPA leads, RRM present in cluster meetings and shares updates.

Coordination with government:

Usually hold meetings with government on a monthly basis to discuss strategic matters; local government may be involved in operational decisions at the field-level.

Partnerships

Partnership model: For the first-line response, the three lead agencies (UNFPA, UNICEF, WFP) act as donors and operate through a network of 15 local partners. For the second-line response, UNICEF have an agreement with ACF who act as the coordinator and implementer, contracting with other NGO partners.

UN partners:

UNFPA
WFP
UNICEF

NGO partners:

ACF
Save the Children
ACTED
NRC
Oxfam

Overview

Country population:
30.5m

**Education PiN /
Total PiN 2020:**
4.7m / 24.3m

RRM start date:
2017

RRM donors:
Multiple including
SIDA
UAE
Austria
Canada

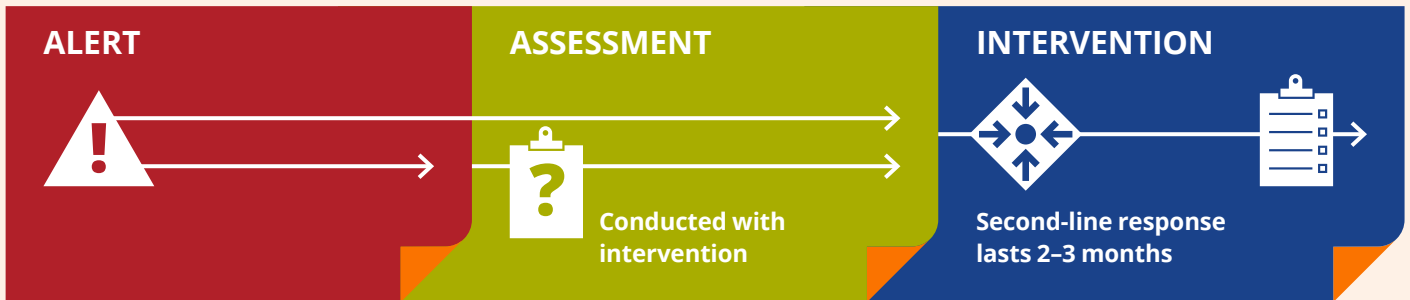
RRM budget:
Around \$20m

Sectors supported:
NFI/Shelter
Food security
Nutrition
WASH

Type of response:
First-line no-regrets
integrated response
followed by sectoral
rapid response where
possible and relevant.



Operation



Triggers: Displacement due to conflict or natural hazards, epidemics, peak of acute malnutrition.

Mechanism: Alerts raised through a network of field-based Key Informants at community-level as well as through humanitarian and government partners.

Targeted population: People newly displaced (less than three months), on the move, in hard-to-reach areas, and the most vulnerable returnees.

Threshold: None.

Tools: Partners may conduct a rapid MSA during the first-line response.

Sectors: WASH, food security, health, cash, basic needs. There is a common tool but not necessarily used by all agencies.

Data collection: Partners conduct assessments and consolidate data separately, no centralised platform.

Activation criteria: For first-line response, none; for second-line response, based on needs assessment.

Overview: Standard RRM relief package includes food (ready food ration IRR), hygiene materials and dignity kits, transit kits and other essential items; second-line response includes multi-purpose cash assistance, WASH, nutrition, shelter/NFI.

PDM: PDM conducted by agencies separately.

No complementary education response.



Potential role of education: KIs indicated that it may be difficult to include education within the first-line response, which focuses on delivering items in less than one week. However, the second line response via the consortium has a 2-3 month timeframe for assistance, which could be more feasible. At a minimum, KIs stated that it would be useful to have education indicators included in RRM information collection, to facilitate a complementary response.

Potential barriers to including education: Funding is currently limited, particularly for the second-line consortium response, and fundraising may require targeted advocacy efforts. A further barrier is that operationally, approvals for interventions can be very challenging and time-consuming to obtain, during which time displaced populations may move elsewhere.

Introduction

The rapid response mechanism (FRONTLINE) in Burkina Faso is relatively new, starting in March 2019. The mechanism is primarily funded by ECHO and led by ACF, who sub-contract with other implementing partners. UNICEF also receive funding from ECHO to provide technical support to the mechanism.

FRONTLINE focuses on establishing a humanitarian watch system to enable rapid diagnosis of needs and immediate response, as well as facilitate coordination and collaboration with other actors. Following alerts, response is provided on a last resort basis, if no other actors are present and available in the area.

Governance and Coordination

Strategic decision-making:

Steering committee with country directors of partners and consortium lead, meets once per month.

Operational decision-making:

Technical operational groups (committees between different partners) meet once per month. Operational decisions on responding to alerts and assessments are made at the regional level.

Coordination with clusters:

RRM is part of ICCG so reports on activities each fortnight; alerts are shared with clusters and members of the humanitarian community. At the regional level, coordination with non-FRONTLINE actors is via OCHA where they are present, and on an ad-hoc basis with key actors where they are not.

Coordination with government:

Coordination at the field / operational level, no direct intervention or involvement of government.

Partnerships

Partnership model: Donors contract with ACF as the lead organisation, who sub-contract to other implementing partners.

NGO partners:

ACF (lead)
DRC
Solidarités International
HI

Overview

Affected population:
5.3m

Education PiN / Total PiN 2020:
0.544m / 2.2m

RRM start date:
March 2019

RRM donors:
ECHO
SIDA
and others

RRM budget:
Around €4.7m

Sectors supported:
Shelter
NFI
WASH
PSS
Protection (3 regions)
WASH only in 2 regions

Type of response:
First response / last resort (sectoral)



Operation



Triggers: Displacement.

Mechanism: Veille humanitaire (humanitarian watch) system; alerts triangulated and verified by RRM team.

Targeted population: Households displaced for less than three months; vulnerable host communities if relevant.

Threshold: 100 households (700 people)

Coverage: 5 regions (Nord, Centre-Nord and Est with full response, Sahel and Boucle du Mouhoun with WASH only).

Tools: MSA-qualitative and quantitative, though interviews and discussions with households and community representatives; WASH survey; ERP (rapid protection assessment);

Sectors: SNFI, WASH, health, nutrition, education, FSL/SAME, protection/PSS.

