

Education Sectoral Assessment Guidance for Post Disaster Needs Assessments

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Contents

Sector Overview	1
Key Information Requirements	3
Data Collection Strategies and Methods	10
Response Options Analysis	13
Further References	15

Sector Overview

Obtaining a quality education is a fundamental human right. The humanitarian response system supports affected people and protects their human rights in the event of an emergency. Disasters pose serious risks to the functioning and existence of the education system and its human resources.

The devastation of floods, earthquakes, landslides, storms, droughts, tsunamis and other natural disasters can destroy schools, damage education facilities and displace and/or kill large numbers of teachers and students. Schools, themselves, their content, and materials are often damaged and sometimes permanently destroyed making schooling unavailable during periods following a disaster. Schools are also often used as shelters for people displaced from their homes. The less visible but significant effect on families and communities is the destruction of household assets and material belongings leaving households in despair, poor and unable or

unwilling to send their children to school due to the costs, lack of food or clothing. Children affected by natural disasters can miss out on weeks, months or even years of education.

In the event of a disaster, education programs offer children crucial survival skills, a sense of hope and the skills/capacity to be productive citizens once the emergency is over. In the immediate aftermath of a disaster, education can help protect children from death or bodily harm by imparting critical lifesaving information on simple hygiene and health issues that have emerged as a result of the emergency. Education can also reduce the effects of trauma and offer children a sense of normality, structure and hope for the future.

Slow-onset natural disasters such as droughts may lead to the displacement of populations and can erupt into unexpected conflicts between host communities because of competition for scarce resources. In both situations, the education system may be burdened by large classes, teacher shortages, language instruction issues, inadequate school supplies, and damaged infrastructure.

Current situation analyses and global early-warning indicators suggest an alarming increase in the number, scale, complexity and duration of emergencies in many regions of the world today. An increase in emergencies has implications for preparedness, increased focus on partnerships and collaborative ventures, better donor coordination and a more rational approach to emergency education responses.

Over the longer term, quality education can be a critical ingredient in the reconstruction of post-disaster societies. Quality education can promote respect for human rights and be a starting point to overcoming the impact of disasters while promoting disaster prevention strategies through schools and temporary learning centers among individual children, families and their communities. Quality education can increase children's earning potential, enable them to keep their families healthier and improve their ability to break out of the poverty cycle.

Education Sector Assets and Processes in Recovery

Education Supplies

Assessment of formal curriculum materials and supplies is a necessary first step in reestablishing formal schooling following a disaster. If formal supplies are not available work with MoE officials and partners to identify numbers and types of pre-packaged kits needed for affected locations. If not already completed during the emergency education preparedness phase, it is important in the recovery phase to work closely with MoE and partners to localize, adapt and translate material supplies for students, teachers and other education personnel into appropriate local languages. Such supplies may include emergency education teacher's guides and curriculum materials to be used in conjunction with each pre-packaged kits that can be provided to the education sector. Develop a localized version of all and any kits procured in the short and medium turn for an easy transition to regular schooling supplies when possible.

Education Processes for Recovery

After the early crisis period has passed there remains the challenge of recovery and reconstruction of material and human assets in the education sector. These processes involve reestablishing formal schooling, reintegrating students, rehabilitating and constructing schools, curriculum development and reintegrating teachers along with training and retraining initiatives for teachers.

Key Information Requirements

The Information Needs Matrix presented on the pages below lays out the key questions that an emergency education needs assessments should strive to answer, along with recommended indicators that reflect the actual data that should be collected for each. This Matrix aims to be comprehensive by including the critical content areas to assess in emergency education needs assessments. The most relevant assessment questions and corresponding indicators will vary depending on the nature and context of the crisis, and should be selected based on the priority information requirements in each setting.

The Matrix consists of critical domains in the education sector to assess. The term domain is used in order to capture dynamic information needs related to core education issues, crosscutting considerations and cluster-system information. A domain is not a topic but rather an 'area of thinking' drawn from the education sector that prompts the need for deeper investigation during a post-disaster needs assessment exercise.

