

EDUCATION



PDNA GUIDELINES VOLUME B

ПРАВИЛА ПОВЕДЕНИЯ ПРИ ПОЖАРЕ

Здравствуйте,
Лена зовёт Вас.
У Лены горит диван.
Или Садовая дорожка
кв. 26. Приходите
скоро!!!



ВЫЗВАТЬ
пожарных



Мелкое возгорание
потушить подручными
средствами.



В задымлённой
помещении двигайтесь
ползком.

ТЕЛЕФОН
ПОЖАРНОЙ
СЛУЖБЫ

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Если невозможно
потушить пожар,
срочно покинуть
помещение.



Если войти невозможно
нужно выбраться
на балкон.



В задымлённом
помещении нужно
дышать через
мокрую ткань.

Мы были готовы А вы?



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INTRODUCTION

This chapter provides guidance on the process and components of a PDNA for the Education Sector. An Education Sector Assessment should utilise participatory, people-centered approaches in creating a clear framework for recovery and reconstruction, and its links to long-term development. It should be conducted through a risk reduction and gender-sensitive lens, and will often inform the revision of flash appeals and donors' conferences. The PDNA process will be led by national governments and thus the Ministry of Education (MoE) will most often serve as the sectoral lead. It is the responsibility of the sectoral lead to determine, in consultation with relevant partners, the methodology for data collection and approaches to data analysis. Thus, these guidelines are meant to guide the Education Sector of the PDNA team in the preparation of a comprehensive assessment of the event and develop a full recovery strategy. This preparation follows the internationally accepted standards for assessments.

Education serves as a critical tool for human development. Successive generations have pointed to education as a means to develop knowledge, values and skills for their personal health and future employment, and for society's economic, social and cultural development. Research demonstrates that every year of schooling increases both men's and women's wages by an average of 10 percent, with the highest returns in low- and middle-income countries (World Bank, 2002). The Millennium Development Goals (MDGs) and 'Education for All' (EFA) place a strong emphasis on achieving universal, free and compulsory primary education. Disasters pose direct impediments to educational goals, including by exacerbating insufficient prioritisation and support to education on the part of the national governments (such as inadequate spending as a percentage of GDP or inequitable distribution of funding and resources). Furthermore, a disaster situation could be exacerbated by the actions of the national and/or international community in response to the event. Within many countries, the negative consequences of a disaster compound the effects of poverty, child exploitation and inequality due to gender discrimination or cultural factors, resulting in increased vulnerability and creating more barriers to quality education.

Given the significant damage and changes in flows that disasters can inflict on education systems, assessment efforts must be comprehensive and holistic. They must adopt a life-cycle approach to education and encompass both the 'hard' (damages and changes in flows) and 'soft' (human recovery needs) elements of education. Specific consideration of the impact of the disaster on women, as well as the specific needs of female and male children and youth is particularly important in the Education Sector. This is in contrast to the 1990s when efforts were primarily focused on reconstruction of physical infrastructure. A report entitled, *Education for Reconstruction* (Philips et al., 1998) articulates the human recovery needs emerging from disasters by distinguishing between 'physical' reconstruction of school buildings, 'ideological' reconstruction that includes reform and democratisation of the education system and re-training of teachers, and 'psychological' reconstruction that responds to issues of demoralisation, loss of confidence and health-related issues of stress and depression. The PDNA process works to combine a complete analysis of both the physical and human recovery aspects of assessing and addressing needs after a disaster.

Assessments must involve comprehensive risk analyses, encompassing natural hazards, conflict and other threats to resilience. In many contexts, there is a strong correlation between insecurity and disasters. Conflict can increase vulnerability to disasters by weakening coping mechanisms and fueling population displacement, etc. In turn, disasters can worsen conflict by limiting access to resources and basic services, and inequitable recovery assistance can exacerbate political and social tensions. If quality education remains consistently accessible or becomes immediately available after a disruption, it may promote respect for human rights and be a starting point for overcoming the impact of disasters. Schools and temporary learning centres may provide the locus for promoting disaster prevention and risk management strategies among individual girls and boys, their families and their communities. Education is crucial in processes of socialisation and identity formation, which have direct relevance for state-building, economic growth and the development of social cohesion. Over the longer term, quality education can be a critical ingredient in reconstruction and recovery, and in building resilience.

THE ASSESSMENT PROCESS

FRAMEWORK FOR THE ASSESSMENT

As a starting point, it is necessary to establish a framework for the assessment of the Education Sector. Past, current and forthcoming education policy frameworks, including specific progress, challenges or innovations made, should be reviewed. These should be considered in relation to national education goals as set out in sector plans and related policy documents, as well as in relation to international frameworks such as EFA and the MDGs. It is important to understand the pre-disaster context and the impact of the disaster to serve as a relative baseline for reconstruction and the recovery strategy. In concert with the larger policy review, it is essential to consider the key partnerships in place prior to and following a crisis. For example, it is critical to consider the sector-wide approach (SWAP), the role of civil society, the nationally convened Education Working Group or other partnerships, the presence of an Education Cluster and others working directly on the recovery process post-disaster.

The guidance given in this chapter follows in the tradition of the methodology for the Assessment of Disasters developed by the United Nations Economic Commission for Latin America and the Caribbean (ECLAC),¹ further developed by the World Bank as the Damage and Loss Assessment (DaLA) methodology,² and now standardised through the PDNA, which assesses the economic and social impact of a disaster on the Education Sector, including infrastructure, equipment and furniture. Depending on the context, this includes all levels of formal schooling (pre-primary to tertiary), vocational training centres, private institutions and non-formal education centres. Additionally, the guidance in this chapter is also based on the necessity to inform the human recovery needs following an event, thus measuring the human, social, cultural and environmental impact, including service delivery and access to these services, governance and risks.

¹ See *The Handbook for Estimating the Socio-Economic and Environmental Impact of Disasters*, Economic Commission for Latin America and the Caribbean (ECLAC), 2003.

² *Global Facility for Disaster Reduction and Recovery, Damage, Loss and Needs Assessment Guidance Notes, 3 Vols.*, World Bank, Washington, D.C., 2010.

SCOPE: MAPPING THE EDUCATION SYSTEM

This section provides a protocol to guide the PDNA assessment process for the Education Sector by presenting a general overview of the education system, identifying the relevant issues that need to be assessed and showing how this may be achieved in a disaster setting. The process is based on an education 'system' and is organized around a specific matrix that sets out what information needs to be collected at the emergency and recovery stages, and then provides guidance through the process. Utilising an 'information needs matrix' enables an assessment and analysis of immediate trends, shows pre-existing performance and identifies early constraints that may affect restoring access to essential education services.

THE EDUCATION SYSTEM

System functionality is assessed along four key domains (International Network for Education in Emergencies [INEE], 2010) with primary concern for the education 'system' or sector that is experiencing a disaster. Integrated throughout is the notion that both physical and human recovery needs are equally paramount.