Data collection: Aim to complete assessment within 5 days, and publish report 4 days later.

Outputs and dissemination: Reports shared with humanitarian community and also available publicly online

Activation criteria: Vulnerability scoring for the sector of intervention; intervention as a last resort if there are no other humanitarian partners able to respond.

Overview: Distribution of NFI kits and shelter items, WASH response including rehabilitation of water points, protection / PSS, shelter, NFI, WASH.

PDM: Post-intervention monitoring (PIM) and protection checklist by responding agency.

No complementary education response. The mechanism does coordinate with other actors with regards rapid nutrition and health responses.

Entry points to including education:

KIs indicated that it would be beneficial to include a comprehensive child-focused response integrating education and child protection (for example, using CFS as transitional spaces for education). Increased coordination between the RRM and the existing cluster-based response was seen as a key potential entry point, as the RRM already collects education data that could be used for a more structured complementary response.

Entry points for education:

Education is already included in the assessment tool, collecting information about children who are out of school due to the shock. However, this information is not always systematically used and there is no coordinated education response. KIs stated that a complementary education response would be highly relevant, particularly if it were integrated with child protection.

Potential barriers to including education:

While it was noted that it may be difficult to incorporate education directly into the existing mechanism, the lack of education partner presence in some of the areas in which the RRM operates may hinder a complementary rapid education response. Insecurity was also raised as a potential barrier, particularly due to the targeting of education.

Introduction

The RRM in Libya is led by UNICEF, UNFPA and IOM, with one agency leading coordination on a rotational basis (changes each six months).

The mechanism is relatively new, starting in 2019, and focuses on providing a standard in-kind package to populations displaced, in hard-to-reach areas, caught at checkpoints or stranded between frontlines within 72 hours of verification. This is done on a no regrets basis (based on population figures rather than assessment of needs) with the approach that this should then be separately followed by sector-specific response.

Governance and Coordination

Strategic decision-making:

Steering committee comprised of representatives and RRM focal points from the lead agencies, either bimonthly or on an ad-hoc basis as needed.

Operational decision-making:

RRM coordinators from each agency are in charge of operational decisions, regular field-level meetings.

Coordination with clusters:

RRM reports to Area Coordination Group (ACG) and ISCG, so sectors informed of gaps and response.

Coordination with government:

Local government plays a role in raising alerts, as RRM responds to requests from municipalities and crisis committees. They are also involved in identifying targeted population and registration, with roles and participation varying slightly between areas.

Partnerships

Partnership model: N/A – response is coordinated and implemented by the three lead UN agencies.

UN partners:

UNFPA
WFP
UNICEF
IOM

NGO partners: Lead agencies in some areas implement through partners including
Libaid
NRC
Libyan Red Crescent

Overview

Affected population:

1.8m

(country population 6.7m)

Education PiN /

Total PiN 2020:

0.127m / 0.9m

RRM start date:

April 2019

RRM donors:

Separate donors for each agency.

RRM budget:

No specific budget as sections provide in-kind items, taken out of agency's general funding.

Sectors supported:

Food
WASH
NFIs

Type of response:

First-line integrated response.

Operation



Triggers: Displacement.

Mechanism: Alerts raised via municipalities and crisis committees, as well as IOM DTM (displacement tracking matrix); verification required if non-protracted displacement.

Targeted population: Displaced families, usually in collective shelters or urban settings (not migrants).

Threshold: None.

Coverage: Mobile teams have full coverage across the country.

Tools: IOM DTM used to see if specific displaced population falls within scope of RRM.

Sectors: SNFI, food security, WASH, GBV.

Data collection: Via DTM, using ODK / Kobo.

Outputs and dissemination: Briefing on the number of people displaced and their main needs is produced, shared if the RRM does not have immediate capacity to respond.

Activation criteria: None, no-regrets integrated response based on number of affected population.

Overview: In-kind relief package including food, hygiene items, dignity kits, baby kits, NFIs.

No complementary education response.



Potential role of education: Education is not currently included within RRM assessments, aside from asking if any schools are being used as shelters. As such, any kind of complementary or related response is currently difficult due to a lack of information on priorities and needs. Reportedly, education materials have been raised as an issue by certain affected populations, but there is no consistent information collected on this. KIs indicated that lessons could be learned from the recent Covid response, in particular in terms of using online platforms to provide education in emergency settings.

Potential barriers to including education: KIs noted that as the existing mechanism focuses on providing immediate in-kind relief, rather than services, so options to incorporate education directly may be limited; however, it was stated that a complementary education response is much needed. Funding was noted by KIs as a further potential barrier, particularly in light of reallocations due to the Covid emergency.

Introduction

The RRM in Nigeria is currently under development. Between 2017 and 2019 there was an RRM of limited scope operating, led by OCHA with involvement of some NGOs (not a consortium), primarily responding with NFI distributions in areas with IDP presence. The new mechanism is planned to be led by UNICEF, and aims to have a wider scope than previously in terms of providing multi-sectoral assistance.

The development of the RRM has been disrupted by the COVID-19 emergency, and proposals will likely be submitted in 2021. All information therefore refers to highly tentative plans which are subject to change and not yet confirmed in-country.

Governance and Coordination

Strategic decision-making:

Steering committee led by lead agencies, as well as review and technical sub-committees (tentative).

Operational decision-making:

Operational sub-committee to meet following alerts to decide on assessments and response (tentative).

Coordination with clusters:

Sectors involved in the RRM to be part of strategic and operational decision making mechanisms, others would receive alerts and assessments (tentative).

Coordination with government:

State emergency management agency likely to be involved through SNFI sector, potential involvement of Ministry of Humanitarian Affairs depending on whether they are established at point of RRM development (tentative).

Partnerships

Partnership model: UNICEF co-leading with an NGO, contracting to other partners (tentative).

UN partners:

UNICEF
WFP
IOM
OCHA (tentative)

NGO partners: To be determined during proposal development.

Overview

Affected population:

13m
(country population 6.7m)

Education PiN /

Total PiN 2020:

1.0m / 7.9m

RRM start date:

TBD (to be determined),
potentially 2021

RRM donors:

TBD

RRM budget:

TBD

Sectors supported:

TBD, potential initial focus on WASH, health, nutrition, SNFI and food security.