The education domains are grouped into three overall categories:

1) Core Domains for Education in Emergencies: The 'core' domains are the functional aspects of formal and non-formal education. These are drawn primarily from the Interagency Network for Education in Emergency's (INEE) Minimum Standards Education in Emergencies, Chronic Crises and Early Reconstruction¹. An additional 'core' assessment domain, Learner Well-Being, has added to the core education domains to bring the learner to the center of the analysis from the outset of the assessment.

2) Cross-cutting Issue Domains: Issues of Gender, Psychosocial Support, Community Participation, and Disaster Risk Reduction have been included to the overall Information Needs Matrix. These categories help to orient and guide the education actors in the emergency setting to think with a particular 'lens' as they assess education needs following disasters. Other cross-cutting issues have been incorporated within the core domains, including age and disability.

3) Inter-Cluster/Sectoral Domains: Key aspects of other clusters and sectors should be incorporated during post disaster needs assessments for education, including Protection and Child Protection, Water, Sanitation and Hygiene, Nutrition, Health, and Shelter, and Early Recovery. Each of these has been included in the overall Information Needs Matrix to promote inter-cluster communication and information sharing during a post-disaster needs assessment. To the extent possible, the inter-cluster/sectoral needs assessment questions and indicators have also been mainstreamed throughout the core domains of the matrix.

Align Assessment Data Collection with Government EMIS: When determining the specific data to collect on education in post disaster needs assessments, make efforts to coordinate the data with the Ministry of Education's Education Management Information System (EMIS), where they exist. This means as a starting point, using the same indicators, data collection methods, and data analysis and management software to ensure compatibility of the data. Then incorporate additional data into the EMIS needed for post disaster response planning. Where EMISs are weak or insufficient, use the PDNA as an opportunity to strengthen the EMIS to meet the immediate and longer-term reconstruction information needs of the education system.

¹ For details, see: http://www.ineesite.org/index.php/post/inee_minimum_standards_overview/

Table 1: Information Needs Matrix for Education Needs Assessments in Emergencies

Domain	Assessment Questions	Possible Indicators
CORE DOMAINS		
Access	What educational activities are available? For who? How does this compare to what existed before the crisis ² ?	- Estimated number of school age children in the affected areas -Estimated enrolment rate (M/F/Total), pre- and post-crisis, for ECD, Primary, Secondary, and non-formal ³ -Estimated Attendance Rate (M/F/total)
	Is there equal access to schools/ learning centers?	-% (schools with) children enrolled and attending from key identified vulnerable groups -% of schools with initiatives to help girls and other vulnerable groups participate
	Can learners safely reach the existing schools / learning spaces?	-% of students (M/F) and teachers who report feeling safe travelling to and from school -% of schools within walking distance of learners (locally defined)
Learning Environment	What have been the damages and losses educational infrastructure and furniture?	- % of existing schools affected by the disaster - % of existing school requiring total rebuild - proportion of school furniture lost
	Are the schools sufficient in size and number to meet the learning needs of the affected populations?	-% of schools / learning spaces (re)opened (pre-crisis compared to in/post-crisis) -Pupil to classroom ratio (pre and in/post crisis)
	Are the physical environments of schools safe and conducive to learning?	-% of schools for which measures have been taken to enable them to withstand expected hazards - % of schools with disaster management plans -% of schools with adequate seating for all students and teachers
	Does the learning environment offer basic services and facilities?	See indicators under the following Inter-Cluster Domains: WASH, Health, Nutrition, and Protection

² Making comparisons between the situation before and after the crisis will be relevant for almost all the assessment questions and indicators, even if not always explicitly mentioned.

³ For the majority of the indicators listed here, the aim should be to have data for pre-and post crisis, disaggregated data by sex, location, and level of schooling. However, it is acknowledged that it will not be possible in all post disaster needs assessments to collect such detailed data on education.

