

The Joint Education Needs Assessment Toolkit



Global
Education Cluster

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List of abbreviations

3W	Who does What Where
4W	Who does What Where When
CAP	Consolidated Appeals Process
CEC	community education committee
ECD	early childhood development
EMIS	Education Management Information Systems
HAP	Humanitarian Action Plan
IASC	Inter-Agency Standing Committee
IDP	internally displaced person
ILO	International Labour Organization
INEE	Inter-Agency Network for Education in Emergency
IRA	initial rapid assessment
M/F	male/female
MoE	Ministry of Education
MICS	Multi-Indicator Cluster Survey
NGO	non-governmental organisation
OCHA	Office for the Coordination of Humanitarian Affairs
PTA	Parent Teacher Association
SMC	School Management Committee
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UXO	unexploded ordnance
WASH	water, sanitation, hygiene
WFP	World Food Programme

Introduction

What is inside this toolkit and how to find it?

This *Joint Education Needs Assessment Toolkit* has been developed by the Global Education Cluster to enable Education Cluster staff and partners in the field to:

- undertake preparedness planning for emergency assessments
- collectively design and conduct an education needs assessment (rapid and/or comprehensive)
- generate reliable, comprehensive and timely information needed to guide effective inter-agency education in emergencies responses
- highlight immediate, critical education issues and ensure effective coordination across education partners in an emergency.

This toolkit provides guidance for conducting joint needs assessments in the first weeks and months of an emergency. Additional assessments are typically required to develop proposals and more in-depth responses to address the education priorities identified. While the data collected through joint education needs assessments can serve as a baseline for monitoring and evaluation purposes, additional data will typically be required to more accurately measure changes that result from subsequent interventions.

This toolkit accompanies *The Short Guide to Rapid Joint Education Needs Assessments*. The short guide consolidates and simplifies the critical information related to needs assessment in this toolkit. It's designed for easy reference when carrying out rapid joint education needs assessments, either as part of multi-cluster assessments or education-specific needs assessments. The short guide can be found at <http://onerresponse.info/GlobalClusters/Education/Pages/default.aspx>. Hard copies of the short guide can be ordered on request at info@savethechildren.ch.

Overview of the *Joint Education Needs Assessment Toolkit*

What is the need for a toolkit?	This toolkit has been developed to address the constraints posed by the lack of reliable, comparable and agreed-upon data points across education ministries and agencies for use in improving quality, coordinating emergency responses and increasing accountability to learners.
Why use this toolkit?	This toolkit offers a common language, agreed-upon data to collect across education actors and recommended methods for data collection and analysis in rapid and comprehensive joint education needs assessments.
Who is this toolkit for?	The primary, intended users of this toolkit are Education Cluster Coordinators, Ministry of Education officials and other education partners conducting joint needs assessments during emergencies.
Where can this toolkit be used?	It's appropriate to use this toolkit in sudden, rapid-onset emergencies (like floods or an outbreak of conflict), as well as slow-onset emergencies like droughts or chronic crises such as a protracted conflict. As with any set of tools, it will need to be adapted to each context.
When will this toolkit be useful?	This toolkit provides guidance and tools for education needs assessment activities that take place at three main stages of a crisis, as shown in the diagram below.

This toolkit is divided into four main parts: I) guidance; II) modules; III) tools; and IV) annexes. The table below sets out some of the common questions that you may have when planning and undertaking joint education needs assessments during emergencies and points to the section of the document that will help to answer those questions.

Document map

Question	Section
I. Guidance	
What is the need for such a toolkit? And where and when can it be used?	<u>Introduction</u>
How do I conduct a rapid joint education needs assessment?	See companion tool – <u>The Short Guide to Rapid Joint Education Needs Assessments</u>
I am not an expert on education in emergencies and/or needs assessment. Will this toolkit help inform me?	<u>Section 1: Education in emergencies and joint needs assessments</u>
What are the critical questions to ask/information to collect in a joint education needs assessment?	<u>Section 2: Joint education needs assessment framework</u>
Where, from whom and how should I collect needs assessment information?	<u>Section 3: Approaches to joint education needs assessments</u>
Why should I organise a joint assessment with other education partners and how can I do this?	<u>Section 4: Planning and implementing joint education needs assessments</u>
What should I do with the needs assessment information once it's collected?	<u>Section 4: Planning and implementing joint education needs assessments</u>
II. Modules	
What are the most critical topics or issues I should investigate in the needs assessment?	<u>Module 1: Core education domains</u>
What key thematic and cross-cutting issues do I need to consider in a joint education needs assessment?	<u>Module 2: Key thematic issues</u>
How should I collaborate with other clusters during a joint education needs assessment?	<u>Module 3: Inter-cluster linkages</u>
III. Tools	
What secondary data should I collect as part of a joint education needs assessment?	<u>Tool 1: Secondary data form</u>
I only have time to talk to a few key people in the	<u>Tool 2: Key informant community</u>

Question	Section
area. Is there a tool that can help me?	<u>assessment form</u>
When I go to a school, is there a tool to help me collect and record information?	<u>Tool 3: School questionnaire</u>
If I plan to gather information from children or youth, teachers or others, is there a sample focus group discussion form to help me?	<u>Tool 4: Focus group discussion checklists</u>
I am going to a classroom to assess the situation. Is there a tool that can help me document important aspects that I observe?	<u>Tool 5: Rapid observation checklist</u> <u>Tool 6: Classroom observation</u>
How long will the assessment take and how do I determine costs?	<u>Tool 7: Operational considerations</u>
How do I report on and present all my assessment information?	<u>Tool 8: Formats for data compilation, analysis and reporting</u>
IV. Annexes	
Are key terms defined in this toolkit?	<u>Annex 1: Glossary of terms</u>
What materials can I read for additional information on the topics in this toolkit?	<u>Annex 2: Good practice documents consulted, and further references</u>

Section 1: Education in emergencies and joint needs assessments

Education in emergencies can be defined as a 'set of linked activities that enables structured learning and development in times of acute crisis or long-term instability'.¹

This section provides background information on the contexts in which joint education needs assessments are conducted in emergencies. It explains:

- why it's important to assess education in an emergency
- who coordinates a joint education needs assessment
- what emergency contexts can benefit from a joint education needs assessment.

Why assess education in an emergency?

In an emergency – when communities experience conflict or disaster – schooling often stops. To understand a population's education needs in an emergency or in a situation of chronic crisis, we must ask relevant questions, both within and outside of the formal school system, to support or re-establish learning systems. Gathering information will ensure that we hear the voices of all those involved in education, including non-formal learning and vocational training.

More robust and reliable education data can help affected communities and international actors begin to address some of the gaps in education services during emergencies. Better data can also provide insights into how education provision can be more resilient to situations of conflict or disaster sensitive.

An assessment of needs should investigate all types and levels of education, including those that emphasize both informal and non-formal approaches to learning. Particular attention should be given to ensure that the learning needs of the most vulnerable are assessed.

Joint education needs assessments have multiple objectives. They aim to:

- understand how the emergency has impacted on education for children, youth, and families and how this compares with the pre-crisis situation
- determine which locations, population groups and communities have been most severely affected
- identify the existing resources and capacities of the education system
- identify educational priorities that require external assistance.

Triggers for carrying out a joint education needs assessment

In general, there are two likely scenarios that would trigger the Education Cluster to plan and implement a needs assessment.

- A needs assessment would be conducted as an **immediate emergency response in a country facing large-scale disaster, population displacement or conflict**, where the humanitarian community has declared a state of emergency and where the cluster approach is applied as the international response. In these cases, it's likely that more support from the Global Education Cluster will be provided in the form of technical guidance and both human and material resources. This scenario would employ the use of the rapid joint education needs

¹ Save the Children, *Education in Emergencies Toolkit* Published 2007

assessment form and process. A specialist may be deployed from the Global Education Cluster or be identified in-country to support the planning and implementation of a joint education needs assessment, with the support of an information management focal point, where feasible.

- The second scenario is when there is an ongoing chronic crisis, be it a conflict or a recurring disaster. In this case, a country-level Education Cluster lead may request that **a needs assessment be conducted because of a recent escalation of the crisis or in order to better define the education response strategies** on the ground. It's most likely in this scenario that an Education Cluster will have been discussed or already established in-country. Support from the Global Education Cluster may be provided. However, most activity, decisions and actions would be taken by the co-lead agencies at national and/or district level.

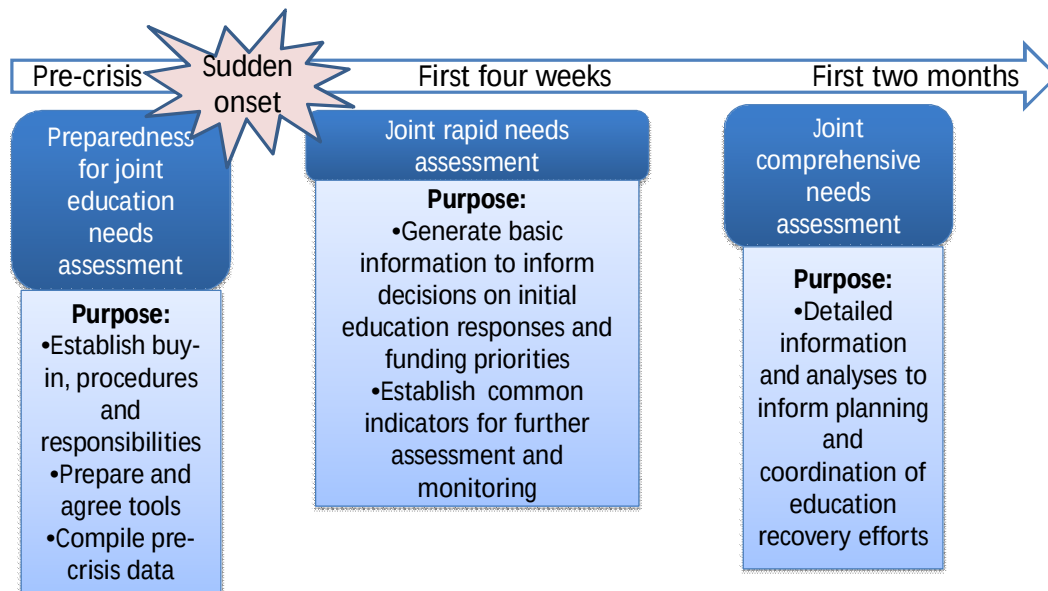
In addition, this toolkit can be used by Education Clusters or working groups who are not in chronic crisis or immediate emergency response, but who are in the preparedness phase.

Timing and sequencing

Information from joint education needs assessments should support decision-making and action in the following areas for the timing and sequencing of joint assessments:

- response: planning and designing initial education responses
- coordination: ensuring collaboration and coverage among education actors
- advocacy: highlighting critical education issues for investment.

Figure 1: Timing and sequencing of assessments



Who coordinates a joint education needs assessment?

Depending on the context, either an Education Cluster or an education sector working group would coordinate a joint education needs assessment. In either case, the group should be inclusive of all actors working in the education sector; it may include government ministries, local and national non-governmental organisations (NGOs), UN agencies, private education providers or religious education providers. For more general information about the cluster approach, see www.oneresponse.info.

Keep ethics in mind²

Assessments aren't neutral: they are 'interventions' in themselves and raise expectations that an intervention will happen. An ethical approach to conducting assessments demands:

- *that those affected by the crisis participate* in the process of identifying their needs and priorities
- *good communication to ensure informed consent:* participants understand that they don't have to participate in the assessment if they prefer not to and they understand the purpose of the assessment and its limitations
- *that confidentiality* is assured for participants

² Adapted from Sarah Uppard, Working With Separated Children A Field Guide, 1998; and the IASC Gender Handbook, the chapter 'Gender and Participation in Humanitarian Action': <http://www.humanitarianinfo.org/IASC/downloadDoc.aspx?docID=3632&type=pdf>

- *foresight regarding the potentially negative impact of the exercise.* Don't use methodologies that risk stigmatising children and young people, endangering them in any way or increasing family separation. In extreme cases, assessments may even endanger the safety of respondents, eg, by labelling children or young people and attracting the attention of groups that prey on children and young people who are at risk
- *a commitment to follow-up action*, if required
- *that we refrain from taking over* and assuming leadership if communities or governments can cope, unless the community's response doesn't adequately ensure the basic rights of children and young people
- *sustained communication*, so that we inform participants about how the information they provided is being used and what follow-up actions are being taken.

Working for and with children and young people

A primary focus of assessment efforts is to strengthen institutions that support children and youth. Whenever possible – given ethical considerations, the nature of the emergency, time and resources – include children and youth should be meaningfully included in the assessment process. The most common way is to ensure that they participate in focus group discussions. However, they can also be a part of advocacy, outreach and the dissemination of findings. For additional guidance, reference and tools on children's participation, see the Resource Section in Annex 2.

Things to consider when working with children and youth:

- Is the assessment designed to actively seek the participation of children and youth, particularly vulnerable groups?
- Are children and youth well represented by assessment efforts?
- Have all ethical dimensions been reviewed, particularly in cases where children may be the victims of violence or severe stress?
- What are the potential benefits or risks of involving children and youth in the assessment?
- Are there any child- or youth-led organisations that can be included (children's councils, student governments, youth groups, etc)?
- How can children and youth be agents of social change in this specific context?
- How can children and youth reinforce community recovery and resiliency?
- Are there particular policy and advocacy considerations that would benefit from consultation with children or youth?

Section 2: Joint education needs assessment framework

This section sets out the main areas of investigation that you should consider when undertaking a joint education needs assessment in an emergency and also explains how to decide on the content of your assessment. It covers:

- the information needs matrix
- criteria for determining what information to collect
- how to identify what information already exists.

The information needs matrix – what is it?

The information needs matrix is a framework for conducting a needs assessment in an emergency setting. It can help you design a targeted content plan for a rapid and comprehensive assessment. The matrix carries the user through critical domains in the education sector – ie, core education domains, key thematic issues and inter-cluster links:

1) Core education domains

The core education domains are drawn from the Inter-Agency Network for Education in Emergency (INEE) *Minimum Standards for Education: Preparedness, Response, Recovery*.³ This internationally recognised tool holistically addresses all the components of a quality education response, that is:

- access and learning environment
- teaching and learning
- teachers and other education personnel
- education policy
- community participation
- coordination.

These domains serve as the core content and priority areas of inquiry in a joint education needs assessment. The topics and questions within each domain can be addressed in order to carry out a systemic, in-depth and thorough investigation of each standard.

2) Key thematic issues

Nine key thematic issues have been included in the information needs matrix. They will help you to think about particular perspectives as you assess each need within the core domains. The themes largely drawn from the INEE Minimum Standards:

- gender
- psychosocial
- early childhood development
- youth
- inclusive education
- rights
- HIV and AIDS
- conflict mitigation and resolution
- disaster risk reduction.

³ For complete information on the INEE Minimum Standards, see: www.ineesite.org/standards

All of these key thematic issues will generate additional, issue-specific questions. These questions may not be immediately obvious but are essential if our education interventions are to be effective and reach those most in need.

3) Inter-cluster links

While there are 11 Global Clusters operating in emergency response operations today, the following are the most relevant and are required to work closely with the Education Cluster:

- protection
- water, sanitation, hygiene (WASH)
- health
- emergency shelter
- camp coordination camp management
- nutrition
- early recovery.

In an emergency, each of these clusters are relevant for the effective and efficient functioning of the education system, and should be consulted. The thematic issues within the matrix will necessitate inter-cluster communication and information-sharing during an emergency needs assessment.

Through such collaboration, education actors can either advocate for education-related questions to be included in the assessments undertaken by other clusters, or work with other cluster actors to ensure that data necessary for inter-cluster action is collected by the education assessment and shared promptly.

The information needs matrix – how to use it?

The information needs matrix presented on the following pages sets out illustrative questions that you should strive to answer in your joint education needs assessments. Each question aims to draw out specific information needed for education programme responses and for decision-making on where to intervene and who to assist. They can help summarise information for advocacy messages in the education sector. More detailed lines of questioning appear in the primary data collection tools included in this toolkit.

The most relevant information requirements will vary significantly depending on the nature of the emergency, the context of the crisis and the timing of the assessment. Not all core domains will be investigated by each agency, but a collective group of education agencies might aim to cover all of the categories and make decisions about priority assessment questions.

The following process is recommended for identifying the priority information requirements for your joint education needs assessment:

- **Step 1:** Using information you have, including that emerging from the very initial reports of the situation and other contextual information, choose which core domains, thematic issues and inter-cluster links that your assessment will focus on. This choice may depend on the context itself and on Education Cluster member agencies' expertise, presence, prior work in the affected location, capacity or particular need.
- **Step 2:** Review the information requirements in the matrix to determine what aspects of the domain are most relevant for you to assess. As with other steps in designing a joint education needs assessment, defining information requirements should be a collaborative process among the Education Cluster agencies involved.

- **Step 3:** Go to the relevant [Data Collection Module](#) within this toolkit to see an explanatory note, suggested indicators, sources and further references related to the relevant domains.
- **Step 4:** Once you have used the information needs matrix to identify the relevant domains and broad information requirements, refer to the corresponding [Data Collection Tools](#) for detailed questions to use to collect the required information.

Joint education needs assessment information needs matrix

Domain	Information requirements
Core education domains	
Access and learning environment	What educational activities are available? How does this compare to what existed before the crisis?⁴ Is there equal access to schools/learning spaces? Can learners safely reach the existing schools/learning spaces? Do learning environments promote the protection and mental and emotional wellbeing of all learners? Are there enough schools/learning spaces of sufficient size and in the right locations to meet the educational needs of the affected populations? Are the physical environments of schools/learning spaces safe and are they conducive to and culturally appropriate for learning? Does the learning environment offer basic services and facilities?
Teaching and Learning	What teaching and learning materials are available? What is being taught? And does the learning content address boys' and girls' protection and safety needs? Has the curriculum/learning content been reviewed to ensure it's appropriate to the needs of all learners in the post-crisis context? Is training available for teachers/instructors that responds to learners' education, protection and psychosocial needs in the emergency? How much time do students spend learning? Is instruction participatory and inclusive? How is student learning being assessed, validated and locally certified?
Teachers and other education personnel	Who is available to teach children and young people? Are there enough male/female teachers? What are the working conditions for teachers and other education personnel? Are school/learning space management systems in place and functioning? How are teachers supervised and supported? Are people available to serve as school principals, supervisors, trainers or education officials?
Education policy	What international agreements or conventions related to education have been signed or ratified by the affected country? Does the government have emergency preparedness plans or special policies in place to respond to and provide education in emergencies? Are there policies in place or is there flexibility to alter regulations to promote access to quality education among the crisis-affected groups?

⁴ It will be relevant to make comparisons between the situation before and after the crisis for almost all the assessment questions and indicators, even if not always explicitly mentioned.

Domain	Information requirements
Community participation	What community-based efforts already under way can be built upon during the education emergency response? How are the affected communities – parents, children and young people, and others – engaged in supporting schools/learning spaces? What resources are available to support participation and learning and how can additional resources be mobilised?
Coordination	Are there organised and functioning education coordination mechanisms at national and district levels? What government, humanitarian actors and local groups are working on education in the affected locations?
Key thematic issues	
Gender	How does access to school or learning spaces differ for boys and girls? What is being done, or what can be done, by schools/learning space and communities to promote equal access? Are the facilities essential for children's attendance available? Are gender-related concerns addressed in the learning setting, in textbooks, in teacher behaviour towards male and female learners and in other ways? Are learning environments secure and do they promote the protection and mental and emotional wellbeing of both male and female learners and education personnel?
Psychosocial	What has changed in the emotional, social and cognitive needs of the learners and education personnel as a result of the emergency?
Early childhood development	What learning and development opportunities are offered for children 0–8 years? Are young children participating in early childhood development projects? What are the main reasons for non-participation? What is the level of parents' involvement in young children's development?
Youth	What learning or other activities are youth involved in? Do youth in the community work? What are the particular educational qualifications that markets and employers require of young people?
Inclusive education	What are the barriers to education, who experiences them and how can they be minimised?
Rights	Is the right to education and non-discrimination for all being upheld and monitored in the affected country/areas? Is the education provided respectful of children and young people's rights?
HIV and AIDS	Does the curriculum or educational material include content on HIV prevention and AIDS for learners? Are education providers aware of the learning and support needs of children and young people affected by or vulnerable to HIV and AIDS?

Domain	Information requirements
Conflict mitigation	Did pre-conflict education have features that may have contributed to conflict? How can education in emergencies be conflict sensitive and contribute to peace-building? How can we raise planners' and educators' consciousness of their possible contribution to conflict mitigation?
Disaster risk reduction	Are disaster risk-reduction skills and knowledge being learned? What measures have been taken and are still needed to reduce the risk of future harm?
Inter-cluster links	
Protection	Are affected communities actively participating in providing help to learners? Who are the most vulnerable learners and what are their needs? Are learning environments protective and do teachers, education personnel and learners feel secure? What are the major risks faced by children, young people and education personnel in, and while travelling to and from, learning spaces? What social support is available in schools/learning spaces or school community?
Water, sanitation, hygiene (WASH)	Are sufficient water and sanitation facilities available and being used in the learning spaces/schools? How is hygiene promoted in learning spaces/schools?
Health	Do learning spaces/schools offer learners and education personnel confidential referrals to, and awareness or training on, health, psychosocial, HIV, hygiene or other health-related services? Do education personnel know what health, social and psychosocial services are available and where to refer learners and school staff who need them?
Nutrition	Is feeding in learning spaces/schools needed? Is supplementary feeding or school feeding provided for learners? If feeding in learning spaces/schools is needed, what type of fuel will be used in the preparation of the food?
Emergency shelter	What materials, supplies and infrastructure are needed to rebuild learning spaces/schools and to 'build back better'? If learning is taking place in a temporary structure, can it be easily, quickly and safely dismantled and re-erected if relocation is needed? Is the temporary structure adaptable to relevant climatic conditions? Are learning centres/schools built using sustainable construction techniques and sustainable materials that don't cause a strain on local resources?
Camp coordination and camp management	What learning spaces/schools are in the camps for children and youth? Where are spaces/schools located within the camps? Who manages them and what is the system of coordination?

Domain	Information requirements
Early recovery	What is the overall impact of the emergency on the education sector? What is the human/material capacity to provide education to the affected population? What early decisions will have long-term consequences?

Criteria for determining what information to collect

Too often, rapid assessments collect information that is readily available from other sources, has limited relevance in the emergency context, or cannot be acted upon. Information collected in a joint education needs assessment should satisfy the following criteria:

1. It must be **relevant for decision-making and other purposes of Education Clusters and Education Cluster Coordinators** for the phase of the emergency in which it's collected, as follows:
 - in the first 72 hours: initial assessments resulting in preliminary scenario definition
 - in the first four weeks: rapid education needs assessments
 - after the first month: comprehensive education needs assessments.
2. It should **be informed by standard measurements** used by government and humanitarian assistance agencies, where such standards exist. To facilitate a comparative analysis, the content of questions and indicators should be based on core areas of inquiry and questions that have been used before and in other countries – for example, indicators that have been extensively tested and used in demographic and health surveys and UNICEF Multi-Indicator Cluster Surveys (MICSs). See box below for more details on aligning joint education needs assessment with government Education Management Information Systems (EMISs).
3. It **should not duplicate** information that has or will be collected by other clusters or actors. Coordination with other clusters is essential to avoid duplication of needs assessment efforts.
4. It must be collectable by a **non-specialist**. That is, it should not include technical questions that can't be easily asked or understood by someone who is not an education specialist. This is especially important for rapid education needs assessments, in which it may not be possible to spend a long time training data collectors or data analysts.
5. It must be **fast to collect**. Each question in a needs assessment has implications for time, money and staff. In insecure environments, every additional minute spent in questioning can increase the risk to both assessors and the respondents.
6. It should be able to be collected and reported at the levels of **community/sites or schools/learning spaces**. Individual-level information should be kept to a minimum. (That is, data can be collected from and about individuals, eg, teachers, but the unit of analysis and reporting should be at the school/learning space, community/site or 'higher' levels.)
7. It must be **easily compiled** into summary findings, either qualitative or quantitative. (This entails using closed-ended questions or defined-response categories wherever possible.)

Aligning joint education needs assessments with education information management systems

When determining the information to include in a needs assessment, look at the Ministry of Education's Education Management Information System (EMIS) and other education statistics. Start with reviewing the assessment questions and indicators that the government tracks. Look for synergies where the needs assessment can supplement the government system; government data needs will be longer term, while the Education Cluster assessment can measure the impact of the emergency and assist in prioritising needs. In addition, the data collection methods, data analysis and management software should be compatible with existing systems. Where EMISs are weak or insufficient, use the needs assessment as an opportunity to strengthen the EMIS to meet the immediate and longer-term information needs of the education system overall.

Identify what information already exists

A first step in defining the information requirements for a joint education needs assessment is to find out if any of the information needed has already been collected. Often, relevant information is available from existing sources such as government records and needs assessments carried out by other agencies or clusters. You should quickly review and access these secondary data sources to avoid duplication and to maximise the use of information. Compiling secondary information will make it clearer what type of new or primary data needs to be collected through your joint education needs assessment.

For the purposes of education in emergencies, two types of secondary data are important for needs assessments:

- **Pre-crisis secondary data.** This is information about the situation prior to the crisis or emergency. It includes basics on education in the country, which can be helpful in understanding the critical issues that already existed, such as:
 - population and demographic data, including school-age populations by age group
 - basic features of the education system, including key statistics, policies and cultural practices affecting learning
 - risk mapping, to determine the locations and populations that are most vulnerable to crises.

The main sources for pre-crisis secondary data on education are the national government's EMIS, the national statistical bureaus, national and regional academic institutions and national, regional or global databases (such as DevInfo). Some of this information can be accessed online or by phone or email. Ideally, this information will already have been collected through emergency preparedness efforts before the crisis.

- **In-crisis secondary data.** This is collected after the onset of the crisis/emergency. It's essential to determine the most affected regions, populations and vulnerable groups and then choose sites for the assessment. Key in-crisis secondary data includes:
 - affected population and locations, including the total number and percentage of school-age children and schools/learning spaces affected
 - logistical, security and access considerations, including road conditions to and in the affected area, presence of continued fighting or other risks, landmines, banditry, blockades, rioting and likely evolution of the emergency, eg, potential for recurrence of natural disasters or conflicts.

Such information is critical in emergencies and in volatile security contexts that can rapidly impact access and endanger staff, thereby putting an assessment exercise at risk.