Type of response:

TBD, potential first-line last-resort if no partners present.



Operation



Triggers: Displacement, natural hazards or epidemics (tentative).

Mechanism: TBD, alert system to be set up.

Targeted population: Population displaced or affected by epidemics or natural hazards (tentative).

Threshold: TBD.

Coverage: TBD, across north-east Nigeria.

Tools: MSA (multi-sectoral assessment).

Sectors: TBD.

Data collection: TBD.

Outputs and dissemination: TBD; aim to inform additional follow-up response.

Activation criteria: potential no-regrets response immediately following an alert.

Overview: WASH, health, nutrition, SNFI and food security (tentative).

PDM: TBD.

No integrated or complementary education response is currently planned.

Role of education: So far, education has not been involved in discussions around the new RRM. During planning phases it was suggested that once the RRM is up and running, and has been proven successful in the Nigeria context, education and child protection could more easily be incorporated.

Barriers to including education: It was noted by KIs that goals of including education in the RRM must be very clear, particularly on the longevity and intended impact of assistance provided. Contextual barriers were also mentioned as a key issue, as the RRM would likely primarily respond in hard-to-reach areas, in which it can be difficult to run a longer-term education response. Further, space is often limited in areas with new inward displacement, so holding sessions or classes without pre-existing infrastructure may be challenging. In terms of gaining access to existing infrastructure, these are often overcrowded. Finally, access to teachers is a major challenge and it can be difficult to find volunteers.

Potential entry points to including education: KIs indicated that there is a high need for education response in hard-to-reach areas, including provision of school kits in areas where longer-term presence is challenging, as well as a focus on ensuring that IDP children are immediately incorporated into existing schools. If education is not incorporated into the RRM response package, KIs reported that it would be valuable to ensure education is still covered appropriately in assessments, as education partners are often not able to conduct these in hard-to-reach areas.

Introduction

The RRM in Iraq started in 2014, with an agreement in 2016 between UNFPA, WFP and UNICEF to formalise management and coordination. During multiple stages of emergency, other UN agencies and NGOs joined and left the consortium. Throughout its operation, the mechanism primarily focused on meeting the immediate needs of people on the move.

The RRM was decommissioned in 2018 following the de-escalation of conflict in Iraq, and it is currently in a transition phase. Planning is ongoing to switch focus to training and capacity building of government partners in rapid response.

Governance and Coordination

Strategic decision-making:

RRM Consortium met once per month to discuss which emergencies were expected and agree on pre-positioning.

Operational decision-making:

UNICEF, WFP and UNFPA verified and approved alerts; NGOs able to redistribute in established sites without further permission.

Coordination with clusters:

RRM part of ICCG (as a response mechanism rather than a cluster), clusters received RRM alerts. However, RRM focused on people on the move while clusters focused on static cases (e.g. those in camps); coordination occurred ad-hoc if needed (e.g. if clusters needed RRM to cover caseload in a camp).

Coordination with government:

Government was aware and updated on the RRM through the wider coordination mechanism with the UN and humanitarian system. It was not particularly involved strategically or operationally in the RRM.

Partnerships

Partnership model: Donors fund co-leads (UNICEF, WFP and UNFPA), which in turn fund NGO implementing partners. Each NGO responsible for pre-defined districts as main or back-up responder.

UN partners:

UNICEF
UNFPA
WFP

IOM was a member of the consortium to share data, without formalised partnership role. **OCHA** involved at ICCG level in terms of coordination.

NGO partners

End 2017:

ACTED
Muslim Aid
Mercy Hands
NRC
Rebuild Iraq Recruitment
Programme Secours Islamique France
Women Empowerment Organization

Previous members include:

DRC
National Institute for Human Rights
Save the Children
Mercy Corps
Islamic Relief

Overview

Affected population:
5.62m

Education PiN /
Total PiN 2020:
1.22m / 4.1m

RRM start date:
2014

(decommissioned 2018)

RRM donors:

ECHO
OFDA
and others (2017)

RRM budget:
\$31.7m (2017)

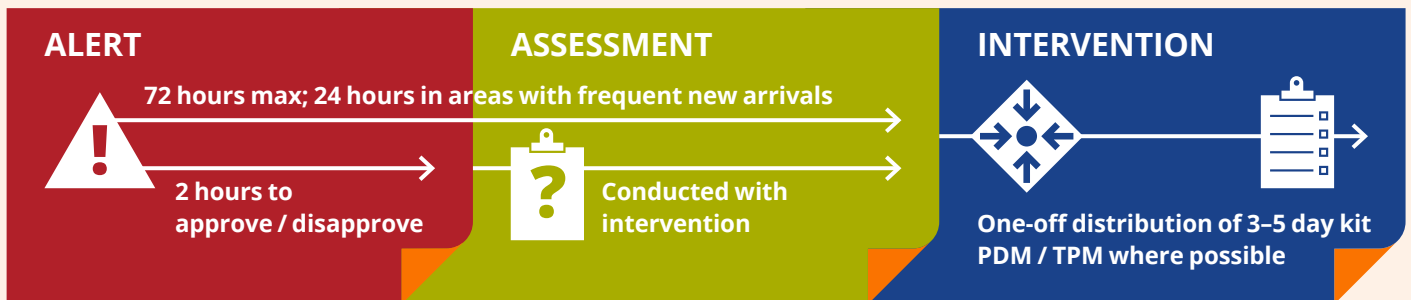
Sectors supported:

NFI
WASH
Food security
Nutrition
Child protection

Type of response:

First-line, first-resort
distributions to people
on the move or stranded
(integrated, not sectoral).

Operation



Triggers: New displacement.

Mechanism: TBD, alert system to be set up.

Targeted population: Newly displaced population, on the move in hard-to-reach areas, caught at checkpoints or stranded between frontlines.

Threshold: None.

Coverage: 8 governorates, capacity to respond in additional 10 governorates.

Tools: Rapid Needs Assessment conducted during the distribution, collecting basic information on background, location and priority needs.

Sectors: NFIs, food security, WASH, health, nutrition, protection, education (1 indicator).

Data collection: Data collected on ODK/Kobo.

Outputs and dissemination: Information presented on a dashboard which humanitarian community could access, with the aim to activate cluster-based response.

