Short Guide to Education in Rapid Needs Assessments


This Short Guide provides a stand-alone guide for planning and conducting a rapid, multi-sectoral or joint education needs assessment. It distills the critical information from the overall Toolkit related to rapid needs assessments, with links to sections to refer to for more guidance and details.

Why assess needs and what does this look like?

**Rationale for Rapid, Joint Education or Multi-Sectoral Needs Assessments**

Conducting a needs assessment within a rapidly evolving emergency is like looking at the situation from the back of a speeding train. You can see what is behind you, but not where you are, let alone what is ahead¹.

The above statement highlights one of the main limitations of rapid needs assessments: The information produced often no longer accurately reflects the situation of the crisis-affected areas and populations by the time it reaches decision makers. However, rapid needs assessments remain an essential mechanism for humanitarian actors to generate evidence on the impacts of an emergency and the priority needs, which are essential for advocacy, coordination, and raising and allocating funds for program responses.

A rapid, multi-sectoral or joint education needs assessment at the onset of an emergency can generate essential data that highlights populations’ urgent education needs and make it immediately available to donors, education agencies, local officials and communities. Such assessments can also identify pre-existing and available resources and services for use in education response strategies.

**Coordination of Needs Assessments during Emergencies**

In recent years there have been multiple efforts to improve the way needs assessments are conducted during emergencies². A common aim among these has been to coordinate or harmonize needs assessments practices across sectors and agencies to maximize their

¹ Paraphrased from *The Economist*, Gloomy numbers from the census: Poorer, but at least not sicker, Sep 19, 2009
usefulness while minimizing their ‘footprint’ – i.e. the time, energy, and resources required. The table below lists some of the key shortcomings of needs assessments to date, and strategies for addressing them.

<table>
<thead>
<tr>
<th>Common Shortcomings</th>
<th>Coordination Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments do not produce comprehensive information</td>
<td>Design and conduct assessments that meet a wider range of information needs</td>
</tr>
<tr>
<td>Information from various assessments is not comparable</td>
<td>Standardize assessment methods, indicators, and tools, and formats for communicating findings to donors and other key audiences</td>
</tr>
<tr>
<td>Assessments are overly time-consuming and collect more information than needed</td>
<td>Define and collect only the minimum, most essential information for each sector / cluster</td>
</tr>
<tr>
<td>Assessments are inefficient and the quality and credibility of information is unreliable</td>
<td>Combine efforts across agencies to make optimal use of limited expertise and assessment resources</td>
</tr>
<tr>
<td>Duplication and over-assessment of certain populations or issues by multiple agencies</td>
<td>Put in place common, complementary, or distributed assessment arrangements</td>
</tr>
</tbody>
</table>

Conducting joint or common needs assessments is an important way of putting into practice many of the ‘coordination strategies’ listed in the table above. Joint needs assessments refers to multi-stakeholder or multi-agency processes of collecting, analyzing and interpreting data to assess needs and inform decisions on humanitarian and early recovery responses. The main objective in joint needs assessment is the production of accurate, agreed and actionable needs assessment reports following every emergency.

**Types and Recommended Approaches to Joint Rapid Needs Assessments**

There are two main ‘models’ for conducting joint needs assessments:

A. **Multi-sectoral needs assessments**: Agencies across several clusters/sectors jointly conducting a single multi-sectoral assessment using a core set of agreed upon indicators.

B. **Joint sectoral needs assessment**: Groups of agencies in each cluster/sector carrying out their own separate assessments using agreed core indicators which are consolidated into a multi-sectoral assessment report.

In line with the efforts to harmonize needs assessments, the Global Education Cluster recommends that, where possible and appropriate, Education Clusters at the country level should:

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3 It is accepted that many individual agencies and clusters / sectors will also continue to carry out their own needs assessments.
5 Joint needs assessments can be valuable in many but not all settings. Determining factors
1) **First seek to take part in multi-sectoral or inter-cluster rapid needs assessments.** This option is especially appropriate during the initial stages of an emergency (phases 1 and 2) when rapid needs assessments should seek to obtain only the most essential information for each sector. Relevant multi-sectoral assessments in which Education Clusters are encouraged to engage include:

- Initial Rapid Assessments (IRAs) conducted jointly by the WASH, Health, and Nutrition Clusters
- Protection Cluster-led needs assessments, such as of ‘Protection of Conflict-Induced IDPs’, which are by nature multi-sectoral
- Joint Assessment Missions (JAMs), typically organize by UNHCR and WFP
- Post Disaster Needs Assessments (PDNAs) or Post Conflict Needs Assessments (PCNAs), typically organized by the Early Recovery Cluster
- OCHA-led inter-cluster rapid needs assessments

2) **As a second option, organize joint education needs assessments.** This may be necessary in cases where no relevant multi-sectoral needs assessment are taking place, or where more detailed assessment information is required on education, as is often the case during in the later stages (phases 3 and 4) of an emergency. Within this Toolkit, such assessments are referred to as ‘joint education needs assessments’.