Domain	Assessment Questions	Possible Indicators
Teaching	<p>What have been the damages and losses to teaching & learning materials?</p> <p>Is training available for teachers / and does it correspond to prioritized needs?</p> <p>How much time do students spend learning?</p>	<ul style="list-style-type: none"> - Proportion of didactic materials lost -Pupil-textbook ratio (pre- and post-crisis) -% of teachers (M/F) trained on crisis-related health and protection topics, such as how to help students with personal trauma, and disaster risk management - Estimated attendance of teachers - Number of hours a day students receive instruction in the classroom
Learning	<p>How much schooling was missed as a result of the crisis?</p> <p>What is being taught? And does the learning content address learners' protection and safety needs?</p> <p>Has the curricula / learning content been reviewed to ensure it is appropriate to the needs of all learners in the post-crisis context?</p>	<ul style="list-style-type: none"> - Reduction in school operating hours -% of schools that have (initiated) reading, writing, and/or arithmetic activities -% of schools / learning spaces that have implemented emergency-related curricula, such as lifeskills and natural disaster preparedness (e.g. what to do in case of tremors) -% of schools where learner content is provided in the (native) language of the learners -% of schools with gender-specific lessons and topics in school curriculum -% of teachers, parents and students who feel that the curricula / learning content is relevant to the needs of the students
Teachers	<p>What have been the effects of the disaster on teachers?</p> <p>Who is available to teach children?</p> <p>What are the conditions of work for teachers?</p>	<ul style="list-style-type: none"> - % of teachers affected by the disaster: Dead, missing, injured, displaced - Estimated attendance of teachers -Student to teacher ratio (pre-crisis and post-crisis) -Ratio of female to male teachers -% of qualified teachers (based on national standards) -% of teachers receiving salaries from the government and/or incentives or support from the community or other sources
Other Education Personnel	<p>Are people available to serve as school principals, supervisors, or trainers?</p> <p>What are the conditions of work for the other education personnel?</p>	<ul style="list-style-type: none"> -% of school personnel affected by the disaster: Dead, missing, injured, displaced - Ratio of female to males in school management -% of other education personnel receiving salaries from the MoE and/or incentives or support from the community or other sources

Domain	Assessment Questions	Possible Indicators
Education Policy and Coordination	<p>Are there policies and plans in place by the government for responding to education in emergencies?</p> <p>Do the existing policies promote access to quality education among the crisis-affected groups?</p> <p>Is the planning, implementation, and monitoring of education responses undertaken in a coordinated manner among NGO, UN, and government actors?</p>	<p>-% of affected Districts with emergency preparedness plans in place that cover education</p> <p>- Existence of a policies, standards, and guidelines regarding safe school construction, including risk assessment during site selection, and hazard-resistant building designs</p> <p>-% of schools where the following factors are preventing equal access to education: Fees or other costs, Age limits, Required documentation, School absorption capacity</p> <p>-% of districts in the affected area with an active Education Cluster / or similar mechanism in which MoE takes a (co)lead role</p> <p>- Extent to which education data / information is shared from district level up to central / national level and back down to district level</p>
Learner Well-Being	<p>What has changed in the emotional, social and cognitive needs of the learner as a result of the emergency according to children themselves and their caregivers?</p>	<p>- Level of fear among learners before / after crisis</p> <p>- Level of hope for the future and plans projected into the future</p> <p>- Friendships and peer connections among learners before/after crisis</p> <p>- Level of self-esteem before / after crisis</p> <p>- Level of fear for safety in school</p>
CROSS-CUTTING ISSUES / DOMAINS		
Community Participation	<p>How are the affected communities -- parents, children, and others -- engaged in supporting schools/learning spaces?</p> <p>What are the priorities of the affected populations for improving education in the wake of the crisis?</p>	<p>-% of learning spaces with a legitimate and representative community education committees</p> <p>-% of PTA or SMC chairpersons and members who are: female, minority</p>
Gender	<p>How does access to school differ for boys and girls, and what is or can be done to promote equal access?</p> <p>Are facilities essential for girls' attendance and retention available?</p>	<p>-Sex-disaggregated (estimated) rates for: net enrolment, attendance, and dropout</p> <p>-% of schools that have structured girl retention initiatives</p> <p>-% of schools with separate latrines for male and female students</p>

