



Thematic Mapping

A selection of tools and resources for planning
in fragile and conflict-affected contexts

A complement to the Guidelines
for Transitional Education Plan
Preparation

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Introduction

This thematic mapping is designed primarily to help educational planners, development partners and civil society actors working in crisis-affected countries to identify the tools most relevant to their situations and tasks. The overwhelming range of available tools and resources, combined with the intense pressures of the working environment, makes it challenging to quickly gain an overview of what exists, or of which tools could ultimately save time and resources and enhance effectiveness.

Purpose and audience: The mapping is meant to go hand in hand with the GPE/IIEP Guidelines for Transitional Education Plan Preparation, providing a user-friendly resource to help planners choose among available technical tools for their various tasks. It is also intended for other stakeholders and partners, particularly local education groups that would support national or regional authorities in developing, implementing, and monitoring the transitional education plans.

Preparation: The mapping was developed in consultation with IIEP-UNESCO, UNICEF, UNHCR, World Bank, Save the Children, Global Campaign for Education, Protect Education in Insecurity and Conflict (PEIC), and the Inter-Agency Network for Education in Emergencies (INEE), as well as a sample of practitioners working in challenging environments (South Sudan, Somalia [Federal government], Chad, Democratic Republic of Congo, Central African Republic). The contributors helped to collectively define the scope and nature of the mapping through a survey and provided recommendations for tools and structure.

Scope and limitations: The mapping has a total of some 55 tools and resources (from quick briefs and policy recommendations to detailed, step-by-step guidelines) covering a set of references for each step of the planning cycle. These are relevant to a variety

of contexts, challenges, and tasks that planning teams may face. The mapping has also 25 additional resources that, although not technical tools, offer useful insights into practices and trends.

The mapping is not meant to be exhaustive, however. The following principles determined its scope:

- The listed tools, intended to not exceed 60, are recent, with a preference for tools published after 2012. A couple of tools published before this date were included if considered particularly relevant and if more recent tools on the subject couldn't be identified.
- The listed tools are directly relevant to crisis-affected situations, and do not duplicate the tools listed for the GPE/IIEP Guidelines for Education Sector Plans Preparation.
- The listed tools in sections 1 to 6 are mostly technical in nature and/or are directly relevant to planners and other stakeholders involved in the planning process. Sometimes the tools do not target planners specifically, but are nevertheless considered central to the role of planners. Specific reference within the publication is made when only part of the tool is considered relevant to planners.

While the objective of this thematic mapping is to present a range of existing tools to ease the task of selecting relevant ones, it is not meant to limit the search for other resources. Users are encouraged to explore beyond this mapping if issues are not covered, and if one specific theme requires additional perspectives. The mapping has to a large extent benefitted from, and been shaped by, the recommendations of inter-agency consultations, and in that sense is not representative of tools generated by many other organizations in this field.

Structure: Overall, for ease of reference, the mapping follows the general structure of the GPE/IIEP Guidelines for Transitional Education Plan Preparation. **Sections 1-6** list technical tools and guidance for planning, starting with general tools for conflict-sensitive planning, basic principles and standards, and coordination. It goes on to list tools that address education analysis, policy and priority setting, and programming (including monitoring and evaluation), and finishes with costing and resource mobilization. Each of the 55 listed references has a short description of its contents and key takeaways to give planners a general idea of what each tool has to offer.

References listed in **Section 7** are additional resources that offer insights into specific practices

through case studies and examples, or deeper analysis through a selection of global reports and reviews. The additional resources also include advocacy tools (videos, brochures, posters, infographics, data, global policy briefs) for use in targeting thematic or specific education challenges or advocating for support.

Updates: The mapping reflects a snapshot of what existed at a certain time, through a certain lens and with the purpose of complementing the GPE/IIEP Guidelines for Transitional Education Plan Preparation. New tools are constantly being produced, in light of new insights and in efforts to fill knowledge gaps. Additions to the current listing are welcome and can be sent to the Secretariat at **technical.team@globalpartnership.org**.