Activation criteria: Distribution to all newly displaced populations, not dependent on vulnerability.

Overview: Distribution of kits sufficient for 3–5 days of support- NFIs (lightweight kits, family hygiene), WASH (potable water, jerry cans), food (emergency rations), child protection (key messages), nutrition (high energy biscuits).

PDM: PDM / Third party monitoring usually conducted in sites/camps but not always possible to conduct everywhere.

No complementary education response is currently planned.



Role of education: The education cluster and partners had very little involvement in the RRM, outside of receiving alerts. Education was not seen as appropriate for inclusion as the RRM mandate focused on providing people on the move or stranded with immediate life-saving needs. When the mechanism shifted towards a more community-based approach with some assistance in newly retaken areas (mostly in 2017), the RRM conducted mappings for education partners during the assessment phase

Current transition: The lead agencies of the RRM (UNICEF, WFP and UNFPA) are currently working on a plan to transition to capacity building of government partners to enable them to lead rapid response. This is under discussion with the government and has not yet entered the proposal stage, though the initial aim is that each lead agency would provide trainings and capacity building in their area of expertise.

Introduction

Rapid Response Mechanisms (RRM) are “a programmatic and operational approach to respond to the acute needs of vulnerable populations”. While the RRM has been successfully rolled out in many contexts and for multiple sectors, the modality to ensure that children in these situations have rapid access to education is still being developed. The Global Education Cluster (GEC) has developed an Action to address this, aiming to support current and future RRMs to systematically include quality education responses.

The second phase of this action includes tool creation to facilitate and improve inclusion of education within the multi-sectoral rapid needs assessments (RNAs) that are usually conducted as part of the RRM process. To inform this tool development, REACH has conducted a review of existing multi-sectoral rapid needs assessments (RNAs), focusing on the inclusion and use of education information.

The lessons learned review was conducted in two stages. Firstly, multi-sectoral RNAs were compiled, and the education indicators and questions analysed. This includes rapid assessments conducted both as part of RRMs, as well as through other frameworks by various agencies. Secondly, as part of the RRM Global Mapping, in July and August 2020, 37 semi-structured Key Informant (KI) interviews conducted with Education Cluster Coordinators and RRM Focal Points (primarily those with country-level management experience). The interviews included questions about the use and perceptions of including education indicators within RRM assessments.

This document first outlines the current status of including education within multi-sectoral RNAs, and then details the feedback given by KIs with regards including education in rapid needs assessments.

Current inclusion of education in rapid assessments

Rapid assessments conducted within RRM

RRMs were identified in 14 countries, with information gathered about each. Note that it was not possible to contact any Key Informants (KIs) in Zimbabwe, where there is reportedly a Disaster Rapid Response Mechanism operating, so this has not been included in the final list. Three other countries have been excluded from the assessment review: information on assessments for the 2010–2012 RRM in Haiti was not available, and the RRM in Nigeria and Chad were under development, so there was no relevant information.

In all countries where RRM are currently operating (as well as Iraq, where the RRM is decommissioned), some form of rapid assessment was conducted. In many countries, such as Niger, Burkina Faso, Afghanistan and CAR, this was through a common tool used by all partners, with a centralised system for storing data and reports. Common assessment tools have also been developed in DRC and South Sudan, though due to the multiplicity of rapid response programmes operating, partners may also use other tools, and in South Sudan, secondary partner data is heavily used within the RRM. In a few countries, such as Ethiopia and Yemen, RRM partners had more flexibility in assessment tools.

Table 1: Rapid Response Mechanisms (RRMs) and inclusion of education in assessments

Country	Start date	Mechanism(s)	Response	Sectors
DRC	2004	GTRR, CORAH	ERM common assessment tools: Key Informant (KI) interviews, Household (HH) survey, Focus Group Discussions (FGDs)	Yes
Afghanistan	2011	ERM	HH survey (Household Emergency Assessment Tool, HEAT), rapid market assessment	Yes
CAR	2013	RRM	KI interviews (MEX exploratory mission), HH survey (MSA multisectoral assessment), SMART Rapide nutrition screenings	Yes
Ethiopia	2013	1. SWAN RRM 2. ERM 3. RRF	Each mechanism has its own tools, partners have some flexibility in what exactly is used	No
South Sudan	2014	IRRM	HH survey, Inter-agency Rapid Needs Assessment (IRNA). Note that decisions are also based on information collected by partners.	Yes
Niger	2015	RRM	KI interviews, HH survey, FGDs	Yes
Mali	2016	1. RRM Kilisi (OFDA) 2. RRM (ECHO)	1. KI interviews, household surveys 2. FGDs, household surveys	Yes
Yemen	2017	RRM	KI interviews, partners have flexibility	No
Burkina Faso	2019	FRONTLINE	KI interviews, HH survey, WASH survey, rapid protection assessment	Yes
Libya	2019	RRM	IOM DTM	No
Iraq**	2014–2018	RRM	KI interviews, direct observation	Yes

Of the countries using common tools, the majority included a few education indicators and questions. The only countries which did not currently include any education indicators within RRM assessments were Ethiopia, Yemen and Libya. In Libya and Yemen, RRM response locations are often based on verified alerts followed by a no-regrets response, not based on prior specific assessment. In Libya, IOM DTM (Displacement Tracking Matrix) is commonly used to identify needs of displaced populations, and Yemen, partners may conduct a rapid multi-sectoral assessment during the first-line response. In these locations, as well as in Ethiopia, KIs noted that as education was not included as part of the response, it had not been included within assessments, though there were no other barriers or challenges to including education within existing assessment tools.

Rapid assessments conducted within other frameworks

Aside from RRM, there are multiple other frameworks and situations in which multi-sectoral rapid needs assessments are conducted. Efforts were made to include the most relevant and commonly used guidelines, tools and frameworks; the aim was not to review all rapid multi-sectoral needs assessments ever conducted. All those selected for review include some level of inclusion of education.