Key sources of in-crisis secondary data on education will include:

- the Ministry of Education

- UN agencies (including the Office for the Coordination of Humanitarian Affairs (OCHA) and/or the humanitarian information centre)
- initial emergency assessments done by other clusters
- international and local NGOs with personnel on the ground in the affected areas.

To enable secondary data to be synthesised with and compared to the primary data collected, it should be compiled for the same populations and/or geographic units – for example, for each affected district.

SECTION 3: APPROACHES TO JOINT EDUCATION NEEDS ASSESSMENT

Once you have identified the priority objectives and information needs for your needs assessment, you need to determine:

- where and from whom information should be collected
- how this information should be obtained.

This section provides guidance to help you select the most appropriate sampling approaches and data collection methods, sites, sources and tools.

Select sites for data collection

In a large-scale emergency it is not usually possible to visit all of the affected areas. A sample of locations, schools, individuals or other units should be selected from the total affected area or population. The sample should represent the larger population and reduce the time and cost of data collection. The main types of sampling used in joint education needs assessments in emergencies are outlined in the table below.

Sampling options⁵

Type of sampling	Description
Representative/probability sampling	• Based on the principle that any location or informant has an equal chance of being selected relative to any other location or informant • Generally viewed as the most representative and rigorous type of sampling • Allows results from the sample to be extrapolated to the wider project area • Can be used in humanitarian contexts when lists of targeted households, schools, etc are available and all selected locations are accessible • Can be expensive and time consuming to implement and requires special training for correct use • Can miss key informants, ie, individuals who have particular knowledge about an area or issue
Purposive sampling (non-probability)	• Uses the judgement of community representatives, project staff or assessors to select representative locations and/or informants • Moderately rigorous if conducted well and clear criteria for sampling are followed • Useful with reliable information about population locations and numbers is not available • Generalisations are biased
Convenience sampling (non-probability)	• Easily accessible locations or informants are sampled • The least rigorous sampling option and unlikely to be representative, therefore not recommended

⁵ Adapted from *Participatory Impact Assessment: A guide for practitioners*, Tufts University, Feinstein International Center, 2008. <http://www.scribd.com/doc/7577284/Participatory-Impact-Assessment-A-Guide-for-Practitioners>

When using purposive sampling, it's important to prioritise and select sites that will provide an understanding of the situation in the affected area as a whole. The criteria for selecting sites will depend largely on the context of the emergency.

- **When time and resources are very limited**, use the following criteria to prioritise locations:
 - **Urgent need**. Prioritise sites where secondary sources of information indicate the humanitarian situation is the most serious.
 - **Accessibility**. Where overall needs are urgent, widespread and unmet, it's justifiable to focus on accessible areas.
 - **Gaps in existing knowledge**. Cover locations about which little is known or where key information is lacking, especially where no relief agencies are working yet.
- **When more time and resources are available**, use criteria that will capture both the general educational environment and the effects of the emergency across locations and populations. Select sites that represent:
 - **important differences between locations**, eg, urban/rural areas, type of livelihood activities, ethnic/language/religious groups and residential status (ie, refugees, internally displaced persons, immigrants)
 - **worst- / best-case scenarios**, ie, sites that are 'of concern' (eg, heavily affected, according to initial reports) as well as those that are more 'typical of the situation' (eg, moderately affected).

In purposive sampling, you can adjust site selection during the assessment. For example, if it becomes clear during data collection that you've overlooked certain important areas, these can be added. In all cases, it's essential to document in the assessment report which sites have been visited and which have not, the reasons for the choice of sites selected. This information is needed to help clarify to what extent the data collected reflects the overall situation.

Decide on primary data collection methods

There are four main data collection methods recommended for use during joint education needs assessments:

- **Key informant interviews:** Key informant interviews should be conducted to get an overview of the situation of education within an entire community, area or site (eg, camp). Key informants will include people from the following groups: 1) community leaders, including traditional and religious leaders; 2) local women's groups as well as youth groups and representatives of the poorest and most disadvantaged people in the area, including disabled people; 3) local authorities and education officials; and 4) representatives from active organisations in the area.
- **Surveys:** Use standardised questionnaires to gather information on a sample of schools affected by the emergency/crisis. Possible respondents to interview during school surveys include school administrators, (head) teachers and other knowledgeable education personnel.
- **Focus group discussions:** Focus group discussions give you a more in-depth understanding of the educational environment and verification of findings from key informant interviews. Key people to reach through focus group discussions include teachers, members of the Parent Teacher Association and/or School Management Committee, parents/community members, women's groups and children and young people, both in and out of school.
- **Direct observation:** Observation of the affected schools and sites should be conducted alongside other data collection methods. You should observe and document the conditions of school environments (such as infrastructure, classrooms and learning materials) and the safety of school

sites. Where schools are functioning, assessment teams should also spend time in the classrooms informally observing the conditions and general situation for teaching and learning.

Your choice of primary data collection methods should be based on the type of assessment (rapid versus comprehensive) and the contextual factors within each emergency, such as security, access and the availability of time and resources. In all cases, you should aim to achieve the greatest possible methodological rigour given the limitations and constraints you are facing in a given context. This means using the sampling and data collection methods that produce the most reliable, representative and least-biased information.

The table below outlines a few common emergency scenarios and the suggested sampling and data collection methods to use in each.

Choice of data collection and sampling methods in different scenarios

Scenario		Suggested methodologies	
Type of assessment	Possible conditions	Sampling approach	Data collection methods
Rapid joint education needs assessment	- Little time (within first few weeks of a sudden-onset emergency) - Limited accessibility - Unstable situation	Purposive sampling: Select respondents and sites based on defined criteria (see below under 'select respondents for data collection' for more guidance)	- Key informant interviews - Rapid observations through site visits - Limited focus group discussions
Comprehensive joint education needs assessment	- Fewer time constraints (within first 1–2 months of an emergency, or later as appropriate) - Moderate accessibility - Some stability	Representative sampling: Choose sites and respondents so that findings can be generalised to the broader population	- Surveys (of schools/ learning spaces) - Key informant interviews - Observations - Focus group discussions

Purposive sampling will most often be used to select the sites and sources for data collection in rapid joint education needs assessments. For comprehensive joint education needs assessments, more representative sampling will be employed to generate more statistically representative data.

The data collection tools provided in this toolkit are organised by both method and respondent group, as shown in the table below.

Summary of data collection methods, sources and corresponding tools

Main data collection methods	Main respondent groups	Data collection tools provided
Key informant interviews	District education officials, local authorities, local leaders and/or representatives from organisations active in the area including women's and youth groups	Key informant community Assessment form
Survey	Schools / learning spaces by interviewing school administrators, (head) teachers	School questionnaire

	and other education personnel	
Focus group discussions	Teachers (male and female) Parents/community members/women and youth groups Children and youth (male, female, in and out of school, all age groups, disabled children)	Focus group discussion checklist: for teachers Focus group discussion checklist: for parents/community members Focus group discussion checklist: for children and youth
Observation	School/learning space facilities School teachers and classrooms in formal and non-formal schools	Observation checklist Classroom observation form

When prioritising data collection methods to use, we suggest you start with key informant interviews followed by observation, then focus group discussions and, finally, sample surveys of schools/learning spaces. When prioritising respondent groups, start with informants who can provide reliable information for multiple schools, sites or areas, for example district officials and local leaders. After that, conduct surveys and focus group discussions with informants at school level, eg, teachers, parents and children and youth.

Select respondents for data collection

Because convenience or purposive sampling carries an inherent risk of bias, which can reduce the reliability of the assessment findings, take care when selecting respondents to make sure the information gathered is representative of the population or situation as a whole.

 The following are some ways to deal with bias when selecting respondents:

- Remember that communities are not homogeneous. Gather and weigh information from local sources that represent different interest groups, including marginalised groups. For example, select informants from both host and displaced populations, where present.
- Define the different characteristics of people to consult (eg, those most affected by the crisis, women, minority ethnic groups, etc). When conducting key informant interviews and focus group discussions, check who is present against this criteria. Note down any groups that are not represented.
- Wherever possible consult directly with affected populations, including women, children and young people. The poorest and most socially excluded people in the affected community are likely to be worst hit by the crisis and to be furthest from realising their rights to education. Do not rely only on information from the 'official' sources and those in power, who don't always represent their communities, especially excluded groups.

The most reliable way to deal with bias is to triangulate the data collected across methods and across different sources. This means cross-checking data from different informants and groups and the team's own observations. For example, assessment teams should discuss the data gathered and reconcile (or at

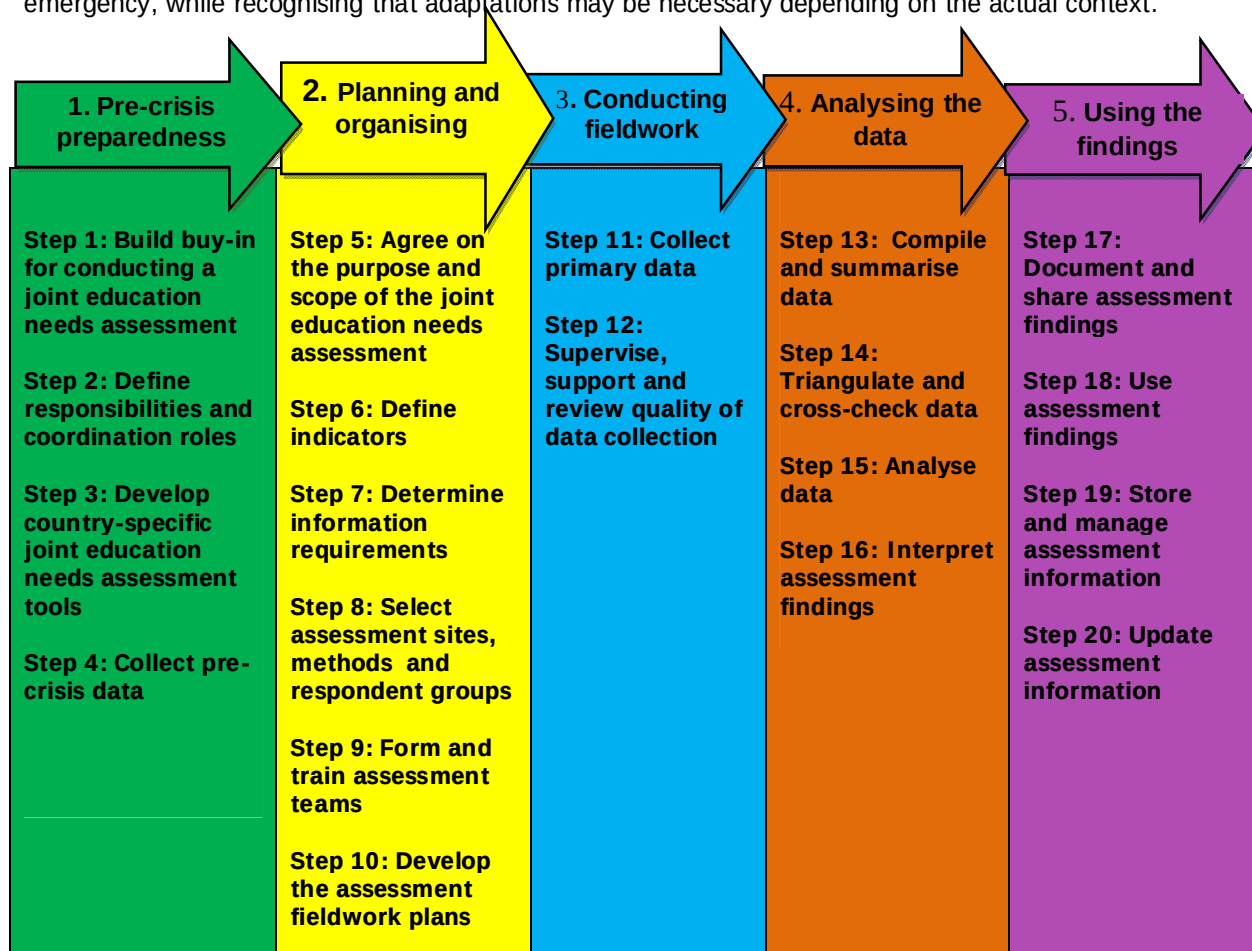
least highlight) any inconsistencies between the data collected by different team members or using different methods.

How many locations and respondents should be included in the assessment?⁶

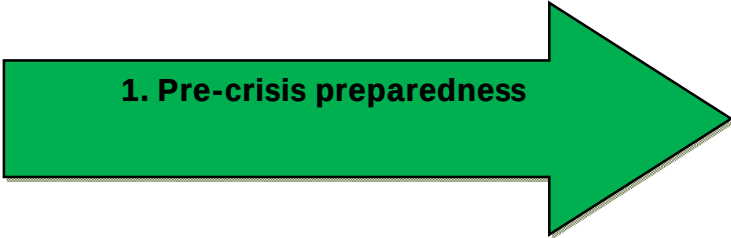
Setting the sample size for purposive sampling will depend on the time and resources available, how similar the population groups and learning spaces are to each other across the affected locations, and the levels of disaggregation to be included. For example, if the intention of the assessment is to understand the situation for all levels of schooling (preschool, primary, secondary and non-formal), a large sample will be needed, perhaps ten schools/learning spaces of each type for a total sample of 40.

Section 4: Planning and implementing joint education needs assessments

This section provides guidance on how to plan and implement a joint education needs assessment in an emergency context. It describes, step by step, the activities you need to carry out when dealing with an emergency, while recognising that adaptations may be necessary depending on the actual context.



⁶ Adapted from WFP, *Emergency Food Security Assessment (EFSA) Handbook*, 2nd edition, 2009



1. Pre-crisis preparedness

Step 1: Build buy-in for conducting a joint education needs assessment

The Education Cluster, or education sector working group where there is no Education Cluster, is responsible for getting agreement among country-level education actors on the need for a joint needs assessment in the event of a crisis. This can be initiated, for example, during a regular Education Cluster meeting by inviting someone from another cluster or OCHA who has experience of joint needs assessments to talk about their value and their experiences. Institutional backing from various levels is also often required for in-country education actors to fully support joint education needs assessments.

Step 2: Define responsibilities and coordination roles

Overall responsibility for leadership in planning and implementing a joint education needs assessment would lie with the Education Cluster co-leads, as identified in-country. Globally, UNICEF and Save the Children fill these roles. However, at country level, other agencies may represent the Education Cluster in one of these roles. The agencies that fill these roles would lead and take responsibility for the timely and effective planning and implementation of the joint education needs assessment.

It has been shown that in order to gain inter-agency buy-in, the assessment should not be linked to any one agency. Rather, it should be led by a dedicated assessment management/coordination team. This coordination team is likely to be a smaller group from within the Education Cluster. For the sake of efficiency, it's often agreed that this team be comprised of a selected group of education actors. The agencies represented on the assessment team should be determined by criteria such as:

- agency's time in the country: a long-term presence might help with established relationships that could be utilised for the assessment
- agency's scope of work: for example, the agency addresses psychosocial support concerns in its education programmes or it focuses on teacher training. The focus should concern an emergency-related issue
- agencies that are well placed and active where the assessment is planned and that can support logistics and positive working relations with national government, district education officers and the local population
- agency's expertise in providing good overall support to education sector actors (including government actors) operating in this particular site.

The Education Cluster coordinator should lead the joint education needs assessment coordination team, with close support from an information management focal point (or person with experience in information management, assessment and/or monitoring and evaluation). At times, it may be necessary to employ an external consultant to lead the assessment team, particularly in the event of a large-scale emergency that requires a rapid assessment. This consultant should be experienced in needs assessment and education in emergencies.

The joint education needs assessment coordination team should be responsible for:

- ensuring buy-in and participation of relevant actors in the assessment
- coordinating administrative and logistic arrangements

- linking the joint education needs assessment with other assessment processes being carried out by OCHA and other clusters or sectors
- overseeing the production of assessment reports and widely communicating the findings.

A smaller, technical committee can be formed within the coordination team and can take on the more applied roles of:

- defining the assessment content and methodology and developing or adapting the data collection tools
- selecting and training field assessment team leaders and team members
- supervising fieldwork, including providing regular technical and logistical support to team leaders
- collecting, compiling and analysing data and preparing assessment reports.

Wherever feasible, a joint education needs assessment should be carried out with national government partners (eg, Ministry of Education). The coordination of assessments is generally the responsibility of the government; ensuring their active involvement is critical to securing their support for relief and reconstruction efforts. Rapid assessment is often the first emergency response task that draws together government, the international humanitarian community and national NGOs for information exchange and coordination.

National or provincial government agencies often take the lead on conducting emergency needs assessments if they have the capacity and resources to do so.⁷ In such cases, the Education Cluster should strive to be involved in defining the education-related assessment questions. It should also provide a platform to disseminate and use the data from government-led assessments to ensure there is a coordinated response. Often, Education Clusters find it necessary to conduct their own assessments to verify the accuracy of government needs assessments, for example by sampling a small number of sites or schools.

Step 3: Develop country-specific joint education needs assessment tools⁸

You can select and adapt the data collection tools so that will be relevant to use in the specific context of your assessment. Where possible, a country-specific joint education needs assessment tool should be produced as a preparedness measure so that an appropriate tool is ready to be used immediately in the event of a crisis. The country-specific tool(s) should draw from the sample tools provided in this toolkit and from any valuable existing assessment or monitoring and evaluation tools in use by education actors in the country.

When preparing a country-specific joint education needs assessment tool, you should seek technical input from all Education Cluster members and other relevant stakeholders. The final design should be agreed by all and approved by country-level cluster lead agencies. In some contexts, Education Clusters have developed rapid assessment tools that are part of inter-cluster/multi-sector rapid needs assessments. This can be an effective way of ensuring that education questions are included in a rapid needs assessment following a sudden-onset emergency, even if representatives of the Education Cluster are not able to take part in the assessment directly.

❖ See Tools 2 to 6 for templates of tools that can be adapted to specific contexts.

⁷ For example, following the Yogyakarta earthquake in Indonesia in 2006

⁸ Adapted from *Initial Rapid Assessment (IRA) Guidance Note*, 2009

Case study: preparedness for multi-sectoral joint needs assessment in Indonesia

Background

Indonesia's Education Cluster is co-led by UNICEF and Save the Children, with a wide and active membership drawn from a range of national and international NGOs, UN agencies and government ministries. The Education Cluster was first activated in Indonesia after the Yogyakarta earthquake in 2006. Given the high risk Indonesia faces from a range of natural disasters, as well as pandemics, the Education Cluster there continues to function in the preparedness phase at national level.

Key preparedness steps

Since the Yogyakarta earthquake and, in part, as a response to lessons learned there and during the Tsunami response, OCHA has led the development of a multi-sector joint rapid needs assessment tool⁹ that forms part of the Indonesia Inter-Agency Contingency Plan. These developments are major achievements of the cluster system in Indonesia and are examples of good practice for other Education Clusters to follow in their preparedness efforts for joint rapid needs assessments.

The Indonesia multi-sector joint rapid needs assessment tool aims to:

- ensure that adequate arrangements for needs assessment are made in anticipation of a crisis – across UN, NGO and government agencies
- reduce duplication of needs assessments by capturing key minimum data requirements for all clusters based on an agreed set of indicators
- provide accurate and timely information on the needs of the affected population within the first 72 hours or an emergency or disaster.

The process of developing and agreeing on the joint needs assessment tool involved building on the needs assessment tool developed by the Emergency Capacity Building Project,¹⁰ which was shared with individual clusters and line ministries for input and refinement. Emphasis was on minimising the number of questions for each cluster, with the understanding that later needs assessments would be conducted to collect more sector-specific data. The tool was piloted following the earthquake that struck West Papua in January 2009; the tool was reported to be effective for use in collecting relevant timely data.

Step 4: Collect pre-crisis secondary data

Prior to the onset of an emergency, the Education Cluster/Working Group in any given country should be actively involved in collecting pre-crisis information. This pre-crisis baseline data provides a measure of the conditions to be restored. Types of pre-crisis information to compile can include demographic and population data, basic features and indicators of the education system, and institutional capacities for education in the country. The pre-crisis data should come from secondary sources and be collected as part of emergency preparedness and response. This data should be stored in a database and be available prior to a crisis occurring. It should be used for analysing the findings of rapid joint education needs assessments and updated during any subsequent assessments.

- ❖ See Tool 1 for a list of recommended sources and questions for obtaining secondary data.

2. Planning and organising

⁹ To access the tool, go to: <http://ochaonline.un.org/OchaLinkClick.aspx?link=ocha&docId=1109231>, then open the file titled 'Annex IV. Joint Rapid Assessment Form Eng- 12Nov08_V1'

¹⁰ For details, see: <http://www.ecbproject.org/sharedtools.htm>

One of the first steps following the onset of an emergency will be to hold an emergency Education Cluster/Working Group meeting for all education actors (UN agencies, government authorities, civil society groups, international and local NGOs, other education actors). You can use this meeting to undertake a number of the steps involved in planning a rapid or comprehensive joint education needs assessment. For example, for a rapid joint education needs assessment, you will need to decide in the first meeting what questions should be asked and how, where, by whom and to whom the questions should be asked, as well as how the data collected will be used.

While much of this guidance focuses on the technical components of a joint education needs assessment, there are a number of operational issues that also need to be discussed and agreed early on in the process.

❖ [See Tool 7 for a list of operational considerations](#)

Step 5: Agree on the purpose and scope of the joint education needs assessment

At the outset of an emergency, the needs assessment team and the Education Cluster members should establish specific objectives of the joint education needs assessment and reach a shared understanding of the scope and scale of the activity. They must determine the sampling and data collection methods and agree on the purposes for which the data and information collected will be used.

When planning a rapid joint education needs assessment, find out whether multi-sector needs assessments are planned or being conducted and, if so, how education questions could be included or education staff join those efforts. For this purpose, Education Cluster lead agencies should quickly consult the humanitarian community where cluster leads report to the humanitarian coordinator in-country and are informed of any overall humanitarian assessments taking place. Sometimes humanitarian information centres are established early on in a crisis and play an important role in the flow of information.

Step 6: Define indicators

Defining the indicators will provide a framework for the assessment and also for monitoring progress in the future. Core indicators for Education Clusters to include during rapid joint education or multi-cluster assessments in the early phases of an emergency were developed at global level after an extensive consultation process (see table below showing core needs assessment indicators). They form part of a comprehensive multi-cluster database of indicators created by the IASC Needs Assessment Task Force.

Review the indicators to determine which are most relevant to gather information about (from either primary or secondary sources) during your assessment. In all cases, the indicators should be adapted and supplemented with additional indicators as required to reflect the priority information needs in particular contexts.

For all the indicators you use, it's essential to compare them with pre-crisis data to determine the impact of the crisis on education. While each of the indicators is expressed in proportions/percentages, they should have clear numerical values behind them.

Education Cluster core needs assessment indicators

1. Percentage of school-age children and youth not currently attending school/learning space
2. Percentage of existing school buildings: a) usable and b) unusable
3. Percentage of schools/learning spaces with classes taking place in temporary facilities
4. Number of school days disrupted or lost as a result of the emergency
5. Percentage of schools/learning spaces with life skills-based education on crisis-related issues
6. Percentage of schools/learning spaces that lost learning materials as a result of the emergency
7. Percentage of teaching personnel unable to teach classes as a result of the emergency
8. Percentage of schools/learning spaces offering psychosocial support for: a) children and youth and b) teachers
9. Percentage of education authority officials not working as a result of the emergency
10. Percentage of government education offices/facilities: a) usable and b) unusable

The Education Cluster advocates for WASH and Nutrition Clusters to include the indicators below in their respective core lists. If WASH and Nutrition Clusters don't include these indicators, then the Education Cluster should do so as part of rapid assessments with more detailed technical follow-up by the appropriate clusters.

WASH

- % of schools/learning spaces with access to safe drinking water
- % of schools/learning spaces with latrines

Nutrition

- % of schools/learning spaces that provide meals or food for students/learners

As a starting point, the team should take stock of what information exists and what is already known about the situation. If secondary data for the affected areas has not already been collected, the Education Cluster members should appoint a focal person(s) to be responsible for compiling key pre-crisis and in-crisis data. Cluster members should contact local government education actors, education ministry focal persons for the emergency (if appointed) and the local district where the assessment is being planned to obtain any pre-existing assessment, EMIS or other education data that could help inform the assessment context. You should also contact international and national agencies working in the education sector and other clusters that might be conducting needs assessment in order to obtain information gathered from their initial assessment activities and any pre-crisis data/information they have on education in the affected areas.

In order that the team can determine existing educational gaps and their impact, all secondary data should be presented and discussed in the Education Cluster meeting. You can use the information needs matrix to decide on the education domains and questions to assess. For rapid joint education needs assessments, share the sample data collection tools with Education Cluster members to make decisions on inclusion, exclusion or substitution of certain questions.

Decision: Which domains and questions should be covered in the joint education needs assessment?

Step 8: Select assessment sites, methods and respondent groups

In order to make an informed decision on which site(s) to conduct a joint education needs assessment, it's essential that you have informal or formal discussions with other clusters/sectors and actors from the country's humanitarian community and the government. Quick consultations will help determine sites that are under/over-assessed and also provide information on security and access to sites. Education Cluster members must also agree on what sources or respondent groups would be most accessible and provide the most valid and unbiased information. The [Data Collection Modules](#) of this toolkit include recommended sources of information for investigating each education domain. For example, in the module on access and learning environment the recommended sources include parents, children, young people, community members, local education authorities and teachers.

Decisions: Which sites and how many need to be assessed? Who do we need to talk to, observe or discuss issues with during the assessment? How best can we obtain the required information from the sources identified?

Step 9: Form and train assessment teams

Field teams should be composed of two to four members responsible for collecting data and conducting preliminary analysis. Field teams should be led by an appointed team leader, responsible for facilitating and supervising the field team's work, managing logistics and security and providing a contact point for country-level colleagues, other field teams and local authorities. The team leader should also ensure that the data collected is complete, checked, compiled and promptly transmitted to coordination level. Team leaders must have leadership skills in addition to needs assessment experience and knowledge of education responses in emergency settings.

Field team members will be responsible for much of the data collection in the sites. Therefore, they should have experience with assessments, competency in the local language and general knowledge of the culture, traditions and practices in affected country and area. The composition of field teams should be balanced with regard to institutional representation (eg, UN, government, NGOs and national/international staff) and gender (female interviewers will have an easier time of getting accurate information from female respondents).

To prepare the assessment teams, brief training (eg, 2–3 days for a comprehensive joint education needs assessment) should be provided prior to the fieldwork. The training should cover Education Cluster role/goals, basic education rights and likely exclusion issues, informed consent, confidentiality and other ethical issues relating to assessments. Training should clarify the field procedures, logistical arrangements and schedule of activities.