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**Roles and expectations of Clusters and Cluster Leads in Rapid Needs Assessments**

The Education Cluster acts as a forum that brings together all education actors/agencies at the field-level to establish response guidance. As a cluster/sector lead in the field, you play a leading role in coordinating joint needs assessments both during the preparedness and implementation phases. Similarly, if you are a government official leading the assessment you must ensure synergies, information dissemination and agreement on data among other governmental actors.

**Education Cluster** or **Government official** leading at the field level must ensure:

- Immediate, effective and coherent education needs assessment and analysis, involving all relevant partners;
- Coordinated assessment arrangements are in place to avoid over-assessment by multiple agencies.
- The development of an integrated and focused ‘plan’ for a needs assessment by the Education cluster. An assessment plan includes agreement on the content, methods, implementation and analysis of the data collected and can be organized by drawing upon a variety of agencies’ expertise, local presence, indigenous knowledge and resources.
- Comparability of data collected in the different phases of a humanitarian disaster, for example by employing harmonized methodologies
- Utilization of participatory and community based approaches in rapid education needs assessment, analysis, planning, monitoring and response;
- Integration of agreed priority cross-cutting and inter-cluster issues in education needs

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Include: scale, complexity, access, consensus on needs, and the availability of reliable, accurate information from other sources. (Source: Summary report, Common Needs Assessment Workshop, Bangkok, 21-23 January 2009)

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6 See Annex 3 of this toolkit for details on how to access more information on these and other resources for rapid needs assessments.

7 For more details, see: [IASC Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response](#), and Generic Terms of Reference for Sector/Cluster Leads at the Country Level, 24 November 2006.
assessment (e.g. child protection/psychosocial, disability, youth, early childhood, gender, HIV/AIDS, disaster risk reduction, conflict mitigation and human rights and other clusters’ data collected);

Common Challenges Faced

- While rapid education assessment guidelines or tools may exist, most humanitarian organizations often revert to their own tools and standards during an emergency, making it difficult to organize around a common assessment approach.
- In sudden-onset emergencies, there may be limited expertise in designing assessments and insufficient capacity to analyze the available information in a comprehensive manner.
- Cluster participants (and cluster leads) can waste precious time and effort during an emergency trying to get agreement on an assessment methodology.

Basic Coordination Tips

- The capacity to quickly mobilize field teams to collect key data in education will be strengthened by the use of a shared framework, tool(s) and guidance, as well as processes and expectations for institutional collaboration and coordination. Share and use any pre-existing joint assessment guidelines, tools and frameworks where and when they have been agreed at the global level and/or by stakeholder principals prior to the emergency.
- Where there isn’t a pre-established agreement, place your immediate energies in implementing a basic assessment process that works and don’t try to forge an agreement on them during the emergency. At the very least, agree on what information is needed, what areas need to be covered by the assessment, and who will do what where in regards to assessment.
- Organize efforts among education actors to compile past assessment information that agencies may have already gathered. This information can serve to clarify needs and better understand the education situation in a particular context.

For a rapid, multi-sectoral needs assessment:

- Make agreements with other clusters or agencies that have greater capacities and institutional arrangements to conduct rapid needs assessments (e.g. to allow the Education Cluster to ‘piggyback’)
- Initiate a communications strategy across sectors to report back to the education cluster on all other sectors activities and assessment planning in a consistent and clear way by charting meetings by day/time, organizing a brief report format and ensuring all meetings are covered by education cluster member(s)

Determine what you “need to know” immediately

Rapid needs assessments typically aim to provide information to answer the following questions:

- What happened? Describe the type of emergency or disaster
- Where did it happen? Identify the geographic areas affected by the disaster and their environmental conditions
- Who/what was affected? The subjects or objects affected by the emergency or disaster. Who are the most vulnerable segments of the population, which groups should be
prioritized for assistance? How are they affected? What assets were affected? How were they affected?

✓ **What was the impact?** The number of people affected and their demographic characteristics.
✓ **What resources already exist?** What resources and capacities are already present in the country?
✓ **What are the humanitarian needs and gaps?** What humanitarian needs have not yet been met? What are the gaps? What are the priorities for humanitarian assistance?
✓ **Existing context and potential developments?** The security context, access to the zone, and existing coordination of response actions. Highlight special concerns about the development of a situation or emerging threats.
✓ **Whether to intervene?** Define the objectives of the intervention
✓ **How to intervene?** Make recommendations that define and establish the priorities for action and resources necessary for the immediate response.