Table 2 below details the tools and guidelines reviewed, including the Multi-Sectoral Initial Rapid Assessment (MIRA) established by the Inter-Agency Standing Committee (IASC), and guidelines from UN Disaster Assessment and Coordinator (UNDAC) and the IFRC. All of these tools and guidelines aim to provide frameworks to conduct multi-sectoral assessments following sudden shocks; some are more focused on rapid assessments following natural hazards, whilst others are more general. Additionally, tools and methodology used in rapid needs assessments conducted by REACH Initiative in Syria, Iraq, Mozambique and South Sudan were also reviewed, as field examples of utilising some of these frameworks (e.g. MIRA in Mozambique), or conducting rapid multi-sectoral assessments to inform general emergency response. Assessments reviewed from Syria and Iraq were conducted in access-constrained contexts, while in South Sudan and Mozambique, following natural hazards.

Table 2: Non-RRM rapid assessment frameworks, guidance and tools

Agency	Framework / tools	Year
IFRC	Guidelines for assessment in emergencies	2008
UNDAC	UNDAC assessment guidelines	2006
USAID	Field operations guide for disaster assessment and response	2005
World Bank	Post-Disaster Needs Assessment (PDNA) guidelines	2013
Inter-Agency	Multi-sectoral Initial Rapid Needs Assessment (MIRA) guidance manual	2015
REACH	Multi-sectoral Rapid Needs Assessments (RNAs) conducted in Iraq, Syria, Mozambique, South Sudan	2015–2020

Compilation of education indicators

For both RRM assessments and other multi-sectoral Rapid Needs Assessments (RNAs), education indicators were compiled. The majority of RRM assessment tools are available online, though some are older versions. Where possible, the newest version of tools was used, though this was not always available.

Of the eight countries in which RRM assessment tools were examined, six included education household level indicators and questions, five included key informant or community level indicators, and four included questions within focus group discussions. The full list of indicators is available on the following page.

The inclusion of education indicators within non-RRM rapid assessment frameworks was slightly more limited. In most guidance documents, specific indicators were not identified, but suggestions included on how to select appropriate indicators. Within the IFRC, UNDAC and USAID guidance, the focus was on identifying damage and destruction to schools, as these tools are often used immediately following natural disasters. The PDNA and MIRA frameworks recommended to include consideration of challenges to accessing services created by the shock, including schools, the impact on school attendance, and groups of children least likely to attend school.

The REACH rapid need assessments reviewed were conducted in a variety of emergency settings, though all used different types of Key Informant (KI) methodologies to collect data rapidly, usually at the community-level. Indicators used are similar to those included in RRM rapid assessments, and include the following:

- Number of primary and secondary schools functioning and not functioning
- Number of primary and secondary schools damaged and destroyed
- Most common reasons for schools not functioning
- Absorption capacity of functioning schools
- Estimated proportion of children attending school
- Most common reasons for changes in attendance following the shock
- Most common barriers to accessing education faced by children
- Most common issues with education services
- Estimation of student-teacher ratios
- Sufficiency of teaching and learning materials
- Teachers receiving a salary or not
- Priority education needs as reported by communities

Across all assessment tools reviewed, indicators were included from all of the INEE Minimum Standards domains. However, with a few exceptions, tools typically did not cover all domains. During KI interviews, respondents raised the conflict between ensuring assessments are comprehensive and provide sufficient information to inform the response, and ensuring that data collected can be processed efficiently and used effectively. In terms of developing global tools, rather than having a single common tool, KIs suggested to have an indicator bank which includes indicators and questions ranked in order of priority, as well as indication of contextual factors which affect whether they would be appropriate.

Table 3: Education indicators within Rapid Response Mechanism (RRM) assessments

Country	Key Informant	Household	Focus Group Discussion
DRC	<ul style="list-style-type: none"> ■ Presence of functional primary school ■ Main reason for children not having access to primary school ■ Presence of and reasons for damage to primary schools ■ Reasons for boys and girls not attending primary school ■ Use of temporary classrooms and outdoor spaces in primary schools ■ Primary school enrolment rate ■ Primary school attendance of enrolled children ■ Student-teacher ratio before and after the crisis 	<ul style="list-style-type: none"> ■ Presences and status of schools (closed, occupied, damaged, destroyed) ■ Schools attacked by armed groups ■ Approximate proportion of children attending primary school ■ Reasons for children not attending school ■ Change in attendance since the beginning of the crisis ■ Change in number of teachers since the beginning of the crisis ■ Classroom types ■ Presence of safety concerns preventing children attending school 	<ul style="list-style-type: none"> ■ Change in number of teachers since the beginning of the crisis ■ Classroom types ■ Presence of safety concerns preventing children attending school
Afghanistan	N/A – no tool	<ul style="list-style-type: none"> ■ % school-aged children not attending formal school ■ Reasons for school-aged children not attending school ■ % of households stopping sending children to school so they could work 	N/A – no tool
CAR	N/A – no education indicators	<ul style="list-style-type: none"> ■ % school-aged children not attending school ■ Number of functioning schools ■ Schools destroyed, damaged or occupied by armed groups ■ Proportion of destroyed classrooms ■ Proportion of classrooms with no furniture ■ Reasons for why children do not attend school ■ Number of teaching staff before the shock and at time of interview ■ Proportion of teaching staff who supervise more than 80 students 	N/A – no tool

Table 3 (continued)

Country	Key Informant	Household	Focus Group Discussion
South Sudan	<ul style="list-style-type: none"> ■ Number of boys and girls attending school ■ Types and numbers of schools in the community ■ School-levels available in the community ■ Access of children and teachers to learning materials ■ Damage, destruction and occupation of schools ■ Number of teachers among the displaced or crisis-affected populations 	No information	N/A – no tool
Niger	<ul style="list-style-type: none"> ■ % functioning schools in the area ■ Student: teacher ratio ■ Student: classroom ratio 	<ul style="list-style-type: none"> ■ % displaced children aged 7–12 not in school ■ % host community children aged 7–12 not in school 	<ul style="list-style-type: none"> ■ Feedback on sufficiency of school places, teachers and classrooms
Mali	No information	<ul style="list-style-type: none"> ■ % children aged 7–12 attending school ■ % children aged 13–17 attending school 	<ul style="list-style-type: none"> ■ Proportion of localities with access to primary schools
Burkina Faso	<ul style="list-style-type: none"> ■ Presence and functionality of schools in the area 	<ul style="list-style-type: none"> ■ % of displaced children aged 6–17 in school ■ Reasons for children not attending school ■ % displaced children who were already not attending school prior to displacement ■ Reasons for children not attending school prior to displacement 	<ul style="list-style-type: none"> ■ Feedback on alternative use of schools ■ Priority education needs
Iraq	<ul style="list-style-type: none"> ■ Children facing challenges in accessing education, main education issues ■ Number of schools damaged or destroyed ■ Proportion of children not attending school ■ Average length of time children have been out of school 	N/A – no tool	N/A – no tool

Feedback on inclusion of education in rapid assessments

Ensuring that information collected is used effectively

As demonstrated above, the majority of RRM already include a few education indicators in assessments. Elsewhere (Libya, Yemen, Ethiopia), it was noted that adding education indicators could be a ‘quick-win’ to enable a complementary response even if education were not included in the RRM intervention itself.