Most of the training should be on the use of data collection tools, such as conducting focus groups with children and young people, and on interviewing techniques. Practising a few interviews through role plays will familiarise team members with the questions and clarify possible differences in understanding. As part of the training, the data collection tools can be tested to identify and correct any major concerns with translation (if done), terminology, approaches or errors.

Additional training to help the team leaders perform their roles as supervisors might include: how to select respondents on site, how to check the quality and completeness of the data collected and how to organise debriefing sessions for field team members.

Step 10: Develop the assessment fieldwork plans

Once the design of the assessment is agreed and the sites selected, the team should appoint specific lead agencies to coordinate activities in different locations. The agency at the site selected would lead the

logistics and support the assessment activity, with technical and administrative support from the co-lead agencies in-country.

For each site, the team leader should develop a fieldwork plan specifying:

- timetable of data collection activities: who will administer which tools, where, to whom, when (see box below for an example)
- roles of team members: who will administer the tools, who will translate, who will take notes and who will find and organise the informants or other actors involved in supporting the process
- debriefings: schedule of team meetings during assessment fieldwork
- reporting: frequency of interim reporting from field teams
- logistics: travel, meals and lodging
- budget and supplies needed.

Sample fieldwork activity schedule for a rapid joint education needs assessment¹¹

(Assumes one site with four team members represented by O, X, Y, Z)

Activities	0900	1000	1100	1200	1300	1400	1500
Introduction of team to authorities, clarify expectations, review programme	OX						
Introduction with translators if picked up locally	YZ						
Key informants interviews		OXYZ	OXYZ	OXYZ			
Quick team review				OXYZ			
School surveys					OX	OX	
Focus group discussions					YZ	YZ	
Team quick review							OXYZ
Feed back to community							OXYZ
Write-up and communication with other teams while in transit							

¹¹ Adapted from 'Multi-sectoral Rapid Assessment – rapid onset emergencies, the first 72 hours', draft, UNICEF, 2006, New York

3. Conducting **fieldwork**

Step 11: Collect primary data

The needs assessment team should work in pairs or groups to collect data. Critical considerations during the data collection phase include the following:

- **Informed consent:** Team members should provide respondents with full disclosure of what information is being gathered, its purpose and exactly how the information will be used. This is an essential ethical part of a needs assessment process. Furthermore, the assessment team must tell respondents that they can opt out of the activity.
- **Sensitivity:** During the needs assessment activity, it's important to be sensitive to gender issues and to understand and respect vulnerabilities and particular cultural practices. Reviewing questions and other data collection tools with community members in advance may help to overcome challenges you might meet while collecting primary data. Guidance and tools on collecting primary data in certain settings or at particular times after the emergency, or in relation to other support needs, can be used in training or referred to by the assessment team.
- **Consistency:** All field team members should use the agreed tools to collect and record data. To ensure consistency and comparability of the data collected by different teams, tools should not be applied differently or adapted after finalisation.
- **Openness:** Field team members should be prepared to have their assumptions about the situation challenged. They must be open and alert and try to identify the issues most important to the people affected by the crisis. Where the agreed-upon data collection tools don't capture these unexpected issues, information should be recorded in narrative form or notes.
- **Documentation:** Each assessment team member should have a blank sheet to accompany the assessment questions on which they can record observations, questions, reflections or clarifications needed. At the end of each day, a short debriefing session among the team members should help to troubleshoot any challenges and refocus the activity for the following day. Analysis and discussion may happen throughout the needs assessment activity and this should also be recorded for use at a later time.
- **Urgent action procedures:** During implementation of the joint education needs assessment, all team members should be aware of the procedures to be followed in an unexpected event. For example, immediately after an emergency the affected populations may be particularly vulnerable to certain questions that might spark a re-enactment of the emergency itself or cause particular distress to a respondent. Discuss an 'urgent action plan' in advance and set up a referral system to basic health or other necessary services to use immediately should such a reaction occur.

Step 12: Supervise, support and review quality of data collection

During data collection, the needs assessment team leader should supervise and support the work of the other team members in terms of logistics and technical issues. The team leader should oversee the fieldwork and ensure that all team members are selecting respondents and conducting interviews in a manner that reduces bias. A daily meeting to discuss the process and review the data collected is an important part of ensuring that quality data is being collected. The team leader is responsible for reviewing all completed data collection forms and working with team members to reconcile any inconsistencies or fill any major gaps in the findings.

4. Analysing the data

Why analyse needs assessment data?

Analysis and interpretation of the data collected ensures that response planning is based on the actual information generated by the assessment.

Analysis is the process whereby 'raw' data from different sources is translated into meaningful information that enables teams to answer the questions posed by the assessment. In the case of joint education needs assessments, the main questions to be answered so as to guide decisions on actions needed are:

- How has the emergency affected education for children, youth and families?
- How does the education situation now compare with education before the crisis?
- Which locations and population groups have been most severely affected?
- What are the existing resources and capacities of the education system and affected communities?
- What are the priority education concerns and gaps that require external assistance?

Who should analyse data?

Education Cluster member agencies should recommend a smaller group of key representatives to focus on and lead the data analysis. The group's composition should be similar to the technical committee that was involved in designing the needs assessment. The group should include the information management focal point for the Education Cluster, or someone with technical skills in assessment and data analysis who can manage the data analysis tasks. Education sector experts should also be included.

As far as possible, the team members or leaders responsible for data collection should also be involved in the analysis and interpretation of the assessment data. This inclusive approach will allow for cross-checking of perspectives, building consensus on the conclusions and greater understanding and ownership of the findings. Furthermore, involving a larger group will speed up the process of compilation and initial data analysis. These are all critical factors, given the inter-agency nature and time constraints faced by joint education needs assessments.

When to analyse data¹²

Most of the data will be analysed following the fieldwork, when all the data is available. However, interim analysis should also be undertaken throughout the needs assessment. The extent of this real-time analysis differs according to whether the data is quantitative or qualitative.

- Wherever possible, quantitative data should be sent in every day to allow the people responsible to start data cleaning, entry and preliminary analysis. This saves time at the end of the assessment and enables teams to make use of the analysis during their fieldwork. For example, if the preliminary analysis indicates that a particular group is excluded from educational opportunities, field teams might adjust their approach to probe this issue.
- Qualitative data should be analysed by field teams at the end of each day and/or upon completing data collection in a particular site. By comparing information and discussing inconsistencies and emergent findings, team members and supervisors can identify what modifications are needed to the data collection tools or methods.

¹² This section is adapted from WFP, *Emergency Food Security Assessment (EFSA) Handbook*, 2nd edition, 2009

How to analyse data

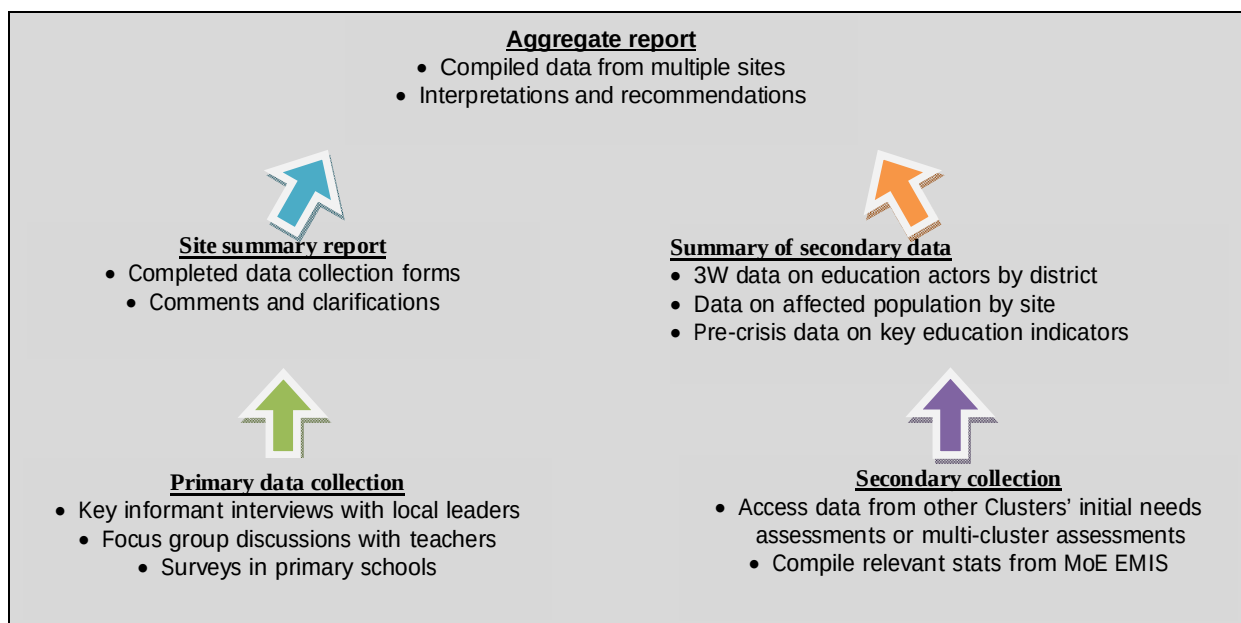
Data analysis involves verifying the information collected, compiling and summarising it, comparing it to other information and identifying key findings that require action. These steps are presented below in the order that they're usually undertaken, starting from the field level up to the overall coordination level. However, in practice, data analysis is an iterative process. Some of these steps happen at the same time and some steps are repeated as more information becomes available. This allows for revision and correction of previously reviewed information.

Step 13: Compile and summarise data

To facilitate the analysis of information collected from different sources and sites and with different tools, the data must be compiled into a manageable summarised form. Assessment data should be compiled at two main levels:

- **Within sites:** Review, triangulate and summarise the data collected from different sources. Use this data to decide the priorities for education support for each site. (See [Tool 8](#) for a sample site summary report form.)
- **Across sites:** Synthesise comparable data – both primary and secondary – from a number of assessed sites. This can be done at the level of the overall area affected by the emergency, or, where the scope of the crisis is very large, at an intermediate level, such as each district. Then use this data to decide which sites and responses should be priorities for intervention. This activity helps to define the 'scale' of the response, how many sites are covered overall and number of people helped.

Levels of data compilation



The formats for entering and summarising data will differ depending on the type of information collected:

- **For school questionnaires:** School questionnaires contain mainly closed-ended questions, geared towards producing quantitative data. As such, responses can be compiled using tally sheets and summary tables. These formats allow for rapid summarising of survey results to determine how many

people responded in a specific way to specific questions. Summarised quantitative data will mostly be in the form of total numbers and, where there are enough responses, percentages, as shown in the sample below.

Care should be taken with producing proportions and other statistics when a very small number of sites have been visited or respondents have been interviewed. As a rule of thumb, it makes little sense to produce percentages or averages with less than 30 sites/respondents. Instead, absolute figures should be reported, such as: out of the 20 schools visited, ten were using multiple shifts.

You can summarise survey data by hand using tally sheets and summary tables (ie, paper and pencil). However, we recommend using computer programmes such as MS Excel or MS Access for this purpose. These programmes don't analyse the data,¹³ but well-designed tables and databases can be used to organise data into a logical summarised form that can be easily understood and analysed. For example, databases can generate reports that show the relative severity of certain indicators across the different sites that were assessed.

- **For focus group discussions:** This tool includes open-ended questions that produce narrative responses – ie, qualitative data. Collation of this type of data can be done using qualitative analysis matrices. These formats are helpful for grouping findings into common themes, typically by topic and source, as shown in the sample below.

Sample qualitative data summary matrix

Topics / question	Source 1 (eg district education officers)	Source 2 (eg teachers)	Source 3 (eg children)	Observations and conclusions
Barriers to girls' access to education	Girls are needed in the home	Parents keep girls at home to watch siblings	Girls are not expected to go to school	A barrier to girls' access to education is grounded in cultural expectations of girls
Protection concerns	Girls are not safe walking to school	Girls alone outside the home are not safe	Girls are afraid outside the home	There seems to be consensus around problems of safety for girls

Once summarised, priority issues can be identified from qualitative information based on the responses expressed most frequently. For example, if 'safety concerns' was mentioned as a major reason for girls not attending school in the majority of focus groups that gives a strong indication that it should be a high priority for action.

Initially, the responses from focus group discussions are best compiled manually. This provides more opportunity for the people who collected the data to clarify and interpret the results, which wouldn't

¹³ Software packages such as EPI Info and SPSS perform data analysis functions, including cross-tabulations. However, they are more appropriate for large in-depth sample surveys and are not recommended for use for education in emergencies needs assessments.

happen if the completed forms are handed over to someone unfamiliar with the conditions in the field. Then, it's helpful to enter the summarised information and interpretations into electronic form in a manner that facilitates analysis and drawing of conclusions. MS Excel is best suited for this, as findings from different sites can be entered on different worksheets within the same file.

- **For key informant interviews:** Responses to the closed-ended questions in the key informant interview forms can be compiled in the same way as the data from the school questionnaires. Responses to any open-ended questions should follow the same process as that for focus group discussion narrative information.
- **Secondary data:** Compile relevant information obtained from needs assessments conducted by other clusters or sectors, pre-crisis data on the education situation in the affected areas and 3W (Who does What Where) data on the capacities of education actors.

Step 14: Triangulate and cross-check data

One effective way of determining which information is reliable is to triangulate, or compare, data collected from different sources and methods. Nearly all respondents provide information that is biased based on their particular experience, perspective or personal interests. For example, a community member may want to convince the interviewer that a certain area is more in need of assistance than another. The potential to get biased information is greater during emergency assessments, when time is limited and assessors must rely on a relatively small number of informants and site visits, which may not be representative of the population or situation as a whole. The resulting information is often inconsistent or even contradictory.

The different tools provided in this toolkit are designed to explore similar topics so that data can easily be triangulated. To do this, assessment teams should compare information to verify important findings and to identify and reconcile any significant inconsistencies across sources, methods or different team members:

- **Sources:** For example, compare the responses received during focus group discussions with teachers to responses to similar questions asked of children and youth. It's also helpful to compare the primary data against reliable sources of secondary data on the same topic. If information gathered from several respondents or sources is consistent, it can be considered reliable for those sites or population groups. Where the responses are contradictory, assessment teams should explore the issue further. If that's not possible, the team should discuss and make a judgement based on how informed and credible the respondents are.
- **Methods:** For example, a school principal may have reported that all the classroom blocks were totally destroyed, but the interviewer saw several classes in usable condition. In this case the interviewer's observation should be used as it's based on the more reliable method of firsthand observation by an external assessor.
- **Assessment team members:** Respondents will often provide different answers according to the sex, ethnicity, age or other characteristics of the person who is interviewing them. For example, people often tell interviewers what they think they want to hear. For this reason, field team members should meet daily and at the end of each site visit to compare the information collected and discuss and reconcile any major differences.

In practice, much data triangulation happens simultaneously while data is being compiled. For example, compiling narrative responses from focus group discussions will show up major inconsistencies between different sources.

Triangulation during rapid joint education needs assessments

Triangulation during rapid joint education needs assessments depends on the sources and methods used and the time available. For example, where there is only one assessment team member per site, responses might be triangulated at national level across all sites by looking at completed forms for consistent/inconsistent data. Alternatively, assessors might present and discuss findings with members of other clusters who assessed the same sites, eg, during multi-sectoral coordination meetings or through one-on-one discussions. This type of comparison of primary data with secondary data is a critical method of triangulation during rapid joint education needs assessments.

Step 15: Analyse data

In order for Education Clusters to plan, coordinate and conduct advocacy for an education response, three basic types of analysis of the needs assessment data are required, as shown below.

Type of analysis	Objectives
Needs analysis	Determine what impact the emergency has had on education and which locations and population groups have been most severely affected
Capacity analysis	Determine what resources and capacities key education stakeholders have with which to fulfil the identified needs
Gap analysis	Determine the gaps in geographic coverage and the priority education interventions that require external assistance

Step 15.1 – Needs analysis

Needs analysis brings together the bulk of data collected from primary sources and is thus the most detailed and involved of the three types of analysis. To conduct a needs analysis, assessment teams should synthesise and compare the summarised assessment data to answer the following key questions:

How has the emergency affected education?

To determine this:

- First compare in-crisis data with any comparable pre-crisis data to distinguish the effects of the emergency from pre-existing conditions. (Note: For needs assessments conducted during chronic crises, making this distinction may not be possible or relevant.)

Sample format for comparing pre- and in-crisis data

Indicator/ information	Pre-crisis (in District X)	In-crisis (in District X)	Change and conclusions
Teacher to pupil ratio (primary school)	1:50	1:80	Rise in ratio caused by displaced populations that have come into area
Primary school attendance rate (Male/Female)	M: 93% F: 88%	M: 75% (est) F: 50% (est)	Overall decline; girls more affected due to fears for their security

- Review the synthesised assessment findings to determine which education domains, issues and/or indicators have been most negatively affected and are therefore the highest priority for an education response. The review can be based on a quantitative analysis and can include looking at:
 - indicators that show the greatest decline from pre-crisis levels
 - issues affecting the largest number of groups or sites.
- In addition, more qualitative criteria should be used to identify the critical impacts of the emergency on education. For example, it's important to give special weight or consideration to:
 - issues that are the most urgent in nature, eg, if children and young people are studying in structures that have been damaged by an earthquake, or if certain schools are being targeted by armed groups.
 - concerns expressed by children and young people, which often tend to get overshadowed by the perspectives and priorities of adults
 - indicators that have fallen below national or international standards for crisis situations. For instance, if certain ethnic groups of children and young people are being denied access to education, this would violate the INEE Minimum Standards for Education in Emergencies indicator that no individual be denied access to education because of discrimination.

Which locations and population groups have been most severely affected?

Review comparable data from the different sites assessed to determine this.

- **Where:** Indicate the relative severity of the impact on education across the different sites. We recommended using the standard 'traffic light' ranking system shown in the figure below, as the colour codes allow for quick interpretation of priorities.
- **Who:** Break down the impact of the emergency by the major population groups affected, including by sex, ethnicity, disability, livelihood strategies or other contextually relevant grouping. For example, does the data point to disproportionate effects on access to education for girls or for pastoralist groups?
- **How many:** Use primary and secondary data to estimate the total number of people affected by disruption of education, disaggregated by sex, age group and location wherever possible. Given that accurate population figures can be difficult to obtain and politically sensitive to report, it's best to base these on estimates from initial assessments from OCHA or other clusters.

Severity ranking criteria for analysis

Red	Severe situation: urgent intervention required
Orange	Situation of concern: surveillance required
Yellow	Lack of/unreliable data: further assessment required
Green	Relatively normal situation or local population able to cope; no further action required

Step 15.2 – Capacity analysis

A capacity analysis should be done to determine the existing resources and capacities of key education actors and other stakeholders that can be utilised to fulfil the needs identified through the assessment. This data helps Education Clusters to identify and address gaps and duplication in coverage among education actors. Capacity analysis should bring together three main types of information that reflect key sources of capacity for an education response:

- 1) **Humanitarian agencies:** Information on 'Who does What, Where, When' (universally referred to as the 4Ws) is typically gathered and maintained during the preparedness phase. In order for 4Ws data to be useful for determining coverage and identifying gaps, it must be up to date and reflect the capacities of all major education actors, not only agencies actively involved in the Education Cluster. For this reason, updated 4Ws data, including any additional detail needed for the affected sites, should be collected as part of any needs assessment following an emergency.
- 2) **Government:** The resources and capacities of national education authorities are rarely reflected in 4Ws databases, yet are critical to assess when planning an education response in an emergency. In principle, government actors should be an active part and participant within the Education Clusters at both national and district levels. Because this has been a challenge in some contexts, joint education needs assessments should explore how the capacities of the government education agency have been affected by the emergency, including for example:
 - human capacities: key officials/staff in place or appointed (eg, to replace those lost)
 - operational capacities: usable office space, essential communication infrastructure and transport facilities, essential school supplies
 - institutional capacities: functioning systems to pay teachers, or supervise school staff.
- 3) **Community:** Primary data collection should generate information on capacities and coping mechanisms within communities that can support education after the emergency. For example, are there functioning community education committees, or are families attempting to organise classes in their homes? Understanding this is an essential starting point for planning education responses that build on and strengthen community-based initiatives and capacities.

Assessment teams should look across these three levels of information in order to analyse capacity. They should also consider geographical and sectoral spread of capacity:

- **Geographically:** Where are education interventions in place or existing capacities to respond to education needs? Where are there none or few (under-served areas)? Where is there duplication or overlap in coverage that may require re-distributing efforts or resources?
- **Sectorally:** What technical capacities for education in emergencies are well covered by existing actors – eg, teacher training or child-centred spaces? Which are not?

Sample summary format for capacity mapping

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Location	Agencies present	Programmes (sub-sector)	Limitations
District Y	International NGO 1	Early childhood development Non-formal education	None; have capacity to expand
	NGO 1	School governance	Short staffed
	Government / Ministry of Education	School rehabilitation	Capacity already stretched
District Z	UN agency 1	Teacher training	None: have adequate capacity
	International NGO 2	Disaster risk reduction	Very limited capacity, no possibility of expanding
	Community-based organisation 1	Child-friendly learning spaces	Some capacity to expand, but need additional support

Step 15.3 – Gap Analysis

Assessment teams should bring together the findings from the needs analysis and capacity analysis to determine the priority groups, locations and types of education interventions that require external assistance.

A gap analysis should answer the following main questions:

- **What are the priority education concerns?** The needs analysis should have identified the main concerns, broken down by location and major population groups.
- **Is there a need for external assistance?** The capacity analysis should help to determine whether the education needs are, or can be, adequately covered by the government, other agencies and/or community-based efforts already in place, or whether additional assistance is required.
- **If assistance is needed, what type, where and for whom?** Compare the existing activities and capacities of education actors to the identified needs. Where major needs are not being or cannot be addressed by existing agencies or efforts, identify the gaps that require additional help or interventions.

Sample summary of gap analysis

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Locations / population groups	Major education needs	Agencies present and their capacity	Remaining gaps
Location / Group A	Safe spaces and age-appropriate activities for children under five years	Agency X establishing child-centered spaces in three out of seven communities	Planned activities will cover less than half of the affected young children
	Teacher training on provision of psychosocial support for learners	None	50+ teachers require immediate training and follow-up support
	Provision of teaching and learning materials for primary schools	Agency Y has funding to provide teaching kits to all primary schools in the district	Student materials (notebooks, pencils) and recreation supplies still required
Location / Group B			

Tips for rapid compilation and analysis of assessment data

During rapid education needs assessments, timeliness often counts more than completeness. Some ways to generate relevant information quickly are:

- **Use personal digital assistants or hand-held computers** so that field teams can record data electronically from multiple sites and quickly transmit it to a central location for analysis. For example, personal digital assistants were employed successfully in the Multi-cluster Rapid Assessment Mechanism in Pakistan in 2008, vastly increasing the speed of the analysis process.¹⁴
- **Limit qualitative information** by using closed-ended questions wherever possible. Where more qualitative inquiry is necessary, try to provide a limited set of possible responses. Such information can be compiled and analysed (including by databases) more quickly than narrative information.
- **Highlight limitations:** Greater speed during rapid needs assessments often comes at the expense of reliability and representativeness of the information. For example, there is less time and information to adequately triangulate findings. This is an acceptable trade-off, as long as the limitations of the assessment are made clear to decision-makers. A practical way to do this is to include rankings for the reliability of the information gained from different sources.

Step 16: Interpret assessment findings

Certain parts of data analysis can be done with computer programs. For example, the automated information management tools developed by the WASH Cluster can generate reports on needs and gaps for individual and multiple sites assessed.¹⁵ However, human expertise is always required to make sense

¹⁴ For details, see: <http://mcram.org/McRAMWorkshop.aspx>

¹⁵ See WASH Data Tool at: <http://groups.google.com/group/GlobalWASHIMTools?pli=1>

of the information and to identify significant findings and priority issues and determine their implications for action by the Education Cluster.

Interpretation of assessment findings should be done by people who are knowledgeable about the context of the emergency and experienced in the sector being assessed. Interpretation of data should take place both during data collection at individual sites and during the final analysis of the overall dataset. To make this possible, there should be space in all data collection and reporting formats for assessment team members to add comments or their interpretation of results.

Interpretation is mainly about bringing in information and knowledge that can't easily be captured in assessment forms to inform the findings. For example, team members can use their observations from site visits or contextual information to determine whether the primary data collected makes sense in light of what is known about the area. It's important to clarify in the assessment report what findings derive from facts and observations and which statements are judgements or interpretations of the analysts.

Generalising assessment findings

In most joint education needs assessments, reliable 'hard data' is difficult to obtain. Due to time limitations and population movements, random sampling is often not possible. Instead, purposive sampling is used to collect data from a range of sources and sites to provide the most representative picture of the situation possible.

When using purposive and qualitative methods, the question always arises of: **Can the assessment findings be generalised to make valid statements about the wider area or population?**

According to the WFP's EFSA Handbook (2009),¹⁶ "results of qualitative assessments are always generalised. The exercise would be of little use to programme planners if its conclusions were restricted to only those people with whom the team spoke. Important decisions are regularly made on the basis of qualitative and rapid assessments. It's necessary to judge the extent to which the sample is representative of the wider population. If discussions with residents and internally displaced persons indicate that the situation in other areas is broadly similar to that in the villages sampled, the conclusions of the assessment can be extended to the wider population with caution."

In your assessment report, it's essential that you clarify the methods used to collect, analyse and interpret data and state any known limitations to the reliability of the findings or their potential to be extrapolated to other sites and situations. For example, report the number of sites and sources and the criteria and methods used to select them. This is important for decisions-makers to be know when they're drawing conclusions from the assessment information.

What information is missing?

The data collected during joint education needs assessments is rarely complete or fully sufficient for making decisions on education response planning and coordination. As part of the data analysis, assessment teams should identify critical topics, questions, excluded or unreachable groups and/or locations that require additional data collection or more in-depth assessment.



5. Using the findings

Step 17: Document and share assessment findings

¹⁶ Can be accessed at: <http://www.wfp.org/content/emergency-food-security-assessment-handbook>

In order that your joint education needs assessment can have an influence on programming priorities and funding for education in emergencies, key findings must be documented in forms that can be easily understood and used by decision-makers and other audiences. One of the major shortcomings of joint needs assessments is that by the time findings are written up and shared, the situation has changed and the information is out of date. Also, a great deal of data is collected but often there is no useful format for how to present and communicate it. To help to resolve these problems, it's best to document and communicate key assessment findings as they become available. To ensure timely communication of assessment findings, we recommended you use the types of reports shown in the table below, produced at the appropriate time in the process.