**SUMMARY OF ACTION POINTS**

- Organize and communicate rationale on joint multi-sector and/or rapid education needs assessment to education partners
- Define the “need to know” questions together as a group of education partners and across clusters

**How to organize a rapid needs assessment?**

**Start with a meeting**

⇒ **Sample “first meeting agenda” for education partners**

**Objectives of the meeting:** Articulate the ‘information needs for the Education Cluster’ in this current emergency and plan a joint, rapid education needs assessment

**Agenda:**

✓ **Updates on the emergency:** Share findings from initial reports to understand the magnitude of the crisis and the initial impacts on education
✓ **3W data (who does what, where):** Obtain updated contact information and 3W information for each organization including any initial assessment activities they are undertaking or planning
✓ **Proposal for a joint assessment:** Agree on the need for, purpose and scope of, and agencies to be involved in a rapid, joint education or multi-sectoral needs assessment
✓ **Assessment design:** Determine information required, methods to use, assessment sites or set out criteria for choosing sites, key respondent groups for the assessment
✓ **Staffing and other requirements:** Agencies share contributions they can make to the joint assessment in the forms of staff, facilities, logistical support, etc.
✓ **Immediate actions:** Identify focal persons for collection of secondary information, including from other clusters’ needs assessment activities, and on crosscutting issues
✓ **Communication tree:** Using cell phone, email and/or daily meeting sites and times for coordination and technical discussions among cluster members
✓ **Next steps:** Formation of a rapid, joint education needs assessment team with representatives from different agencies to take forward the planning of the fieldwork
For a rapid, multi-sectoral needs assessment:
The priority action for the education cluster should be to ensure appropriate education-related content will be included within any rapid, multi-sectoral assessment being planned. This may require:
1. Communicating to agencies involved in multi-sectoral needs assessments the importance of assessing the education situation in the immediate response stage of an emergency.
2. Defining and ensuring the inclusion of a minimum set (3-5) of education-related questions within multi-sectoral, rapid needs assessments. (See below under the section on “What indicators, questions, and methods to use to collect data” for more guidance.)

Form a team or select a representative to lead the assessment activities and secure buy-in and support from key actors

⇒ Typical Composition of a Rapid, Joint Education Needs Assessment Team
✓ 2 Co-leads (UNICEF, Save the Children or other designated organization’s rep)
✓ 1-2 Ministry of Education representatives
✓ 2-3 NGO representatives
✓ 1-2 UN Agencies working in Education
✓ 1 Knowledge Management / Assessment Specialist (local EMIS manager or external)
✓ 1 Consultant (external, as needed)

⇒ Skills Needed on the Team
✓ Individuals either working within or closely connected to the Ministry of Education
✓ Individuals that know the affected area well (understanding of the typology, know the geography of the area)
✓ Local language skills
✓ Knowledge about the security risks
✓ Good communicators and personable skills
✓ Experience of rapid data collection [crucial in the first phase]
✓ Information management skills – can collect, process, store information effectively
✓ Good organization and focus
✓ Balance in terms of gender, sector expertise, age, agency representation and between national and international staff

For a rapid, multi-sectoral needs assessment:
Availability, capacity and the need to act swiftly often determine the line-up of an multi-sectoral assessment teams. The Education Cluster should identify an education representative to participate in the design of the multi-sectoral assessment tools and the analysis of the data. The Education Cluster representative should be experienced, dedicated solely to this effort and given support and training, when possible.

⇒ Key actors that should support and/or influence the assessment process
✓ Global Education Cluster Unit in Geneva; KMTT Advisor
✓ Global Education Cluster co-lead agencies at HQ / field-level
✓ Donors to the cluster process that support education in emergencies
✓ Local education authorities / In-country Government for buy-in and participation in the assessment, and agreement of the data to be collected and sites to be assessed
Local population to be assessed need participate and be aware of the assessment plan (students, teachers, education personnel, community leaders, women, youth)
- Country Directors of agencies participating in Rapid Joint Education Needs Assessment
- Other clusters / sector actors (Health, WASH, Protection, Logistics)
- OCHA or other actors involved in coordinating multi-sectoral assessments
- Logistics, Security & Program staff within agencies participating

**Agree on a basic ToR for the rapid, joint education needs assessments among Education Cluster / working group members**

**Sample Terms of Reference for a Rapid Joint Education Needs Assessment**

**Objectives** - The rapid, joint education needs assessment is being organized to:
- Determine whether the populations’ children and youth need immediate protected “safe spaces” or temporary learning centers to access education, take part in structured play, learn survival messages and be supervised by caring adults to ensure their survival, well-being and protection in the short term.
- Define (for the next 30 days) the kind of education response that includes, estimated number of children missing out on education, number of teachers affected, how children, youth and teachers will be provided for and how the community will be involved.
- Compile data on the education system breakdown, topics for learning content, supplies and structures that will be required for operational planning to provide to donors on the scale of the assistance that could be required in the coming weeks and months;
- Identify the localities and priority issues on which follow-up assessments should focus;
- Identify education content that could positively or negatively influence learning given the type of emergency they are facing (e.g. peace-building if conflict-affected)
- Bring constraints faced in organizing education service delivery to the immediate attention of local authorities who are determining priorities to support for education.
- Ascertain where international humanitarian aid support is needed and where local and national capacity can cover needs.