However, KIs also noted that merely including education indicators in RRM assessments is insufficient to facilitate response, and in many countries the education information is reportedly not used systematically. In some locations, such as DRC, information does not consistently reach education partners. Elsewhere, information is received but often not acted upon. For example, in Burkina Faso, the multi-sectoral assessment (MSA) is used to estimate caseloads of affected children, but there is limited capacity to conduct education interventions and no follow-up on the recommendations of the MSA. Similarly, in Libya and CAR, assessments and updates are reportedly received, but there is no coordinated education response.

Strengthening information flows

In countries where education partners are not receiving RRM information, it is essential that information flows are strengthened. Both RRM Focal Points and Education Cluster Coordinators noted that this is a matter of increased collaboration in-country, to ensure that education information collected is actually analysed and could be used.

Strengthening analysis systems

A further limitation noted by KIs is that although in some locations the education information reaches education partners, it is often not analysed sufficiently or consistently. KIs noted that it would be useful to develop analysis tools that could ensure information is used constructively, for example, creating systems similar to the NFI vulnerability scoring and intervention thresholds, or simple severity ratings. In this way, education partners would be able to compare the severity of the education situation following an RRM alert and/or response.

Ensuring assessment indicators feed into response modalities

In certain countries, KIs noted that education information from RRM assessments was not usually used because of the lack of corresponding education response. In these cases, some KIs doubted the utility of collecting education information at all. However, others suggested that existing information should be analysed in-depth whilst designing rapid education programmes, as it can be a useful source to ensure that planning is evidence-based.

Once an education response has been established, KIs were all of the opinion that the indicators should feed directly into the decision-making process on type of response. As such, some believed that during tool development, the assessment indicators should be developed in full consideration of the different options for response modalities.

Annex 1 – Methodology Note

Rapid Response Mechanisms: Initial Mapping Global Education Cluster ECHO Action

May 2020 V1

1 Summary

Countries	All countries with Rapid Response Mechanisms (RRM) currently or previously operating														
Mandating Body / Agency	Global Education Cluster (GEC) ECHO														
Timeframe	1 Research design: 15/06/2020 2 Document review: 30/06/2020	3 Interviews conducted: 31/07/2020 4 Information analysed: 15/08/2020	5 Output first draft: 31/08/2020 6 Output reviewed and finalised: 15/09/2020												
Audience	All partners to the GEC ECHO Action on strengthening rapid education responses in emergencies.														
General Objective	Provide an overview of Rapid Response Mechanisms (RRMs) globally, presenting key information relevant to partners in the initial phase of planning for the inclusion of education in RRM.														
Specific Objective(s)	<ul style="list-style-type: none"> ■ Provide an overview of where RRM are currently operating, including basic information on the context, rationale and type of response ■ Present key information on the framework and operation of each RRM, including on the funding, governance, partnership management and coordination mechanisms ■ Present key information on the content of each RRM, including on activation criteria, assessments conducted and assistance provided. 														
Research Questions	<ul style="list-style-type: none"> ■ In which contexts are RRM currently operational and what are their main aims? ■ How does each RRM operate in terms of funding, governance, partnerships and coordination? ■ What are the basic features of each RRM, including activation criteria, assessments conducted, and assistance provided? ■ What are the initial perceptions on including education within RRM, including any challenges and potential entry points? 														
Geographic Coverage	Past and current RRM (including ERM and similar) in: CAR, DRC, South Sudan, Iraq, Yemen, Niger, Mali, Burkina Faso, Haiti, Nigeria, Chad, Afghanistan, Ethiopia, Libya.														
Documentation Review	Review of documents will include: <ul style="list-style-type: none"> ■ Country-level documents on RRM establishment, frameworks and monitoring ■ Global-level reviews and reports 														
Key Informant Interviews	Semi-structured interviews will be conducted with at least two Key Informants per country (profiles will be a combination of UN, INGO, NNGO, MoE/government), to provide updated information on the key indicators of interest. Key Informants will be identified with the support of the Global Education Cluster and partners, and should be a person with direct operational experience with the RRM, preferably at the management level.														
Expected output type(s)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><input checked="" type="checkbox"/> Situation overview#: 1 summarising all RRM</td> <td style="width: 33%;"><input type="checkbox"/> Report #:</td> <td style="width: 33%;"><input type="checkbox"/> Profile #:</td> </tr> <tr> <td><input type="checkbox"/> Presentation (Preliminary findings) #:</td> <td><input type="checkbox"/> Presentation (Final) #:</td> <td><input checked="" type="checkbox"/> Factsheet #:</td> </tr> <tr> <td><input type="checkbox"/> Interactive dashboard #:</td> <td><input type="checkbox"/> Webmap #:</td> <td><input type="checkbox"/> Map #:</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> [Other, Specify] #: _____</td> </tr> </table>			<input checked="" type="checkbox"/> Situation overview#: 1 summarising all RRM	<input type="checkbox"/> Report #:	<input type="checkbox"/> Profile #:	<input type="checkbox"/> Presentation (Preliminary findings) #:	<input type="checkbox"/> Presentation (Final) #:	<input checked="" type="checkbox"/> Factsheet #:	<input type="checkbox"/> Interactive dashboard #:	<input type="checkbox"/> Webmap #:	<input type="checkbox"/> Map #:	<input type="checkbox"/> [Other, Specify] #: _____		
<input checked="" type="checkbox"/> Situation overview#: 1 summarising all RRM	<input type="checkbox"/> Report #:	<input type="checkbox"/> Profile #:													
<input type="checkbox"/> Presentation (Preliminary findings) #:	<input type="checkbox"/> Presentation (Final) #:	<input checked="" type="checkbox"/> Factsheet #:													
<input type="checkbox"/> Interactive dashboard #:	<input type="checkbox"/> Webmap #:	<input type="checkbox"/> Map #:													
<input type="checkbox"/> [Other, Specify] #: _____															
Access and dissemination	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Initial bilateral dissemination to GEC ECHO Action partners. <input checked="" type="checkbox"/> Potential publication on public platforms 														

2 Rationale

Rapid Response Mechanisms (RRM) are “a programmatic and operational approach to respond to the acute needs of vulnerable populations”. While the RRM has been successfully rolled out in many contexts and for multiple sectors, the modality to ensure that children in these situations have rapid access to education is still being developed: currently, only the South Sudan RRM systematically includes education. The Global Education Cluster (GEC) has developed an Action to address this gap, in order to support current and future RRM to systematically include quality education responses.