1. General – tools for linking emergency, recovery and development

1.1 BUILDING RESILIENCE: CONTINGENCY, CRISIS, AND CONFLICT-SENSITIVE PLANNING



Planning booklet
31 pages

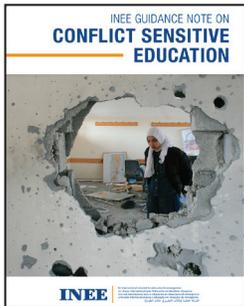
English, French,
Arabic

IIEP-UNESCO
IBE, PEIC

'Overview' - Booklet 1 in Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners (2015)

Explains why and how ministries should strengthen the focus on safety, resilience, and social cohesion in education sector policies and plans. One of six booklets.

Takeaway: A clear overview of how ministries of education can address safety, resilience, and social cohesion through each phase of the planning cycle, with related booklets providing more detail for each phase (referenced below). Provides evidence and argues that investments in safety, resilience, and social cohesion do not have to be costly, but can save lives and resources.



Guidance note
76 pages

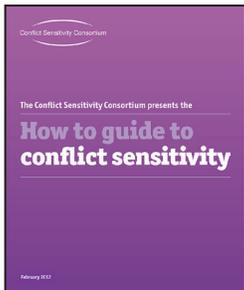
English, French,
Spanish, Arabic

INEE

INEE Guidance Note on Conflict Sensitive Education (2013)

Designed to give users the tools they need to increase access to safe learning opportunities and ensure accountability in providing these services.

Takeaway: A comprehensive set of options for crafting strategies to address conflict sensitivity at different levels in the education system. It includes a stand-alone **Quick Reference Tool** (12 pages) that follows the INEE Minimum Standards (see section 1.2) and provides bulleted guidance and key actions. As complements, INEE also offers a one-pager on **Guiding Principles** and a **video**.



Guide
52 pages

English

UKAid & Conflict
Sensitivity
Consortium

How to Guide to Conflict Sensitivity (2012)

Provides user-friendly advice, especially on 'the how' of conflict sensitivity to minimize harm and promote a better understanding the operating context.

Takeaway: Guidance on how to assess and build institutional capacity (Chapters 5 and 6), with 'ready-to-use/adapt' tools for benchmarking conflict sensitivity mainstreaming and conducting a comprehensive self-assessment. Ministries can use these tools to create a sound basis for defining priority areas of action and agreeing on specific change objectives.



Training materials
9 pages
Slide show

English, French,
Spanish

INEE & IASC

'Contingency Planning' - Module 9 in Education in Emergencies (EiE) Harmonized Training Package (2013)

Provides contents for a five-hour training session to teach/learn about the key components of a contingency plan and the process through which to develop one.

Takeaway: A complete pack of ready-to-use materials to conduct a training session, designed for ministry of education staff, including a clear lesson plan with learning objectives, facilitator's notes, handouts, and exercises for identifying lessons learned and constructing a contingency plan. The pack also includes a nine-slide PowerPoint presentation, along with examples.



Training materials
30 pages
Slide shows

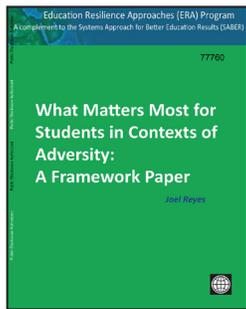
English, French,
Spanish

INEE & IASC

'Risk Reduction including Emergency Preparedness: "The Before"' Module 12 in Education in Emergencies (EiE) Harmonized Training Package (2013)

Provides contents for a three-hour training session on how to identify activities that will reduce vulnerability and support efforts to prevent civil unrest.

Takeaway: A complete pack of ready-to-use materials to conduct a training session on different aspects of risk reduction. Includes four slide shows: (a) Introduction, (b) emergency preparedness, (c) disaster risk reduction, (d) risk reduction for conflict and complex emergencies, as well as facilitator's notes, handouts and exercises, and additional materials.