Recommended joint education needs assessment reports¹⁷

Report	Timing	Purpose	Key content ¹⁸
Verbal field reports	Daily during fieldwork, or as important information comes to light	Enable communication between field and national teams to troubleshoot fieldwork and inform initial decisions	- Progress and constraints to fieldwork - Initial findings, including urgent actions required
Site summary reports	At the end of fieldwork at each site	Ensure sharing of assessment findings within the Education Cluster for real-time analysis, response to problems and to set priorities for each site	For each site assessed: - summarised data - priority needs - interpretation of findings - recommended responses
Executive brief/assessment summary report	For rapid joint education needs assessments, 2–3 days after data collection is complete For comprehensive joint education needs assessments, one week after data collection	Provide partners and donors with preliminary information needed to make initial decisions on programming, funding allocation and targeting (eg, as part of Flash Appeals)	2–3 pages on: - impact of the crisis on education - locations and groups most affected - priority responses
Full assessment report	For comprehensive joint education needs assessments, within four weeks after data analysis and recommendations are complete	Inform revised Flash Appeal, Consolidated Appeals Process (CAP) and Humanitarian Action Plan (HAP) for the country	Greater detail on the information in the executive brief, plus: - maps, tables and graphs - methodology, including limitations

❖ See Tool 8 for suggested formats for data compilation, analysis and reporting.

For all of the above types of reports, the following good practice should be followed (as referenced by the *Initial Rapid Assessment* and *Flash Appeal Guidelines*):¹⁹

¹⁷ Adapted from *Initial Rapid Assessment (IRA): Guidance Notes*, IASC, 2009

¹⁸ See Tool 8 for complete, sample outlines of the recommended assessment reports

¹⁹ *Flash Appeal Guidelines*, IASC CAP Sub-Working Group, October 2006

- **Keep the reports brief:** Be concise and keep the language simple so that your intended audiences (government officials, donors, UN agencies, NGOs, the media and other stakeholders) can read it and respond swiftly.
- **Ensure that the report is of a high quality:** Make sure that your report is clear, precise and concise; clearly describes methods; makes use of tables, charts (where reliable data can be presented) and maps; clearly states assumptions, uncertainties or potential biases; and provides clear conclusions and recommendations.
- **Ensure that recommendations are specific, justified and prioritised:** Your recommendations for responses (and any follow-up assessment) must be specific and clearly linked to the data and analyses presented. They should be prioritised and the report should show clearly how they fit into a coherent overall assistance strategy with other sectors.
- **Ensure that documents provide information on rights, equity and inclusion issues:** Reports and recommendations should always answer the questions, 'Who is worst affected and what are the barriers to their inclusion in education?' and 'Who was previously excluded from education and continues to be excluded?' If clear information is not yet available in answer to these questions, highlight that this is the case.

Needs assessment reports should be developed in soft-copy as well as hard-copy versions for individuals and institutions without access to functioning telecommunications technologies. Soft copies of needs assessment reports should be emailed to relevant government ministries, cluster members, OCHA and other relevant clusters and partners (if the size of the file allows), as well as uploaded to any web portal(s) being used by the Education Cluster. Hard copies should be made available for distribution to national government counterparts and humanitarian information centres, at Education Cluster meetings at country and field levels and in the respective offices of the information management focal point and Education Cluster coordinator.

Dissemination of written reports to humanitarian agencies, donors and other stakeholders is just one way to communicate assessment findings. To promote coordinated action among education actors and influence donor decisions, additional, you can use more active ways of communicating joint education needs assessment findings, eg, meetings and workshops or through the news media:

Meetings/workshops: Organise forums with key actors to present and discuss the assessment findings before finalising the report. These can take the form of a meeting of Education Cluster partners, a roundtable of representatives from all relevant clusters, a workshop with district education officials or a feedback session with members of the affected communities where the assessment took place. Such meetings can be an effective way to:

- clarify key assessment findings and any needed revisions
- build agreement on priority recommendations for inclusion in appeals
- identify actions required by agencies and other clusters to respond to the assessment findings
- define key points for advocacy regarding the education response
- determine which information and knowledge gaps to research through further assessments
- feed back assessment information to representatives of the affected communities.

News media: Donors are increasingly influenced by the media reports on humanitarian emergencies, especially in the initial stages when the situation is being closely followed. To tap the potential of media outlets, share key findings, once approved by the involved agencies, through press releases, websites, interviews and briefings. Consider the significance and contentiousness of the information, as well as ethical issues, when deciding whether to communicate assessment findings through the news media.

Step 18: Use assessment findings

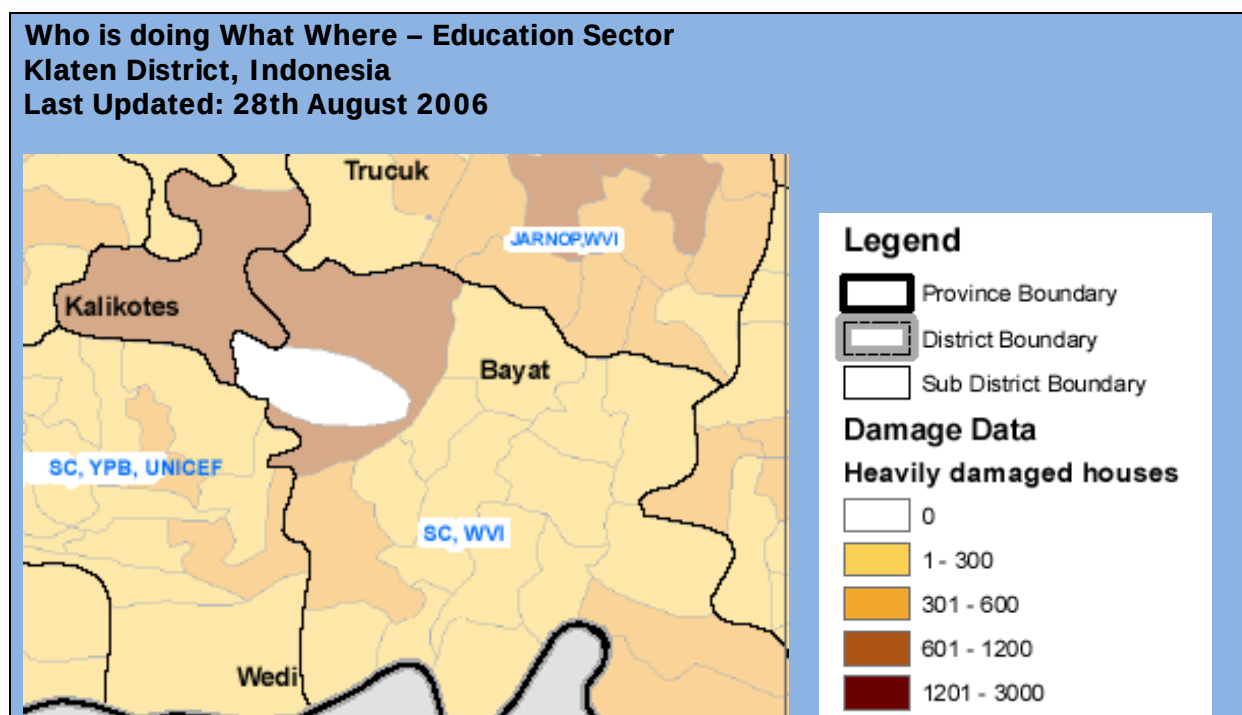
The main purpose of conducting a joint education needs assessment is to ensure that:

- coordination is improved among education in emergencies actors
- a quality education response is available to affected populations
- the most urgent education issues are highlighted.

The Education Cluster Coordinator is responsible for ensuring that assessment findings are used to inform joint decisions and action among Education Cluster partners and other relevant clusters and agencies. The primary uses of joint education needs assessment findings are for:

Coordination: Joint education needs assessments will identify the locations and populations most affected by the emergency and those most in need of (additional) assistance to support education. These findings should be used to coordinate the plans and efforts of education actors, other relevant clusters and agencies to improve coverage of the gaps identified. Visual presentations using maps are an effective way of conveying the findings of the gap analysis, as shown in the example below. Such maps can be automatically generated by OCHA's 3W database and similar databases, such as Emergency Info.

Sample presentation of gap analysis findings²⁰



In this example, Kalikotes District shows severe need based on the high number of damaged houses (and schools). However, no education actors (indicated in blue in the map) are present there. This would make Kalikotes District a priority gap to cover via the education response.

Response planning: The recommendations for priority interventions included in the needs assessment report provide the starting point for developing intervention plans and proposals. Flash Appeals and CAPs require summary response plans that specify programme objectives, strategies, location, duration, target groups and estimated costs. Often, additional information will be required to design more detailed

²⁰ Excerpt from UN OCHA Indonesia, 3W Maps, available at <http://ochaonline2.un.org/Default.aspx?tabid=4563>

education responses. This can be gained through more in-depth follow-up assessments, which will often be done by individual agencies in preparation for developing a full project proposal.

In addition to informing the plans and proposals for individual projects, needs assessment findings should be used to develop a coordinated programme framework across the different stages of relief and recovery. The Education Cluster provides an important platform for building agreement among key actors on what types of educational programmes and services need to be delivered during the early, medium- and longer-term recovery phases. The INEE Minimum Standards Toolkit contains tools and resources to guide education response planning.²¹ Also, the 'immediately, sooner, later matrix' provides some useful examples of programme strategies that may be appropriate for the different phases of an education in emergencies response.²²

Advocacy: The project proposals that follow joint education needs assessments will give an indication of the additional resources required for an effective education in emergencies response. Securing this funding often requires extensive advocacy targeted at key donors and humanitarian decision-makers, such as the resident/humanitarian coordinators. The findings of joint education needs assessments can be used effectively to support advocacy messages by providing convincing evidence on the critical education issues that require immediate investment.

Step 19: Store and manage assessment information

The country-level information management focal point for the Education Cluster is responsible for storing the data and information gathered through the needs assessments. The data should be stored in a way that allows Education Cluster members and other key actors to access them. Preferably, data should be housed in two main sites:

- **within an existing education management information system (EMIS)** or similar database within a government body such as the Ministry of Education. Every effort should be made to strengthen the capacity of national information systems, with a view to handing over data processing, storage and archival systems to local governments as soon as practicable.²³ This is important in order to ensure that the government or local authorities can take ownership of this process and use the information in the future
- **web portal:** data, information and documented knowledge should be collated and stored at an OCHA-established humanitarian information centre and on the web portal for the Education Cluster.

When storing assessment data, it's essential to ensure it is properly protected. Some ways of doing this include:

- recording information from group discussions without identifying individual participants
- ensuring all assessment team members, including drivers and translators, understand the critical importance of confidentiality
- ensuring all papers are stored in locked cabinets and that there is password protection for all computerised documents
- limiting access to identifiable data and sensitive information to key staff
- ensuring qualitative information appears only on 'Internal only' reports, if at all, to ensure is not accidentally published externally.

²¹ See: <http://www.ineesite.org/toolkit/>

²² See: *The Role of Education in Protecting Children in Conflict* by Susan Nicolai and Carl Triplehorn, Humanitarian Practice Network Paper, 2003. <http://www.savethechildren.org/publications/reports/ODIEducationProtection.pdf>

²³ For more details on how to build links between Education Clusters and national government EMISs, see: UNESCO IIEP *Guidebook for planning education in emergencies and reconstruction*, Chapter 5.7, 'Data collection and education management information systems (EMIS)', 2006.

Step 20: Update assessment information

Joint education needs assessments should not be seen as one-off exercises. Two main types of follow-up are required.

Update assessment information

As stated in the UNICEF *Education in Emergencies Toolkit* (2006), data collected from the initial assessment may not always be completely accurate and reliable. Given the rapidly changing conditions that characterise most emergencies, the assessment of the conditions should not be limited to the initial planning period but should be an integral ongoing component of the programme. It is important to be flexible and prepared to adapt the response to changing situations. If possible, return and re-assess the situation, in order to obtain more current information.

“It is essential to conduct follow-up assessments. For instance, at the time of initial assessment, not all children and youth may have returned to school. In such a case, determine the reasons for nonattendance so they can be addressed (some reasons may include trauma, sickness, displaced family, home far from school, no uniform, child needed at home, child missing). After the reassessment, compile a set of actions recommended to address the problems identified.”²⁴

When revisiting assessment information, prioritise getting information from and about the poorest and/or most socially excluded people in the affected area, especially if these people were not visible or reachable in the initial assessment phase. Disabled people are often excluded from assessments because they're not visible in the community.

Monitor and evaluate changes

A needs assessment is not the same as a baseline assessment. The main difference is that baselines typically measure a more specific set of indicators that are relevant for tracking the outcomes of particular programmes on a distinct target population. However, data from initial education needs assessments can serve as part of the baseline for follow-up assessments to identify changes in the situation and the progress of the overall education in emergencies response. To make valid comparisons, the indicators you use as part of monitoring or evaluation must be based on data collected using the same questions among the same respondent groups using the same sampling frame. This type of consistency in data collection is important to be able to track changes in the situation reported during the emergency phase with the early recovery periods and beyond.

Repeat joint education needs assessments can serve to monitor, and identify changes in, the overall situation. However, in some situations this may be achieved more cost effectively through existing monitoring mechanisms. For example, it will not always be possible to bring together all Education Cluster partners to conduct joint follow-up assessments several months into an emergency. As an alternative, we recommend that assessment teams define standard measurements for individual agencies to use as part of the monitoring and evaluation of their own programmes. Data on common indicators can then be regularly (eg, every six months) compiled and analysed to measure and report changes to the situation for education to which all actors have contributed. This would help the Education Cluster to be more accountable for the results, thereby better fulfilling one of the key functions for which it was established.

²⁴ For more details, see Section 3.1 (Monitoring and Evaluation) of the UNICEF EiE toolkit. Available at: http://www.ineesite.org/uploads/documents/store/UNICEF_Education_in_Emergencies_ToolKit.pdf.

Data collection modules

Introduction to modules

This section consists of three modules. Each module is based on critical education elements that education actors should refer to when conducting a joint education needs assessment in an emergency setting.

- [Module 1: Core education domains](#)
- [Module 2: Key thematic issues](#)
- [Module 3: Inter-cluster links](#)

You can use each module as a reference document on what to consider, how and why, when assessing each specific domain. Explanation of the domain appears in what is called an **explanatory note** at the start of each module. The note describes what is done in an emergency under each domain in order to inform the user's choice of questions and indicators in the joint education needs assessment design.

Following this, the **assessment questions** are presented. These questions offer a broad-based essential inquiry that should be asked at the outset of an emergency. How this question is answered, ways in which it's investigated and what related information will be collected are critical decisions that the team should make early on in the assessment process for each specific context. The field realities, including security, access, other actors in the emergency and the type of emergency, will shape the rapid joint education needs assessment information, more detailed information later on and more long-term information. The assessment questions serve as a starting point for education actors to consider in the very early stages of an emergency.

Suggested indicators show the ways in which the data collected for each assessment question can be summarised and presented. These are the most common and recommended indicators to use. However, you can generate other indicators and summaries using the data collected.

Sources then offer the assessors some guidance on who to approach or where to go for the information they need in this particular domain. The suggested sources are not definitive or exhaustive but rather indicate where you might find the information related to each module.

Module 1 – Core education domains

This module contains six core education domains that reflect the INEE *Minimum Standards for Education in Emergencies*:

- 1) Access and learning environment
- 2) Teaching and learning
- 3) Teachers and other education personnel
- 4) Education policy
- 5) Coordination
- 6) Community participation

1) Access and learning environment

Explanatory note

'Access and learning environment' is as a set of issues for inquiry that includes equal access, safety and specific learning needs in an emergency-related setting. In addition, protection, wellbeing and inclusiveness for learners are paramount to ensuring that the environment is conducive for teaching and learning.

There are distinct obstacles to access:

- **Physical** access refers to being able to travel to, enter and use a school or other facility for learning purposes.
- **Discriminatory**²⁵ barriers to learning tend to reduce access for particular groups of people in emergency settings and need special attention during an assessment.
- **Language barriers** can also be an obstacle to learning if the language of instruction changes as a result of displacement.
- **Gender-based** obstacles, such as distance to school and the practice of early marriage, increase drop-out rates among girls.
- **Legal** impediments often prevent access when populations are displaced to a new country or new region and documentation of past schooling (to determine level) or birth certificates are missing.
- **Security** is critically important for access to learning.

To increase access to learning for emergency-affected populations, various modes of education delivery beyond formal education should be explored. The various modes of education delivery may include **learning spaces**,²⁶ **non-formal education**, **vocational or life skills training and literacy and other alternative or 'catch-up' classes**.

A targeted assessment of education provision for **infants, early learners, primary, secondary, tertiary and adult learning** must make up the original needs assessment to identify gaps in education services for particular ages.

²⁵ Discrimination refers, but is not limited, to obstacles imposed because of poverty, gender, age, nationality, race, ethnicity, religion, language, culture, political affiliation, sexual orientation, socio-economic background, geographic location, disability or special education needs (INEE Minimum Standards).

²⁶ The term 'learning spaces' is meant to encompass a wide range of flexible learning modes offered at the outset of an emergency, eg, child-friendly schools or other places, child-centered spaces, safe spaces, etc. Each agency used a different term for such learning spaces.

You should assess the formal structure of the school/learning centre building and its ventilation, lighting, location, heating, storage and teaching materials, as well as toilets, sanitary conditions, health services/referrals and water supply.

You should also assess the learning environment for its safety, socialisation efforts, routine schedules that promote a sense of normality and other conflict resolution/transformation needs that may arise. For example, organising group work, spaces for play and age-appropriate activities can help you understand what is needed in the learning environment.

Assessment questions

Equal access

- ❖ What educational activities are available? How does this compare to what existed before the crisis?

Suggested indicators

- Estimated enrolment rate (Male/Female/total), pre- and post-crisis (and during crisis), for early childhood development, primary, secondary and non-formal
- Estimated attendance rate (M/F/total) pre- and post-crisis (and during crisis)
- Estimated drop-out rate (M/F/total) pre- and post-crisis (and during crisis)
- Proportion of sites with non-formal education activities available

- ❖ Is there equal access to schools/learning spaces?

Suggested indicators

- Proportion of learning spaces/schools with children and young people from key identified vulnerable groups who are enrolled and attending
- Proportion of learning spaces/schools with structured initiatives to help girls and other vulnerable groups access, participate and stay in school
- Major barriers to access to school by sex and level of schooling

Protection and wellbeing

- ❖ Can learners safely reach and learn in the existing learning spaces/schools?

Suggested indicators

- Learners' (M/F) and teachers' perceptions of safety when travelling to and from learning space/school
- Learners' (M/F) and teachers' perceptions of safety while at learning space/school
- Proportion of schools within reasonable distance of learners (as per national standard)

- ❖ Do the learning environments promote the protection and mental and emotional wellbeing of all learners?

Suggested indicators

- Proportion of learning spaces/schools that have self-expression activities (recreation, sports, music, play, etc)
- Proportion of learning spaces/schools with a 'safe school' policy, code of conduct or other regulation for reporting on and/or addressing sexual exploitation, violence and abuse

Facilities and services

- ❖ Are the learning spaces/schools sufficient in size, number and location to meet the learning needs of the affected populations?

Suggested indicators

- Pupil to classroom ratio (pre- and in/post-crisis)
- Proportion of school furniture lost

- ❖ Are the physical environments of schools/learning spaces safe and conducive to and culturally appropriate for learning?

Suggested indicators

- Proportion of learning spaces/schools taking place in temporary facilities
- Proportion of existing schools totally and partially destroyed
- Proportion of schools/learning spaces designed to hold up against expected hazards
- Proportion of schools/learning spaces with disaster management plans

- ❖ Does the learning environment offer basic services and facilities?

Suggested indicators (See indicators used in Module 3 for each basic service.)

2) Teaching and learning

Explanatory note

It's possible to design curriculums for children and youth that give them information which can prevent or address risks or threats to security. If pupils pass on this information to their families it can also help to prevent death, injury or bodily harm more broadly. Some examples of such curriculum content include: prevention of cholera, landmine awareness, self-protection strategies against abduction and the spread of other health or water-borne diseases (these and other life-threatening issues are addressed by INEE²⁷ and in *Save the Children's Education in Emergencies: A toolkit for starting and managing education in emergencies*²⁸).

Emergencies affect instructors and teachers to various degrees and they also need support in the early stages of a crisis. Therefore, it's crucial to assess the extent of their need.

External interventions are well placed to provide additional support in the early aftermath of an emergency to both teacher and learners. Assessing instruction itself for the amount of time dedicated to learning with a learner-centred approach can help ascertain ways of addressing students' stress or trauma.

Validation and accreditation of the teaching and learning processes during and immediately after an emergency has been a noted challenge for conflict- and disaster-affected populations. It's essential to focus attention and advocacy to influence education actors in order to help to re-establish normalcy for teachers and students.

Assessment questions**Curricula**

- ❖ What teaching and learning materials are available?

Suggested indicators

²⁷ www.ineesite.org

²⁸ http://www.ineesite.org/uploads/documents/store/doc_1_50_EducationEmertoolkit.pdf

- Proportion of didactic materials lost or destroyed because of the emergency
- Ratio of pupils to textbooks (pre- and post-crisis)

- ❖ What is being taught? And does the learning content address boys' and girls' protection and safety needs?

Suggested indicators

- Proportion of schools/learning spaces operating in affected areas that are providing life skills-based education
- Level of involvement of affected groups in curriculum development or adaptation

- ❖ Has the curriculum/learning content been reviewed to ensure it's appropriate to the needs of all learners in the post-crisis context?

Suggested indicators

- Proportion of schools/learning spaces where learning content is provided in the (native) language of the learners
- Proportion of schools/learning spaces with gender-specific lessons and topics in school curriculum
- Proportion of schools/learning spaces with culturally appropriate learning content
- Teachers', parents' and students' perceptions of the relevance of the curriculum/learning content to the needs of the students
- Teachers', parents' and students' perceptions of lack of bias or discrimination in learning content

Training

- ❖ Is training available for teachers/instructors that responds to learners' educational, protection and psychosocial needs in the emergency?

Suggested indicators

- Proportion of learning spaces/schools with teachers (male and female) trained in:
 - participatory teaching methodologies
 - crisis-related health and protection topics, eg, how to help students with personal trauma, disaster risk management, conflict mitigation/prevention, prevention and response to sexual exploitation and abuse
 - life skills-based education
 - how to support learners' psychosocial wellbeing

Instruction

- ❖ How much time do students spend learning?

Suggested indicators

- Estimated attendance of teachers (and presence in the classroom)
- Average amount of school missed, or reduction in school hours
- Average number of hours a day students receive instruction in the classroom

- ❖ Is instruction participatory and inclusive?

Suggested indicators

- Proportion of learning spaces/schools with teachers:
 - using participatory teaching methods
 - using inclusive instruction techniques
 - practising non-violent discipline/classroom management

Assessment of learning

- ❖ How is student learning being assessed, validated and locally certified?

Suggested indicators

- Proportion of schools/learning spaces providing students with course completion documents that are recognised or accepted by the education authorities of their country
- Learners can (re)enter the formal education system (yes/no)

3) Teachers and other education personnel

Explanatory note

Teachers and other education personnel are integral to the successful operation of schooling in emergencies. Community members, youth or other volunteers who have a certain level of education can also participate in the provision of schooling, either by teaching or by participating in parent teacher associations (PTAs), school management committees (SMCs) or other education committees. The community can help to monitor the quality of learning, motivate teachers and assist in other logistical challenges, such as offering housing for teachers and working to reconstruct facilities.

The process of teacher selection and recruitment must be open and participatory. One way to do this is to provide detailed job descriptions, make selection criteria transparent and publicly display recruitment announcements.

Because the potential for corruption and lack of rigour in behaviour or classroom management increases in times of crisis, we recommend proper monitoring by education committees through a series of regulations.

Support systems need to be a priority in an emergency. Preparedness and contingency planning will aid the setting up of crisis and psychosocial support for teachers and other education personnel.

Assessment questions

Recruitment and selection

- ❖ Who is available to teach children and youth?
- ❖ Are there sufficient male/female teachers as required?

Suggested indicators

- Proportion of teachers (M/F) affected by the emergency and no longer able to work
- Estimated teacher (M/F) absenteeism
- Student to teacher ratio (pre- and post-crisis)
- Proportion of teachers by status (official/registered and non-official)
- Proportion of qualified teachers (based on national standards)
- Proportion of teachers who have completed ten or more full days of teacher training
- Level of involvement by members of the affected groups in teacher selection

Conditions of work

- ❖ What are the conditions of work for teachers and other education personnel?

Suggested indicators

- Proportion of teachers receiving salaries from the government and/or incentives or support from the community or other sources
- Changes in teacher compensation from pre- to post-crisis
- Proportion of teachers who have signed a code of conduct that includes clearly documented disciplinary action to be taken if violations occur

Support and supervision

- ❖ Are official school management systems in place and functioning?

Suggested indicators

- Proportion of schools/learning spaces with regular staff meetings and performance appraisals

- ❖ How are teachers supervised and supported?

Suggested indicators

- Proportion of schools/learning spaces with psychosocial support or counselling available for teachers
- Proportion of schools/learning spaces with a principal, headmaster, headteacher or other person who is responsible for providing support to teachers
- Presence of teacher support groups (eg, unions, teacher clusters, PTAs, SMCs or other community education structures)

4) Education policy

Explanatory note

In an emergency, education laws, regulations and policies tend to be sidelined and the right to education is sometimes disregarded. Working to reinstate these principles, laws, regulations and policies must be kept in the forefront of education actors' collective work.

Education should be an essential sector in all preparedness and emergency frameworks that are coordinated and implemented by the humanitarian community. An example is the recently established 'cluster approach' to emergency response. Education, while not initially included in this new approach, has been recently approved and now holds an important place in all humanitarian response efforts.

It's expected that in an emergency an Education Cluster will be established at national and field levels to help support improved education services, better accountability and effective coordination among education actors. Within the Education Clusters there will be many joint activities, including an initial mapping of 'who does what, where'. In addition, there may be opportunities for joint training on the INEE Minimum Standards and on tools and services developed by the cluster or in-country training bodies. The Education Cluster can serve as a network of education actors that conduct joint work, share information and support one another in improving education in emergencies responses.

Assessment questions

Law and policy formulation

- ❖ What international agreements or conventions related to education have been signed/ratified by the affected country?