Domain	Assessment Questions	Possible Indicators
	<p>Are gender-related concerns addressed in the classroom?</p> <p>Is there gender equality among the school staff?</p> <p>Are learning environments secure, and do they promote the protection, mental and emotional well-being of girls?</p>	<p>-% of schools with gender-specific lessons and topics in school curriculum -% of teachers using inclusive instruction techniques methods</p> <p>-Ratio of female to male teachers</p> <p>-% of schools with mechanisms for addressing sexual harassment and abuse -% of students (M/F) and teachers who report feeling safe travelling to and from school -% of students (M/F) and teachers who report feeling safe while at school</p>
Disaster Risk Reduction	<p>Are the physical environments of schools safe and conducive to learning?</p> <p>What is being taught? And does the learning content address learners' protection and safety needs?</p> <p>Are there appropriate policies and plans in place by the government for responding to education in emergencies?</p>	<p>-% of schools for which measures have been taken to enable them to withstand expected hazards - % of schools with disaster management plans based on risk assessments</p> <p>-% of schools / learning spaces that have implemented emergency-related curricula, such as lifeskills and natural disaster preparedness (e.g. what to do in case of tremors) -% of teachers (M/F) trained on crisis-related health and protection topics, such as how to help students with personal trauma, and disaster risk management</p> <p>-% of affected Districts with emergency preparedness plans in place that cover education - Existence of a policies, standards, and guidelines regarding safe school construction, including risk assessment during site selection, and hazard-resistant building designs</p>
Psycho-social	<p>What social support for the most vulnerable learners and children is available in schools?</p> <p>Is there active participation by the affected community in assisting learners?</p>	<p>-% of schools which have (initiated) self- expression activities (recreation, sports, music) -% of schools with psychosocial support available for learners</p> <p>% of schools with legitimate and representative community education committees -% schools with mechanisms in place to identify and assist vulnerable children access and stay in school (such as protection and drop-out monitoring)</p>
INTER-CLUSTER / SECTORAL DOMAINS		

Domain	Assessment Questions	Possible Indicators
Early Recovery	<p>What have been the damages to educational infrastructure, furniture and didactic material?</p> <p>What have been the effects of the disaster on the human resources related to education?</p> <p>How have the government education agency (MoE) been affected – nationally/ locally – and what human, operational, and institutional capacities does it have and require to respond to the disaster and effectively lead recovery efforts?</p>	<ul style="list-style-type: none"> - % of existing schools affected by the disaster - % of existing school requiring total rebuild - Proportion of furniture lost - Proportion of didactic materials lost - % of teachers affected by the disaster: Dead, missing, injured, displaced - % of school personnel affected by the disaster: Dead, missing, injured, displaced - Student to teacher ratio (pre-crisis and post-crisis) - % of qualified teachers (based on national standards) - % of District Education Offices with: <ul style="list-style-type: none"> - Essential communication infrastructure (cell phones, radios, email, etc) - Transport facilities - Usable office space - Key officials / staff in place or appointed (to replace those lost) - Supervisory systems in place for schools and school personnel - Function salary arrangements to pay teachers and other education personnel - Basic management information systems or records (e.g. salary records, financial management systems, procurement procedures) - Essential school supplies (textbooks, school kits, etc) that can be distributed
Protection	Can learners/teachers/school community members easily know and access information on how to report incidents of abuse?	<ul style="list-style-type: none"> - % of schools with mechanisms for reporting on incidents of abuse - % of teachers and learners who are aware of reporting and follow up procedures for incidents of abuse
Child Protection	Are key internal /external threats to learners and schools identified and addressed?	<ul style="list-style-type: none"> - % of schools with a “safe school” policy with clear implementation actions - % of schools with code of conduct for addressing sexual harassment and abuse
Water Sanitation and Hygiene	Does the learning environment offer basic water, sanitation, and hygiene services and facilities?	<ul style="list-style-type: none"> - % of schools with reliable access to clean drinking water - Student to latrine ratio - % of schools with separate latrines for male and female students - % of schools with hand-washing facilities available - % of schools with a significant presence of human faeces on the ground within the school environment / site

Domain	Assessment Questions	Possible Indicators
Health	Are there basic health facilities, services, and information available in or through the school?	<ul style="list-style-type: none"> - % of schools with access to a primary health care facility or services - % of schools with first aid facilities and teachers trained in their use - % of schools / learning space with skills-based education to learners on crisis-related health and hygiene issues - % of schools with psychosocial/mental health support services and/or training available for teachers and learner
Nutrition	Are there school feeding or other efforts in place to ensure learners have sufficient food?	<ul style="list-style-type: none"> -Estimated % of learners who are experiencing short term hunger -% of schools with that provide meals or food for students (such as mid-day meal, take home rations, etc.)
Shelter	Are temporary and permanent schooling sites being jointly planned and built to ensure minimum standards of size, construction, distance to homes, safety?	<ul style="list-style-type: none"> - % of learning centers/school by type of construction - Average distance between learning centers/school and residential living areas - % of schools for which measures have been taken to enable them to withstand expected hazards

Data Collection Strategies and Methods

This section provides guidance on how to determine the most appropriate sampling approaches and data collection methods, sources, and sites for post disaster needs assessment for education.