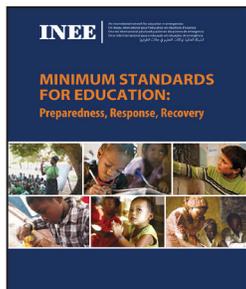
Framework
64 pages
English
World Bank

What Matters Most to Students in Contexts of Adversity: A Framework Paper (2013)

Provides guidance on how to link the nuanced needs of students in contexts of adversity within the more standard services for access, quality, and equity.

Takeaway: A conceptual framework and tools for building resilience in the education system, recognizing its central role to help students navigate the difficult environments in which they live and foster capabilities to undergo positive transformations in spite of adversity. Annexes have resilience criteria across management, quality and access, and examples of approaches

1.2 ADHERING TO CORE PRINCIPLES

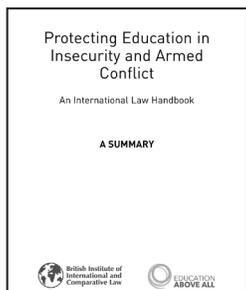


Handbook
112 pages
Ref. Tool - 12 pages
Checklists - 4 pages
20 languages
INEE

Minimum Standards for Education: Preparedness, Response, Recovery - INEE handbook, with tools: Institutionalization Checklists and Reference Tool (2010)

Sets out all 19 INEE standards by six domains, each with key actions that duty bearers can take to implement the standards.

Takeaway: The standards to be used as basic principles to guide the whole planning cycle in challenging contexts, as also recognized in the Agenda 2030. As complements, INEE offers (a) a **reference tool** to contextualize the standards, and (b) **institutional checklists** to articulate a series of concrete action points that the ministry of education can take to apply the standards



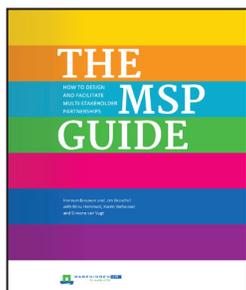
Summary
24 pages
English
British Institute
of International
and Comparative
Law

Protecting Education in Insecurity and Armed Conflict: An International Law Handbook - A Summary (2012)

Provides a non-legal audience with insights into international laws, and explains the potential of the laws to protect education, students and staff, and facilities.

Takeaway: Introduction to three legal regimes that can serve to protect education: (a) international human rights law, (b) international humanitarian law, and (c) international criminal law. The handbook demonstrates how they can work together as a strong framework of protection, and clarifies the extent and type of legal obligations with which states should comply.

1.3 PARTICIPATION, COORDINATION, AND MUTUAL ACCOUNTABILITY



Guide
188 pages
English
Wageningen
University

How to Design and Facilitate Multi-Stakeholder Partnerships (2015)

Introduces the principles, tools, and considerations needed to optimize institutions' approach to engagement with different stakeholders in complex challenges.

Takeaway: User-friendly presentation of seven principles that make multi-stakeholder partnership effective, including collaborative leadership, participatory learning, and embracing systemic change. To put the principles into practice, it regroups 60 participatory process tools that serve six purposes towards making people work together effectively and constructively.



Guide
39 pages

Chapter - 5 pages

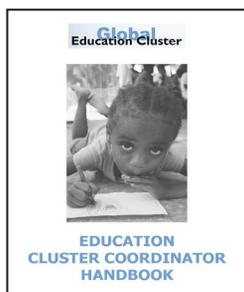
English

GPE

Key Players at the Country Level Part 2 in GPE Country-level Process Guide (2015)

Describes the roles and functions of the local education groups (LEGs) and other bodies central to education sector planning and coordination at the country level.

Takeaway: Brief descriptions of the institutional landscape and interaction of the various bodies of national and international education sector stakeholders, including the local education group, their cooperative relations, respective roles in sector planning and monitoring, and mutual accountability. Focus on the specific mechanisms involved in GPE grant management.