To support the initial planning phases of this action, REACH will conduct an initial mapping of RRM to provide an overview of RRM globally. For each RRM, key information will be collected on the following:

- RRM overview: basic information on the context, rationale and type of response
- RRM framework and operation: funding, governance, partnership management and coordination mechanisms
- RRM content: activation criteria, assessments conducted and assistance provided

3 Methodology

Research Design

First, REACH will work with partners to identify and prioritise key indicators on RRM which are relevant to the Action as a whole, and produce an analysis framework to structure collection and analysis of information. The indicators and analysis framework are available at the end of this document.

Document Review

REACH will then examine relevant RRM documentation to obtain basic information on each RRM. Review of documents will include both country-level documents on RRM establishment, frameworks and monitoring, as well as global-level reviews and reports.

Key Informant Interviews

Following this, REACH will conduct semi-structured interviews with those heavily involved with RRM in-country, to collect updated information on indicators of interest. Key Informants will be identified with the support of the Global Education Cluster and partners, and should be people with direct operational experience with the RRM, preferably at the management level. Profiles will be a combination of UN, INGO, NNGO, MoE, and cluster staff, as relevant. All KIs will be interviewed remotely via Skype, Zoom or a similar platform, using a semi-structured data collection tool designed by REACH in collaboration with partners, which focuses on collecting the indicators identified during the research design phase.

Data Analysis and Processing

REACH will then collate all information, verify any inconsistencies with Key Informants, and produce a 1-2 page summary of information across all RRM, with additional half or one page overviews for each country.

4 Indicators and Analysis Framework

Research questions	#	Indicator(s)	Data collection method	KI Questionnaire Question	Probes
1 In which contexts are RRM currently operational and what are their main aims?	1.1	Context overview: <ul style="list-style-type: none"> ■ Protracted vs sudden onset ■ Type of conflict or natural disaster ■ Length of crisis 	Document review	N/A	N/A
	1.2	Response overview: <ul style="list-style-type: none"> ■ Number of people in need ■ Number of people in need of education assistance ■ Response coordination ■ Existing rapid education response programming 	Document review	N/A	N/A
2 How does each RRM operate in terms of governance, framework, partnerships and coordination?	2.1	RRM framework: <ul style="list-style-type: none"> ■ Start / end date ■ Funding sources and list of donors ■ Total budget ■ Initial aims and justification ■ Sectors supported 	Document review, KII		
	2.2	Governance and coordination: <ul style="list-style-type: none"> ■ Composition of main governance body / standing committee ■ Composition of SAG / strategic steering committee ■ Coordination mechanism structure ■ RRM team composition and roles ■ Linkage and alignment with national and subnational education authority response ■ Linkage with Cluster Coordination (intra and inter) 	Document review, KII		
	2.3	Partnerships: <ul style="list-style-type: none"> ■ Partnership model (INGOs, UN Agencies, local NGOs, government) ■ Initial and current partners 	Document review		
3 What are the basic features of each RRM, including activation criteria, assessments conducted, and assistance provided?	3.1	Activation: <ul style="list-style-type: none"> ■ Target beneficiaries ■ Geographic coverage ■ Activation criteria 	Document review, KII	N/A	N/A
	3.2	Assessments: <ul style="list-style-type: none"> ■ Type of tool used (e.g. MEX, MSA), sectors covered ■ Data collection platform (e.g. Kobo) ■ Analysis process and tools ■ Output type and timing ■ Use of data to inform response 	Document review, KII		
	3.3	Response: <ul style="list-style-type: none"> ■ Sectors covered ■ Overview of assistance ■ Needs monitoring during assistance provision ■ Exit strategies and linkages to long-term service delivery 	Document review, KII		
	3.4	Post-distribution monitoring / evaluation: <ul style="list-style-type: none"> ■ Type of tool used ■ Timing of PDM 	Document review, KII		

5 Implementation

Document review:

To obtain the list of documents needed, global focal points in the following organisations will first be contacted. If it is not possible to obtain documents through a combination of these focal points and a web search, individual country offices will be contacted.

Organisations	Documents: Priorities	Documents: Secondary
EMOPs RRM Focal Point	<p>General / global:</p> <ul style="list-style-type: none"> ■ List of countries with RRM (that UNICEF are involved in): past, current, pipeline ■ Any global-level mapping, reviews or evaluations <p>For each country:</p> <ul style="list-style-type: none"> ■ Project proposal / concept note ■ RRM strategy / guidance document 	<p>For each country:</p> <ul style="list-style-type: none"> ■ Assessment tool ■ Assessment methodology ■ Latest assessment outputs ■ Latest PDM report ■ PDM tools ■ IM strategy ■ Lessons learned, evaluations <p>An initial web search shows that for some countries, these are available publicly online. Where they are not available, individual follow-up with country focal points may be required.</p>
NRC, ECHO	<ul style="list-style-type: none"> ■ List of countries with RRM: past, current, pipeline ■ Any global-level mapping, reviews or evaluations <p>For each country:</p> <ul style="list-style-type: none"> ■ Project proposal / concept note ■ RRM strategy / guidance document 	
Country-level focal points – UNICEF	List of documents and countries to be finalised after global focal points are contacted.	

KI Interviews: Following the document review, the semi-structured questionnaire will be designed based on the remaining information gaps. Country offices will then be contacted to identify suitable Key Informants.