**Methods** - Information will be collected and compiled using a combination of the following:
- Purposeful sampling to select respondents and sites based on defined criteria
- Contacts with the responsible national and/or regional education authorities to introduce the assessment aims and timeline for input and dissemination of findings with them.
- Review any information already available on the emergency and the education situation (including reports from local education authorities, other organizations and journalists).
- Quick preliminary meetings with local authorities, NGOs and other organizations already working or in contact with educative structures, services or needs.
- Interviews with a few local community leaders, teachers, students, youth, women’s groups, school directors or other education personnel who might be useful ’key informants’.
- Visits to the schools / learning spaces to observe general conditions at the school site, school water sources, school toilets/defecation areas, and any assistance operations underway for the student population.
- Discuss with groups of boys, girls, men and women, in different parts of the location affected by the emergency.

Consult Section 4 of the Toolkit for guidance on selecting appropriate methods for rapid, joint education needs assessments.
SUMMARY OF ACTION POINTS

- Organize a meeting to plan the rapid needs assessment
- Form an assessment team with appropriate representation and skill sets, and secure buy-in from key stakeholders for the joint needs assessment, or identify education representative in multi-sector assessment
- Develop a ToR for the rapid, joint education needs assessments that lays out the key objectives and methods to be used.

What indicators, questions, and methods to use to collect data?

The list below presents the proposed core indicators for Education Clusters to include during rapid joint education or multi-sectoral assessments conducted in the early phases of an emergency. (For more rationale on the selection of these indicators, see Annex 2 of this Toolkit.) Review these indicators to determine which are most relevant to gather information on (from either primary or secondary sources) during your rapid needs assessment. Add other indicators as required to reflect the priority information needs in your context. For all indicators used, comparison with pre-crisis data is essential for determining the impact of the crisis on education.

Proposed Core Indicators for Rapid Joint Education Needs Assessments

- Estimated attendance rate (M/F/total)
- Proportion of sites with non-formal education activities available
- Major risks faced by boys, girls, and teachers while traveling to and at schools / learning spaces
- Proportion of existing schools / learning spaces no longer functioning as a result of the emergency / crisis
- Proportion of schools / learning spaces taking place in temporary facilities
- Proportion of schools / learning spaces with learning materials lost or destroyed as a result of the emergency / crisis
- Pupil-textbook ratio
- Proportion of schools / learning spaces with skills-based education on crisis-related health and protection topics
- Proportion of teachers (M/F) no longer able to or coming to work as a result of the emergency / crisis
- Estimated average attendance of teachers (M/F/total)
- Student to teacher (M/F/total) ratio
- Ratio of female to male teachers
- Occurrence of rights violations in or around schools (e.g. schools being destroyed by armed conflict, used as recruitment grounds for child soldiers, teachers being targeted)
- Proportion of schools / learning space with functioning School Management Committees (SMCs) / Parent Teacher Associations (PTAs) or other committee with parent involvement
- Proportion of schools / learning spaces with reliable access to clean drinking water

For a rapid, multi-sectoral needs assessment:

To determine the education-related content to include in a multi-sectoral assessment:

- Know what education questions will be asked by other clusters/sectors in their assessments and what key information gaps will remain. (See the Information Needs Matrix and Module 3 of this toolkit for inter-cluster questions on education).
Decide on 2-3 indicators and the 3-5 questions required to generate the information needed to calculate the indicators. (See Tool 1 of this toolkit for a set of recommended questions for inclusion in rapid needs assessments.)

Use the ‘Information Needs Assessment Matrix’ in the Toolkit to cross check your information needs

Briefly review the “Information Needs Matrix” within Section 3 of this Toolkit, which offers some illustrative questions but more importantly, a framework for the scope of the inquiry of a joint education needs assessment, as outlined below. Cross check whether you are able to include additional elements or questions in your needs assessment, depending on the data/information that is already available, the stage of the emergency, the expertise of the education partners and the scale/scope of the assessment.

⇒ Summary of Joint Education Needs Assessment Information Needs Matrix

<table>
<thead>
<tr>
<th>Core Domains</th>
<th>Cross-cutting Domains</th>
<th>Inter-cluster Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and Learning Environment</td>
<td>Gender</td>
<td>Protection</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Child Protection/Psychosocial</td>
<td>Water, Sanitation, and Hygiene</td>
</tr>
<tr>
<td>Teachers and Other Education Personnel</td>
<td>Early Childhood Development</td>
<td>Health</td>
</tr>
<tr>
<td>Education Policy and</td>
<td>Inclusive Education</td>
<td>Shelter</td>
</tr>
<tr>
<td>Coordination</td>
<td>Rights</td>
<td>Camp Coordination and Camp Management</td>
</tr>
<tr>
<td>Community Participation</td>
<td>Conflict Mitigation</td>
<td>Early Recovery</td>
</tr>
<tr>
<td></td>
<td>Disaster Risk Reduction</td>
<td></td>
</tr>
</tbody>
</table>

Review the sample rapid joint education assessment tools and adapt to meet the key information needs in your context

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

⇒ Criteria for determining what information to collect

- It must be relevant for decision-making and other purposes of Education Clusters
- It should match standard measurements/indicators used by government and humanitarian assistance agencies, where such standards exist.
- It should not duplicate information that has or will be collected by others.
- It must be collectable by a non-specialist, i.e. not include technical questions that cannot be easily asked or understood by someone who is not an education specialist.
- It must be fast to collect. A maximum of 10 questions are recommended for a rapid, joint education needs assessment, and 3-5 for a rapid multi-sectoral needs assessments.
- It should be able to be collected and reported at the levels of community/sites or schools/learning spaces. Individual level information should be kept to a minimum.
- It must be easily compliable into summary findings, either qualitative or quantitative.