Handbook
304 pages

Chapter - 10 pages

English

Global Education
Cluster

National Authorities and Cluster Partners' Chapter 2 in The Education Cluster Coordinator Handbook (2010)

Enhances the understanding of the education cluster approach by explaining what it is, what it is not, and what it offers to states and national/regional authorities.

Takeaway: Chapter 2 explains the education cluster structure and functions, the role of the lead agencies, and how the cluster relates to and coordinates with national authorities, cluster partners at national and sub-national levels, and other actors in information management, needs assessment, response planning, resource mobilization, monitoring and reporting.



Reference module
52 pages

English

Inter-Agency
Standing
Committee (IASC)

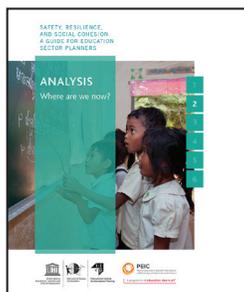
IASC Reference Module for Cluster Coordination at Country Level (2015)

Describes the division of labour among international organizations across sectors, with the aim of being better partners for host states in humanitarian response.

Takeaway: Explanations of the functions and criteria of the inter-agency humanitarian response clusters that are activated to coordinate efforts across sectors in emergencies (in partnership with states), and to focus on strategic and operational gaps analysis, planning, assessment and results, and implementation of the [Humanitarian Program Cycle](#), including education.

2. Tools for education situation analysis

2.1 CONFLICT AND VULNERABILITY ANALYSIS



Planning booklet
32 pages

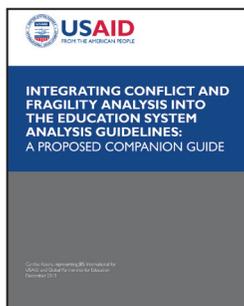
English, French,
Arabic

IIEP-UNESCO
IBE, PEIC

'Analysis: Where are we now?' – Booklet 2 in Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners (2015)

Identifies steps for ministries on how to collect data to analyse risks to both the education system and the safety of students and education personnel.

Takeaway: Three steps with guidance on how to work through a conflict and risks analysis. The approach provides technical guidance on how to use existing EMIS data across access, quality, and management, and recommends the use of other existing reports (UN, NGOs, advocacy groups) to limit information needs to targeted sampling. Emphasis on agreeing among diverse stakeholders.



Guide
62 pages

English

USAID & GPE

Integrating Conflict and Fragility Analysis into the Education Sector Analysis Guidelines: A Proposed Companion Guide (2013)

Proposes a methodology for analysing how conflict affects education and vice versa, and how to integrate these factors into the existing processes of education analysis.

Takeaway: A companion to the [Education Sector Analysis Methodological Guidelines – Volume 1](#), with guidance on fragility analysis to understand what additional content should be integrated into each chapter of the system analysis report. The suggested questions for each section of the Guidelines are limited to five or less. Flexible enough to be used as a stand-alone guide.



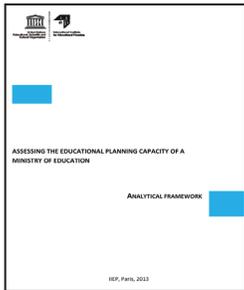
Guidance note
12 pages
English
UNICEF

Conflict Scans: Guidance Note for the Conflict Scan Methodology (2015)

Introduces a quick and actionable approach to conflict analysis to help better understand the changing dynamics of a conflict or peacebuilding initiatives.

Takeaway: A user-friendly methodology for a light approach to provide new information on the current situation in targeted geographical locations, in a snapshot based on qualitative data. A scan is repeatable and takes a maximum of one month to conduct, from planning to reporting stages. Sharing and dialogue is part of the methodology to ensure that the scans result in action.