Suggested indicators

- Affected country signed/ratified (yes/no):
 - 1989 United Nations Convention on the Rights of the Child
 - Universal Declaration of Human Rights
 - Fourth Geneva Convention idem
 - Convention relating to the status of refugees idem
 - UNESCO 1960 Convention against Discrimination in Education
 - 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers
 - 2007 Convention on the Rights of Persons with Disabilities

Planning and implementation

- ❖ Has the government put in place emergency preparedness plans or special policies to respond to and provide education in emergencies?
- ❖ Are there policies in place, or flexibility to alter regulations, to promote access to quality education among the crisis-affected groups?

Suggested indicators

- Proportion of affected districts with emergency preparedness plans in place that cover education
- Proportion of schools/learning spaces that have flexible policies to promote access to education among the crisis-affected groups

5) Coordination

Explanatory note

Education authorities, which are responsible for ensuring the right to education for all, should lead the coordination of the education response. International humanitarian stakeholders should offer support and capacity-building to education authorities, civil society organisations and local actors, taking care not to infringe on their legitimate roles. Coordination of the education response should be timely, transparent, results oriented and accountable to the affected community.

The local context and the evolving nature of the emergency need to be properly analysed and understood in order to respond effectively and to ensure that education responses 'do no harm'. The collection and analysis of information should produce transparent, publicly available and disaggregated educational data necessary for all stages of an emergency through to recovery. Regular monitoring and evaluation of the education response and of evolving education needs should be inclusive and transparent. Monitoring and evaluation reports, including lessons learned, should be shared to improve future education responses.

Assessment questions

- ❖ Are there functioning education coordination mechanisms at national and district levels?
- ❖ What government, humanitarian actors and local groups are working on education in the affected locations?

Suggested indicators

- Proportion of districts in the affected area with an active Education Cluster or similar mechanism
- Proportion of Education Clusters with terms of reference in place, and adopted, between cluster lead/s and Ministry of Education (MoE)
- National Education Management Information System (EMIS) or related system is in place
- 'Who is doing what' data for the affected locations

6) Community participation

Explanatory note

Don't overlook community resources and pre-existing capacities, but assess and use them to improve education. When appropriate, it may be possible to establish community education committees to work support learning activities in schools – for example, by prioritising and planning activities. Such committees can benefit from training and capacity-building efforts, and their contributions should be noted in donor/other reporting.

In addition, it's important that you engage children and youth and allow them to express their needs/desired activities, as they are, at times, marginalised when decisions are being made.

Assessment questions

Participation

- ❖ What community-based efforts already under way can be built upon during the education emergency response?
- ❖ How are the affected communities – parents, children, youth and others – engaged in supporting schools/learning spaces?

Suggested indicators

- Proportion of schools/learning spaces with functioning community education committees (CECs), SMCs, PTAs or other committees with parent involvement
- Roles of CECs/SMCs/PTAs in school management decision-making
- Roles of community members in supporting schools/learning spaces
- Roles of children and youth in education programmes

Resources (material and human)

- ❖ What resources are available to support participation and learning and how can additional resources be mobilised?

MODULE 2 – KEY THEMATIC ISSUES

This module includes nine key thematic issues that require distinct and focused attention when conducting a needs assessment for education in an emergency setting. In this specific module, one page is dedicated to each cross-cutting issue with an explanatory note, assessment questions, suggested indicators, sources and further reference materials that will guide an assessment of priority needs in the first weeks and months of an emergency situation.

The following module contains nine cross-cutting issues which are:

- 1) gender
- 2) psychosocial
- 3) early childhood development
- 4) youth
- 5) inclusive education
- 6) rights
- 7) HIV and AIDS
- 8) conflict mitigation and resolution
- 9) disaster risk reduction

1) Gender

Explanatory note

Examining gender in the context of education in emergencies recognises that girls', boys', women's and men's experiences of and barriers to accessing education services are different.

A gender analysis of education needs requires the collection and analysis of disaggregated information on women, girls, boys and men from all distinct groups within the community. For instance, whether qualitative or quantitative indicators are used, all data should be disaggregated (ie, collected, analysed and reported separately) by both sex and age. It should also be noted when referring to vulnerable groups that both boys and girls be mentioned and preferences for educating sons explicitly investigated. For example, we should refer to 'child' (both boy and girl child) recruitment, unaccompanied children, sexual violence, exploitation and abuse.

To ensure gender sensitivity, see the checklist on pages 50–52 of the *Gender Handbook* (IASC, 2006).

Assessment questions

- ❖ How does access to school/learning spaces differ for boys and girls and what is being done, or can be done, to promote equal access?

Suggested indicators

- Rates (estimated) disaggregated by sex for: net enrolment, attendance and drop-out
 - Gender parity index (proportion of girls at each level of education)
 - Preferential treatment for boys to attend school/learning space (Yes/no)
 - Proportion of schools/learning spaces with structured initiatives to help girls and other vulnerable groups access, participate and stay in school (eg, protection and drop-out monitoring)
- ❖ Are there facilities essential for girls' attendance and retention?

Suggested indicators

- Proportion of schools/learning spaces with separate latrines for male and female students
- Proportion of schools/learning spaces with 'comfort kits'/sanitary napkins available for girls

- ❖ Are gender-related concerns addressed in the learning setting, in textbooks, in teacher behaviour towards boys and girls or in other ways?

Suggested indicators

- Proportion of schools/learning spaces with gender-specific lessons and topics in school curriculum
- Ratio of female to male teachers
- Presence of teachers using inclusive instruction techniques

- ❖ Are learning environments secure and do they promote the protection and mental and emotional wellbeing of both girls and boys?

Suggested indicators

- Proportion of schools with mechanisms for addressing sexual exploitation and abuse
- Students' (M/F) and teachers' (M/F) perceptions of safety when travelling to and from school
- Students' (M/F) and teachers' (M/F) perceptions of safety while at school

2) Psychosocial

Explanatory note

Children's psychosocial wellbeing and child protection are richly interwoven. For example, threats to safety typically create insecurity and fear, which harm psychosocial wellbeing. Similarly, psychosocial issues such as feeling alienated from the government or angry over mistreatment can increase certain risks, such as child recruitment to military groups. In the same way, psychosocial wellbeing and a protective environment can be mutually enhancing, since children who are emotionally well are in a better position to cope with, and even address, threats to their safety and are more resilient in the face of adversity.

Assessment questions

- ❖ What has changed in the emotional, social and cognitive needs of learners as a result of the emergency?

Suggested indicators

- Friendships and peer connections among learners compared to before the crisis

- ❖ What social support is available in schools/learning spaces or school community?

Suggested indicators

- Proportion of schools/learning spaces offering psychosocial support for children and youth
- Proportion of schools/learning spaces with referral systems to health services
- Proportion of schools/learning spaces with referral systems to mental health, psychosocial and social services
- Proportion of schools with referral mechanisms for post-rape care
- Proportion of schools/learning spaces/child-friendly spaces that are close to the populations they serve
- Proportion of teachers and other education personnel receiving training on creating a supportive learning environment and promoting learners' psychosocial wellbeing

- ❖ Is the wellbeing of teachers and other education personnel being addressed?

Suggested indicators

- Proportion of schools/learning spaces offering psychosocial support for teachers

3) Early childhood development**Explanatory note**

Crises often create a window of opportunity to address the pre-existing early childhood development services as well as the services lacking in communities. Community-based early childhood development centres engage young children from prenatal to eight years in a programme of age-appropriate activities that support their physical, emotional and intellectual development and allow them to make a successful transition to primary school. These programmes mitigate the impact of the crisis, support the children's natural resiliency and promote their long-term wellbeing.

Assessment questions

- ❖ What learning and development opportunities are offered for educating children 0–8 years?
- ❖ Are young children participating in early childhood development services? What are the main reasons for non-access?

Suggested indicators

- Proportion of learning spaces/schools that offer structured play for learners 0–8 years
 - Proportion of learning spaces/schools and/or community-based early childhood development centres offering structured play and early learning activities to children 0–8 years
- ❖ What is the level of parents' involvement in young children's development?

Suggested indicators

- Existence of parenting programmes that include early childhood development components

4) Youth**Explanatory note**

Young people can be valuable partners in the recovery of education post-emergencies. It's critical to assess young people's talent, interests and availability because they may provide assistance. For example, young people may help teachers in school to assess quantity of and ways to recruit out-of-school children. They might manage after-school programmes, build temporary schools, ensure the protection of children before, during and after school, etc. By taking important roles in the education sector during the transition phases, young people become more responsible for their actions, avoid losing too much of their own learning and contribute to overall capacity-building of the teaching/managerial force for the future, which is critical given the rising numbers of young people in developing countries. Responsibilities, if allocated on the basis of interests and potential (rather than just experience), are also alternatives to risky behaviours (eg, drugs, crime) and are protective mechanisms against street or home violence. In emergency contexts, young people often are engaged in organised forums or peer-to-peer education around life skills, reproductive health, HIV and AIDS, citizenship, peace-building, psychosocial support and other relevant topics.

Additionally, post-primary education should be made available for adolescents and youth to continue their education after an emergency, helping them to regain a sense of hope about the future despite tragic losses. The emergency creates an opportunity to design educational programmes for young people that

are more directly aligned with market needs. Programme designers should consider the damage to local infrastructure and businesses, then assess the labour market demand for:

- different types of skills such as vocational (eg, carpentry, masonry), professional (nursery, aesthetic, accounting) and tertiary education (teaching, law, engineering)
- soft skills. Most young people lack basic intra- and inter-personal skills to integrate into the workforce effectively, eg, communication (oral and writing), problem-solving, sense of initiative, punctuality, teamwork, etc. All post-primary education programmes should build such soft skills through practical opportunities and experiential learning.

Assessment questions

- ❖ What learning or other activities are young people involved in?
- ❖ Do young people (M/F) in the community work?
- ❖ What are the particular education needs that markets and employers require of young people?

Suggested indicators

- Estimated enrolment rate of young people (15–24 years) in formal or non-formal education
- Estimated youth employment rate

5) Inclusive education

Explanatory note

The goal of inclusive education is to meet everyone's rights to education in an emergency context and ensure the presence, participation and achievement of all students in schooling. It involves restructuring the culture, policies and practices in learning environments so that they can respond to the diversity of learners in their local setting. All children and youth should be able to learn regardless of their age, gender, ethnicity, language, disability, HIV or TB status, etc.

It's important to pay close attention to diversity when carrying out a needs assessment. Failure to do so could result in groups being excluded from education in emergency responses – and even from longer-term education responses.

Assessment questions

- ❖ What are the barriers to accessing and participating in education, who experiences them and how can they be minimised?

Suggested indicators

- Proportion of learning spaces/schools with children and youth from key identified vulnerable groups who are enrolled and attending
- Enrolment, attendance and drop-out rates disaggregated by gender, socio-economic status, ethnicity and disability
- Major barriers to accessing and participating in school, by sex and level of schooling
- Proportion of schools/learning spaces with facilities that enable access to and movement of disabled students and teachers

6) Rights

Explanatory note

The right to education is embodied in a host of global agreements, beginning with the 1948 Universal Declaration of Human Rights. The Millennium Development Goals includes one that states that all girls and boys worldwide would be able to complete a full course of primary school by 2015. In 2000, the Dakar Framework for Action was adopted at the World Education Forum. It maintains that in order to achieve education for all, the international community must meet the needs of education systems affected by conflict, natural disasters and instability. The Human Rights Council adopted a new resolution on the right to education, which urges all states to ensure that the right to education is respected in emergency situations. Most importantly, children and their families are demanding their right to an education.

Assessment questions

- ❖ Is the right to education and non-discrimination for all being upheld and monitored?
- ❖ Is the education provided respectful of children and youth's rights?

Suggested indicators

- Signed international agreements, conventions and other binding statements are being implemented, reported on and monitored by affected country
- Occurrence of rights violations (eg, schools destroyed by armed conflict, schools used as recruitment grounds for child soldiers, teachers targeted or children denied access to education) are being reported

7) HIV and AIDS

Explanatory note

Displacement can increase risk and vulnerability with regard to HIV transmission and to the impact of infection. Immediate responses in emergencies should therefore include access to initial HIV, reproductive health and education interventions to prevent the virus spreading and to mitigate its impact.

Information collected on threats, vulnerabilities and capacities in the education assessment is relevant to HIV in education in emergencies. However, HIV-specific questions should also be integrated into the education assessment in order to ensure an appropriate and adequate education response in the specific context. In certain situations (ie, in high-prevalence settings or where there is a risk of rapid HIV spread in groups with specific behaviours, such as injecting drugs), specific stand-alone HIV rapid assessments may need to be carried out. To assess the effects of emergencies on HIV vulnerabilities and risk behaviours among an affected population, pay special attention to particularly vulnerable young people, especially girls.

An HIV assessment may be part of an inter-agency rapid assessment to identify short- and long-term gaps and needs. Data should be drawn from other clusters (eg, Health Cluster, Nutrition Cluster, Protection Cluster) on the availability and location of school-, facility- and community-based services. It is also important to collect data on risks of and vulnerabilities to gender-based and sexual violence in the community.

Assessment questions

- ❖ Is there learning content on HIV prevention and AIDS in the classroom?
- ❖ Are education providers aware of the additional learning and support needs of children and youth affected by, or particularly vulnerable to, HIV and AIDS?

Suggested indicators

- Proportion of schools/learning spaces providing comprehensive life skills-based HIV education

- Proportion of schools/learning spaces with referral systems to relevant health services

8) Conflict mitigation and resolution

Explanatory note

While education alone cannot manage, resolve or mitigate conflict, it can play a positive role. Political, economic and social initiatives can either complement or exacerbate the impact of education. When the capacity or willingness of the state to provide education is inhibited, the question of how education can mitigate conflict comes to the forefront. In such contexts, it will be useful to explore the role that education can play in stabilising, building peace or providing a sense of social cohesion.

Assessment questions

- ❖ Did pre-conflict education have features that may have contributed to conflict?
- ❖ How can education in emergencies interventions be conflict sensitive and contribute to peace-building?
- ❖ How can we raise planners' and educators' consciousness of their possible contribution to conflict mitigation?

Suggested indicators

- Proportion of schools/learning spaces with content on conflict-resolution skills and/or peace-building orientation and values

9) Disaster risk reduction

Explanatory note

Preventing or mitigating the effects of recurring disasters are critical interventions, and to this end teaching and learning disaster prevention and preparedness is crucial. Those working on disaster risk reduction disseminate information on disaster-resilient construction and environmental protection inside and outside the curriculum while engaging teachers directly on how students can adapt, test and use materials to reduce risks in their environment. For example, immediately after the 2006 earthquake in Java, teachers, children and communities worked to identify the risks in and around their schools, understand evacuation procedures and engage in activities that would enhance their preparedness.

Disaster risk reduction perspectives use safe construction and retrofit by selecting, designing and/or building safe schools while prioritising replacement of unsafe schools and minimising non-structural risks from all sources. Other priorities include working with governments to establish contingency plans for the nation, learning to implement the INEE Minimum Standards for disasters and incorporating needs of vulnerable children. Overall, the aim of disaster risk reduction is to develop a culture of access and safety in training, curriculum development for pedagogic institutes, post-secondary trade schools and non-formal education settings.

Assessment questions

- ❖ Are disaster risk reduction skills and knowledge being learned?
- ❖ What measures have been taken and are still needed to reduce the risk of future harm?

Suggested indicators

- Presence of learning content that helps identify dangers within and around the classroom
- Proportion of schools/learning spaces designed to withstand expected hazards
- Proportion of schools/learning spaces with disaster management plans

Module 3 – Inter-cluster domains

Protection

Assessment question

- ❖ Are learning environments protective and do teachers, education personnel and learners feel secure?

Suggested indicators

- Proportion of schools/learning spaces with visible representations of the daily schedules and rules for children's learning and activities
- Proportion of schools/learning spaces with a code of conduct or other mechanism for addressing sexual abuse and exploitation
- Teachers' and learners' (M/F) awareness of reporting and follow-up procedures for incidents of abuse, exploitation, sexual violence and/or neglect

Assessment question

- ❖ Who are the vulnerable children and youth in this particular emergency and are they attending learning spaces/school? If not, why not?

Suggested indicators

- Estimated number of out-of-school children, child-headed households, unaccompanied children, children and youth involved in exploitative child labour, street children and other vulnerable groups (disaggregated by sex and age)
- Major barriers to school attendance, by sex, age and level of schooling
- Children and youth's (M/F) perceptions of safety when using latrines, water sources and other facilities in schools

Water, sanitation, hygiene (WASH)

Assessment question

- ❖ Are sufficient water and sanitation-related facilities available and being used in the learning spaces/schools?

Suggested indicators

- Proportion of learning space/schools with reliable access to clean drinking water
- Student to latrine ratio, disaggregated by sex where separate facilities are available
- Proportion of schools/learning spaces with separate latrines for male and female students
- Accessibility of latrines for students with physical disabilities

Assessment question

- ❖ How is hygiene promoted in the learning space/school?

Suggested indicators

- Proportion of learning space/schools with hand-washing facilities
- Proportion of learning space/schools with a significant presence of human faeces on the ground within the school environment/site

Health

Assessment question

- ❖ Do learning spaces/schools offer confidential referrals, awareness or training for learners and/or education personnel to access health, psychosocial, HIV, hygiene or other health-related services?

Suggested indicators

- Proportion of learning spaces/schools with referral systems to primary healthcare services
- Proportion of learning spaces/schools with referral systems to mental health, psychosocial and social services
- Proportion of learning spaces/schools with mechanisms to refer victims of abuse to post-rape care

Assessment question

- ❖ Do education personnel know what health, social and psychosocial services are available and where to refer learners and school staff who need them?

Suggested indicators

- Proportion of learning spaces/schools with access to a primary healthcare facility or services
- Proportion of learning spaces/schools with first aid facilities and teachers trained in their use
- Proportion of learning spaces/schools with skills-based education on crisis-related health and hygiene issues
- Proportion of learning spaces/schools with psychosocial/mental health support services and/or training available for teachers and learners

Nutrition

Assessment questions

- ❖ Is feeding in learning spaces/schools needed?
- ❖ Is supplementary feeding or school feeding provided for learners?
- ❖ If feeding in learning spaces/schools is needed, what type of fuel will be used in the preparation of the food?

Suggested indicators

- Estimated percentage of learners who eat a meal before coming to school
- Proportion of schools/learning spaces that provide meals or food for students (eg, breakfast, mid-day meal or take home rations)
- Availability, access and use of fuel locally

Emergency shelter

Assessment questions

- ❖ What materials, supplies and infrastructure are needed to build back (better) learning spaces/schools?
- ❖ If learning is taking place within a temporary structure, can it be easily, quickly and safely dismantled and re-erected if relocation is needed? Is the temporary structure adaptable to relevant climatic conditions?
- ❖ Are learning centres/schools built using sustainable construction techniques and sustainable materials that don't cause a strain on local resources?

Suggested indicators

- Proportion of learning centres/school taking place in temporary facilities
- Proportion of existing schools totally and partially destroyed
- Proportion of schools/learning spaces designed to withstand expected hazards

Camp coordination and camp management

Assessment questions

- ❖ What learning spaces/schools for children and youth are in the camps for children and youth?
- ❖ Where are learning spaces/schools located within the camps?
- ❖ Who manages the learning spaces/schools and what is the system of coordination?

Suggested indicators

- Proportion of functioning schools (primary, secondary) pre- and post-crisis

- Proportion of schools within reasonable distance of learners (as per national standard)
- Proportion of schools inhabited by displaced families, military or other groups
- Estimated primary and secondary enrolment rates (M/F/total for internally displaced persons and host populations)
- Major barriers to attending school, by sex, age and level of schooling
- Location of the learning environments within the camps
- 3W data on education agencies in the camps

Early recovery

Assessment questions

- ❖ What is the overall impact of the emergency on the education sector?
- ❖ What human and material capacity is functioning and able to provide learning to the affected population?
- ❖ What early decisions will have long-term consequences?

Suggested indicators

- Proportion of schools affected by the emergency
- Proportion of schools totally and partially destroyed
- Proportion of furniture and teaching materials lost
- Proportion of teachers affected by the disaster (dead, missing, injured, displaced)
- Student to teacher ratio (pre-crisis and post-crisis)
- Proportion of qualified teachers (based on national standards)
- Proportion of district education offices with essential human, operational and material capacities, such as:
 - communication infrastructure (cell phones, radios, email, etc) and transport availability
 - usable office space
 - key officials/staff in place or appointed (to replace those lost)
 - supervisory systems in place for schools and school personnel
 - salary arrangements to pay teachers and other education personnel
 - basic management information systems or records (eg, salary records, financial management systems, procurement procedures)
 - school supplies (textbooks, school kits, etc) that can be distributed

• Data collection tools

This section contains tools for collecting and recording assessment data during joint education needs assessments in emergencies. There are the main tools provided:

- **Tool 1: Secondary data form**
- **Tool 2: Key informant community assessment form**
- **Tool 3: School questionnaire**
- **Tool 4: Focus group discussion checklists**
- **Tool 5: Rapid observation checklist**
- **Tool 6: Classroom observation**
- **Tool 7: Operational considerations**
- **Tool 8: Formats for data compilation, analysis and reporting**

Selecting appropriate tools for comprehensive education needs assessments

Tools 2 to 6 are intended to be used for comprehensive joint education needs assessments. Some of same questions are included in more than one tool so that teams can get the multiple perspectives needed to triangulate and ensure the accuracy and reliability of information collected. The format of the different tools is standardised to allow questions to be used interchangeably. This provides users with more questions; for example, a relevant question from the focus group discussion checklist can be incorporated into the school questionnaire.

Tool 1: Secondary data form

Instructions: Use this form to collect or compile information from secondary sources during rapid joint education needs assessments typically conducted within 72 hours to one week of a sudden-onset emergency. Use the secondary information alongside the primary data collected to:

- provide information needed to complete an initial snapshot of the education situation, including issues requiring urgent attention from other clusters that are relevant to education
- put the primary data into context, for instance by making comparisons with the pre-crisis situation to distinguish between chronic problems affecting education in the area and the specific effects of the emergency.

Recommended sources: There are two main sources for the information you need to complete this form:

- pre-crisis secondary data on population and key education indicators prior to the crisis. You can obtain this from national governments' Education Management Information Systems (EMIS), the national statistical bureaus and national, regional or global databases such as DevInfo, UNICEF's MICS, EdStats and the EFA Global Monitoring Database
- in-crisis secondary data relevant to education that has been collected after the onset of the crisis/emergency. Key sources are rapid assessment results completed by other clusters, OCHA and, where in place, humanitarian information centres.

Questions 5.1 to 9.1 require information from assessments done by other clusters or sectors. Most of these questions are already part of other clusters' rapid needs assessment tools. In some cases, you may have to negotiate with the other clusters to include these questions in their assessments. Ideally, this should be done ahead of time as part of emergency preparedness. The other clusters' assessment may not always collect data related to schools. In these cases, use the data on the sites or communities they have collected as a proxy for the conditions in schools (for example, regarding water supply or accessibility).

Unit of analysis: The information in this form should be for the lowest administrative unit for which reliable data is available. In many cases, this will be at the district or equivalent level. Where the emergency is relatively small (eg, only affecting one district), then one form can be completed for the entire area affected by the emergency/crisis. Where the geographic scope of the emergency is very large, several forms should be completed (eg, one for each district affected). This form is structured in the format of a questionnaire to ensure consistency of the data needed to enable aggregation across multiple affected areas (eg, districts).

0. General information				
Date of assessment: ____/____/____ (dd/mm/yy)				
Locations/administrative divisions covered: (list)				
Main sources of information (eg, EMIS, district education official, other clusters): (list)				
No.	Questions	Response categories		
1. Affected population and areas				
1.1.	What is the population of the affected area?	# Male	# Female	# Total
	A. Total population			
	B. School-age population			

No.	Questions	Response categories		
1.2.	What is the estimated percentage of the population affected by the emergency/crisis?	<u>% Male</u>	<u>% Female</u>	<u>% Total</u>
	A. Total population affected	_	_	_
	B. School-age population affected	_	_	_
1.3.	How many schools are there in the affected areas?			
	A. Preschools	_	# of schools	
	B. Primary schools	_	# of schools	
	C. Secondary schools	_	# of schools	
	D. Non-formal education or training centres	_	# of centres	
	E. Tertiary schools (eg, colleges)	_	# of schools	
	F. Other (specify) _____	_	#	
2. Basic features of the education system				
2.1.	What is the school calendar that is followed in the affected areas?	<u>Start</u> _ / _ / _ (dd/mm/yy)	<u>Finish</u> _ / _ / _ (dd/mm/yy)	
2.2.	When do exams take place in schools in the affected areas?	<u>Start</u> _ / _ / _ (dd/mm/yy)	<u>Finish</u> _ / _ / _ (dd/mm/yy)	
2.3.	What curriculums are being used in schools/learning spaces in the affected areas?	(list)		
2.4.	What are the language(s) of instruction in the schools/learning spaces in the affected areas?	(list)		
3. Pre-crisis education indicators				
3.1.	Prior to the crisis, what were the net enrolment rates in the affected areas for:	<u>% Male</u>	<u>% Female</u>	<u>% Total</u>
	A. Preschool	_	_	_
	B. Primary school	_	_	_
	C. Secondary school	_	_	_
	D. Non-formal education or training centres	_	_	_
	E. Tertiary schools (eg, colleges)	_	_	_
3.2.	Prior to the crisis, how many teachers were there in the affected area?	<u># Male</u>	<u># Female</u>	<u># Total</u>
	A. Preschool	_	_	_
	B. Primary school	_	_	_
	C. Secondary school	_	_	_
	D. Non-formal education or training centres	_	_	_
	E. Tertiary schools (eg, colleges)	_	_	_
3.3.	Prior to the crisis, what was the average teacher to pupil ratio in the affected area for:			
	A. Preschool	1 teacher for _ # of pupils		
	B. Primary school	1 teacher for _ # of pupils		
	C. Secondary school	1 teacher for _ # of pupils		

No.	Questions	Response categories
3.4.	Prior to the crisis, what was the average textbook to student ratio in the affected area for:	
	A. Primary school	1 textbook for __ # of pupils
	B. Secondary school	1 textbook for __ # of pupils
4. Child protection-related issues		
4.1.	Since the emergency/crisis, what are the estimated number of vulnerable children in the affected areas?	<u># Boys</u> <u># Girls</u> <u># Total</u>
	A. Child-headed households	__ __ __
	B. Children without a parent or guardian	__ __ __
	C. Children with disabilities	__ __ __
	D. Other vulnerable groups (specify) _____	__ __ __
5. WASH-related issues		
5.1.	Is there less access to safe water supplies in schools/learning spaces in the affected areas as a result of the emergency/crisis? If so, in around what proportion of the schools?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
5.2.	Is there a substantial presence of human faeces on the ground in and around the schools/learning centres? If so, in roughly what proportion of the schools/learning centres?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
6. Health-related issues		
6.1.	Since the emergency/crisis, what urgent health messages or information do children and youth in the area need?	<u>1. Yes</u> <u>2. No</u>
	A. Water-borne disease prevention	☐ ☐
	B. HIV prevention	☐ ☐
	C. Where to access health services, including mental health/psychosocial support	☐ ☐
	D. Other (specify) _____	☐ ☐
7. Nutrition-related issues		
7.1.	Has children's food consumption within the affected areas changed since the emergency/crisis began. If so, how?	☐ 1. Amount has increased ☐ 2. Amount is the same ☐ 3. Amount has decreased
8. Shelter-related issues		
8.1.	Are schools/learning spaces being used as collective shelters for internally displaced persons or other groups? If yes, around what proportion?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
9. Logistics-related issues		

No.	Questions	Response categories	
9.1.	Are the majority of the schools in the affected areas accessible by:	<u>1. Yes</u>	<u>2. No</u>
	A. Ground vehicle?	☐	☐
	B. Only by plane?	☐	☐
	C. Only by boat?	☐	☐
	D. Only on foot?	☐	☐

Tool 2: Key informant community assessment form

Purpose: This form will enable you to gather information from key informants to get an overview about the situation of education in the area being assessed.