Use Tool 1: Sample Rapid, Joint Education Needs Assessment Tools, provided within this toolkit
Collect Data (primary and secondary)

It may not always be possible to have an education specialist directly involved in collecting data during rapid multi-sectoral needs assessments. Instead the agreed upon education-related data collection questions or form should be given to members of the rapid assessment team to collect. The forms should be simple enough to use with limited or no training of the data collectors.

Sample Fieldwork Schedule for a Rapid Joint Education Needs Assessment

(assumes one site with 4 team members represented by O, X, Y, Z)

<table>
<thead>
<tr>
<th>Activities</th>
<th>09h00</th>
<th>10h00</th>
<th>11h00</th>
<th>12h00</th>
<th>13h00</th>
<th>14h00</th>
<th>15h00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of team to authorities</td>
<td>OX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key informants interviews</td>
<td>OXYZ</td>
<td>OXYZ</td>
<td>OXYZ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus group discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>YZ</td>
<td>YZ</td>
<td></td>
</tr>
<tr>
<td>Feed-back to community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OXYZ</td>
</tr>
</tbody>
</table>

SUMMARY OF ACTION POINTS

- Determine the indicators to use during your needs assessment
- Cross-check your information needs with the ‘Information Needs Matrix’
- Familiarize yourself with the rapid joint education assessment tools, and adapt contents/questions as appropriate
- Conduct fieldwork to gather primary and secondary data

Check data, compare with the pre-crisis situation, & prioritize urgent issues

Triangulate and cross-check the data collected during rapid joint education needs assessment

Assessment teams should compare the information to verify important findings and identify any reconcile and significant inconsistencies across:

- **Sources**, e.g. by comparing information from different respondents, and primary data with secondary information
- **Methods**, e.g. by comparing observations made in the field with information provided by key informants.
- **Data collectors**, e.g. by discussing findings with members of other clusters who assessed the same sites, such as during multi-sectoral coordination meetings or through one-on-one discussions.

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8 Adapted from UNICEF (2006). *Multi-sectoral Rapid Assessment-- rapid onset emergencies, the first 72 hours*. DRAFT. New York.
4.1. Compare in-crisis data with any comparable pre-crisis data to distinguish the effects of the emergency from pre-existing conditions

Given the difficulties faced in obtaining reliable primary data within the first few days of an emergency, information from secondary sources will be heavily relied upon during joint education needs assessments. This includes pre-crisis baseline data, which provides a measure of the conditions against which to compare what has changed as a result of the emergency.

**Sample format for comparing pre- and in-crisis data**

<table>
<thead>
<tr>
<th>Indicator / Information</th>
<th>Pre-crisis (in District X)</th>
<th>In-crisis (in District X)</th>
<th>Change and Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher to pupil ratio (primary school)</td>
<td>1:50</td>
<td>1:80 (est)</td>
<td>Rise in ratio caused by displaced populations that have come to area</td>
</tr>
<tr>
<td>Primary school attendance rate (M/F)</td>
<td>M: 93%</td>
<td>M: 75% (est)</td>
<td>Overall decline; girls more affected due to fears for their security</td>
</tr>
<tr>
<td></td>
<td>F: 88%</td>
<td>F: 50% (est)</td>
<td></td>
</tr>
</tbody>
</table>

Refer to Tool 7: Recommended Secondary Data for Joint Education Needs Assessments, for more details.

4.2. Determine the locations, population groups, and aspects of education that have been most severely affected by the emergency

Indicate the relative severity of the impacts on education. It is recommended to use the standard “traffic light” ranking system shown in the figure below, as the color codes enable quick interpretation of priorities.

**Severity ranking criteria for analysis**

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Severe situation: urgent intervention required</td>
</tr>
<tr>
<td>Orange</td>
<td>Situation of concern: surveillance required</td>
</tr>
<tr>
<td>Yellow</td>
<td>Lack of/unreliable data: further assessment required</td>
</tr>
<tr>
<td>Green</td>
<td>Relatively normal situation; local population can cope; no action required</td>
</tr>
</tbody>
</table>

See Tool 8 under ‘Formats for Analyzing Data’ for guidance on how to determine rankings.