2.2 CAPACITY ASSESSMENT AND BASELINE DATA

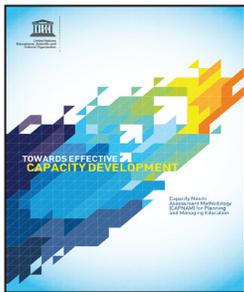


Analytical framework
14 pages
English
IIEP-UNESCO

Assessing the Educational Planning Capacity of a Ministry of Education Analytical Framework (2013)

Proposes entry points for capacity assessments to examine the needs of ministries and enable them to identify capacity development policies and strategies.

Takeaway: A flexible analytical framework with main issues and elements to help prepare an assessment exercise, examining both soft and hard capacities of a ministry of education at three different levels: individual, organizational unit, and public administration. The document offers more detailed questions in Annex to inform and frame an assessment exercise.



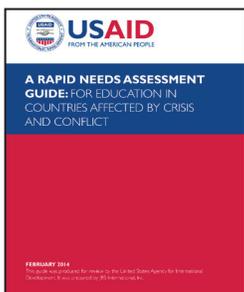
Guide
65 pages
English, French
UNESCO

Towards Effective Capacity Development - Capacity Needs Assessment Methodology (CAPNAM) for Planning and Managing Education (2013)

Proposes a methodology for capacity assessment focusing on educational planning and management and subsequent formulation of capacity-development strategies.

Takeaway: A UNDP-inspired, three-dimensional framework that sets out to assess (a) different planning and management capacities (for engagement, analysis, policy-making and programming, budgeting, implementation, and M&E); (b) at different levels (individual, organizational, institutional); and (c) in different policy domains (strategy, governance, human resources, finance, and learning).

2.3 RAPID ASSESSMENT



Guide
33 pages
English
USAID &
JBS International

A Rapid Needs Assessment Guide: For Education in Countries Affected by Crisis and Conflict (2014)

Provides the guidance and information needed to conduct a high-quality rapid needs assessment of the education situation in a conflict or crisis environment.

Takeaway: Eight ready-to-use tools to guide users through three phases of education rapid needs assessments. 'Rapid' means that findings are generated over a period of four days to six weeks, which requires compromises and attention to methodology if the findings are to be accurate and meaningful. Although designed for USAID missions, the tools can be adapted for broader use.

3. Tools for policy formulation

3.1 PRIORITY SETTING



Manual
80 pages

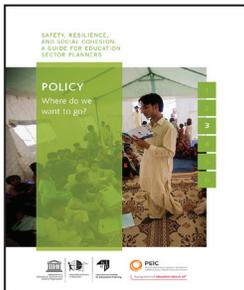
English, Spanish,
French

World Bank

Resilience in Education System Tool Kit: Rapid Assessment Manual (2013)

Introduces a methodology to identify the risks facing communities in order to make state education programs more relevant and effective in contexts of adversity.

Takeaway: A methodology using SPSS software, with detailed guidance and templates on how to capture and process data to identify the most prevalent risks facing education communities and students, as well as existing local assets on which to build. The reporting of results compares risks as perceived by the ministry and as experienced by communities (see "Critical Case Insights from Mali" in section 7.2).



Planning booklet
32 pages

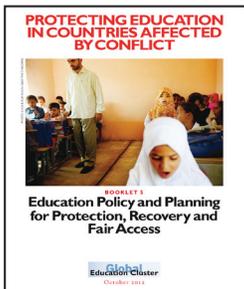
English, French,
Arabic

IIEP-UNESCO
IBE, PEIC

'Policy: Where do we want to go?' - Booklet 3 in Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners (2015)

Provides guidance for ministries on how policies can help promote and build education systems that are protective of learners, personnel, and assets.

Takeaway: Three steps with guidance on how to review existing or new proposed policies against international frameworks and standards to ensure that they specifically address and prioritize context-relevant issues related to safety, resilience, and social cohesion. Step Three provides illustrative examples of key components in the focus areas across various types of policies.