1. *Access and Learning Environment* – This refers to how the education system ensures that girls and boys of all ages have access to quality and relevant education. There is an opportunity not just to re-establish education facilities and services that may have been severely destroyed during disasters, but also to 'build back better'. An example is ensuring that facilities are accessible, safe, secure and gender-sensitive, for example, separate water, sanitation and hygiene (WASH) facilities for males and females). It includes attention to the linkages to health, nutrition and protection services to promote the protection and psychosocial well-being of learners, teachers and other education personnel.
2. *Teaching and Learning* – This part of the education system involves curricula, training, professional development and support, instruction, learning processes and assessment of learning outcomes. Circumstances may require intensive training of a new cadre of education personnel and training for existing teachers to ensure support for disaster risk reduction (DRR), life skills and psychosocial support for affected learners. Furthermore, instruction and evaluation of learning outcomes must take into consideration the event and its impact, and be organized accordingly.
3. *Teachers and other Education Personnel* – This key component of the education system relates to human resources, without which the education system cannot function. In the post- disaster context, addressing critical gaps in human resources is vital. In such efforts, attention to diversity, equity and transparency in recruitment is important. Attention must also be paid to the conditions under which education personnel work, noting that the conditions for female and male personnel will most likely be distinct. It is often necessary to adapt the general support, management and supervision in a way that helps all personnel – non-Federal entities, or NFE, private – function effectively following a disaster.
4. *Education Policy* – This component concerns the regulatory framework, education laws and education policy formulation. Most authorities prioritise continuity and recovery of quality education, which often includes free and inclusive access to schooling or suspending school fees or associated costs during the recovery period. In addition, this domain involves planning and implementation of education activities that help integrate the local, national and international standards, laws, policies and plans for learning that is delivered for the disaster-affected populations.

DATA COLLECTION

The PDNA sector assessment will need to use a combination of qualitative and quantitative assessment tools. In addition to quantitative methods demanded by the DaLA, assessing the human impact of the disaster requires additional qualitative data. These data may be based on household surveys, as well as a multitude of other assessment tools and approaches that can support the sector assessment, such as the Participatory Community Vulnerability Analysis tool (Oxfam, 2012) or the Good Enough Guide (ECB Project, 2007), which focuses on accountability to affected populations. The most appropriate methods and tools should be agreed upon by the assessment team based on the context and needs.

The data collection methods and tools should be consistent with international standards, EFA goals and rights-based guidelines. This helps to connect global initiatives with the local community and promote linkages at the local level to global frameworks and indicators. Data collection forms should be standardised in-country to facilitate the coordination of projects at an inter-agency level and minimise the demands on information suppliers.

Stakeholders should include as many individuals as possible from the affected population group(s). Affected populations can take part in data collection and analysis (surveying their communities), participate in interviews and focus group discussions, and support dissemination and feedback processes. The assessment should strive to capture the most urgent needs as expressed by the affected population, as well as recovery needs. The assessment should capture the impact on female and male students (pre-school to tertiary), families, schools and communities, and give special consideration to women, children and any sub-groups who may be disproportionately affected by the disaster.

Ethical considerations are essential to any form of data collection. Collecting information for any purpose, including monitoring, assessment or surveys, can put people at risk – not only because of the sensitive nature of the information collected, but also because simply participating in the process may cause people to be targeted or put at risk. The basic principles of respect, informed consent, do no harm, and non-discrimination must be kept in mind and data collectors are responsible for protecting and informing participants of their rights. Special efforts must be made to ensure appropriate approaches, and consent procedures are established for surveying children.

In order to minimise bias, data should be triangulated from multiple sources during analysis, before conclusions are drawn. Consider if data gathered from communities versus official sources differ, whether data differ between women and men, or adults and children. Triangulation is a mixed-method approach to collecting and analysing data to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding to ensure the validity of qualitative data.

'INFORMATION NEEDS MATRIX' FOR ASSESSMENT AND ANALYSIS

The government, pre-existing emergency preparedness systems, disaster and recovery plans within the Ministry of Education should be consulted at the outset to reach an agreement on the overall required information needs. If there are no disaster plans in place, development plans should be considered via a risk reduction lens. The comprehensive Information Needs Matrix found in Annex 1 sets out the key questions that a post-disaster education needs assessments should strive to answer, together with recommended indicators that reflect the actual data that should be collected for each question. Not every question should be asked nor all indicators used. Selection of the most relevant assessment questions and corresponding indicators should take into account the nature of the disaster and the particular country context. Questions and corresponding indicators should be selected

by the PDNA sector assessment team based on the priority information requirements in each setting. Priorities should be determined via the MoE, the sector lead in consultation with the Education Assessment Team and humanitarian response actors.

The Matrix consists of critical domains in the Education Sector to assess and aligns directly with the INEE Minimum Standards for Education: Preparedness, Response, Recovery (2010) categories for easy reference. In addition, the recognised system information and corresponding questions are added to the matrix together with suggested indicators to reflect the variety of actors and actions in a typical disaster response. The 'immediate trends' are focused on in the emergency phase (usually addressed via humanitarian action and not included in costing assessments) where distinct indicators are less possible to discern, whereas the recovery indicators point to the longer-term information needs that will link to development goals and form the foundation of the Education Sector's PDNA.

THE ASSESSMENT TEAM

The PDNA process requires a wealth of skills and expertise, from planning to data collection, entry and analysis, to dissemination and application of findings. In order to fully utilise existing capacities and identify any gaps in the Education Sector, it is advisable to form a multi-agency Education Sector working group. This working group is involved in the first step in conducting a PDNA. This group should be led by an appropriate Representative of the MoE with the support of a coordinating agency. The primary aim is to harness collective capacities from among all the education actors. Capacities should also be considered at the sub-national levels since this is where most of the data collection and analysis will most likely occur. Determine if there is expertise required from outside of the Education Sector, such as gender experts, engineers or architects. The country's Disaster Management entity can also participate to support the inclusion of DRR. Consideration must be made for both the national and sub-national levels at every step. Sub-national governance structures and partners active at sub-national levels must be engaged. All levels should be fully informed and work towards the same coordination and assessment goals.

It is also important to consider contextual factors such as local language needs and knowledge of culture and social norms, particularly when assisting affected populations after a crisis. Since a balance of different types of stakeholders and partners can also add value, including youth, school personnel, civil society actors, and a mix of United Nations and government officials on assessment teams should be considered. Gender will also be a critical consideration, especially in stakeholder consultations and data collection; a there should be a good mix of male and female assessment team members.

BASELINE INFORMATION

INFORMATION REQUIREMENTS

Below are some basic examples of key baseline information needed for the Education Sector Assessment:

- Number and characteristics of existing educational institutions, by type of building and level of education, as well as typical furniture, equipment and education material contents, broken down by urban and rural areas, and by public and private sector;

- Normal calendar of school year, including indication of any short holidays within the year;
 - Number of education years or education months at each level of education for the non-disaster situation;
- Enrollment rates in education, broken down by sex, age and other relevant demographics;
 - Attendance rates;
- Fees charged to students in private and public sector schools;
- Prevailing costs prior to the disaster of rehabilitation and construction of education buildings, and replacement costs of furniture, equipment and education materials;
- Number of teachers available in private and public sector schools;
- Adult literacy index.

SOURCES OF INFORMATION

Baseline data should come from all available verified sources, but ideally from household survey data, national census data, Education Management Information Systems (EMIS), school censuses and sub-national sources when available. Other government agencies, such as Ministries of Planning or Statistics, may also have relevant information, and it is essential to consult across the government. Education is often distributed across ministries or has separate entities that lead different areas (vocational, sports) and/or specific populations (gender, youth). Costing data may be available through Ministries of Finance, etc. In countries with highly privatised education systems, it may be necessary to collect data from faith-based bodies or associations that manage private schools, universities, etc. Baseline data are essential to enable the process of distinguishing between the situation prior to the event and the post-disaster conditions.