**SUMMARY OF ACTION POINTS**

- Triangulate assessment data to ensure its accuracy and validity
- Determine the impacts of the emergency on education by comparing the primary information collected with pre-crisis data
- Rank the locations, population groups, issues most severely affected to assist in determining priorities for the education response

Report & share findings
To have an influence on programming priorities and funding for education in emergencies responses, key findings from rapid, joint education needs assessments must be documented in forms that can be easily understood and used by decision makers and other audiences. This requires bringing together information from the different sites and sources into an overall report.

**Inputs into a Joint Education Needs Assessment Report**

**Aggregate Report**
- Compiled data from multiple sites
- Interpretations and recommendations

**Site Summary Report**
- Completed data collection forms
- Comments and clarifications

**Summary of Secondary Data**
- Data on affected population by site
- Pre-crises data on key education indicators

**Primary Data Collection**
- Key informant interviews with local leaders
- Focus group discussions with teachers

**Secondary Data Collection**
- Data from other Cluster’s assessments
- Relevant stats from MoE EMIS

Organize a meeting to share and elicit input on findings from the rapid joint education needs assessment

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

- Clarify key assessment findings
- Build agreement on priority recommendations for inclusion in appeals
- Identify actions required by individual agencies and other clusters
- Define key points for advocacy regarding the education response
- Determine the information and knowledge gaps to research through further assessments
- Feedback assessment information to representatives of the affected communities

For a rapid, multi-sectoral needs assessment:
The priority action for the education cluster should be to share, check and compare findings with other clusters through sustained participation in IASC task force on needs assessment, UN Country Team (UNCT) at field level, inter-cluster meetings and specific clusters relevant to education

**SUMMARY OF ACTION POINTS**
- Compile and summarize data from the assessment into a summary report
- Hold a meeting and/or other forums for communicating key assessment findings to decision-makers and other stakeholders
Annex 1: Sample Tools for Rapid Education Needs Assessments

1) Site Assessment Form

Instructions: This form contains critical information to be gathered by an education specialist or generalist from primary sources during rapid joint education needs assessments (typically conducted within 72 hours to one week of a sudden onset emergency). This form should be printed and sufficient copies handed to each member of the joint education needs assessment team. If there is only one person involved in the assessment, they should have multiple copies of this form.

Recommended Sources: The information in this form should be collected through key informant interviews. This involves identifying and discussing with community leaders, local education officials, principals, teachers, or representatives from active organizations in the area. Each interview with a key informant requires a separate form.

Unit of analysis: During initial emergency needs assessments, it will not be possible to make site visits to a large number of individual schools / learning spaces. Therefore, this form should be adapted and used to collect and record information on the impact of the emergency on all schools and learning spaces within an individual site (for example, a community or camp). Information will be collected from individual key informants; however the “community” level is the unit of analysis at which conclusions will be drawn.

<table>
<thead>
<tr>
<th>General Information</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Number: ________</td>
<td>1. Access and Learning Environment</td>
<td>1. None / only a few (0-25%)</td>
</tr>
<tr>
<td>Name(s) of Assessor(s): __________</td>
<td>1.1. Since the emergency / crisis, around how many of the children previously in school are still attending schools / learning spaces in this community / site?</td>
<td>2. Some (26- 50%)</td>
</tr>
<tr>
<td>Date of assessment: <em><strong>/</strong></em>/___ (dd/mm/yy)</td>
<td>A. Boys:</td>
<td>3. Many (51-75%)</td>
</tr>
<tr>
<td>Organization(s): __________</td>
<td></td>
<td>4. Almost all / all (76-100%)</td>
</tr>
<tr>
<td>Location of Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of District / Admin level 1: ____________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Sub-District / Admin level 2: ____________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of Site / Village / Admin level 3: ____________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-code for Site: ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main sources of information: (tick all that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Community Leader(s)</td>
<td>1. Mostly reliable</td>
<td></td>
</tr>
<tr>
<td>2. Local Government Official(s)</td>
<td>2. Somewhat reliable</td>
<td></td>
</tr>
<tr>
<td>3. Teacher(s) or other school personnel</td>
<td>3. Not very reliable</td>
<td></td>
</tr>
<tr>
<td>Other (specify) ____________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be filled at end of interview: In your opinion, how reliable is the information collected in this site location?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Mostly reliable</td>
<td>1. None / only a few (0-25%)</td>
<td></td>
</tr>
<tr>
<td>2. Somewhat reliable</td>
<td>2. Some (26- 50%)</td>
<td></td>
</tr>
<tr>
<td>3. Not very reliable</td>
<td>3. Many (51-75%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Almost all / all (76-100%)</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Response categories</td>
</tr>
<tr>
<td>-----</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| B.  | Girls   | ☐ 1. None / only a few (0-25%)  
☐ 2. Some (26- 50%)  
☐ 3. Many (51-75%)  
☐ 4. Almost all / all (76-100%) |
| 1.2. | In this community / site, how many functioning schools / learning spaces were there before the crisis? | ___ | # of schools |
| 1.3. | How many of the schools / learning spaces are still functioning now (open and running a regular schedule of classes)? | ___ | # of schools |
| 1.4. | As a result of the emergency, how many of the schools / learning spaces in this community / site were:  
A. Totally destroyed / Not usable  
B. Damaged, but are still usable | ___ | # of schools |
| 1.5. | Are boys and girls at risk when they are in or travelling to schools / learning spaces in this community? If so, what are the new or increased risks since the emergency / crisis? | 1. For boys  
☐ Exposure to landmines  
☐ Health risks from unsanitary conditions  
☐ Unsafe buildings (for example, after an earthquake)  
☐ Being sexually abused or exploited/ kidnapped  
☐ Children without a parent or guardian  
☐ Presence of armed groups  
☐ Risk of recruitment, abduction, kidnapping, or trafficking  
☐ Violent punishment  
☐ Other (specify) | 2. For girls  
☐ Exposure to landmines  
☐ Health risks from unsanitary conditions  
☐ Unsafe buildings (for example, after an earthquake)  
☐ Being sexually abused or exploited/ kidnapped  
☐ Children without a parent or guardian  
☐ Presence of armed groups  
☐ Risk of recruitment, abduction, kidnapping, or trafficking  
☐ Violent punishment  
☐ Other (specify) |