Booklet
16 pages

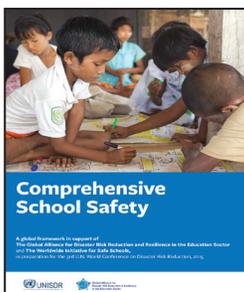
English

Global Education
Cluster

'Education Policy and Planning for Protection, Recovery and Fair Access' Booklet 5 in Protecting Education in Countries Affected by Conflict (2012)

Suggests policy options and actions to ensure continuity, equity, and quality of education provision despite situations of armed conflict and insecurity.

Takeaway: Succinct, bulleted guidance on overall policy issues in conflict-affected areas to ensure that education policy plays its role in preventing education from fuelling conflict, improving protection, and ensuring timely recovery from attacks. Includes guidance on preventing critical long-term degradation of education and ensuring equitable resource allocation to affected areas.



Brief
6 pages

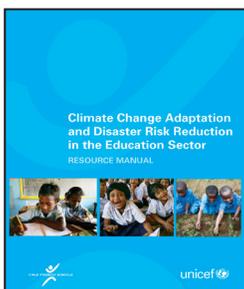
English

UNISDR
Global Alliance
for Disaster Risk
Reduction &
Resilience in the
Education Sector

A Global Framework for Disaster Risk Reduction and Resilience in the Education Sector (2015)

Provides a concise framework for a comprehensive, child-centred and evidence driven approach to reduce risks from hazards to the education sector.

Takeaway: A framework that promotes school safety as a priority of the post-2015 agenda. The framework rests on three pillars – (1) Safe Learning Facilities, (2) School Disaster Management, and (3) Risk Reduction and Resilience Education – and is designed to inform policy and practice. Emphasis on the importance of accountability to the affected communities (see "Towards Safer School Construction: A Community-based Approach" in section 4.2).



Resource manual
228 pages

Module 8 - 30 pages

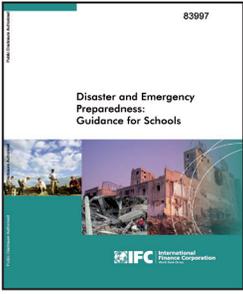
English, French
Spanish

UNICEF

'Planning across Sectors' - Module 8 in Climate Change Adaptation and Disaster Risk Reduction in Education Sector (2012)

Explains why and how ministries of education should play a key role in planning processes for climate change adaptation and risk reduction. One of 10 modules.

Takeaway: Recommends multi-sectoral approaches, but also that one sector should lead. Identifies links between education and other sectors, outlining one by one what the education sector can do regarding issues in the areas of agriculture, child protection, energy, forestry, economic development, gender, health, transportation, urbanization, water and sanitation.



Handbook
72 pages
 English
 UNICEF

Disaster and emergency preparedness: guidance for schools (2010)

Provides guidance on school-level planning and preparedness, for which ministries would need to provide the policies, programmatic frameworks and resources.

Takeaway: School disaster-management measures to plan and prepare better for natural hazards so as to prevent avoidable destruction of the education system, losses, and injuries. Relevant for ministries as they need to provide an environment that enables these developments to take place at school levels and fosters a culture of safety.

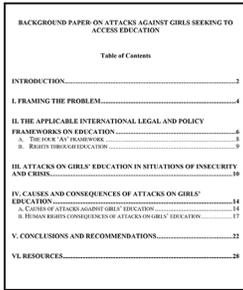


Guidelines
Q&A
 English, French,
 Spanish, Arabic,
 and more
 GCPEA

Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict (2015)

Provides six recommendations to urge all parties in an armed conflict not to use educational facilities for any purpose in support of their military effort.

Takeaway: Six short, normative recommendations to not impinge on students' safety and education, and to support the implementation of the [Safe School Declaration](#), launched in 2015 and endorsed by 51 states (as of February 2016). As a complement, more detailed guidelines explain in a user-friendly manner through a series of [Questions and Answers](#) (16 pages).