General education indicators should always be disaggregated by age, sex and geographic regions, and by ability, poverty quintiles and other social indicators whenever possible. This disaggregation ensures representation of marginalised groups in reconstruction efforts, many of whom will be disproportionately affected by a disaster. Education indicators should reflect pre-disaster trends and disparities across all types of education programming, including early childhood learning, primary, secondary, tertiary, vocational, etc., both within the public and private or non-public realms, and include both formal and non-formal provision. Reliable information is often available via the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute for Statistics (particularly the Global Monitoring Reports), the World Bank's EdStats or in-country agency data sources, although it is important to note when the data were last updated.

Education baseline data may be unavailable due to the disaster, or outdated. In these cases, utilise general demographic information (e.g. population census) as relevant and always refer to sub-national data. Disasters are most often regionalised, and non-affected regions may have comparable contexts that can be drawn upon as references. Keep in mind the need to incorporate populations that may be 'invisible' in available data due to marginalisation or under-representation, such as street children, people with disabilities and internally displaced persons (IDPs).

ASSESSMENT OF DISASTER EFFECTS

The PDNA team will determine how to quantify and estimate damage and losses to define and describe the effects of the disaster. These will fall under four dimensions:

1. Destruction of infrastructure and assets;
2. Disruption to service delivery and production;
3. Disruption of governance; and
4. Emerging risks and vulnerabilities.

These effects should be presented according to locally relevant geographical divisions and reflect key sociological characteristics (sex, age, ethnicity, ability, etc.) and expressed in both quantitative and qualitative terms.

In addition to sources of information described above, post-disaster impact assessment data that may be available from government bodies such as disaster management committees, local partners and civil society, or through United Nations agencies. The United Nations Office for the coordination of Humanitarian Affairs (UN OCHA) may deploy the United Nations Disaster Assessment and Coordination (UNDAC) teams, which may facilitate a Multi-Sector Initial Rapid Assessment (MIRA). The Education Cluster or sectoral partners may also conduct rapid education needs assessments. However, keep in mind that education is often excluded from initial assessment efforts. Advanced advocacy, as part of the strategic approach and planning of the PDNA, can help ensure inclusion that will lead to a more informed sector report. Other bodies such as the military or national Red Cross/Red Crescent may also have useful data related to infrastructure assessments, use of schools as shelters, debris removal, satellite imagery, etc. (see Key References).

EFFECTS ON INFRASTRUCTURE AND PHYSICAL ASSETS

Effects on the infrastructure and physical assets of the Education Sector include buildings, furniture, equipment and other facilities associated with education, such as recreation grounds, external sanitation and water facilities, etc. In keeping with international norms of assessments, sporting facilities and libraries may fall within the purview of the Education Sector and should be eventually presented within the sector report.³ There are two categories of effects that are reported on: total physical damage or partial damage to the infrastructure as a result of the event; and damage arising out of temporarily using the facilities as shelters or relief centres.

Detailed guidance can be found in the DaLA Guidance Notes: Volume 2. The Education Sector can be found on pages 30-32.

EFFECTS ON PRODUCTION AND AVAILABILITY OF/ACCESS TO GOODS AND SERVICES

Production in the Education Sector is defined as the number of education months or years that are obtained by the population. Thus, any decline in production is determined by quantifying the decline in the number of education months (days of school missed, decrease in transition to higher grades or completion of school cycles) caused by interruptions in service and access due to the disaster. Building on the damage assessment, the PDNA evaluates the effect that this damage has on education service delivery and on people's access to education

³ The world-wide System of National Accounts includes pre-primary, primary, secondary and technical, higher education, and other education including sports, recreation and cultural education. It does not include museums.

services and goods. It is important to note the effects on all levels from system-level assets (databases, ministry buildings) to learner-level assets (learning materials, school uniforms). To this end, the assessment should consider the effect on the assets listed below and evaluate the implications for service delivery and access:

- **Physical:** school buildings, housing (student dorms, teacher housing), infrastructure (toilets, laboratories, offices), records, teaching and learning materials, furniture, tools and equipment, storage and warehoused goods;
- **Natural:** land (sports fields, playgrounds), water sources for education facilities (pumps, wells), gardens or school-owned farms, and other education-related natural resources;
- **Financial:** income (from fee collection), savings, credit and loans, liquid assets (firewood, coal for cooking school meals) and other non-income financial assets.

In addition, the assessment considers the effect of the disaster on public infrastructure, such as roads, water supplies, transport facilities and other infrastructure. In particular, it considers the way in which damage to them affects access to and quality of education, although they are not captured in the assessments done by the Education Sector. When assessing land, note the type of access rights (public, private, traditional ownership) and whether the location is suitable for rehabilitation or rebuilding.

Although expenditure in education as a proportion to overall government expenditure may be lower than other sectors, on an annual basis, it is critical to sustaining operation, enrolment and quality of education provided within the sector. The change in flows should also be considered during the assessment, because as a result of the event, families and learners may not be able to pay tuition or fees (for enrolment, exams, etc.). It is also important to note that teachers often make up the largest cadre of civil servants, making their salaries, pensions, etc. a sizeable portion of national budgets. These issues will be expanded on in the Human Recovery Needs section.

It is always a priority need of affected populations to resume education services as soon as possible. To fully understand the extent of disruption of educational goods and services, many factors need to be taken into account in order to assess availability and both physical and non-physical access issues:

- Closure or reduced operating hours for both formal and non-formal education institutions at all levels (early childhood to adult education);
- Availability of alternative structured activities (e.g. youth centres) and temporary structures;
- Human and material resources that may be needed for the establishment and maintenance of temporary learning spaces (teaching and learning materials, personnel);
- Lower revenues that may result and possible higher operational costs in the provision of education services that may occur in the sector;
- Physical access to services including considerations of safety, security and transport (landmines);
- Closure or reduced operation of training centers (teacher training, vocational training, nursing colleges, etc.).

Disasters can lead to large displacements of populations and unexpected conflicts between host communities and internally displaced persons (IDPs) due to competition for scarce resources. In disaster situations, the education

system may be burdened by large classes, teacher shortages, language of instruction issues, inadequate school supplies, and damaged infrastructure and facilities, creating strains on access, quality and learning achievements. Furthermore, schools are often used as shelters, thus unavailable for instruction, and may suffer damages from this alternate use often for prolonged periods. Teachers and other personnel services can also be lost to other work if closures are prolonged, or in situations where compensation is halted or delayed, severely reducing availability of services. It is necessary that all of these considerations are reflected in the assessment in terms of recovery costs and needs for both the sector and affected populations.

EFFECTS ON GOVERNANCE AND DECISION-MAKING PROCESSES

Governance and social processes refer to the varied structures and networks, both formal and informal that shape the Education Sector. This includes governance institutions (education authorities, licensing bodies), policies and procedures, and social organisations (civil society, school management entities) that operate at all levels, from the community to the national level in both the private and public spheres. Governance and social processes represent external factors that influence education coverage, access, quality and decision-making, and contribute to community life and social coherence.