Annex 2 – RRM Mapping: Semi-structured Key Informant Questionnaire

May 2020 V1

NOTE: not all questions will be asked to all respondents in all countries. Following the document review, information gaps were identified for each country, and only the relevant questions asked (countries column). Further, Education Cluster Coordinators were only asked questions on perceptions of inclusion of education and RRM, rather than about how RRM

Focus Areas	Indicator (s)	KI Questionnaire Questions	Countries	Respondents
1 RRM basic information	Start / end date	Could you explain the background of the RRM, including when it started, the scope, the current status?	Select	RRM Focal Points
	Initial aims and justification	Could you explain the initial aims and justification of the RRM (i.e. first-line response vs last-resort etc)?	Select	RRM Focal Points
	Sectors supported	Which sectors are included in the RRM?	Select	RRM Focal Points
2 Funding	Funding sources, list of donors	Could you confirm who the donors are for the 2020 RRM?	Select	RRM Focal Points
	Total budget	Do you know the total overall budget for the RRM project? If yes, what is it?	Select	RRM Focal Points
3 Governance		Could you tell us a bit more about the governance of the RRM currently? Specifically:		
	Composition of SAG	Is there a SAG / Steering Committee, and if so, who is part of this and how does it operate?	All	RRM Focal Points
	Composition of main governance body	What is the composition of the main governance body / standing committee? Who is in charge of coordination overall and how is work coordinated between between actors?	All	RRM Focal Points
4 Coordination	Coordination mechanism and decision-making	Who is in charge of operational decision-making and what is the process for this? Is it centralised or done at a local level? <i>For responding to alerts, deciding on interventions etc.</i>	All	RRM Focal Points
	RRM team composition and roles	What is the composition of the RRM dedicated team (if any) and what are their roles?	All	RRM Focal Points
	Linkage with Cluster Coordination	What is the current involvement, if any, of the Education Cluster and partners in the RRM? If there is no involvement, why?	All	EC Coordinators
		How does the RRM interact with Cluster Coordination and the cluster-based response? In particular, what do you think of the interaction with the Education Cluster?	All	RRM Focal Points
		How effective do you think the current interaction with the cluster-based response is? Why?	All	RRM Focal Points EC Coordinators
		How do you see the potential future role of the education cluster and partners within the RRM, if any?	All	RRM Focal Points EC Coordinators
	Linkage and alignment with national and subnational education authority response	Could you tell more about the role of national / subnational government in the RRM, if any? How does the RRM interact with the national / subnational authority response?	All	RRM Focal Points EC Coordinators
		How effective do you think the current interaction and linkages with national / subnational authorities is? Why?	All	RRM Focal Points EC Coordinators

Focus Areas	Indicator (s)	KI Questionnaire Questions	Countries	Respondents
5 Partnerships	Partnership model	What is the current partnership model operating?	Select	RRM Focal Points
	Informal partnerships with education actors	Are there currently any informal partnerships or agreements that you know of, particularly with actors that provide education services?	All	RRM Focal Points EC Coordinators
	Initial and current partners	Could you confirm that these are the current RRM partners (provide list)?	Select	RRM Focal Points
6 Activation and coverage	Target beneficiaries	Could you confirm who the target beneficiaries of the RRM are?	Select	RRM Focal Points
		Are children registered as part of the RRM and/or included in the target beneficiary lists?	All	RRM Focal Points
	Geographic coverage	Could you confirm the geographic coverage of the RRM?	Select	RRM Focal Points
	Activation criteria	Could you confirm how the alert system works, and what is the activation criteria for assessment / response following an alert?	Select	RRM Focal Points
7 Assessments	Type of tool used (e.g. MEX, MSA), sectors covered	What type of assessment tool is used during the RRM assessment? Is education covered within the assessment tool?	Select	RRM Focal Points
	Data collection	What data collection platform is used and how is this coordinated?	Select	RRM Focal Points
	Analysis process	What analysis process and tools are used following an assessment?	Select	RRM Focal Points
	Output type and dissemination	What outputs are produced from the assessments, and how are these shared with other actors?	All	RRM Focal Points
		Do you receive the results of the RRM assessments? If yes, how do you use them? If no, would you like to? What would be the most helpful format to receive results in?	All	EC Coordinators
	Inclusion of education in assessments	If education is not covered within the assessment tool, do you know why not?	All	RRM Focal Points EC Coordinators
		If education is covered within the assessment tool, do you know how this information is disseminated to education actors and used?	All	RRM Focal Points EC Coordinators
Use of data to inform response	Do you think the RRM assessments are effective in a) informing RRM partners and b) informing the wider humanitarian community? Why / why not?	All	RRM Focal Points EC Coordinators	

Focus Areas	Indicator(s)	KI Questionnaire Questions	Countries	Respondents
8 Response	Overview of assistance provided	Could you give an overview of the assistance provided through the RRM currently? Including modalities used to deliver assistance.	Select	RRM Focal Points
		Could you explain which modalities (in-kind assistance, services, cash transfers, vouchers) have been used / are currently used by the RRM to deliver assistance?	All	RRM Focal Points
	Timing and length of assistance	Could you explain the timeframe for assistance, including ideal time between assessment and response, as well as the length of the assistance provided?	Select	RRM Focal Points
	Education service delivery related to RRM	If not part of the formal RRM assistance, do you know if there is currently any education service delivery linked to RRM alerts / assessments, through informal mechanisms?	All	RRM Focal Points EC Coordinators
	Appropriate entry points	What, if any, do you see as the appropriate entry points for including education in the RRM?	All	RRM Focal Points EC Coordinators
	Barriers to inclusion	In your opinion, what are the current barriers to including education in the RRM currently?	All	RRM Focal Points EC Coordinators
9 Emergency and development linkages	Exit strategies and linkages to long-term service delivery	Could you explain a bit about any exit strategies under discussion, and linkages to long-term service delivery (if these exist)?	All	RRM Focal Points
		In your opinion, how should exit strategies and linkages to long-term service delivery be included in the RRM?	All	RRM Focal Points EC Coordinators
10 PDM	Type of tool used	What tools is used to conduct PDM?	Select	RRM Focal Points
	Timing of PDM	When is PDM conducted and how is information used to inform the RRM?	Select	RRM Focal Points



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