Paper
32 pages
 Recommendations
 5 pages
 English
 UHCHR

Background Paper on Attacks against Girls Seeking to Access Education (2015)

Makes a number of recommendations to states and the international community on combating attacks against girls seeking to access education.

Takeaway: An in-depth policy paper on recent and current trends of attacks against girls. It ends with a series of normative recommendations for legislative and other measures, providing direction and standards to inform policy-making and help ensure that duty bearers take the required action to respect, protect, and fulfill girls' right to education.

4. Tools for program and activity design

4.1. INITIAL CONSIDERATIONS



Planning booklet
31 pages
 English, French
 Arabic
 IIEP-UNESCO
 IBE, PEIC

'Programming: How do we get there?' - Booklet 4 in Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners (2015)

Provides guidance on how to translate policies for safety, resilience, and social cohesion into implementable programs.

Takeaway: Three steps offering guidance towards reaching decisions on options and targets for achieving policy goals in the three focus areas of safety, resilience, and social cohesion, in addition to traditional programs. Central to this prioritization process are criteria such as desirability, affordability, feasibility, and sustainability. Includes illustrative examples of target setting.

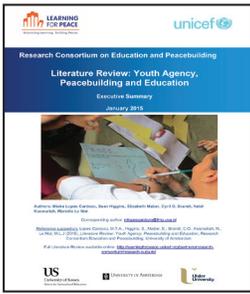


Reflection tool
12 pages
 English, French
 Spanish, Arabic
 INEE

Reflection Tool for Designing and Implementing Conflict Sensitive Education Programs in Conflict-affected and Fragile Contexts (2012)

Provides a ready-to-use tool to ensure that conflict sensitivity is integrated into all stages of the program cycle, from assessment to evaluation.

Takeaway: A template with a few questions for each stage of the program cycle to help users systematically reflect on the impact of conflict dynamics on education programs, and on how these can help either mitigate or exacerbate the dynamics. Users can draw on the [INEE Guidance Note on Conflict Sensitivity](#) for follow-up education strategies (see "INEE Guidance Note on Conflict Sensitive Education" in section 1.1).



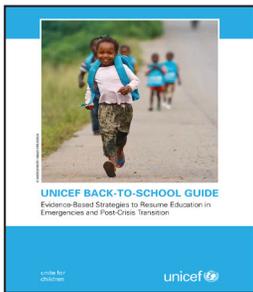
Literature review
7 pages
 English
 UNICEF

Youth Agency, Peacebuilding and Education - Executive Summary (2015)

Provides key messages and insights into the role of youth and how educational interventions may contribute to enhancing the agency of youth as peace builders.

Takeaway: Summary of experience-based research findings, with a focus on how educational interventions can help enhance the agency of youth as peace builders. The review draws on a theoretical 4 R's framework, which locates youth within peace-building processes of Reconciliation, Redistribution, Recognition, and Representation.

4.2 ADDRESSING ACCESS



Guide
89 pages
 Sections
 15 pages
 English
 UNICEF

Back to School Guide: Evidence-Based Strategies to Resume Education in Emergencies and Post-Crisis Transition (2013)

Provides guidance for rehabilitating schools and infrastructure, and for developing accelerated learning strategies based on experiences from 55 countries.

Takeaway: Section 1 (Leadership and Coordination) and Section 2 (Planning and Implementation) provide guidance that is particularly relevant for ministries, as two of the seven response actions are essential in back-to-school programs. Demonstrates that many states have adopted back-to-school initiatives as part of their annual education strategy.



Brief
6 pages
 English
 UNHCR

Out-of-School Children in Refugee Settings (2015)

Provides guidance on developing programs to enroll refugee children in school, and on improving initiatives for children who are not attending school regularly.

Takeaway: Overview of existing assessment tools to understand the needs of refugee out-of-school children and the barriers they face in each displacement context. The brief offers bulleted guidance to design targeted interventions that often require cross-sectorial collaboration to meet their unique needs.