INSTITUTIONS, SOCIAL ORGANISATIONS AND ELEMENTS TO ASSESS

Examples of institutions and social organisations to consider when assessing governance and social processes:

- Government institutions: Ministry of Education, Ministry of Youth/Gender, Disaster Management, local government offices, etc.;
- Private sector: labour unions and professional organisations;
- Socio-cultural: ethnic or religious groups, youth groups and women's organisations;
- Social networks: school management committees, parent groups, student groups, community-based organisations (CBOs) or non-governmental organisations (NGOs);
- Vocational: technical or vocational schools, teacher training institutions;
- Political organisations: political parties, etc.

When assessing the effect of the disaster on governance and social processes, consider the following categories:

5. Knowledge and skills – How have technical expertise and institutional information been affected?
6. Resources: human, financial, material – What has been the impact on the MoE, civil society organisation (CSO) and community leaders, and communal assets and spaces that support education?
7. Systems, information management, communication – What support do these processes need after the disaster?
8. Legal authority, monitoring and reporting – Has there been a change in capacity and function due to the disaster?
9. The possible increase in school fees that may arise as a result of the disaster.

This is an area of assessment where conflict sensitivity is a necessity. Examine the social and political context of affected areas, considering past crises, relevant cultural issues and intra-group linkages. Carry out work to assess the impact of the disaster on social welfare. It is important to understand which governance and social processes are present in affected areas, how they operate and support education, how they have been affected, and how they may enable or disable recovery. This supports a more effective assessment of local capacity for recovery, identifies collaboration and partnership arrangements in the recovery effort and builds upon spontaneous recovery efforts.

EFFECTS ON RISKS AND VULNERABILITIES

A key element of the assessment is to identify immediate risks to education access and quality, particularly new potential threats that may develop as a result of the disaster. Below are some risks to assess:

- Additional hazards such as possible further landslides, aftershocks and fire risk that may affect education facilities and services;
- Climate forecast, such as the forthcoming season (e.g. anticipated snow, rains, heat, dry season) that may have an impact on the continuity of education;
- Secondary risks such as an increase in some forms of gender-based violence including domestic violence, sexual violence and early marriage, a prolonged shortage of schools or substantial reduction in available teachers, etc.;
- Social and political risks, such as non-participation of young persons in education institutions as they become involved in the labour force to assist families, upcoming elections, potential conflict between social groups;
- New vulnerabilities created by the disaster that may present additional threats;
- Population groups (economic, social, geographic) that are especially vulnerable; for economic and social groups, consider the intersection with gender and age.

It is also important to consider all aspects of the situation that may affect the health and safety of children and youth, insofar as education may constitute a protective and/or risk factor. The assessment should include a list or table of risks (a 'risk matrix'), which should document for different age groups and vulnerable groups: the risks associated with factors such as landmines or unexploded ordnance; safety of buildings and other infrastructure; child protection and security; threats to mental and physical health; problems regarding teachers' qualifications; school enrolment and curricula; and other relevant information.

ESTIMATING THE VALUE OF THE EFFECTS OF THE DISASTER

A starting point is to estimate damage and changes in flows, beginning with the number of education units (offices, classrooms, laboratories, etc.) that have been partially or totally destroyed for each pre-defined school type. Verification of furniture, equipment and education materials destroyed is also estimated for every school. These costs are combined with the pre-disaster unit costs of repairs or reconstruction to the same quality standards that existed prior to the disaster.

The following overview of damages and changes in flows is taken largely from DaLA Guidance Notes: Volume 2, where the Education Sector can be found (pages 29-33).

Damages – either full or partial destruction – are typically assessed as the number of different school types that must be replaced or that can be rehabilitated. In assessing education buildings, work closely with PDNA teams for the Housing and Human Settlement Sectors to protect against duplication of efforts and to ensure inclusion of costs such as debris removal and the lease of temporary spaces. Monetary values are expressed as costs according to prices just before the disaster or prevailing market prices. The value of the total damage from the disaster can then be estimated by aggregating the values of fully destroyed assets and those of partially destroyed assets, plus the costs involved in replacing the destroyed furniture, equipment and education materials. National sector budgets should serve as guidelines but careful consideration should be given to new methods of repair, production and distribution that may be more cost-efficient or a better return on investment, especially in terms of resilience and sustainability in the recovery strategy.

Changes in flows include higher temporary costs and lower revenues incurred during the recovery and reconstruction periods. To estimate their value, the assessment team must prepare a realistic calendar of repair and reconstruction of physical facilities, as well as replacement of furniture, equipment and education supplies. During this process, it is important to consider that the capacity of the construction sector is usually limited and may not have sufficient resources to begin rebuilding across all sectors simultaneously. Also, the availability of repair and reconstruction funding must be included in the calendar. It will provide the timeframe for estimating changes in flows in this sector, including the duration of temporary arrangements to provide access to education for students.

The following are typical changes in flows in the Education Sector:

- Any additional costs involved in the adopted post-disaster temporary education scheme, such as interim rental of premises, or setting up temporary, alternative facilities (classrooms in tents, etc.);
- Overtime salary payment to teachers and other education-related personnel whenever several shifts are incorporated into the education schedule;
- The cost of demolition and removal and disposal of rubble or mud;
- The cost of cleaning and disinfecting classrooms;
- The cost of repairing schools that have been subject to overuse while operating as temporary shelters;
- Other costs associated with the re-establishment of adequate education to the affected population;
- Possible revenue losses in public and privately owned schools while closed, whenever students are charged fixed fees (particularly relevant in public sector at early childhood development (ECD), secondary and tertiary levels);
- Possible costs involved in the accelerated training of new teachers to replace those who are no longer willing or able to teach (or perished during the disaster);

- possible savings in the provision of food and transport to children during the time that education activities are suspended, which represent a savings to the education sector and correspond to higher costs of living for the families and losses in transport sector revenues.

Table 1: Other typical effects of a disaster that can be classified as damage or changes in flows

Access and Learning Environments (Damages)	Teaching and Learning (Changes in Flows)	Education Personnel (Changes in Flows)
<ul style="list-style-type: none"> • Infrastructure (accommodations) • Facilities (WASH, laboratories) • Damaged or destroyed teaching and learning materials • Grounds (playgrounds, sports fields) • Furniture (school record storage, desks) • Feeding support (cooking pots, food stores) • Damage or destruction of registration and other administrative documents or certification/qualification documents • School transport vehicles • Human resource losses (due to death, leaving the field of practice) 	<ul style="list-style-type: none"> • Exams for promotion or matriculation • Loss of instructional hours resulting in lower achievement or 'production' • Reductions in enrolment • Increased repetition rates • Increased drop-out rates • Cost of catch-up classes • Adaptations to school calendars 	<ul style="list-style-type: none"> • Income not collected by schools (fee) • Decrease in work attendance by teachers and other education-related staff • Psycho-social support costs • Disruptions to governance mechanisms

Note: Table includes but is not limited to the most typical effects classified as damages and losses.

ASSESSMENT OF DISASTER IMPACT

The impact assessment should develop an analysis of the expected trend for the Education Sector after the disaster. Impact is based on an analysis of disaster effects, sector development plans, and lessons from past experiences, providing a medium- and long-term projection of the effects on the Education Sector. Consequences of the effects can be described via scenarios: business as usual, best-case and worst-case based on challenges and opportunities, and informed by both policy and programming. This will form the basis for the recovery strategy, and should consider capacity for sector recovery and complement both the macro-economic assessment and human development report for the country.