Comments or additional information re risks:  

2. Teaching and Learning  

2.1. Have schools / learning spaces in this community / site lost the following materials as a result of the emergency / crisis? | 1. Yes  
☐ Reading materials (textbooks)  
☐ Teaching materials (such as blackboards)  
☐ Furniture (such as desks, chairs, benches)  
☐ Recreation supplies (such as sports equipment)  
☐ Water supply  
☐ Sanitation facilities  
☐ Other (specify) | 2. No  
☐ Reading materials (textbooks)  
☐ Teaching materials (such as blackboards)  
☐ Furniture (such as desks, chairs, benches)  
☐ Recreation supplies (such as sports equipment)  
☐ Water supply  
☐ Sanitation facilities  
☐ Other (specify) |

2.2. What urgent messages or information is needed by children and youth in this community / site to protect themselves following the emergency / crisis? | 1. Yes  
☐ Peace education and conflict mitigation and resolution | 2. No  
☐ Peace education and conflict mitigation and resolution |

9 “Totally destroyed / Not usable” schools are those with no roof, no windows, no doors, and damaged or no walls.  
10 “Damaged but still usable” schools are those with broken windows, cracks in walls, leaking roofs and other damages that can be repaired.
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Natural disaster preparedness and risk reduction</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>C. Health, nutrition and hygiene promotion</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>D. Violence prevention, including sexual and gender-based</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>E. HIV prevention</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>F. Landmine awareness</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>G. Awareness of risks, such as during fuel/firewood collection</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>H. Other (specify)</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments or additional information re vital information:

3. Teachers and Other Education Personnel

3.1. Since the emergency, around how many of the teachers are still able to work?

A. Male

B. Female:

4. Education Policy and Coordination

4.1. Are there currently any functioning groups present in this community / site that are supporting education? If so, who are they?

A. Community Education Committees (such as PTA, SMCs)

B. Government Education Authorities

C. NGOs (local or international) or UN agencies

D. Other (specify)_

Comments or additional information re existing education activities or groups:

4.2. Have the students or schools / learning spaces in this community / site received any of the following assistance? If so, from what source?

A. Educational materials (e.g. textbooks)

B. School tents

C. Teacher training

D. Other (specify)_

5. Community Participation

5.1. What support to education is most essential right now in this community / site? (Ask them to list the top three)

A. Repairing damaged school buildings or facilities

B. Establishing temporary spaces for learning, e.g. in tents

C. Ensuring safety of children and teachers

D. Replacing school materials

E. Finding teachers

1st priority: ___

2nd priority: ___

3rd priority: ___
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F. Psychosocial support to teachers and students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G. School feeding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H. Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

Comments or additional information re community priorities:

Overall comments and additional information:
2) **Secondary Data Form**

**Instructions:** This form contains information to be collected or compiled from secondary sources during rapid joint education needs assessments typically conducted within 72 hours to one week of a sudden onset emergency. Secondary information will be used alongside the primary data collected using the Site Assessment Form to:

- Provide complete information needed to complete an initial snapshot of the education situation, including urgent issues for attention from other clusters that are relevant to education.

- Put the primary data into context, for instance by making comparisons with the pre-crisis situation to distinguish between chronic problems affecting education in the area and the specific effects of the emergency.

**Recommended sources:** The information for filling this form should be obtained from two main sources:

- Pre-crisis secondary data on population and key education indicators prior to the crisis. This can be obtained from National governments’ Education Management Information Systems (EMIS), the National statistical bureaus, and national, regional, or global databases, such as DevInfo, UNICEF’s MICS, EdStats, and the EFA Global Monitoring Database. (See Tool 7 for more details on these sources, including how to access them.)

- In-crisis secondary data relevant to education that has been collected after the onset of the crisis / emergency. Key sources for this are rapid assessment results completed by other clusters, UNOCHA and, where in place, the Humanitarian Information Centers (HICs).