Primary data collection methods

Choice of primary data collection methods should be based on the type and timing of the needs assessment and the contextual factors within each emergency, such as security, access, availability of time and resources. In all cases, the aim should be to achieve the greatest possible methodological rigor given the limitations and constraints faced 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 scenarios within post disaster needs assessments and the suggested sampling and data collection methods to use within each.

Table 2: Choice of data collection and sampling methods in different scenarios

Scenario		Suggested methodologies	
Type of assessment	Typical conditions	Sampling approach	Data collection methods
Rapid sectoral needs assessment	<ul style="list-style-type: none"> - Little time (within first month of an emergency) - Moderate accessibility - Some stability 	Purposeful sampling: Select respondents and sites based on defined criteria	<ul style="list-style-type: none"> - Key Informant Interviews - Observations - Focus Group Discussions
In-depth sectoral needs assessment	<ul style="list-style-type: none"> - Few time constraints (from second month of an emergency onwards) - Good accessibility - Reasonable stability 	Random sampling: Choose sites and respondents so that findings can be generalized to the broader population	<ul style="list-style-type: none"> - Surveys (of schools, possibly households) - Key Informant Interviews - Observations - Focus Group Discussions

In large scale emergencies, it is often not possible to visit all of the affected areas. When using purposive sampling, assessments should prioritize and select sites that will provide an understanding of the situation in the affected area as a whole. When adequate time and resources are available, use criteria to select site that will capture both the general situation for education, as well as the diverse affects of the emergency across locations and populations. Select sites that represent:

- Important differences between locations: For example, urban/rural areas, livelihood activities, Ethnic/language/religious groups, and residential status (i.e. refugees, IDPs, immigrants).
- Worst-/best-case scenarios: Sites that are “of concern” as well as those that are more “typical of the situation”.

When time and resources are more limited, use practical criteria to prioritize locations:

- Urgent need: site where the humanitarian situation is the most serious (based on secondary information)
- Accessibility: Where overall needs are urgent, widespread and unmet, it is 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 yet working.

Information sources

Secondary sources:

Secondary data sources should be reviewed and accessed first to avoid duplication with and maximize the use of information from assessments that have already taken place. Obtaining and compiling secondary information will make it clearer what type of primary data actually needs to be collected in the assessment.

For the purposes of post disaster needs assessments on emergency, two types of secondary data are important:

- **Pre-crisis secondary data:** This is information on the situation prior to the crisis / emergency. This includes basic statistic on education in the country which can be helpful in understanding the critical issues that already existed. The main sources for pre-crisis secondary data on education are the National governments' Education Management Information Systems (EMIS), the National statistical bureaus, and national, regional, or global databases (such as DevInfo). Much of this information can be accessed online or by phone or email.
- **In-crisis secondary data:** This is information to collect after the onset of the crisis. Such data is essential to determine the most affected regions and populations/ vulnerable groups and choose sites for the assessment. Key sources of in-crisis secondary data on education will include the Ministry of Education, UN agencies including OCHA and/ or the humanitarian information centre, initial emergency assessments done by other Clusters.

Primary data:

The key primary sources of data for emergency education needs assessments are listed in the table below, according to the main methodologies recommended to use for gathering information from each.