CAPACITY FOR SECTOR RECOVERY

An analysis should be made of whether education actors, particularly the state authorities, have adequate human, financial and operational resources to support the recovery of the sector and the provision of education services, particularly given the impact of the disaster. Given the often localised nature of disasters, this analysis should be conducted at all relevant levels – local, regional and national. To the extent possible, government authorities should be empowered to carry out their function and supported to strengthen their capacity to meet the added demands for recovery in the sector. Consider the following during the assessment:

- The impact of disaster on their institutional infrastructure, office equipment, records, staff, projects, and other relevant capacities;
- The level of their existing capacities (labour, technical expertise, equipment, etc.);
- Their current and planned recovery responses;
- Specific capacity-building support that can be provided at the district and sub-district levels, such as training and technical support;
- The equipment, materials, expertise, labour, skills and other resources needed to repair damaged education infrastructure, services and systems.

Consideration should also be given to the commitment made by the national government to gender equality in education. Where such commitment is articulated, then the PDNA and resulting recovery strategy must be aligned to such commitment, and where it is absent, the assessment and recovery strategy must include strategies and measures to ensure the equal access to education for boys and girls of all ages and equal opportunities for female and male teachers, as well as education personnel.

MACRO-ECONOMIC IMPACT ANALYSIS

The Education Sector assessment team makes additional estimates of costs that could have an impact at both the macro-economic and the personal or household levels. For the purpose of macro-economic impact analysis, the following items must be estimated:

- The decline or reduction of the number of education-years at each level of education arising from the disaster, in comparison to the forecasted number if the disaster had not occurred, for use in the estimation of disaster impact on gross domestic product (GDP);
- The value of the imported component of education reconstruction and replacement costs (for items that are not locally available and must be imported from abroad), expressed in percentage (%) of the total reconstruction needs as soon as they have been estimated. This information is then used for the balance of payments analysis;
- The estimated share of the central government's post-disaster higher expenditures (over and above the regular budget appropriations for the sector) for repairs of schools used as temporary shelters; demolition and removal of rubble; and payment of overtime to personnel of the sector. This information is used for the analysis of fiscal budget impact;
- The estimated possible savings in the government budget due to the non-provision of food to students over the period of stoppage or interruption of classes, which will have to be absorbed by families. This information is used for the analysis of fiscal budget impact and also for the analysis of personal or household impact.

HUMAN DEVELOPMENT IMPACT

Understanding the impact of disasters on human development is a challenge because there are few standardised methods for assessing needs and associated costs for impacts that are not always visible or measurable. The assessment of the Education Sector should consider the medium- to long-term impact of the disaster on the country's achievement towards its development goals and MDGs, particularly its target to increase access to

education. It should be noted that there is virtually no country today where the government does not articulate policies and goals on Education for All and MDGs 2 and 3. One measure of commitment indicates the degree to which public resources and leadership are used to support these policies, even in times of crisis. The team should consider the following, in coordination with other sector teams:

- The impact on MDG 2 on universal primary education, including that on future human development performance in education (enrolment, promotion and matriculation rates). This relates to both the year in which the disaster occurred and the following year/s based on past performance had the disaster not occurred, utilising clearly stated assumptions;
- The impact on MDG 3 on the promotion of gender equality and empowerment of women, including, for example:
 - Impact on the overall availability and accessibility of education for all groups (needs and priorities as expressed by affected populations and different sub-groups);
 - Impact on the overall protection and safety of female and male children and youth (including psycho-social well-being).

Populations affected by disasters may experience a significant loss of employment and income, deterioration of living conditions and reduced access to critical services, which can negatively impact their ability to support their children's education. Female and/or adolescent and adult learners may need to leave training and education programmes in search of more immediate livelihood opportunities or to care for young children and/or injured members of the household. Children and youth may miss out on days, weeks and even years of schooling, particularly in conflict-affected contexts. School communities are often forced to move from location to location due to an emergency. Teachers and education personnel may also need to supplement low salaries by searching for supplemental work, which negatively impacts on attendance at school and thus lowers education achievement. Disaster-induced repetition and drop-outs will affect the time required to achieve MDGs 2 and 3.

To estimate the human development impact of the disaster, it is useful to:

- Analyse the performance on human development components before the disaster utilising a pre-crisis baseline (pre-disaster human development trends, including key challenges, and the salient features of the policies implemented pre-crisis that influenced the condition of human development for affected populations);
- Project/ forecast human development performance into the future (both for the year in which the disaster occurred and for the following year/s) based on past performance had the disaster not occurred by utilising clearly stated assumptions.

The Human Recovery Needs (HRN) assessment should be participatory, inclusive, and transparent and have mechanisms for feedback. The HRN should encompass considerations such as gender equity, human rights and special considerations for children and other vulnerable populations.

CROSS-SECTORAL LINKAGES AND ISSUES

Intersectoral discussions should take place during all phases of the PDNA. Standards should be agreed upon, particularly on key dimensions such as administrative boundaries, place names and some of their key attributes such as demographics, which will provide a solid basis for data comparability and therefore cross-sectoral analysis. The Education Sector needs to always work closely together with Water and Sanitation, and Child Protection. Depending on the nature of the crisis, it will be necessary to consider food security (e.g. school feeding programmes) and sectors supporting specialized institutions (nurses colleges, agricultural training centres, etc.). These areas are relevant to education, and education considerations need to be integrated in these sectors. Furthermore, it is needed to clarify which sector aspects are addressed in other sectors, as to avoid double counting; for example, damage to health training facilities is usually included under the Education Sector.

In developing the updated Minimum Standards for Education in Emergencies (2010), INEE members prioritised 11 key cross-cutting issues to strengthen and mainstream gender, HIV and AIDS, inclusive education, early childhood development, youth, conflict mitigation, disaster risk reduction, human rights, intersectoral linkages (health, water and sanitation, shelter and food), child protection and psycho-social support. The INEE Minimum Standards Handbook is a useful tool for working on these issues because they pertain to education in emergencies, from preparedness through to recovery.

The purpose of these cross-cutting issues in disaster contexts is to orient and guide education actors in emergency and recovery settings to view with a particular 'lens' as they assess education needs, implement programmes and inform policy. In using such a lens, we clarify the relative importance and prominence of certain cross-cutting issues in any given context. In addition, we can also identify existing resources, assets, capacities, and issues that are critical in each particular context.

Table 2 captures other important cross-cutting themes that should be considered in the assessment.