Recommended sources: Collect information for this form through interviews with community leaders, local education officials and/or representatives from organisations actively working on education in the area. Verify information through observations, wherever possible.

Unit of analysis: You can adapt and use this form to collect and record information on the impact of the emergency on all schools and learning spaces within an individual site (for example, in a community or camp). Although you be collecting information from individual key informants, the community level is the unit of analysis from which conclusions will be drawn.

0. General information

Interview identification
Form number: _____ Date of assessment: ____/____/____ (dd/mm/yy)
Name(s) of assessor(s): _____ Organisation(s): _____
Location of assessment
Name of district/admin level 1: _____
Name of sub-district/admin level 2: _____
GPS coordinates for site: longitude : _____ latitude: _____
P-code for site: _____
Source of information
Name of main information source used: _____
Source's title/position/role in community: _____
Telephone number of information source: _____
<i>To be completed at end of interview:</i> In your opinion, how reliable is the information collected from this source about this site/location?
☐ 1. Mostly reliable ☐ 2. Somewhat reliable ☐ 3. Not very reliable
Informed consent
Hello. My name is _____ and I am working with _____. We are conducting an assessment of the situation for education in this area. We would like to ask you some questions about the schools and educational activities taking place here. The interview usually takes _____ minutes to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. Your participation is voluntary and you can choose not to answer any or all of the questions. However, we hope that you will participate since your views are important. Do you have any questions? May we begin now?

1. Access and learning environment

Topic	No.	Questions	Response categories				
Equal access							
Availability of learning activities	1.1.	What types of educational opportunities are available in this community/site?	<u>1. Yes</u>	<u>2. No</u>			
		A. Preschool/early childhood development	☐	☐			
		B. Primary	☐	☐			
		C. Secondary	☐	☐			
		D. Non-formal	☐	☐			
		E. Other (specify) _____	☐	☐			
Functioning schools	1.2.	In this community/site, how many functioning schools/learning spaces were there before the crisis?	__ # of schools				
	1.3.	How many of the schools/learning spaces are still functioning now (open and running a regular schedule of class)?	__ # of schools				
Estimated attendance	1.4.	Since the emergency/crisis, around how many of the children are still attending schools/learning spaces in this community/site? A. Boys:	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)				
		B. Girls	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)				
Estimated enrolment	1.5.	Around what percentage of school-age children living in this community/site are currently enrolled in school?	<u>A. Boys</u>	<u>B. Girls</u>	<u>C. Average</u>		
		<i>(Ask them to give an estimate. Use proportional piling if needed.)</i>	__ %	__ %	__ %		
Non-formal education	1.6.	What non-formal education activities are available in this community/area: For boys?					
	1.7.	For girls?					
		<i>(Read the categories only if the respondent does not answer spontaneously)</i>					
		A. Literacy and numeracy classes	<u>1.6. For boys?</u>	<u>1.7. For girls?</u>			
		B. Vocational/skills training	☐	☐			
		C. Recreational/sports activities	☐	☐			
		D. Art, music, drama activities	☐	☐			

Topic	No.	Questions	Response categories	
		E. Others (specify) _____	☐	☐
Out-of-school/ excluded groups	1.8.	What groups of children and young people are the least likely to participate in education activities in your community/area? <i>(Read the categories only if the respondent does not answer spontaneously. Ask them to list the top three most excluded.)</i>	<i>(list the top three)</i> 1. _____ 2. _____ 3. _____	
Protection and wellbeing				
Safety to and from school	1.9.	Is it safe for the children (and teachers) to travel to and from the schools/learning spaces in this community/area? A. Boy students B. Girl students C. Female teachers D. Male teachers	<u>1. Yes</u> ☐ ☐ ☐ ☐	<u>2. No</u> ☐ ☐ ☐ ☐
	1.10.	What risks are there for children (and teachers) when they travel to and from schools/learning spaces in this community? <i>(Read the categories only if the respondent does not answer spontaneously.)</i>		
	1.11.	Which of these risks are new or have become worse since the emergency? A. unexploded ordnances (UXOs)/landmines B. Abductions or forced recruitment C. Sexual violence (harassment, abuse, rape) D. Natural hazards (eg, flooded areas) E. Ongoing violence in/around schools F. Others? (specify) _____	<u>1.10. Present?</u> ☐ ☐ ☐ ☐ ☐ ☐	<u>1.11. New or worse since emergency?</u> ☐ ☐ ☐ ☐ ☐ ☐
Safety at school	1.12.	Are children (and teachers) safe while at schools/learning spaces in this community/area? A. Boy students B. Girl students C. Female teachers D. Male teachers	<u>1. Yes</u> ☐ ☐ ☐ ☐	<u>2. No</u> ☐ ☐ ☐ ☐

Topic	No.	Questions	Response categories	
	1.13.	What risks are there for children (and teachers) while at school?		
	1.14.	Which of these risks are new or have become worse since the emergency? (Read the categories only if the respondent does not answer spontaneously.)	<u>1.13. Present?</u>	<u>1.14. New or worse since emergency?</u>
		A. Health risks from unsanitary conditions	☐	☐
		B. Unsafe buildings (eg, after an earthquake)	☐	☐
		C. Being sexually abused or exploited	☐	☐
		D. Schools vulnerable to attack or targeting	☐	☐
		E. Schools are a potential site for recruitment or abduction of children	☐	☐
		F. Other (specify) _____	☐	☐
	1.15.	When or where are children (boys and girls) most vulnerable/exposed to risks in this community/site? For boys?		
	1.16.	For girls? (Read the categories only if the respondent does not answer spontaneously.)	<u>1.15. Boys?</u>	<u>1.16. Girls?</u>
		A. When collecting firewood	☐	☐
		B. On their way to or from school	☐	☐
		C. With immediate family	☐	☐
		D. With extended family	☐	☐
		E. After dark	☐	☐
		F. During recreational play	☐	☐
		G. Other (specify) _____	☐	☐
Facilities				
Damage to schools	1.17.	Has the infrastructure of schools/learning spaces in this community/site been affected as a result of the emergency/crisis?	☐ 1. Yes ☐ 2. No	
	1.18.	If so, how many of the schools/learning spaces in this community/site were:		
		A. Totally destroyed/not usable (have no or damaged roof, windows, doors and walls that must be replaced)	___ # of schools	
		B. Damaged, but still usable (have broken windows, cracks in walls, leaking roofs and other damages that can be repaired)	___ # of schools	

Topic	No.	Questions	Response categories
Type of facilities	1.19.	How many of the schools/learning spaces currently functioning in this community/site are taking place in: A. Temporary structures (eg, tents or outside) B. Semi-permanent structures (eg, made of bamboo) C. Permanent structures (eg, brick buildings)	 __ # of schools __ # of schools __ # of schools
Schools as shelters	1.20.	Are schools/learning spaces in this community/site being used as collective shelters for families, internally displaced persons or other groups? If yes, around what proportion?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
	1.21.	Are there alternative locations that can be used for shelter?	☐ 1. Yes ☐ 2. No
	1.22.	Are areas for learning separate from shelter areas within the learning spaces?	☐ 1. Yes ☐ 2. No
Comments and additional information on issues regarding access and learning environments:			

2. Teaching and learning

Topic	No.	Questions	Response categories
Curricula			
Loss of school materials	2.1.	Have the teaching and learning materials of schools/learning spaces in this community/site been lost or damaged as a result of the recent emergency/crisis? If so, how many?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)

Topic	No.	Questions	Response categories	
Emergency-related topics	2.2.	What topics have been introduced in schools/learning spaces in this community/site to help learners deal with the emergency? What additional topics are needed?		
		<i>(Read the categories only if the respondent does not answer spontaneously. Mark all that apply.)</i>	<u>1. Introduced</u>	<u>2. Needed</u>
		A. Peace education and conflict mitigation and resolution	☐	☐
		B. Natural disaster preparedness and risk reduction	☐	☐
		C. Health, nutrition and hygiene promotion	☐	☐
		D. Violence prevention, including sexual and gender-based	☐	☐
		E. HIV prevention	☐	☐
		F. Landmine awareness	☐	☐
		G. Awareness of risks, such as during fuel/firewood collection	☐	☐
		H. Other (specify) _____	☐	☐
Instruction				
Disruption of learning	2.3.	Did schools/learning spaces in this community/site stop operating (close) for any amount of time as a result of the recent emergency/crisis?	<u>1. Yes</u>	<u>2. No</u>
		A. Preschool/early childhood development	☐	☐
		B. Primary	☐	☐
		C. Secondary	☐	☐
		D. Non-formal	☐	☐
		E. Other (specify) _____	☐	☐
	2.4.	If so, for how long? <i>(Ask for the average for all schools in the area.)</i>	<u>1. ____</u> # of days ☐ 1. Some or all schools are still not operating now	
Comments and additional information on issues regarding teaching and learning:				

3. Teachers and other education personnel

Topic	No.	Questions	Response categories	
Recruitment and selection				
Number of teachers	3.1.	Since the emergency, around how many of the teachers are still able to work? A. Male:	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)	
		B. Female:	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)	
	3.2. 3.3.	If the numbers of teachers has been reduced, what are the main reasons? For male teachers? For female teachers? <i>(Read the categories only if the respondent does not answer spontaneously. Mark all responses mentioned.)</i>		
			<u>3.2. For males</u>	<u>3.3. For females?</u>
		A. Injury	☐	☐
		B. Death	☐	☐
		C. Missing	☐	☐
		D. Displaced	☐	☐
		E. Not being paid	☐	☐
		F. Insecurity/not safe	☐	☐
		G. Other (specify)	☐	☐
	3.4.	Are there other people in this community/site available to teach, eg, young people or volunteers with some secondary education?	☐ 1. Yes ☐ 2. No	
Conditions of work				
Teacher's basic needs	3.5.	Do teachers in this community/site have access to the following basic resources:	<u>1. Yes</u>	<u>2. No</u>
		A. Shelter/housing?	☐	☐
		B. Food?	☐	☐
		C. Water?	☐	☐

Topic	No.	Questions	Response categories	
Support and supervision				
Priorities for support to teachers	3.6.	What types of support for teachers in this community/site is most essential right now? <i>(Read the categories only if the respondent does not answer spontaneously. Mark all responses mentioned.)</i>	☐ 1. Psychosocial support ☐ 2. Livelihoods support ☐ 3. Ensuring teachers' safety ☐ 4. Training on health or protection topics ☐ 5. Other support (specify) _____	
Comments and additional information on issues regarding teachers and other education personnel:				

4. Education policy and coordination

Topic	No.	Questions	Response categories	
Policy formulation and enactment				
Rights violations	4.1.	Have you heard of any of the following taking place within this community/site? ²⁹ <i>(Read each item and mark yes or no for each.)</i>	1. Yes	2. No
		A. Schools being attacked or destroyed by armed conflict	☐	☐
		B. Teachers being targeted by the conflict	☐	☐
		C. School children being recruited by armed groups	☐	☐
		D. Certain children being denied access to education (If yes, specify who) _____	☐	☐
Coordination				
Actors present	4.2.	Are there currently any functioning groups in this community/site that are supporting education? If so, who are they? A. Community education committees (eg, PTA, SMCs)	1. Yes (<i>specify names</i>) ☐ _____	

²⁹ These constitute violations of the UNCRC and the Geneva Conventions, which are important to report, especially for countries that have signed the agreements.

Topic	No.	Questions	Response categories
		B. Government education authorities	☐ _____
		C. Local NGOs	☐ _____
		D. International NGOs	☐ _____
		E. UN agencies	☐ _____
		F. Other (specify) _____	☐ _____
Assistance provided	4.3.	Have the students or schools/learning spaces in this community/site received any assistance? If so, from what source?	1. Yes (<i>specify sources</i>)
		A. Educational materials (eg, textbooks)	☐ _____
		B. School tents	☐ _____
		C. Teacher training	☐ _____
		D. Other (specify) _____	☐ _____
Comments and additional information on issues regarding education policy and coordination:			

5. Community participation

Topic	No.	Questions	Response categories
Resources			
Active community groups	5.1.	Are there community groups currently working to support learning in this community/site?	1. Yes 2. No
		A. PTAs or SMCs	☐ ☐
		B. Women's groups (eg, providing early childhood development services)	☐ ☐
		C. Children and/or youth clubs	☐ ☐
		D. Religious groups	☐ ☐
		E. Others (specify) _____	_____
Participation			
Support priorities	5.2.	What support to education is most essential right now in this community/site? (<i>Read the categories only if the respondent does not answer spontaneously. Ask them to list the top three.</i>)	1 st priority: ____ 2 nd priority: ____ 3 rd priority: ____
		A. Repairing damaged school buildings or facilities	

Topic	No.	Questions	Response categories
		B. Establishing temporary spaces for learning (eg, in tents) C. Ensuring safety of children and teachers D. Replacing school materials E. Finding teachers F. Psychosocial support for teachers and students G. School feeding H. Other (specify)_____	
Comments and additional information on issues regarding community participation:			
Any overall or additional comments or information regarding this key informant interview:			

Tool 3: School questionnaire

Purpose: This questionnaire is for surveys with school-level actors to gather standardised information on a sample of schools that have been affected by the emergency/crisis. You can select the schools either randomly or using purposive sampling.

Recommended sources: Possible respondents to interview in school surveys include school administrators, (head) teachers and other education personnel. Verify information through observations, wherever possible.

Unit of analysis: This questionnaire captures information at individual school level. It's designed to be used during visits to primary and secondary schools that have been affected by an emergency. It can be adapted for use at early childhood development and non-formal education centres as well.

0. General information

Interview identification		
Form number: _____	Date of assessment: ____/____/____ (dd/mm/yy)	
Name(s) of assessor(s): _____ Organisation(s): _____		
School location		
Name of district/admin level 1: _____		
Name of sub-district/admin level 2: _____		
GPS coordinates for site: longitude : _____ latitude: _____		
P-code for site: _____		
School details		
School name: _____		
Name of principal/headteacher/in-charge: _____		
School level: (mark all that apply)		
☐ 1. Preschool	☐ 3. Junior secondary	☐ 5. Non-formal
☐ 2. Primary	☐ 4. Senior secondary	☐ 6. Other (specify) _____
School type:		
☐ 1. Public/government	☐ 3. Community	☐ NGO-run
☐ 2. Private	☐ 4. Religious/mission	☐ 5. Other (specify) _____
Source of information		
Name of main information source used: _____		
Source's title/position/role in school: _____		
Telephone number of information source: _____		
<i>To be completed at end of interview:</i> In your opinion, how reliable is the information collected from this source about this site/location?		
☐ 1. Mostly reliable	☐ 2. Somewhat reliable	☐ 3. Not very reliable

1. Access and learning environment

Topic	No.	Questions	Response categories		
Equal access					
	1.1.	Is this school currently functioning?	☐ 1. Yes ☐ 2. No		
Enrolment	1.2.	How many children are enrolled in all the different grades offered at this school?	A. Boys _ _	B. Girls _ _	C. Total _ _
Attendance	1.3.	How many children are present in school today?	A. Boys _ _	B. Girls _ _	C. Total _ _
	1.4.	Since the emergency/crisis, have there been less, the same, or more students attending?	<u>1. More</u>	<u>2. Same</u>	<u>3. Less</u>
		A. Boys	☐	☐	☐
		B. Girls	☐	☐	☐
		C. Total	☐	☐	☐
Displaced students	1.5.	If more, are there extra children in school because of recent displacements?	☐ 1. Yes ☐ 2. No		
Absorption capacity	1.6.	How full is the school compared to its capacity? Are there too few children (under-filled), the right amount (at capacity) or does the school have too many children (overfilled)?	☐ 1. Too few/under-filled ☐ 2. Right amount/at capacity ☐ 3. Too many/overfilled		
	1.7.	Are there multiple shifts being used at this school?	☐ 1. Yes ☐ 2. No		
	1.8.	If so, do different students come in the morning and afternoon?	☐ 1. Yes ☐ 2. No		
Inclusion of vulnerable children	1.9.	Do any children from vulnerable or at-risk groups attend this school? <i>(Read the categories only if the respondent does not answer spontaneously. Mark all that apply.)</i>	1. Yes 2. No		
		A. Disabled children	☐	☐	
		B. Orphans	☐	☐	
		C. Children without a parent or guardian	☐	☐	
		D. Over-age children	☐	☐	
		E. Pregnant learners or young mothers	☐	☐	
		F. Minority ethnic or religious groups	☐	☐	
		G. Displaced students	☐	☐	
		H. Former combatants	☐	☐	

Topic	No.	Questions	Response categories	
		I. Others (specify) _____	☐	☐
Efforts to assist vulnerable groups/ learners	1.10.	Does your school make any efforts to help vulnerable students access, participate and/or stay in school? <i>(Read the categories only if the respondent does not answer spontaneously. Mark all that apply.)</i>	<u>1. Yes</u>	<u>2. No</u>
		A. Child protection monitoring	☐	☐
		B. School feeding	☐	☐
		C. Providing sanitary materials for girls	☐	☐
		D. Providing uniforms or clothes	☐	☐
		E. Scholarships or waiving school fees	☐	☐
		F. Flexible time shifts	☐	☐
		G. Separate classes for older learners	☐	☐
		H. Drop-out monitoring	☐	☐
		I. 'Catch-up' or accelerated learning classes	☐	☐
		J. Childcare services/early childhood development arrangements	☐	☐
		K. Others? (specify) _____		
Protection and wellbeing				
Distance	1.11.	On average, how long does it take for students to reach this school? (in minutes, walking)	__ minutes	
	1.12.	What is the furthest distance students must travel to this school?	__ kms	
	1.13.	Since the crisis/emergency, are there children who now have to come from further away to this school?	☐ 1. Yes ☐ 2. No	
Safety to and from school	1.14.	Is it safe for the children to travel to this school?	☐ 1. Yes ☐ 2. No	
	1.15.	Does this school have a system for identifying, monitoring and/or reporting on cases of abuse?	☐ 1. Yes ☐ 2. No	
Site safety	1.16.	Are there landmines and/or UXOs in or around the school area/site?	☐ 1. Yes ☐ 2. No	
	1.17.	Has the school site been cleared of any broken glass and sharp objects?	☐ 1. Yes ☐ 2. No	

Topic	No.	Questions	Response categories	
		<i>(Observe school site for such objects.)</i>		
	1.18.	Is the school site fenced or clearly marked? <i>(Observe school site to verify response.)</i>	☐ 1. Yes ☐ 2. No	
Building safety / hazard resistance	1.19.	What are the main natural hazards that occur in this community/area? <i>(Read the categories only if the respondent does not answer spontaneously)</i>	<u>1. Yes</u> <u>2. No</u>	
		A. Floods	☐	☐
		B. Earthquakes	☐	☐
		C. Typhoons/cyclones/hurricanes	☐	☐
		D. Mudslides	☐	☐
		E. Others (specify) _____	☐	☐
	1.20.	Has anything been done to this school so that it will withstand the expected hazards? <i>(If needed, provide an example, such as strengthening the walls of the school buildings.)</i>	☐ 1. Yes ☐ 2. No	
Emergency preparedness	1.21.	Does this school have a plan that specifies what should be done in the event of an emergency?	☐ 1. Yes ☐ 2. No	
Facilities				
Classroom capacity	1.22.	How many classrooms are there in this school?	__ # of classrooms	
	1.23.	On average, how many students are in each classroom now for:		
		A. Grade 1	__ # students per classroom	
		B. Grade 2	__ # students per classroom	
		C. Grade 3	__ # students per classroom	
		D. Grade 4	__ # students per classroom	
		E. Grade 5	__ # students per classroom	
		<i>(Observe several classrooms to verify estimates.)</i>		
School conditions	1.24.	How many of the classrooms were destroyed (not in usable condition) in the recent emergency? <i>(Observe conditions of the classrooms.)</i>	 __ # Destroyed/ not usable condition	

Topic	No.	Questions	Response categories
Type of facilities	1.25.	Are any of the functioning classrooms being held in temporary structures (eg tents, makeshift buildings, under a tree)? If so, around how many?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
	1.26.	If so, can the temporary structure(s) be easily, quickly and safely dismantled and re-erected if relocation is needed?	☐ 1. Yes ☐ 2. No
	1.27.	Is the temperature within the classrooms acceptable for teaching? (Observe climate conditions in several classrooms.)	☐ 1. Yes ☐ 2. No
Furniture	1.28.	Was the furniture (desks, chairs, benches) in this school lost or damaged as a result of the emergency/crisis? If so, how much?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
Recreation and play	1.29.	Does the school have a space for recreation within the compound of the school? (Observe play area to verify response.)	☐ 1. Yes ☐ 2. No
	1.30.	Does this school offer any recreation, drawing, music, dance or other cultural or expressive activities for learners, either during school or after school?	☐ 1. Yes ☐ 2. No
	1.31.	Is the daily schedule of activities posted where children can see it?	☐ 1. Yes ☐ 2. No
Water	1.32.	Does the school have access to a source of safe water within/near to the school compound? <i>Safe water sources = piped water, public tap, tube well/borehole, protected well or spring</i>	☐ 1. Yes ☐ 2. No
	1.33.	How long does it take to go to the water source, get water and come back to the school?	☐ 1. Under 10 minutes ☐ 2. Between 10–30 minutes ☐ 3. Over 30 minutes
	1.34.	Are the students able to drink from that source today?	☐ 1. Yes ☐ 2. No
	1.35.	Has water been available all year round from that source during the past school year?	☐ 1. Yes ☐ 2. No

Topic	No.	Questions	Response categories	
Latrines/ toilets	1.36.	How many functioning latrines or toilets are there at this school? <i>(Functioning means the latrine is being used and is working safely.)</i>	___ # functioning latrines <i>(If zero, skip remaining questions on latrines/toilets.)</i>	
	1.37.	On average, how many students are there for each functioning latrine? <i>(Calculate by dividing the total number of children enrolled at the school by the number of functioning latrines.)</i>	___ # students per latrine	
	1.38.	Are there separate latrines/toilet facilities for: A. Girl and boy students? B. Teachers/faculty and students? C. Male and female teachers? <i>(Observe: Ask to see the latrines for the different groups.)</i>	1. Yes ☐ ☐ ☐	2. No ☐ ☐ ☐
	1.39.	Observe: Are the latrines clean/sanitary? <i>(Clean means there is no faeces around the hole entrance or anywhere in the latrine.)</i>	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)	
	1.40.	Are any of the latrines accessible for people with disabilities? <i>(Observe: Latrines should have wide openings so that people with crutches or wheelchairs can enter and should not have steps or steep slopes to the entrance; they should be clear of rubble or uneven surfaces.)</i>	☐ 1. Yes ☐ 2. No	
Hygiene and sanitation	1.41.	Are hand-washing facilities available at or near the latrines? <i>(Observe: Ask to see the facilities.)</i>	☐ 1. Yes ☐ 2. No	
	1.42.	Are sanitary napkins available for girl students? <i>(Observe: Ask to see materials being provided.)</i>	☐ 1. Yes ☐ 2. No	
	1.43.	Is there human faeces on the ground within the school environment/site? <i>(Observe the obvious places where people may go to defecate. Faeces that were clearly</i>	☐ 1. Yes ☐ 2. No	

Topic	No.	Questions	Response categories
		<i>deposited more than a few days ago should not be counted; only recently deposited faeces indicate an ongoing problem of access to toilets.)</i>	
Primary healthcare	1.44.	How far is the nearest health facility from this school/learning space? (in minutes, walking)	__ minutes
	1.45.	Are students from this school referred to a local clinic when needed?	☐ 1. Yes ☐ 2. No
	1.46.	Does the school/learning space have basic first aid facilities? <i>(Observe: There should be a workable first aid kit with clean plasters, bandages and swabs.)</i>	☐ 1. Yes ☐ 2. No
	1.47.	Are any of the teachers trained in the use of the first aid kit?	☐ 1. Yes ☐ 2. No
Nutrition	1.48.	How many of the students eat a meal before coming to school?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
	1.49.	Do children get a meal at school or food to take home?	☐ 1. Yes ☐ 2. No
Psycho-social support	1.50.	Does this school have a school counsellor or identified person to provide counselling and guidance for learners?	☐ 1. Yes ☐ 2. No
	1.51.	Are students referred to mental health or psychosocial support services for necessary care and treatment?	☐ 1. Yes ☐ 2. No
	1.52.	Are students who are victims of sexual abuse provided with referrals to for care and treatment?	☐ 1. Yes ☐ 2. No
Comments and additional information on issues regarding access and learning environment:			

2. Teaching and learning

Topic	No.	Questions	Response categories
Curriculum			

Topic	No.	Questions	Response categories	
Emergency-related topics	2.1.	What topics have been introduced in this school to help learners deal with the emergency? <i>(Read the categories only if the respondent does not answer spontaneously. Mark all that apply.)</i>		
		What additional topics are needed?	<u>1. Introduced</u>	<u>2. Needed</u>
		A. Peace education and conflict mitigation and resolution	☐	☐
		B. Natural disaster preparedness and risk reduction	☐	☐
		C. Health, nutrition and hygiene promotion	☐	☐
		D. Violence prevention, including sexual and gender based	☐	☐
		E. HIV prevention	☐	☐
		F. Landmine awareness	☐	☐
		G. Awareness of risks such as during fuel/firewood collection	☐	☐
	H. Other (specify) _____	☐	☐	
Gender equality	2.2.	Are there specific lessons and topics in this school on gender?	☐ 1. Yes ☐ 2. No	
Languages	2.3.	What is/are the mother tongue language(s) of children in this school? A. Mother tongue of majority of children: B. Mother tongue of minority of children: C. Mother tongue of minority of children:	<i>(Write names of languages)</i> A. _____ B. _____ C. _____	
	2.4.	What is/are the primary language(s) of instruction used at this school? <i>(Mark all that are considered 'primary'.)</i>	<i>(from list above)</i> ☐ 1. Language A ☐ 2. Language B ☐ 3. Language C	
	2.5.	What language(s) is/are the textbooks in? What language(s) is/are other learning materials in? <i>(Mark all that apply.)</i>	<i>(from list above)</i> ☐ 1. Language A ☐ 2. Language B ☐ 3. Language C	
Loss of school materials	2.6.	Were the teaching and learning materials in this school lost or damaged as a result of the recent emergency/crisis? If so, how many?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)	

Topic	No.	Questions	Response categories
Teaching materials	2.7.	How many of the teachers at this school have a full set of textbooks?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
	2.8.	How many classrooms at this school have blackboards with chalk in usable condition? <i>(Observe a few classrooms to verify.)</i>	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
	2.9.	Do teachers at this school use teaching aids?	☐ 1. Yes ☐ 2. No
	2.10.	If so, do teachers make any of the teaching aids themselves from local materials? <i>(Observe a few classrooms for educational posters, or other teaching aids to verify.)</i>	☐ 1. Yes ☐ 2. No
Learning materials	2.11.	How many textbooks are available per student at this school? <i>(Use the average for all subjects³⁰)</i>	I __ I # textbook/s per student
	2.12.	Does this school have teaching and learning materials that complement the textbooks, eg, reading or activity booklets? <i>(Ask to see the materials to verify.)</i>	☐ 1. Yes ☐ 2. No
	2.13.	Does each child have a pen or pencil for writing? <i>(Observe a few classrooms to verify.)</i>	☐ 1. Yes ☐ 2. No
	2.14.	Does each child have their own notebook/exercise book to write in? <i>(Observe a few classrooms to verify.)</i>	☐ 1. Yes ☐ 2. No
Instruction			
Disruption of learning	2.15.	Did this school stop operating (close) for any amount of time as a result of the recent emergency/crisis? If so, for how long?	I __ I # of days

³⁰ In some cases, it may also be important to get textbook to pupil ratios for the different grades at the school, and for the different subjects (reading, math, science, etc). You can do this by asking this question separately for every grade and (main) subject offered.