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

(For additional guidance, see Tool 7 on Recommended Secondary Data for Comprehensive Joint Education Needs Assessments.)

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

Date of assessment: ___/___/___ (dd/mm/yy)
Locations / administrative divisions covered: (list)
Main sources of information (e.g. EMIS, District Education Official, other clusters): (list)

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Affected Population and Areas</strong></td>
<td># Male</td>
</tr>
<tr>
<td>1.1</td>
<td>What is the population in the affected area?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Total population</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. School age population</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>What is the estimated percentage of the population affected by the emergency / crisis?</td>
<td>% Male</td>
</tr>
<tr>
<td></td>
<td>A. Total population affected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. School age population affected</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>How many schools are there in the affected areas?</td>
<td># of schools</td>
</tr>
<tr>
<td></td>
<td>A. Pre-schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Primary schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Secondary schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Non-formal education or training centers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Tertiary schools (e.g. colleges)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F. Other (specify) __________________</td>
<td>#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.</th>
<th><strong>Basic Features of the Education System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>What is the school calendar followed in the affected areas?</td>
</tr>
<tr>
<td>2.2</td>
<td>When do exams take place in schools in the affected areas?</td>
</tr>
<tr>
<td>2.3</td>
<td>What curricula are being used in schools / learning spaces in the affected areas?</td>
</tr>
<tr>
<td>2.4</td>
<td>What are the language(s) of instruction in the schools / learning spaces in the affected areas?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.</th>
<th><strong>Pre-crisis Education Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Prior to the crisis, what were the net enrollment rates in the affected areas for:</td>
</tr>
<tr>
<td></td>
<td>A. Pre-school</td>
</tr>
<tr>
<td></td>
<td>B. Primary school</td>
</tr>
<tr>
<td></td>
<td>C. Secondary school</td>
</tr>
<tr>
<td></td>
<td>D. Non-formal education or training centers</td>
</tr>
<tr>
<td></td>
<td>E. Tertiary schools (e.g. colleges)</td>
</tr>
<tr>
<td>3.2</td>
<td>Prior to the crisis, how many teachers were there in the affected area?</td>
</tr>
</tbody>
</table>

---

11 See Tool 7 of this toolkit for more potential pre-crisis education indicators to compile.
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Pre-school</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Primary school</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Secondary school</td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>Non-formal education or training centers</td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>Tertiary schools (e.g. colleges)</td>
<td></td>
</tr>
</tbody>
</table>

3.3. Prior to the crisis, what was the average teacher to pupil ratio in the affected area for:
A. Pre-school
B. Primary school
C. Secondary school
D. Non-formal education or training centers
E. Tertiary schools (e.g. colleges)

3.4. Prior to the crisis, what was the average student to textbook ratio in the affected area for:
A. Primary school
B. Secondary school

4. Child Protection-related Issues
4.1. Since the emergency / crisis, what are the estimated number of vulnerable children in the affected areas?
A. Child headed households
B. Children without a parent or guardian
C. Children with disabilities
D. Other vulnerable groups (specify)_____________________

5. WASH-related Issues
5.1. Has access to safe water supplies by schools / learning spaces in the affected areas been decreased as a result of the emergency / crisis? If so, in around what proportion of the schools?

5.2. Is there a substantial presence of human feces on the ground in and around the schools/learning centers? If so, in roughly what proportion of the schools/learning centers?

6. Health-related Issues
6.1. Since the emergency / crisis, what urgent health messages or information are needed by children and youth in the area?
A. Water borne disease prevention
B. HIV prevention
C. Where to access health services, including mental health / psychosocial support
D. Other (specify) ________________________________

7. Nutrition-related Issues
7.1. Has the food consumption of children within the affected areas are eating changed since the emergency / crisis began If so, how?
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>8. Shelter-related Issues</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 8.1 | Are schools / learning spaces being used as collective shelters for IDPs  | □ 1. None / only a few (0-25%)  
□ 2. Some (26-50%)  
□ 3. Many (51-75%)  
□ 4. Almost all / all (76-100%) |
|     | or other groups? If yes, around what proportion?                         |                                                                                                                                               |
|     | **9. Logistics-related Issues**                                         |                                                                                                                                               |
| 9.1 | Are the majority of the schools in the affected areas accessible by:     | 1. Yes  
□ 2. No                                                                                                                                   |
|     |   A. Ground vehicle?                                                    |                                                                                                                                                |
|     |   B. Only by plane,                                                     |                                                                                                                                                |
|     |   C. Only by boat                                                       |                                                                                                                                                |
|     |   D. Only on foot?                                                      |                                                                                                                                                |
|     | **10. 3W Information for Education Actors**                             |                                                                                                                                               |
| 10.1| (See Tool 6 in this Toolkit for sample formats for capturing information  |                                                                                                                                               |
|     |   on who is doing what, where for the education clusters / sector.)     |                                                                                                                                               |
Annex 2 – Complete Joint Education Needs Assessment Toolkit

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