Table 2: Assessing Cross-cutting Issues

Cross-cutting Issues	Assessment Questions
Gender	<ul style="list-style-type: none"> • How does access to school or learning spaces differ for boys and girls, and what is or can be done by the school and community to promote equal access? • Are facilities essential for girls' attendance and retention available (i.e. WASH)? • Are gender-related concerns addressed in the learning setting, in textbooks, teacher behaviour towards boys and girls, and other ways? • Are learning environments secure, and do they promote the protection, mental and emotional well-being of both girls and boys?
Child Protection/ Psychosocial	<ul style="list-style-type: none"> • What has changed in the emotional, social and cognitive needs of learners as a result of the emergency? • Is there active participation by affected communities in assisting learners? • Who are the most vulnerable learners and what are their needs? • What are the major risks faced by children and youth (M/F) in schools and community? • What social support is available in schools/learning spaces or school community? • What are the dangers associated with going to and from school?
Early Childhood Development	<ul style="list-style-type: none"> • What learning and development opportunities are offered for educating children 0-8 years? • Are young children participating in early childhood development (ECD)? What are the main reasons for non-access? • What is the level of parents' involvement in young children's development?
Youth	<ul style="list-style-type: none"> • What learning or other activities are youth involved in? • Do youth (M/F) engage in the community work? • How are youth participating in governance and social processes? • What are the particular education needs that markets and employers require of youth?
Inclusive Education	<ul style="list-style-type: none"> • What are the barriers to education, who experiences them and how can they be minimised? • What measures (both policy and practice) should be established to increase participation of people with disabilities?
Rights	<ul style="list-style-type: none"> • 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's and youth's rights?
HIV and AIDS	<ul style="list-style-type: none"> • Is there learning content on HIV prevention and AIDS in the classroom? • Do education providers have knowledge on learning needs and support for children and youth affected by or particularly vulnerable towards HIV and AIDS?
Conflict Sensitivity	<ul style="list-style-type: none"> • How would any proposed intervention affect conflict dynamics? • Has education data (budget allocation, human, intellectual, linguistic, monetary and material resources) been disaggregated by region, ethnic, religious, gender or other relevant group characteristics to reveal education discrepancies and inform any intervention? • Is the equitable distribution of services across identity being promoted, avoiding pockets of exclusion and marginalisation?

Source: Adapted from Joint Needs Assessment Toolkit, Global Education Cluster, 2009.

THE EDUCATION SECTOR'S RECOVERY STRATEGY

The Education Sector's Recovery Strategy or plan follows the guiding principles, objectives and consultative process of the overall PDNA, as outlined in the first chapter of Volume B. The Recovery Strategy must be aligned to national laws and existing sector development policies and strategies. In addition current best practices should be adopted. As such, the Recovery Strategy will include the following core components:

1. Outline of **recovery needs** in education, based on results of the assessment;
2. The agreed **vision and guiding principles** for the overall recovery process of the sector;
3. Outline of **results-based recovery strategy** for education;
4. Outline of **implementation arrangements**.

VISION AND GUIDING PRINCIPLES

The vision describes the desired long-term recovery outcome in the Education Sector, which should include measures to improve sector performance and build resilient systems, such as through emergency management plans and life skills training.

Guiding principles for education recovery should be defined to inform the sector recovery strategy and guide the recovery process in an effective, transparent and accountable manner. These should be agreed on within the sector team under the leadership of the government. Below are some examples of recovery guiding principles:

- Respond to the needs and priorities of affected population and maximise their participation;
- Prioritise the needs of women and children;
- Focus on the most vulnerable and most affected;
- Restore capacities and capabilities;
- Support spontaneous recovery processes;
- Ensure national ownership and leadership of the education recovery strategy;
- Work in partnership with civil society, donors, NGOs, and multilateral and United Nations agencies;
- Maintain synergies with humanitarian actions;
- Build on national development plans and align with national priorities;
- Take into account and support national strategies on education and gender equality;
- Reinforce national and local plans for DRR/climate risk reduction (CRR).

The vision and guiding principles should be articulated by the sector lead (generally the MoE) in consultation with Education Sector partners and relevant working groups.

STAKEHOLDERS' CONSULTATION

Consultation should present an opportunity for stakeholders to participate actively in identifying their needs and priorities after a crisis. Stakeholders should ideally be consulted at each stage of the assessment process: planning, data collection, analysis, monitoring, verification and dissemination of results. The Education Sector has a broad stakeholder base, beginning with children and students, and working up to national systems and leaders. It is critical to engage in a thorough stakeholder analysis and identification, keeping both public and private stakeholders in mind. Other critical considerations include ethics (especially when interacting with children and youth), information disclosure and informed consent.

Examples of stakeholders in education are:

- Children and youth (especially those currently out of school);
- Students (at all education levels, from ECD to tertiary);
- Teachers and instructors;
- School administrators;
- Community members and parents (especially those involved in school management);
- District and national education officers;
- Private partners and providers;
- Religious affiliates that provide education opportunities.

Sustained communication with stakeholders will ensure they understand how information from consultations is being utilised. Additionally, grievance management may need to be considered in relation to data collection processes and reconstruction outcomes.

RECONSTRUCTION AND RECOVERY, AND 'BUILDING BACK BETTER'

Disasters present an opportunity to 'build back better'. The recovery of the Education Sector should redress the damage caused by the disaster but also address resilience-building measures to reduce vulnerability to future shocks, including those relating to conflict, natural hazards and climate change. An increase in cost is generally applied to building back better in the recovery strategy.⁴ Conducting an Education Sector diagnosis of the current situation will present an opportunity to minimise underlying factors of vulnerability, reduce the future impact of disasters and improve disaster preparedness through the education system. Comprehensive school safety is addressed by education policy and practices aligned with disaster management at national, regional, district and local school site levels. To ensure a resilient recovery, the assessment should consider the following pillars:

⁴ The percentage increase depends on the standard of construction that prevailed prior to the disaster, and the desired, disaster-resilience level for post-disaster reconstruction. In fact, experience in the past 40 years reveals a range of 10-25 percent. The coefficient to be adopted must be carefully weighed by an experienced architect or civil engineer on the assessment team. There is also the possibility of having to rebuild in alternative, safer locations, which would increase the value of reconstruction needs by the cost of land acquisition and provision of basic services of water and sanitation, and electricity.

1. THE SAFE LOCATION AND DESIGN OF EDUCATION FACILITIES

To ensure safe location and design, it will be necessary to assess the following:

- Infrastructure at risk or exposed to risk, which could be done through a risk and vulnerability mapping of education facilities;
- The safety of rebuilding the schools/learning centres in the same location or the need to support resettlement, both where and how;
- Potential land tenure obstacles that should be addressed to secure safe land/safer construction;
- Design codes for infrastructure, such as school buildings and their water and sanitation facilities.

2. DISASTER RISK MANAGEMENT

In some cases, there may be opportunities in the recovery process to improve school disaster management and risk reduction via national and sub-national education authorities and local school communities (including children), working in collaboration with their disaster management counterparts, in order to maintain safe learning environments and plan for educational continuity, conforming to international standards. The key responsibilities are to:

- Develop, roll out, institutionalise, monitor and evaluate the establishment or empowerment of school-site disaster risk management committee involving staff, students, parents and community stakeholders;
- Adapt standard operating procedures as needed, for hazards with and without warnings, including: drop cover and hold, building evacuation, evacuation to safe haven, shelter-in-place and lockdown, and safe family reunification;
- Practise and improve on response preparedness with regular school-wide and community-linked simulation drills;
- Establish national and sub-national contingency plans to support educational continuity, including plans and criteria to limit the use of schools as temporary shelters;
- Liaise with any disaster management entities to ensure the inclusion of education in planning, policy work and budgets;
- Promote emergency response plans at national, local and school levels and ensuring they are implemented;
- Strengthen the capacity and capabilities of relevant ministries/departments in preparedness and planning for emergencies (DRR and CRR), including financial planning.