Topic	No.	Questions	Response categories
Time on task	2.16.	How many hours do students attend school per day (ie, current operating hours of the school)?	I ___ I # of hours
	2.17.	Of this time, how much of it is actually spent on instruction and learning (as opposed to administrative tasks, transitioning from one activity to another and waiting)? Give an estimate.	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
Assessment			
Assessment methods	2.18.	Does this school measure students' performance through tests, exams, regular reports or other ways?	☐ 1. Yes ☐ 2. No
Completion documents	2.19.	Does this school provide students with course completion documents, eg, diplomas or graduation certificates?	☐ 1. Yes ☐ 2. No
	2.20.	If so, are these completion documents recognised or accepted by the (government) education authorities?	☐ 1. Yes ☐ 2. No
Comments and additional information on issues regarding teaching and learning:			

3. Teachers and other education personnel

Topic	No.	Questions	Response categories									
Recruitment and selection												
Number of teachers	3.1.	How many teachers worked in this school prior to the emergency?	<table border="1"> <tr> <td>A. Male</td><td>B. Female</td><td>C. Total</td></tr> <tr> <td> __ </td><td> __ </td><td> __ </td></tr> <tr> <td>#</td><td>#</td><td>#</td></tr> </table>	A. Male	B. Female	C. Total	__	__	__	#	#	#
A. Male	B. Female	C. Total										
__	__	__										
#	#	#										
	3.2.	How many of the teachers have been affected by the emergency and are now unable to work?	<table border="1"> <tr> <td>A. Male</td><td>B. Female</td><td>C. Total</td></tr> <tr> <td> __ </td><td> __ </td><td> __ </td></tr> <tr> <td>#</td><td>#</td><td>#</td></tr> </table>	A. Male	B. Female	C. Total	__	__	__	#	#	#
A. Male	B. Female	C. Total										
__	__	__										
#	#	#										
	3.3.	How many teachers work at this school now (male, female, total)?	<table border="1"> <tr> <td>A. Male</td><td>B. Female</td><td>C. Total</td></tr> <tr> <td> __ </td><td> __ </td><td> __ </td></tr> <tr> <td>#</td><td>#</td><td>#</td></tr> </table>	A. Male	B. Female	C. Total	__	__	__	#	#	#
A. Male	B. Female	C. Total										
__	__	__										
#	#	#										
Teacher	3.4.	How many teachers are present and teaching at	<table border="1"> <tr> <td>A. Male</td><td>B. Female</td><td>C. Total</td></tr> </table>	A. Male	B. Female	C. Total						
A. Male	B. Female	C. Total										

³¹ This can be sensitive information that school staff may not be willing to share.

Topic	No.	Questions	Response categories		
absenteeism		this school today? <i>(Check teacher attendance records to verify information provided.³¹)</i>	__ #	__ #	__ #
	3.5.	Since the emergency/crisis, have teachers been absent less, the same or more than before?	A. Male ☐ Less ☐ Same ☐ More	B. Female ☐ Less ☐ Same ☐ More	C. Total ☐ Less ☐ Same ☐ More
	3.6.	What is done with the classes when teachers are absent? <i>(Mark all responses mentioned.)</i>	☐ 1. Use substitute teachers ☐ 2. Combine classes ☐ 3. Let students work unsupervised ☐ 4. Send students home ☐ 5. Other (specify) _____		
Teacher qualification	3.7.	How many of the teachers at this school are qualified to teach (by national standards)?	A. Male __ #	B. Female __ #	C. Total __ #
	3.8.	Of the 'unqualified' teachers, how many have completed ten or more full days of teacher training?	A. Male __ #	B. Female __ #	C. Total __ #
	3.9.	How many of the teachers working at this school are officially registered with the government/(education authorities/ Ministry of Education)?	A. Male __ #	B. Female __ #	C. Total __ #
Community role in selection	3.10.	Are representatives of the community involved in recruiting the teachers for this school (eg, PTA or SMC members)?	☐ 1. Yes ☐ 2. No		
Screening of teachers	3.11.	Are teachers checked or screened to avoid recruiting rights violators (eg, people who have abused children in the past)?	☐ 1. Yes ☐ 2. No		
Conditions of work					
Teacher compensation	3.12.	How many of teachers working at this school are paid by the Ministry of Education?	A. Male __ #	B. Female __ #	C. Total __ #
	3.13.	How many of the teachers are paid by NGOs, parents or sources other than the government? <i>(This can include incentives and in-kind support.)</i>	A. Male __ #	B. Female __ #	C. Total __ #
	3.14.	Are unpaid volunteers teaching at this school?	☐ 1. Yes		

Topic	No.	Questions	Response categories
			☐ 2. No
	3.15.	When was the last time teachers at this school received salaries or allowances from the government?	☐ 1. The most recent month ☐ 2. The month before last ☐ 3. More than two months ago ☐ 0. Not applicable
Code of conduct	3.16.	Does this school have a code of conduct or similar policy in place that specifies the standards for education personnel behaviour? <i>(Ask to see a copy to verify response.)</i>	☐ 1. Yes ☐ 2. No
	3.17.	If so, how many of the teachers and other education personnel who work at this school have been trained on the code of conduct?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
	3.18.	If so, how many of the teachers and other education personnel who work at this school have signed the code of conduct?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
Support and supervision			
Support personnel	3.19.	Does this school have in place a principal, headmaster, headteacher or other person who is responsible for providing support for teachers?	☐ 1. Yes ☐ 2. No
Psycho-social support	3.20.	Are there psychosocial/mental health support services available for teachers (to help them deal with issues such as sadness and stress)?	☐ 1. Yes ☐ 2. No
In-service training and support	3.21.	Have teachers at this school been provided with any in-service training in the past six months?	☐ 1. Yes ☐ 2. No
	3.22.	During the past six months, has this school received a visit by a school inspector or other outside education official?	☐ 1. Yes ☐ 2. No
School management	3.23.	Does this school hold regular staff meetings? <i>(Look at the minutes as evidence of meetings.)</i>	☐ 1. Yes ☐ 2. No
	3.24.	Does this school conduct regular staff performance appraisals/evaluations? <i>(Note: These are typically done once a year. Look at the school records for evidence that the</i>	☐ 1. Yes ☐ 2. No

Topic	No.	Questions	Response categories
		<i>appraisals took place.)</i>	
Comments and additional information on issues regarding teachers and other education personnel:			

4. Education policy and coordination

Topic	No.	Questions	Response categories
Policy formulation and enactment			
Flexible policies	4.1.	Does this school amend any of its policies to promote access to education among the crisis-affected and other vulnerable groups:	
		<i>(Read the categories only if the respondent does not answer spontaneously.)</i>	
			<u>1. Yes</u> <u>2. No</u>
		A. Waive or reduce fees or other costs?	☐ ☐
		B. Accommodate over-age children?	☐ ☐
		C. Waive requirements for documentation for displaced students or others who cannot meet them?	☐ ☐
		D. Relax the formal qualifications for recruiting female teachers?	☐ ☐
		E. Accommodate students who don't know the language of the school materials or exams?	☐ ☐
		F. Other efforts (specify) _____	☐ ☐
Coordination			
Government capacity	4.2.	Have local education officials been able to reach and support this school since the crisis/emergency?	☐ 1. Yes ☐ 2. No
Needs assessments	4.3.	Have any agencies come here to talk to you about the situation for education or this school's needs? If so, who?	☐ 1. Yes (specify who) _____ ☐ 2. No
Assistance provided	4.4.	Have the students or this school received any of the following assistance? If so, from who?	<u>1. Yes</u> <u>Source(s) of assistance</u>
		A. Educational materials (eg, textbooks)	☐ ☐
		B. School tents	☐ ☐
		C. Teacher training	☐ ☐
		D. Other (specify) _____	☐ ☐

Topic	No.	Questions	Response categories
Comments and additional information on issues regarding education policy and coordination:			

5. Community participation

Topic	No.	Questions	Response categories
Participation			
Existence of functioning CEC	5.1.	Does this school have a community education committee (CEC) with parents involved in supporting education? <i>(CECs can include PTAs, SMCs, or other similar groups.)</i>	☐ 1. Yes ☐ 2. No
	5.2.	If so, when was the last time the CEC met? <i>(If the school has more than one type of CEC, eg, both a PTA and SMC, ask this and the following questions about the SMC.)</i>	— / — / — (dd/mm/yy)
Membership of CEC	5.3.	Which of the following groups are represented on the CEC? A. Teachers B. Principal C. Other school staff D. Community leaders E. Parent representatives F. Women G. Students H. Others (specify)_____	1. Yes 2. No ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Role of PTA or SMC	5.4.	What role do parent representatives on the CEC have in decision-making? <i>(Mark only one response.)</i>	☐ 1. Are only informed of the decisions taken ☐ 2. Explain needs/difficulties ☐ 3. Participate in decisions
Comments and additional information on issues regarding community participation:			
Any overall or additional comments or information regarding this school survey:			

Topic	No.	Questions	Response categories

Tool 4: Focus group discussion checklists

Purpose: This tool provides questions that will help you to understand the perspectives of children, youth, adult community members and teachers about key aspects of education in the area and how they have been affected by the emergency/crisis.

Recommended sources: There are checklists for discussions with three groups:

- A. Children and youth:** This should include boys and girls, both in and out of school, as well as older adolescents.
- B. Parents/community members:** Community education committee (CEC, SMC or PTA) members or other adults closely involved in school activities will be the best respondents.
- C. Teachers:** This should include both male and female teachers and can involve part-time and/or 'unofficial' or volunteer teachers.

Unit of analysis: Focus group discussions should consist of 5–10 participants. Separate groups can be organised by age and sex, depending on what is appropriate in the context and what is likely to enable participants to be as relaxed and honest as possible. The unit of analysis will be the overall categories of respondents, such as teachers, boys and girls.

Instructions: Focus group discussions must be organised, well facilitated and properly documented in order to gain the type of in-depth information you need. Recommendations for making focus group discussions effective are as follows:

Organising focus group discussions:

- Organise homogeneous groups of similar ages, sexes and experiences together.
- Keep the groups small. Sessions should have 5–10 participants.
- Choose the right facilitator for the group: men with boys/men and women with girls/women. Identify adults who have good rapport and skills for working with children and youth
- Limit the presence of onlookers to enable participants to speak freely.
- Conduct the discussion in a place where participants can sit comfortably.

Facilitating focus group discussions:

- Warm the group up with energisers to make participants feel at ease and get them talking.
- Assure the participants that everything said in the session will be kept confidential.
- Don't rely only on what the well off, better educated and more vocal have to say.
- Probe and cross-check each question by listening closely to what is being said, challenging answers (where appropriate) and asking for more details.
- Carefully lead up to sensitive questions.
- Keep sessions to a manageable length – around ten questions and lasting for 45 to 90 minutes.

Documenting responses:

- Assign one note-taker to record what is being said and observed.
- Responses to questions can be documented in a notebook. But be sure to capture all the information under the 'General information' section of the form (see below) for each group.
- Don't add interpretations of the responses during the note-taking.
- Record the responses of the majority of the answers provided by the group. Also note any important differences in responses between groups (eg, men and women, disabled).

A. Focus group discussion checklist for children and youth

0. General information

Interview identification
Form number: _____ Date of assessment: ____/____/____ (dd/mm/yy) Name(s) of assessor(s): _____ Organisation(s): _____
Location of assessment
Name of district/admin level 1: _____ Name of sub-district/admin level 2: _____ GPS coordinates for site: longitude : _____ latitude: _____ P-code for site: _____
Source of information
Number of men/boys: _____ Number of women/girls: _____ Age group(s): _____
Informed consent Incorporate an informed consent statement that is appropriate for the context and group.

1. Access and learning environment

Equal access³²
1.1. Do all children in this community/area go to school? What groups of children or young people in this community/area are often not in school? 1.2. Are you able to go to school every day? If not, why? Do you have friends or know other children who can't go to school? If so, why do they not attend? 1.3. What could be done to help children in this community/site go to school or stay in school? 1.4. For the young people in this community/area that can't go to formal school, what types of classes or training would be best for them? What type of classes or training would you like to participate in?
Protection and wellbeing
1.5. How do you and other children travel to school? Do you feel safe travelling to and from school? If not, why?

³² The 'Tool for identifying barriers to education' provided below can be used to obtain 'standardised' answers to these questions that can be compared easily across groups and locations.

1.6. Do you feel safe at school? Is there anything that makes you afraid when you are at your school? What is the safest place in your school? What is the least safe place in the school?

1.7. Have you seen or heard of children being hurt while they are in school? If you have, can you explain this?

1.8. Do you know where to go to tell someone if you see or hear of a child being hurt? If so, where?

1.9. Help us understand how you have been feeling. Do you feel hopeful about the future? Since the emergency/crisis, do you feel more hopeful about the future, less hopeful or the same?

1.10. Do you feel that you can do things to help yourself? Since the emergency/crisis, do you feel more confident in yourself, less confident or the same?

1.11. Do you have a group of friends who support one another? Is there someone at your school that you feel you can talk to when you have a problem? Since the emergency/crisis, do you feel you have more, fewer or the same number of people you can talk to who can help you when needed?

Facilities

1.12. Is there a place to play at your school? Do you use it? If not, why?

1.13. Is there water for drinking at your school? Is it clean? Who collects the water? If it's you or other children, do you feel safe collecting water? If not, why?

1.14. Are there latrines at your school? Do boys use the latrines at school? If not, why? Do girls use the latrines at school? If not, why?

1.15. Do you normally eat at home before coming to school? If not, why?

1.16. Does your school provide a meal or food to take home? Do all children receive the meal or food? If no, who receives it and who does not?

2. Teaching and learning

Curriculum

2.1. Do you think any of the things taught in your classes are unfair for some students? For example, stories that show some people as better than others? If so, explain this to me?

2.2. Do you feel that what you are learning in school will be useful for you (eg, to stay safe and healthy, or get a job)? Why or why not? What (else) would you like to be learning?

Assessment

2.3. Have you heard of any cases of students being harmed during the exam period at your school, either to boys or girls?

3. Community participation

Participation
5.1. Are children and youth involved in supporting schools and learning in this community/site? If so, how? If not, how could they be?
5.2. If you could change or improve three things at school, what would they be? What can young people in this community do to address these issues?

Tool for identifying barriers to education
Instructions This tool is for collecting information on the reasons/factors that prevent school-age children in the community/area from attending school, including those who have never been enrolled, have dropped out or are frequently absent. The information should be collected through focus group discussion with 5–10 teachers, parents and/or children. The facilitator should lead the discussion to identify all main groups of children not in school and the possible reasons why they're not in school, then rank the three most important reasons for each of these groups. The reasons and their ranking should be collected separately for boys and girls. We recommend that you organise the discussion using a flipchart or other visual aid. The questions below are provided as a guide. The selection and ranking of the three most important reasons per group should be inserted in the table below.

Topic	No.	Questions	Response categories
Out-of-school groups	1.1.	Which are the main groups of children and young people not participating in education activities in your community/area? <i>Some commonly excluded groups are listed below the reporting format that can be used as prompts. Insert numbers from the codes below for the main groups mentioned.</i>	<i>(List the top three groups)</i> 1st ___ 2nd ___ 3rd ___
Reasons for non-enrolment	1.2.	What are the main reasons why children living in this community/area are not attending school? <i>Let the respondents discuss and then list and number the reasons mentioned on a flipchart</i>	<i>Free list. Not necessary to record them all here.</i>

		(using visual representations, if appropriate). Some common reasons are listed below the reporting format that can be used as prompts.			
	1.2.B.	Out of all the reasons you have raised, which are the most important reasons for boys, girls and other excluded groups identified? <i>Insert numbers from codes below for the reasons mentioned when ranking the three most important reasons.</i>	For boys 1 st 2 nd 3 rd	For girls 1 st 2 nd 3 rd	Other (specify): 1 st 2 nd 3 rd
	1.2.C.	Which of these main reasons are new or have become worse since the emergency? <i>Insert numbers/codes for the reasons mentioned under each group (boys, girls, any others).</i>	 	 	

Codes for Question 1.1.

Possible out of school/excluded groups [ADJUST CATEGORIES AS NEEDED –]	
1. Girls 2. Women 3. Children living in remote or isolated locations 4. Youth 5. Disabled children 6. Minority ethnic or religious groups 7. Displaced population 8. Host population	9. Orphans 10. Children without a parent or guardian 11. Former combatants 12. HIV-affected learners 13. Pregnant learners 14. Young mothers 15. Others (specify) _____ 16. Others (specify) _____

Codes for Questions 1.2, 1.2.B. and 1.2.C.

Possible reasons for non-enrolment, absenteeism and drop-out [ADJUST CATEGORIES AS NEEDED]	
Location and safety	1. School is too far 2. School is insecure/children (and teachers) do not feel safe
Facilities	3. School buildings are damaged or destroyed 4. Lack of classrooms/too crowded/not enough space 5. Water and/or latrines are unavailable or unsafe
Equipment and materials	6. Lack of furniture (desks, etc) 7. Not enough materials for children (textbooks, etc) 8. Not enough resources or supplies for teachers
Instruction / quality	9. Not enough teachers/teachers don't show up 10. Teachers don't perform well 11. Instruction isn't in children's language 12. Discriminatory messages given by teachers or in textbooks 13. What children learn is not useful for their future

	14. Instruction methods are not flexible to include children with learning or physical disabilities
Livelihoods/ competing priorities	15. Children needed at home to help family 16. Children needed to collect fuel/firewood 17. Children needed to collect water 18. Children needed to raise income or food 19. Children are hungry/No food provided at school
Practical and legal barriers	20. Cannot afford school fees or other costs 21. Children are too old/school-age limits 22. Young people are married (early) or have children 23. Don't have the required documentation (eg, birth certificates) 24. Schools are not recognised or accredited
Attitudes/social or cultural reasons	25. Children not interested in education 26. Parents believe education is not useful 27. Community does not support education (eg, for girls or disabled children)
Health related	28. Sickness/poor health of child 29. Children are physically disabled 30. Pregnancy 31. Menstrual periods 32. HIV infection 33. Malnutrition
Context specific	34. Other (specify)..... 35. Other (specify).....

B. Focus group discussion checklist for parents/adult community members

0. General information

Use same form within the 'Focus group discussion checklist for children and youth above.

1. Access and learning environment

Equal access³³
1.1. Do all children in this community/area go to school? What groups of children or young people in this community/area are most often not in school? <i>(If not mentioned, ask 'Do disabled children attend school?')</i>
1.2. Why do they not attend?
1.3. What could be done to help such children get to, or stay in, school?
1.4. For the young people in this community/area who can't go to formal school, what types of classes or training would be best for them?
Protection and wellbeing

³³ The 'Tool for identifying barriers to education' provided above can be used to obtain 'standardised' answers to these questions that can be compared easily across groups and locations.

- 1.5. Is the school accessible and located in a secure area? Are your daughters/female students safe on their way to and from school? Are your sons/male students safe on their way to and from school? If not, why? Have the concerns you mentioned got worse since the emergency/crisis?
- 1.6. What is being done to make sure children are safe when travelling to and from schools in this community/area? What additional efforts are needed?
- 1.7. Have you heard of children or young people being abused or harassed while they are in school? What type of children experience these things the most (eg, girls)?
- 1.8. Do you know where to go to report cases of abuse or violence against children? If so, where?

3. Teachers and other education personnel

Recruitment and selection

- 3.1. Who is involved in recruiting teachers? Are parents involved? If so, how? What criteria are used to select teachers?
- 3.2. Are teachers checked or screened to avoid recruiting rights violators (eg, people who have abused children in the past)? If so, how?
- 3.3. Do you believe that the teachers are doing a good job teaching their students?
- 3.4. Do many of the teachers here have other jobs or activities outside of the school? If so, how does this affect their performance as teachers?

5. Community participation

Resources

- 5.1. What community-based learning activities existed here before the crisis (eg, families holding classes in their homes or informal gatherings of children for learning/non-formal activities)?
- 5.2. Are any of these still functioning? If so, how can they be supported to improve their reach and/or quality? If not, can they be revived or adapted to the new situation?

Participation

- 5.3. What are the main ways in which community members currently support schools/learning spaces in this community/site?
- 5.4. What additional roles would be priorities for the community to take on in order to improve education in this community/site?
- 5.5. What school management decisions does the PTA/SMC have a say in? What were the top two issues discussed at the most recent PTA/SMC meeting?
- 5.6. What are the three most essential priorities for improving education in this community/site? What roles could community members play to address these needs?

C. Focus group discussion checklist for teachers

0. General information

Use the same form within the 'Focus group discussion checklist for children and Youth' above.

2. Teaching and learning

Curriculum
2.1. Are there any students in your classes that you have difficulty communicating with because of language? If so, explain.
2.2. Do children learn to read in the same language that they speak at home? If not, why?
2.3. Do you think that the instructional materials you use at this school show and teach the value of respecting women, girls, boys and men equally? If not, why?
2.4. Do you think that anything taught in your classes discriminates against certain people? For example, does it present certain types of people as better or worse than other types of people? If so, what things do you think are discriminatory?
2.5. Do you feel like what your students are learning in school will be useful to them (boys and girls) in their lives (eg, to stay safe and healthy, or get a job)? Why or why not?
Training
2.6. What urgent messages or information are needed by children and young people in this community/site following the emergency/crisis?
2.7. Have you been provided with training on any of these or other emergency-related topics or skills?
2.8. For the training you have received, have you been provided with any follow-up support or materials (eg, supplementary teaching materials or monitoring visits) to help you deliver lessons on those topics in your classes?
2.9. What type of (additional) training, if any, do you feel would most benefit your ability to teach and manage your classes now? <i>(Let respondents discuss and then list and number the types of training they mention. Then ask them to select the top three priorities.)</i>
Instruction
2.10. Describe what you would see in a learner-centred, participatory and inclusive classroom. Does your class fit this description? Can you give an example of how you use learner-centred methodologies?

3. Teachers and other education personnel

Recruitment and selection
3.1. How have teachers been affected by the recent emergency/crisis (eg, displaced, afraid to come to work)?

3.2. What are the main reasons why teachers (male and female) at this school are absent?

3.3. What motivates you to continue teaching?

3.4. Why do you think teachers in this area leave the profession?

Conditions of work

3.5. Do you receive compensation? From whom? When is the last time you received it?

3.6. What forms of incentives are available to support teachers in addition to monetary or non-monetary compensation?

3.7. Is this level of compensation and the incentives you receive sufficient to enable you to continue teaching?

3.8. What do you or other teachers do to seek the additional income needed for yourselves and your families?

Support and supervision

3.9. What kind of support and training do you receive on a regular basis (eg, classroom observation, in-service training)?

3.10. Are there teacher support groups (eg, unions, teacher clusters, PTAs, SMCs or other community education structures) that provide support to teachers?

3.11. What type of support is most essential for you and other teachers right now to be able to perform your job well?

Tool 5: Rapid observation checklist

0. General information

Assessment identification
Date of assessment: ____/____/____ (dd/mm/yy)
Observation conducted by: Name: _____ Organisation(s): _____
Location of assessment
Department _____ District _____ Name of school _____ GPS/P-code _____
Any additional comments or observations

Checklist			
Questions	Yes	No	Comments
1. Is the school accessible by vehicle?			
2. Does the school show signs of being normally open and operational?			
3. Are lessons being supervised by teachers at the time of the visit?			
4. What is the level of damage to school buildings?			
A. Totally destroyed/not usable (basic safety cannot be assured)			
B. Occupied or looted and not usable			
C. Damaged, but can be repaired (roof and doors broken, etc)			
D. Limited damage, can be easily repaired (broken windows, etc)			
E. No damage			
5. Are school materials and classroom furniture damaged or missing?			
6. Are teaching and learning materials damaged or missing?			
7. Is there damage to WASH facilities (latrines, toilets, water supply points, etc)?			
8. Are there separate latrines/toilets for girls and boys?			
9. Is water available at the school (piped, water tanks, well water, other)?			
10. Is there a school canteen or somewhere nearby to purchase food?			
11. Is there access to the school for learners with disabilities?			
12. Are there recreational facilities/spaces at the school where learners can play?			