Table 3: Summary of recommended data collection methods and sources

Data collection methods	Main respondent groups	Purpose
Key Informant Interviews	<p>District level: District Education Officials, international and local NGOs with people on the ground in the affected areas</p> <p>Community level: Government officials, local authorities, local leaders (traditional and religious), and representatives from affected populations</p>	<p>Obtain an overview of the situation of education within an entire District, area, or site (e.g. camp)</p> <p>Capture information at the level of individual schools that have been affected by the emergency / crisis</p>

Focus Group Discussions	Teachers (male and female) Parents / community members / (such as PTA or SMC members) Children and youth (male, female, in and out of school)	Gain more in-depth understanding of the perspectives of different groups on key issues regarding education and how they have been affected by the disaster
Observation	School sites (formal, non-formal schools) and surrounding areas	Document conditions of school environments (such as infrastructure, classrooms, and learning materials), the safety of school sites, and teaching methods
Surveys	Schools (mainly formal – primary and secondary), by interviewing school administrators, (head) teachers, other knowledgeable school personnel Households, by interviewing parents or caregivers of school-age children	To gather data on school conditions that can be generalized to represent the overall situation in the affected area To understand issues around access, especially which groups of children are not in school

As during any assessment, care must be taken when selecting specific respondents to make sure that the information gathered is representative of the population or situation as a whole. To deal with bias when selecting respondents, especially when using purposeful sampling, define the different characteristics or factors of people to consult (e.g. those most affected by the crisis, ethnic minorities, etc). Then gather and weigh information from local sources that represent these different interest groups. During data compilation and analysis, triangulate the data collected across different methods and sources and reconcile any significant inconsistencies.

Due to time limitations and other constraints, it will not always be possible to use all of these methods with all the recommended sources. When prioritizing data collection methods to use, it is suggested to start with Key Informant Interviews followed by Observation and Focus Group Discussions, and lastly random sample surveys. When prioritizing respondent groups, start with the informants that can provide reliable information for multiple schools, sites, or areas, such as District officials and local leaders. After that, conduct interviews and FGDs with informants at the school level, such as teachers, parents, and children.

While the recommended data collection methods are largely qualitative, the data collection tools used should include mainly close-ended questions. During post disaster needs assessments, the collection of qualitative or narrative information should be kept to a minimum. Where qualitative information is collected, responses should be standardized to the extent possible, such as by providing a range of choices to make analysis quicker and easier, particular in emergency settings where time for analysis is limited.

Response Options Analysis

Typical response options for Education

Rapidly establishing and Education response program; e.g. Child Friendly Spaces for Children (CFSs) and/or temporary schools in the areas most severely affected by the disaster. These interventions are used by most agencies to provide a foundation for wider emergency programming based on in-country knowledge and the results of the rapid assessment. These interventions enable education and play activities to continue even when the school system or structures may be damaged.

Design & Implement age-appropriate interventions to include early childhood programming, activities for school age children, youth and adults. During several hours each day, nursery groups can engage young children in age- and gender-appropriate activities on early child development (ECD). Also, daily activities can include several hours of structured activities for school-aged children. For youth, as well, there are several hours devoted to key issues such as literacy, since many youth have been left out of education, creating hopelessness and putting them at increased risk of recruitment or involvement in crime.

Recruiting and Training the (often) volunteer staff in schools and other learning spaces is key in an acute crisis. Emergency inputs often concentrate on issues such as child protection, participatory learning methods, and how to support emergency-affected children. As the transition to early recovery occurs, NGOs often train teachers on these same topics, putting them in a better position to support children effectively through formal education. In collaboration with the Ministry of Education, it is important to ensure that its education work in emergencies supports the restarting of formal education and offers complementary supports such as ECD for pre-school children or literacy classes for older youth and adults who may not have access to school.

Capacity Building is an essential process in facilitating the rapid return to normality and is a key activity for successful interventions. The rapid establishment of education programs is part of a strategy of strengthening capacity building at local, regional, and national levels. From the start, this is done through a process of consultation with provincial or district education officials and also with the national Ministry of Education.

Advocacy on behalf of children's needs is initiated in an immediate education response. To begin with, gathering information about children in a particular geographic area gives credibility to an agency who is then able to advocate with informed first hand information. No less important for effective advocacy messages are local networks established among agencies and understanding of various programmatic capacities. In setting up programs, it is necessary to engage in intensive dialogue and collaboration with government, civil society actors, and community groups, thereby forming networks that are also useful in advocacy.