3. RISK REDUCTION EDUCATION

The curriculum and its teachers are powerful tools for building a culture of resilience. There may be opportunities to ensure that risk reduction education is mainstreamed into education curricula, teaching and learning:

- Provide teacher training for both teachers and teacher trainees on risk reduction curriculum materials;
- Develop strategies to scale up teacher involvement for effective integration of these topics into the formal curricula as well as non-formal and extra-curricular approaches with local communities.

4. INFORMATION SYSTEMS AND EARLY WARNING SYSTEMS

- Enhance information systems, such as statistical baselines, EMIS, vulnerability and risk analysis, ensuring, for example, that all data and information on learners are disaggregated by sex and age;
- Improve early warning systems and communication related to education (school closures, evacuation sites, temporary learning sites, etc.);
- Strengthen the links between early warning, preparedness and response mechanisms.

RECOVERY AND RECONSTRUCTION NEEDS

This section describes the main considerations for estimating post-disaster recovery and reconstruction needs in the Education Sector. These needs may not apply to all disaster situations, but the guidance presents the usual needs, which should be in direct relation to the assessment results. Estimating overall recovery needs in the Education Sector may entail:⁵

- Carrying out quantitative estimations of destroyed physical and natural assets that need to be rebuilt, repaired or restored in order to resume educational services;
- Rehabilitating education delivery systems and restoring access to goods and services;
- Restoring governance and social processes;
- Redressing immediate risks and building back better, which includes the needs for safe location and design of infrastructure, as well as the needs and cost of training to build capacity for preparedness and prevention efforts;
- Taking measures to address the human development impact.

THE EDUCATION SECTOR'S RECOVERY AND RECONSTRUCTION PLAN

In line with the PDNA guidance on the Recovery Strategy, the Education Sector Recovery and Reconstruction Plan should be formulated following the results-based model, and therefore include: (i) priority needs at central and decentralised levels; (ii) interventions required; (iii) expected outputs; (iv) recovery costs; and (v) intended outcomes. Table 3 provides an example of how this may be achieved.

⁵ Recovery needs are the value of changes in production flows that refer to higher costs, which are over and above the regular budget for the Education Sector. Reconstruction needs refer to the value of damage duly increased to introduce quality improvement, modernisation and risk reduction features, which may imply in selected cases the costs of relocation of schools. As it currently stands, assessment team members would not receive clear guidance on how to estimate needs, as actually occurred during the recent Serbia assessment, which would confused the value of losses and the value of recovery needs.

Table 3: Indicative Example of a Results-based Recovery and Reconstruction Plan in Education

Priority Recovery Needs	Interventions	Expected Outputs	Recovery and Reconstruction Costs	Intended Outcomes
Urgent need to improve children’s access to public primary education	Plan for the rehabilitation of partly destroyed primary schools Provide scholarships to affected children for primary education	Completion of the rehabilitation of 226 primary schools 12,000 affected children receive scholarships	\$7,650,000	Increase enrolment of children in primary education to pre-disaster level

Note: Adapted from sector recovery plan from the *Aceh Recovery Framework 2008-2011*.

PRIORITY NEEDS

Recovery needs in the sector will need to be prioritised and sequenced (short-, medium- and long- term, as appropriate). Criteria may be developed by the sector team (or previously by the PDNA team) to guide the prioritisation process. Giving priority to critical needs expressed by the affected population and government is paramount. However, the needs of marginalised population groups, women and children, and most affected geographic areas will also need to be prioritised.

IMPLEMENTATION ARRANGEMENTS

PARTNERSHIPS, COORDINATION AND MANAGEMENT

This section describes key partnerships, coordination and management arrangements for the recovery process of the Education Sector, such as:

- Coordination arrangements with government, civil society, and the private sector;
- Partnership arrangements within the education working group/sectoral group or cluster (where active);
- Intersectoral arrangements (such as child protection and WASH);
- Management arrangements within the government for the education recovery process;
- Inter-agency management arrangements (e.g. coordination unit or similar arrangements, support services to be established, such as offices and human resources, etc.

CROSS-SECTORAL THEMES

Describe how cross-cutting issues will be addressed during implementation, such as governance, livelihoods, disaster risk reduction, gender, human rights, HIV/AIDS and any others deemed necessary. Describe intersectoral considerations, such as:

- WASH (latrines, water points);
- Child protection (preventing gender-based violence including domestic and sexual violence and early marriage, psycho-social support);

- Linkages to livelihoods (vocation training);
- Food security, food distribution and nutrition (school feeding);
- Camp management (learning sites in camps).

LINKS TO DEVELOPMENT

This section outlines the ways in which the recovery of the Education Sector will link with and support the country's development goals and priorities in education, aligning where possible the recovery process to the broader strategic development objectives for the sector. Consider the following:

- National objectives for meeting EFA and MDGs 2 and 3;
- National education policies and poverty reduction strategies;
- United Nations development planning instruments, e.g. United Nations Development Action Framework (UNDAF) and sector tools such System-wide Action Plans (SWAPs).

MONITORING AND EVALUATION

Include in this section the plan for monitoring and evaluation in the sector, considering the following:

- What is to be monitored and evaluated;
- The activities needed to monitor and evaluate;
- Who is responsible for monitoring and evaluation activities;
- When monitoring and evaluation activities are planned (timing);
- How monitoring and evaluation are carried out (methods);
- What resources are required and where they are committed.

KEY ASSUMPTIONS AND CONSTRAINTS

Identify key assumptions made to successfully complete the recovery of the Education Sector, and the major constraints likely to be encountered during the recovery process indicating how they might be overcome.

REFERENCES AND RESOURCES

The Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP)
<http://www.alnap.org/>

The Assessment Capacities Project
<http://www.acaps.org/>

Compendium on Transitional Learning Spaces
http://www.educationandtransition.org/wp-content/uploads/2007/04/TLS_compendium.pdf

Emergency Capacity-Building Project

- The Good Enough Guide
<http://www.ecbproject.org/the-good-enough-guide/the-good-enough-guide>
- PARK: Profiling and Resource Assessment Kit
http://www.ecbproject.org/downloads/PARKDatabase-eng_WEB_Companion.pdf

Humanitarian Accountability Partnership
<http://www.hapinternational.org/>

Humanitarian Schools
<http://humanitarianschools.org/>

The Inter-agency Network for Education in Emergencies (INEE):

- Minimum Standards for Education: Preparedness, Response, Recovery (2010)
http://www.ineesite.org/index.php/post/inee_handbook/
- Guidance note on conflict sensitive education
- Diagnostic Programme Tool and Guiding Principles for Donors on Conflict Sensitive Education
<http://www.ineesite.org/en/education-fragility/conflict-sensitive-education>
- Disaster Risk Reduction and Preparedness:
http://ineesite.org/uploads/documents/store/doc_1_INEE_Toolkit_-_Preparedness_and_RR.pdf

IASC Education Cluster

- Joint Education Needs Assessment
<http://education.humanitarianresponse.info/document/joint-education-needs-assessment-toolkit>
- Short Guide to Rapid Education Assessments
<http://education.humanitarianresponse.info/document/short-guide-rapid-education-joint-needs-assessments>

Luneta, Mayfourth (2007). Child-oriented Participatory Assessment and Planning: A Toolkit, Buklod Tao, Center for Positive Future, Center for Disaster Preparedness, Philippines.