Further explanation of any of the above questions:

Tool 6: Classroom observation form

Purpose: This tool provides guidance on assessing key aspects of teaching methods through observation. It's typically used alongside the school questionnaire for the sample schools being surveyed.

Recommended source: This form is filled in with information you gain by observing teachers delivering lessons in the school.

Unit of analysis: This is a summary form for all the observations conducted. If different assessment team members are observing different classes, they should bring together their findings to complete the form. The unit of analysis is the school level, although separation of lower and upper primary may be important in some cases.

Instructions: Assessment team members should sit in on lessons to observe teaching. We recommended they observe at least four randomly selected teachers from different classrooms in order to make reasonable generalisations about the teaching methods and classroom management practices being used in the school overall. Each teacher should be observed for the time it takes them to deliver a full lesson (typically 30–45 minutes).

There is a danger that the teachers being observed will feel they're being judged or evaluated. To avoid this, observers should approach the activity sensitively and explain that the observation is being done to understand the conditions of the classrooms and the wellbeing of children and teachers.

0. General information

Use same form that is in the school questionnaire above.

2. Teaching and learning

Topic	No.	Questions	Response categories
Instruction			
Teaching methods	2.1.	Do teachers use participatory teaching methods? <i>This means that children are actively involved in the lesson and the teacher does not use (only) the lecture method of teaching.</i>	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
	2.2.	Do teachers use a variety of methods to deliver their classes? <i>For this, teachers should include at least four of the following methods in the lesson observed:</i> <i>- Question and answer</i>	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)

Topic	No.	Questions	Response categories
		- Discussion - Group work - Blackboard or flipchart - Demonstration - Competition - Creative methods (songs, stories, games, art)	
Teaching materials/ aids	2.3.	Do teachers use materials to assist students learn (eg, counting items)?	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
Classroom management	2.4.	Do teachers use non-violent methods to deal with disciplinary problems that occur in the class? <i>For this, teachers should be observed responding to children in a normal voice. They should not be observed using physical/corporal punishment, beating or shouting at students.</i>	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
Inclusive instruction	2.5.	Do teachers make efforts to include all children? <i>For this, teachers should be observed giving all students in the class a chance to participate, eg, by calling on quiet children and girls, as well as those who always put their hands up.</i>	☐ 1. None/only a few (0–25%) ☐ 2. Some (26–50%) ☐ 3. Many (51–75%) ☐ 4. Almost all/all (76–100%)
Comments and additional information on issues regarding teaching and learning:			

Tool 7: Operational considerations

Planning

There are two essential components of good planning: technical and operational. Technical planning requires preparing tools, conducting training and data management. **Operational elements of assessments are equally important for success, but their importance is often underestimated. Operational planning requires coordination, logistics management and financial capacity.** Strong commitments and follow-through from Cluster partners are necessary to mobilise the resources needed to conduct a needs assessment. The emergency may have changed the normal procedures that partners engage in to acquire funds and may have restricted the availability of resources. It's critical to be aware of operational challenges to ensure that they don't obstruct or delay the assessment. Below is a checklist of operational considerations to help ensure smooth implementation.

- ☑ Understand **safety and security concerns** and/or restrictions (eg, closed roads, heightened threats, composition of assessment team, travelling with cash, permission to transport other partners)
- ☑ Establish **contact lists** to ensure the Cluster has access to names and phone numbers of participating partners
- ☑ Prepare only those **memorandums of understanding** or legal commitments that are absolutely necessary
- ☑ Determine availability of **key resources** (eg, fuel, water, paper, vehicles, computers)
- ☑ Determine availability of **key services** (eg, catering, drivers, translation, printing, communications)
- ☑ Ensure that **cash** is available to cover immediate costs such as per diems
- ☑ Identify **venues** that are accessible to all partners for meetings and trainings
- ☑ Prepare for any necessary **protocol** or legal requirements (eg, travel permits, official letters)
- ☑ Locate and secure adequate **accommodation** where and when necessary

Cost considerations

Costs will vary a great deal depending on available resources and expertise, the scope of the assessment and the context of the emergency. Carefully consider how costs will shape your assessment efforts and planning. For instance, are some affected areas accessible only via helicopter or plane because of road conditions or security concerns? This will have a big impact on both timing (availability of flights) and costs. A clear understanding of who will cover costs and strong commitments are necessary. Cluster leads and other partners, including national and local authorities, should be encouraged to contribute data collectors, vehicles, technical expertise, etc.

Key cost considerations, in addition to staff time

- Contractor and **consultant fees** and expenses if external assistance is needed to conduct this phase of the needs assessment
- **Printing costs** if partner agencies don't have adequate printing capacity
- Securing a **venue for training** of data collectors if partners don't have accessible space to donate
- **Meals** and/or refreshments for training and long meetings when appropriate
- Allowable costs (such as **travel or per diem**) for partners as formally agreed upon
- **Data collection costs**, including vehicles, drivers, fuel, per diem, accommodation and other travel expenses
- **Data management costs**, including purchase of software or computers or employing technical experts

Tool 8: Formats for data compilation, analysis and reporting

This section contains the following formats for compiling, analysing and reporting on assessment findings, with some examples and instructions on their use:

1. Sample site summary report form
2. Formats for analysing data
3. Sample executive joint education needs assessment brief format
4. Sample full joint education needs assessment report format
5. Sample urgent action report form

1. Sample site summary report form

Purpose: This is used for sharing assessment findings within the Education Cluster to ensure that real-time analysis and responses to problems and priorities for each site are possible.

Instructions: Field assessment team leaders are responsible for ensuring that each team submits completed data collection forms following fieldwork at each site. The field assessment team should reflect on information collected from all sources to identify the key issues within the site, the relative severity of each and possible responses to them. These conclusions will be based on field teams' judgements and can be documented in a format like the one below.

Site information						
Date of assessment: ____/____/____ (dd/mm/yy)						
Assessment team leader: _____						
Name of district/admin level 1: _____						
Name of sub-district/admin level 2: _____						
GPS/P-code for site: _____						
Key issues identified, by education domain, by severity ranking						
Key for severity ranking	Red	Severe situation: urgent intervention required				
	Orange	Situation of concern: surveillance required				
	Yellow	Lack of/unreliable data: further assessment required				
	Green	Relatively normal situation; local population able to cope; no further action required				
Education domain	R	O	Y	G	Key issues identified	Recommendations
1. Access and learning environment						
2. Teaching and learning						

3. Teachers and other education personnel						
4. Education policy and coordination						
5. Community participation						
6. Cross-cutting issues						
7. Inter-cluster issues						
8. Other (specify) _____						
Interpretation of results and other comments:						
(This should include evidence/justification of the priorities and recommendations made above.)						

2. Formats for analysing data

Purpose: This is used to aggregate comparable data from a number of assessed sites, to estimate the overall needs for humanitarian intervention in the affected area and to decide which sites and which issues should be given priority for intervention. It's possible to do aggregated reports for different administrative levels (eg, districts) and for the overall area being assessed (eg, country).

Instructions: The information management focal point or other person(s) responsible should compile the data from multiple sites into formats that can be analysed easily. The specific format used will depend on the type of data and the desired form of analysis. Some typical types of analysis that can be done to assist in identifying priorities are described below. For each, we recommended using the standard 'traffic light' system for ranking severity (see the key above in the sample site summary form for clarification on what the colours indicate).

Priority issues/indicators

This type of analysis helps to answer the question: Which issues are the priority? To do this, responses across all sites are tallied as percentages (the total for each issue/indicator should equal 100%). Then the analysis of priorities is based on the distribution of responses among the different response options. For example, for both the topics in the table below the response of 'None/only a few' is the most severe/least desirable situation. When comparing these two issues/indicators, 'Children still attending school' stands out as a priority because 25% of the responses fell in the severe category.

Be cautious, however, about generating percentages and averages when less than 30 sites/schools have been visited or 30 informants interviewed. In such cases, it's better to report the absolute figures and the denominator (eg, four out of 16 schools instead of 25%).

Topics/question	% of sites reporting				
	None/only a few (0–25%)	Some (26–50%)	Many (51–75%)	Almost all/all (76–100%)	Don't Know
Children still attending school	25%	50%	15%	5%	5%
Students who eat a meal before coming to school	0%	25%	50%	25%	0%

- Priority sites**

This type of analysis helps to answer the question: Which sites are the priority for intervening to address an issue? Data from individual sites is aggregated (eg, using tabulation tables) for each issue or indicator. Then severity rankings are given for each site based on the average for all sites. In the examples below, the sites with indicators below the average are considered the priority and thus are marked as red.

Issue/indicator	Site 1	Site 2	Site 3	Site 4	Average
Schools still functioning	40%	60%	25%	75%	50%
Schools with access to safe water	90%	50%	75%	45%	65%

Priority groups or levels of schools

This type of analysis helps to answer the question: Which group within the population (or levels of schooling) are most affected by certain issues. You can do this where there is disaggregated data by

population group (eg, by sex or age) or level of schooling (eg, early childhood development (ECD), primary). This form of analysis is similar to the analysis of priority sites. Severity rankings are given for each group based on how they compare to the average for all groups.

Issues / indicators	ECD	Primary	Secondary	Non-formal	Average
Schools/learning spaces totally destroyed	10%	40%	25%		25%
Sites where educational opportunities have resumed	50%	90%	60%	40%	60%

3. Sample executive joint education needs assessment brief format

Purpose: This format provides partners and donors with preliminary information needed to make initial decisions on programming, funding allocation and targeting (eg, as part of Flash Appeals).

Instructions: The Education Cluster coordinator should produce a short report (2–3 pages) as soon as the main conclusions and recommendations have been finalised. It can be used to disseminate the main findings before the main report is finalised.

Headings	Summary of contents
1. Nature of crisis	General information on the country/context and the nature and magnitude of the emergency/crisis
2. Overview of the assessment	Purpose of the joint education needs assessment, team members (agencies, NGOs and government ministries), what the assessment covers (specific regions/areas and topics), methods and sources used and the dates of fieldwork
3. Impact of crisis on education	Summary of impact on education infrastructure, learners, teachers, quality, government capacity and other aspects affected
4. Affected population	Estimated numbers affected learners and schools/learning spaces. Identify the most affected groups (eg, adolescent girls) and areas (include a map showing relative severity by different regions)
5. Urgent issues for response	Priority needs and risks, by location and population group, and types of responses and resources required to address them. Key barriers and discrimination issues affecting most vulnerable groups

4. Sample full joint education needs assessment report format³⁴

Purpose: This is used to present complete findings of the joint education needs assessment to inform major appeals, such as the revised Flash Appeal, Consolidated Appeals Process (CAP) and Humanitarian Action Plan (HAP) for the country.

Instructions: The Education Cluster coordinator should produce a comprehensive report within one month of the completion of the assessment. S/he is also responsible for ensuring the report is properly disseminated and the major findings communicated to and understood by key stakeholders.

Headings	Summary of contents
1. Executive summary	• Overview on the emergency and country context • Reasons for the joint education needs assessment • Major impacts of the crisis on education • Recommended responses • Need for external assistance
2. Emergency context	• Nature/type of the emergency • Major impacts on education • Population groups and areas affected • Pre-crisis situation for education • Expected evolution of the situation
3. Objectives and methods	• Rationale for the joint education needs assessment • Purpose/type of needs assessment (rapid, comprehensive) • Team members involved (agencies, NGOs and government ministries) • Sampling and data collection methods used • Sources used (types and numbers) • Types of data analysis used • Limitations of the methods and overall joint education needs assessment • Critical questions for further data collection
4. Major findings	The situation before and how the crisis has impacted: • Access and learning environment • Teaching and learning • Teachers and other education personnel • Education policy and coordination • Community participation • Cross-cutting issues • Inter-sectoral issues
5. Conclusions and recommendations	• Priority issues/needs and risks requiring response • Priority locations (most in need of assistance) • Priority population groups (most in need of assistance) • Types of humanitarian assistance urgently required • Existing capacities and resources available to respond • Additional resources required
6. Annexes	• List of team members • Data collection tools: questionnaires, checklists • Details of sampling procedures, if needed • Maps showing distribution of the affected population and severity of situation for education (based on key indicators) • List of reference documents (secondary data)

³⁴ Adapted from WFP's *EFSA Manual*, 2009, and the *IRA Guidance Note*, 2009.

• Annexes

Annex 1: Glossary of terms

Analysis	Extracting meaningful information on which to base decision-making.
Bias	Anything that produces systematic error in an assessment finding. Bias may result in over- or under-estimating the object assessment.
Community	As used in this toolkit: A group of interacting people living in a common location (eg, village or camp). Can be organised around common values and social cohesion, but more often communities are comprised of multiple, heterogeneous groups with different interests and priorities.
Cross-cutting issues	Issues that relate to and must be considered within other categories to be appropriately addressed, eg, gender, age, equality and HIV and AIDS.
Data	Products of a data collection effort; can be quantitative or qualitative.
Data collection approaches	The broad types of data collection and analysis. Can be qualitative or quantitative. Most rapid and participatory approaches are qualitative.
Data compilation	The collation of raw data and their transformation into a format that can be easily manipulated or combined with other data in preparation for further analysis.
Domain	As used in this toolkit: An area of thinking drawn from the education sector that contains a set of topics and questions which can be explored in a needs assessment.
Education Cluster	The coordination mechanism activated during humanitarian crises to strengthening the effectiveness of humanitarian response through building partnerships. Functions similarly to Education Working Groups, but has a clearer mandate, leadership arrangements and accountabilities.
Indicator	Quantitative or qualitative factor or variable that provides a simple and reliable means of measuring achievement or changes, or helps to assess the performance of a development actor or intervention.
Inter-cluster	Referring to a process or issue that involves or relates to multiple Humanitarian Clusters (eg, the Education and Health Clusters). Similar to inter- or multi-sectoral in nature.
Joint needs assessment	A time-bound, multi-stakeholder process of collecting, analysing and interpreting data to assess needs and inform decisions on humanitarian and early recovery responses.

Key informant	Someone believed to be in a position to have substantial or relevant knowledge about the needs of the population and/or issue to be assessed.
Methods	The manner in which the data is collected (eg, through observations, discussions, interviews or household surveys) or analysed (eg, through coding or using descriptive statistics).
Module	As used in this toolkit: A section organised around a specific domain or issue that provides detailed information on why and how to explore it in a needs assessment.
P-codes	Unique codes allocated to each site and used by the humanitarian community to represent a particular location.
Proportion	A part considered in relation to the whole. Used with defining indicators, this allows the data to be presented as a percentage, or where the sample is too small, simply as absolute figures over the denominator.
Qualitative	Something that is not summarised in numerical form, such as minutes from community meetings and general notes from observations. Qualitative data normally describes people's knowledge, attitudes or behaviours.
Quantitative	Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities.
Reliability	Consistency or dependability of data, with reference to the quality of the instruments, procedures and analyses used to collect and interpret evaluation data. Assessment information is reliable when repeated observations using similar instruments under similar conditions produce similar results.
Sample	The selection of a representative part of a population used to determine parameters or characteristics of the whole population.
Schools / learning spaces	Used to refer to all levels and types of schools, including 'types' such as non-formal child-friendly spaces, literacy, catch-up classes and vocational training, and including 'levels' such as preschool, primary, secondary.
Teacher	Any employee, full time or part time, with or without remuneration, who communicates knowledge or skills in schools or learning spaces.
Tools	The instruments that assist data collection or analysis, eg, questionnaires.
Triangulation	The use of a variety of sources, types of information or field team members to cross-check and validate information to limit biases.

Annex 2: Good practice documents consulted and further references

1) Data collection tools

These documents are instruments and formats that can be adapted and used for gathering and recording information on the situation of education in emergency during needs assessments.

Information Gathering and Needs Assessment Form

(http://www.ineesite.org/minimum_standards/MSEE_report.pdf)

[INEE Minimum Standards Handbook, adapted from UNICEF Questionnaire, 2004]
pages 33–38

Sample Emergency School Assessment

(http://ineesite.org/uploads/documents/store/doc_1_SchoolAssmt.pdf)

[IRC]

Integrated Rapid Assessment Field Data Checklist

(http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

Doc Pages 31–33

PDF pages 55–57

Rapid Education Assessment from Emergency Field Handbook

(http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

Doc Pages 34–36

PDF pages 58–60

Sample Education Assessment Form

(http://ineesite.org/uploads/documents/store/doc_1_50_EducationEmertoolkit.pdf)

[Education in Emergencies: A Tool Kit for Starting and Managing Education in Emergencies, Save the Children UK, 2003]

page 65

Assessment Tool for Quality Standards in Primary Education for Afghan Refugees

<http://www.ineeserver.org/gsdll/library.dll/inee/1.10.0000?e=d-0inee--000--1-0--010---4-----01--0-10l--1en-50---50-help-0---01131-0011T7%2eCNJnX0000000000000f68499ac07e-0utfZz-8-0-0&cl=CL2.1.1&d=Js4271e&az=abcd>=2&>

[UNICEF]

2) Indicators for assessment of education in emergencies

These documents contain indicators relevant to needs assessment (and monitoring and evaluation) of education in emergencies. The selection of indicators should inform the design of data collection tools and methods for any assessment.

UNHCR Standards and Indicators – Practical guide to the systematic use of standards and indicators in UNHCR operations

<http://www.unhcr.org/statistics/STATISTICS/40eaa9804.pdf>

[UNHCR, 2006]

Doc pages 56–64 in Part C: Refugee Camp/Settlement, PDF pages 230-238

Monitoring Indicators for Core Commitments to Children in Emergencies (CCCs)

(http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

Doc Pages 150–151, PDF pages 174-175

Pre-Crisis Secondary Data for Emergency Preparedness

(http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf)

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

Doc Page 113, PDF pages 137

IASC Gender Handbook in Humanitarian Action, Education section

<http://ochaonline.un.org/OchaLinkClick.aspx?link=ocha&docid=1009396>

[IASC, 2006]

pages 6-7

3) Needs assessment guidelines

The following resources provide guidance on how to plan, conduct and utilise the findings of needs assessments for education in emergencies.

Rapid Education Assessment

www.ineesite.org/toolkit/docs/doc_1_89_UNICEF_EiE_Toolkit.pdf

[Education in Emergencies: A Resource Toolkit, Section 1.3, UNICEF 2006]

Doc pages 23-30, PDF pages 47-54

Assessment of Needs and Resources

http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Technical_Assistance/pdf/Guidebook/Guidebook.pdf [Guidebook for Planning Education in Emergencies and Reconstruction, UNESCO, IIEP 2006]

Section 5.1

http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Technical_Assistance/pdf/Guidebook/Guidebook%20Chapters/GB_2009_5.1_final.pdf

Education in Emergencies: A tool kit for starting and managing education in emergencies, Section 10 – Assessment

http://www.ineesite.org/uploads/documents/store/doc_1_50_EducationEmertoolkit.pdf

[Save the Children UK, 2003]

pages 59–64

4) Needs assessment guidelines and tools from other clusters

The documents below contain guidance and tools on needs assessments relevant for the Education Cluster.

Interagency First Phase Child Protection Assessment Resource Kit

Not online yet

[IASC Child Protection Working Group of the Protection Cluster Working Group, 2009]

Protection of Conflict-Induced IDPs: Assessment for Action, Part 2 – Participatory Assessment Guidance Note

<http://www.unhcr.org/refworld/pdfid/47eba3c62.pdf>

[IASC Protection Cluster Working Group, Early Recovery Cluster Working Group, 2008] pages 57-76

Initial Rapid Assessment (IRA) Toolbox

http://www.humanitarianreform.org/humanitarianreform/Portals/1/cluster%20approach%20page/clusters%20pages/health%20cluster/2009_March_27_ira_toolbox_26mar09.zip

[IASC WASH Cluster, Nutrition Cluster, & Health Cluster, March 2009]

Education Action Sheet from the Task Force on Mental Health and Psychosocial Support in Emergency Settings

(http://ineesite.org/uploads/documents/store/doc_1_61_Guidelines_IASC_Mental_Health_Psychosocial.pdf)

[UN Inter-Agency Standing Committee, 2007]

Doc pages 148-155, PDF pages 81-85

5) Further reading on cross-cutting domains

General

- IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings
http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf_mhps-default
- Guidebook for Planning Education in Emergencies and Reconstruction
http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Technical_Assistance/pdf/Guidebook/Guidebook.pdf

Gender

- IASC Guidelines on GBV in Humanitarian Settings
http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf_gender-gbv
- IASC Gender Handbook in Humanitarian Action http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-tf_gender-genderH
- Jackie Kirk, Education in Emergencies: The Gender Implications - Advocacy Brief. Bangkok: UNESCO Bangkok, 2006. <http://www.unescobkk.org/information-resources/e-library/e-publications/e-publications/publications-2008/advocacy-brief-education-in-emergencies-the-gender-implications/>

Child protection and psychosocial wellbeing

- Starting up Child Centred Spaces in Emergencies: A field manual
http://www.ecdgroup.com/docs/lib_005823920.pdf
- Save the Children US Safe Spaces Program Manual
http://www.ecdgroup.com/docs/lib_005294246.pdf
- Save the Children – International Publications on Children's Participation
<http://www.savethechildren.net/alliance/resources/publications.html#participation>

Conflict mitigation

- GTZ/UNESCO manual: Learning to live together: design, monitoring and evaluation of education for peace, human rights, citizenship and life skills.
http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=4821&category_id=2&category_type=3

- Education and Fragility: an Assessment tool, USAID, September 2006
http://pdf.usaid.gov/pdf_docs/PNADH913.pdf
- USAID Fragile States strategy
http://www.usaid.gov/policy/2005_fragile_states_strategy.pdf
- Community-Based Development in Conflict-Affected Areas: An introductory guide for programming, available at
http://www.usaid.gov/our_work/cross-cutting_programs/conflict/publications/docs/CMM_CBD_Guide_May_2007.pdf
- The 'Education that Protects' Project: The Education and Fragility Barometer: an early warning to aid conflict prevention
<http://www.cfbt.com/evidenceforeducation/pdf/The%20fragility%20barometer.pdf>
- FTI Progressive Framework <http://www.efasttrack.org/library/pfguidelines.pdf>
- Analytic framework of education and fragility (unreleased) developed for the situational analyses of education and fragility being commissioned by the INEE Working Group on Education and Fragility

Disaster risk reduction

- Luneta, Mayfourth (2007) Child-oriented Participatory Assessment and Planning: A toolkit. Buklod Tao, Center for Positive Future, Center for Disaster Preparedness, Philippines
- UNISDR, Thematic Platform for Knowledge and Education (2008) School Disaster Prevention: Guidance for educational decision-makers, Consultation Version. UNISDR, Geneva
- UNISDR, UNESCO (2007) Towards a culture of prevention: Disaster risk reduction begins at school – good practices and lessons learned. United Nations International Strategy for Disaster Reduction, <http://www.unisdr.org>
- UNISDR (2007) Words into action: A guide for implementing the Hyogo framework. Kobe, Hyogo: United Nations International Strategy for Disaster Reduction, <http://www.unisdr.org/words-into-action>
- Wisner, B (2006) Let Our Children Teach Us! A Review of the Role of Education and Knowledge in Disaster Risk Reduction. UNISDR, Geneva. <http://www.unisdr.org/eng/partner-netw/knowledge-education/docs/Let-our-Children-Teach-Us.pdf>
- Safer School Construction Initiative
http://www.ineesite.org/index.php/post/safer_school_construction_initiative/

Early childhood education

- Website on early childhood development in emergencies
http://www.ecdgroup.com/manuals_guidelines.asp
- Save the Children UK. ECD Guidelines for Emergencies: The Balkans
http://www.ecdgroup.com/docs/lib_005283815.pdf
- Save the Children International: The unique Needs of Children in Emergencies: A guide for inclusion of children in emergency operations plans (Manual) 2007
http://www.ecdgroup.com/docs/lib_006004313.pdf
- Save the Children International: Delivering education for children in emergencies: a key building block for the future (Manual) 2007 http://www.ecdgroup.com/docs/lib_005985256.pdf

HIV and AIDS

- HIV-related Needs in Internally Displaced Persons and Other Conflict-affected Populations: A Rapid Situation Assessment Tool <http://www.unhcr.org/477cd4762.html>
- WHO, UNAIDS, UNHCR, UNICEF, UNFPA, 'Partners in Life Skills Education, Conclusions from a United Nations Inter-Agency Meeting', WHO, Geneva, 1999. Retrieved January 15, 2009 from http://www.who.int/mental_health/media/en/30.pdf
- IASC Guidelines on HIV in Humanitarian Settings, 2009 draft www.aidsandemergencies.org

Inclusive education

- Inter-agency Network for Education in Emergencies (INEE) (2009) Education in emergencies: Including Everyone. INEE pocket guide to inclusive education. INEE: Geneva. See: http://www.ineesite.org/uploads/documents/store/INEE_pocket_guide_Final.pdf
- Save the Children UK (2008) Making Schools Inclusive: How change can happen. Save the Children's experience, Save the Children: London. <http://www.savethechildren.org.uk/en/docs/making-schools-inclusive.pdf>
- Stubbs, S (2008) Inclusive Education: Where there are few resources (revised), Atlas Alliance: Oslo. <http://www.eenet.org.uk/resources/docs/IE%20few%20resources%202008.pdf>
- UNESCO (2004) Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments, UNESCO: Bangkok. See: <http://www2.unescobkk.org/elib/publications/032revised/booklet0.pdf>

Rights

- UNHCR 1951 Refugee Convention Questions & Answers. September 2007 <http://www.unhcr.org/3c0f495f4.html>
- Katarina Tomasevski: The State of the Right to Education Worldwide, Free or Fee (2006) <http://www.tomasevski.net/documents/2006GlobalReport.pdf>
- Katarina Tomasevski: Human Rights Obligations in Education, the 4A framework (2006) <http://www.tomasevski.net/documents/2006GlobalReport.pdf>

YOUTH

- Market Assessment Toolkit for Vocational Training Providers and Youth, Women's Refugee Commission, September 2009 <http://www.cyesnetwork.org/taxonomy/term/297>
- A Guide to Resources for Creating, Locating and Using Child and Youth Indicator Data Child Trends November 2008 <http://www.tribalyouthprogram.org/resources/guide-resources-creating-locating-and-using-child-and-youth-indicator-data>
- State of the Field in Youth Enterprise, Employment and Livelihoods Development <http://www.imaginations.org/documents/MakingCentsInternational2008StateoftheFieldPublicationPrint.pdf>