Prioritizing Response Options by Recovery Phase

The continuum from emergency to development is a simple way to think about what types of educational services need to be delivered at different stages of relief and recovery. This continuum assumes that after an emergency, educational needs evolve as a situation improves.

The table below offers an illustrative guide to what type of education service and responses are most appropriate during the early, medium and longer-term recovery stages. Each stage has its own unique needs and local resources that must be assessed and coordinated with international and local education providers on site.

Table 4: Education Response Framework for Disasters

Topic	Early Response	Medium-Term Response	Recovery Stage
Protection Monitoring the conditions of children	Collect statistics on the educational status and requirements of children and young people. Include gender, disability, at-risk groups,	Survey the community to identify non-school going children and young people. Conduct advocacy & education campaigns to address the reason for their not attending (discrimination, poverty)	Begin programs to integrate children into formal school. Liaise with community, women's groups, leaders etc. to ensure children's security and safety
Formal Education	Begin planning to restore a unified system of schooling by conducting focus group discussions with community, government and authorities	Establish unified system of schools (reconstruct, rehabilitate) at least at primary level and start secondary. Progressively restore a standard curriculum based on community consensus with disaster preparedness topics added.	Arrange student and teacher certification. For any refugees, a curriculum that serves host and country of origin is needed. Interagency work to define 'basic competencies' by school grade & develop related study materials. And to set up standards and exams is vital.
Life Skills & Life Saving Information	Urgent preventative health, HIV/AIDS, environmental information, landmine awareness messages. Preliminary training of teachers and community workers in life skills & audit of school subjects to add disaster prevention topics.	Audit school subjects to remove negative content, enrich curriculum with disaster prevention topics, health and environmental content needs. Develop community-based life skills programs for out-of-school children and adolescents.	Introduce thematic life skills activities in health, HIV/AIDS prevention, citizenship, peace education with specifically trained teachers on these topics.
Management for NGO & Government Advisors	Deploy education coordinators, hire non formal education managers, use participatory assessment and train staff how to administer assessments Identify gaps in teacher supply- assess number of	Identify, hire, train program specialists in teacher training, life skills. Coordinate with other partners, donors and UN on hiring.	Progressively hand over to teachers, school administrators and local partners. Where appropriate strengthen district/national government education offices through capacity

	qualified and female teachers. Encourage female teachers from rural areas to join workforce.		building/ training
Supplies for Site and Construction	<p>Determine safe areas for child-related activities within walking distance for children.</p> <p>Plastic sheeting, mats or school tents gathered for temporary learning facility.</p> <p>Educational areas should be marked or fenced.</p> <p>Male/female latrines for students/teachers.</p> <p>Potable water supply.</p> <p>Books, chalk and school materials needed.</p>	<p>Cost effective shelter (taking into account climate) typically good roof and floor, low tech walls.</p> <p>Access for disabled.</p> <p>Construct with minimal impact on the environment</p> <p>Work with government on book supply issues over the long term to replenish that which was destroyed</p>	Where needed, construction of schools and prioritize locations where schools can later be used by nationals
Capacity Building for Teachers, School Officials and Youth	<p>Volunteers teach and work with children.</p> <p>Quick in-service training is provided along with on-the-job support.</p> <p>Psychosocial support for teachers/youth leaders</p>	<p>Assess volunteers' skills and development through on-going in-service training.</p> <p>Pay appropriate incentives to full time workers to establish daily consistency, lesson turnover and improve quality.</p>	<p>Design in-service training that will lead to recognized qualifications.</p> <p>Ensure certification of trained teachers and school official through agreement with government officials.</p>

Further References

The following are links to a selection of the most useful and relevant tools related to initial assessment, establishing safe learning facilities, and disaster risk reduction and preparedness from the INEE Minimum Standards Toolkit and Resource Database. These have been compiled in response to a growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards.

Initial Assessment:

<http://www.ineesite.org/uploads/documents/store/INEE%20Toolkit%20-%20Initial%20Assessment.pdf>

Safe Learning Facilities:

http://ineesite.org/uploads/documents/store/doc_1_INEE_tools_for_learning_space.pdf

Disaster Risk Reduction and Preparedness:

http://ineesite.org/uploads/documents/store/doc_1_INEE_Toolkit_-_Preparedness_and_RR.pdf