OCHA - UN Disaster Assessment Coordination
<http://www.unocha.org/what-we-do/coordination-tools/undac/overview>

Oxfam Participatory Community Vulnerability Analysis (PCVA) tool, 2012
<http://policy-practice.oxfam.org.uk/publications/participatory-capacity-and-vulnerability-analysis-a-practitioners-guide-232411>

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http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1135281504040>Returns_Investment_Edu.pdf

UNDAC The United Nations Disaster Assessment and Coordination
<http://www.unocha.org/what-we-do/coordination-tools/undac/overview>

UNESCO

- International Institute for Educational Planning: Integrating conflict and disaster risk reduction into Education Sector planning – UNESCO IIEP; UNICEF and Global Education Cluster 2011
http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2011/IIEP_Guidancesnotes_EiE_en.pdf
- Institute for Statistics
http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=143&IF_Language=eng

UNICEF

- Peacebuilding and Education
<http://www.educationandtransition.org/resources/the-role-of-education-in-peacebuilding-2/>
- DRR and Education Technical Note
http://www.unicefinemergencies.com/downloads/eresource/docs/DRR/DRR_ONE_PAGER_EDUCATION.pdf
- Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries – UNICEF/UNESCO 2012
<http://www.unicef.org/education/files/DRRinCurricula-Mapping30countriesFINAL.pdf>

UNISDR

- Thematic Platform for Knowledge and Education (2008). School Disaster Prevention: Guidance for Educational Decision-Makers, Consultation Version.
<http://www.unisdr.org/we/inform/publications/7556>
- 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>

UN-SPIDER United Nations Platform for Space-based Information for Disaster Management and Emergency Response
<http://www.un-spider.org/>

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>

World Bank

- Education Statistics
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTED-STATS/0,,menuPK:3232818~pagePK:64168427~piPK:64168435~theSitePK:3232764,00.html>
- Damage and Loss Assessment – Housing and Education
<http://siteresources.worldbank.org/INTDISMGMT/Resources/3housingandeducation.pdf>

ANNEX 1: INFORMATION NEEDS MATRIX FOR EDUCATION ASSESSMENTS IN POST-DISASTER SITUATIONS

Domain	Assessment Questions	Information Needs: Immediate Trends/Early Recovery	
CORE DOMAINS			
Access and Learning Environment	<p>What formal and non-formal educational activities are available? For whom? How does this compare to what existed before the disaster?</p> <p>Is there equal access to schools/learning centres (for girls and boys)?</p> <p>Can learners (girls and boys) safely reach the existing schools/learning spaces?</p> <p>What have been the damages and losses to educational infrastructure and furniture?</p> <p>Are the schools sufficient in size and number to meet the learning needs of the affected populations?</p> <p>Are the physical environments of schools safe and conducive to learning?</p> <p>Do physical environments cater to the needs of children and education personnel with disabilities?</p> <p>Does the learning environment offer basic services and WASH facilities?</p>	<p>Immediate trends</p> <ul style="list-style-type: none"> • % (schools with) children (M/F) enrolled and attending from key identified vulnerable groups • % of schools with initiatives to help girls and other vulnerable groups participate • % of students (M/F) and teachers (M/F) who report feeling safe travelling to and from school • % of existing schools requiring total reconstruction • % of schools / learning spaces (re)opened (pre-crisis compared to post-crisis) • % of schools for which measures have been taken to enable them to withstand expected disasters • % of schools with facilities that support children with disabilities • % of schools with disaster management plans • % of schools with toilets for girls and boys • % of schools with safe drinking water • % of schools with hand washing facilities 	<p>Early recovery</p> <ul style="list-style-type: none"> • Estimated number of school age children in the affected areas (boys and girls) • Estimated enrolment rate (M/F/Total), pre- and post-crisis, for ECD, Primary, Secondary, and non-formal** • Estimated attendance rate (M/F/total) • Proportion of school furniture lost • Pupil to classroom ratio (pre- and in/post-crisis) • Estimated number of schools with adequate WASH facilities

Domain	Assessment Questions	Information Needs: Immediate Trends/Early Recovery	
CORE DOMAINS			
Teaching and Learning	<p>What have been the damages and losses to teaching and learning materials?</p> <p>Is training available for teachers and does it correspond to prioritised needs?</p> <p>Are teachers (M/F) attending school regularly?</p> <p>How much time (in hours) do students spend learning each day?</p> <p>How much schooling was missed as a result of the crisis?</p> <p>Are schools following the national curriculum?</p> <p>What is the language of instruction being used?</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 (boys and girls)?</p> <p>Are there specific events in the educational timetable (e.g. exams, matriculations) that have been disrupted due to the emergency?</p> <p>How can these be rescheduled with minimal disruption to performance?</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 topics, such as how to help students with personal trauma, and disaster risk management • Estimated attendance of teachers (M/F) • Number of hours a day students receive instruction in the classroom • Reduction in school operating hours • Extent of incorporation of life skills content • Identify any exams missed, particularly those relevant to promotion or completion 	<ul style="list-style-type: none"> • % of schools that have (initiated) reading, writing, and/or arithmetic activities • % of schools/learning spaces that have implemented emergency-related curricula, such as life skills 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 • no. of students who were planning on sitting exams. • no. of and type of exams needed • location for exams take place and level of preparedness (self-reported) by students to take the exams (socially and mentally prepared)
CORE DOMAINS			
Teachers and Other Education Personnel	<p>What have been the effects of the disaster on teachers (M/F)?</p> <p>Are teachers (M/F) receiving compensation for their work?</p> <p>How many teachers have qualifications recognised by the state?</p> <p>Are there volunteers from the community participating in teaching?</p> <p>Are people available to serve as school principals, supervisors, or trainers?</p>	<ul style="list-style-type: none"> • % (M/F) of teachers affected by the disaster: dead, missing, injured, displaced • % of teachers who may require psycho-social support • Estimated attendance of teachers (M/F) • Student to teacher ratio (pre-crisis and post-crisis) • Ratio of female to male teachers (at all levels: ECD, Primary, Secondary) • % of qualified teachers (M/F) (based on national standards) 	<ul style="list-style-type: none"> • % of teachers receiving salaries from the government and/or incentives or support from the community or other sources • % 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 Ministry of Education (MoE) and/or incentives or support from the community or other sources

Domain	Assessment Questions	Information Needs: Immediate Trends/Early Recovery	
Education Policy	<p>Are there policies and plans in place by the government for responding to education in emergencies?</p> <p>Do 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 non-governmental organisations (NGO), United Nations, and government actors?</p> <p>What types and level of support are necessary to local authorities so that they can best respond to identified educational needs of women and girls?</p> <p>Have provisions been made to revise the academic calendar to compensate for missed classes or exams?</p>	<ul style="list-style-type: none"> • % of affected districts with emergency preparedness plans in place that cover education • Existence of policies, standards and guidelines regarding safe school construction, including risk assessment during site selection, and hazard-resistant building designs • % of schools where the following factors are preventing equal access to education: fees or other costs, age limits, required documentation, school absorption capacity • % of schools that have revised their academic calendar to compensate for school closures 	<ul style="list-style-type: none"> • % of districts in the affected area with an active Education Cluster or a similar mechanism in which the MoE takes a lead role. • Extent to which education data and/or information is shared from the district level up to the central/national level and back down to the district level

* 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.

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