Brief
7 pages
 English
 UNHCR

Secondary Education for Refugee Adolescents (2015)

Outlines the key barriers in both demand for and supply of secondary education programming for refugees, and six planning steps for addressing obstacles and needs.

Takeaway: Six steps to guide planning, from identification of needs of refugee adolescents (especially girls) and those of host communities to fundraising and monitoring. The latter provides illustrative examples of indicators to construct a results framework and measure progress. Each step has a core recommendation and gives directions for how to implement it.



Manual
104 pages
 English
 Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector

Towards Safer School Construction: A Community-based Approach (2015)

Shows how community-based approaches to safer school construction can do more than just provide safer school buildings in hazard-prone places.

Takeaway: A clear overview of the community-based safer school construction approach, outlining in a user-friendly manner the advantages and potential limitations, incentives and disincentives, and key decisions and trade-offs, as well as key activities for the different stages of the approach, including the stage for strategic planning and community mobilization [see "A Global Framework for Disaster Risk Reduction and Resilience in the Education Sector" in section 3.1].



Compendium
88 pages
 English
 UNICEF

Compendium of WASH in School Facilities in Emergencies (2012)

Offers a resource for planning and coordinating Water, Sanitation, and Hygiene (WASH) interventions in schools while minimizing disruption to education.

Takeaway: Guidance and a wide range of options for planning WASH interventions in different emergency scenarios: emergency preparedness, emergency response, long-term intervention, and recovery; situated within the INEE standards of well-being; equal access; and facilities. It comes with 15 short case studies illustrating efforts to meet the needs of displaced populations.

4.3 ADDRESSING QUALITY

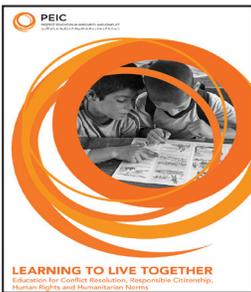


Booklet
26 pages
 English, French, Arabic
 IIEP-UNESCO
 IBE, PEIC

'Overview: Curriculum enhancement to promote safety, resilience, and social cohesion' - A Guide for Curriculum Developers (2015)

Explains why ministries should strengthen the focus on safety, resilience, and social cohesion in their curricula, and the steps to achieve system-side impact.

Takeaway: Guidance towards incorporating the three focuses into the curriculum to impart skills that will help reduce risks and promote learning to live together. Highlights the challenges and constraints such as teacher qualifications, class sizes, availability of materials, and the need for a multi-pronged approach to address obstacles. The first of **eight booklets**.

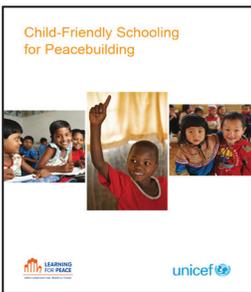


Book
270 pages
 Chapter
 7 pages
 English
 PEIC

Recommendations in Learning to Live Together - Education for Conflict Resolution, Responsible Citizenship, Human Rights and Humanitarian Norms (2013)

Presents a sequence of actions for ministries seeking to strengthen the dimension of 'learning to live together' in the curriculum, as well as for supporting external agencies.

Takeaway: Recommendations for adopting strategies to implement transformative education for humanitarian values even under difficult conditions. Highlights key characteristics of serious initiatives based on lessons learned from experiences. Appendix A provides an example of holistic curriculum objectives for use in evaluation and planning in the area of learning to live together.

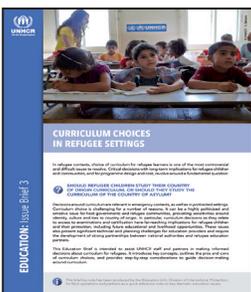


Practice review
136 pages
 French, English
 UNICEF

Child-Friendly Schooling for Peacebuilding (2014)

Explains the Child-Friendly Schools model and identifies proven low-cost practices for peacebuilding development and recommendations for implementation.

Takeaway: Explanation of the main principles of the model (child-centered, democratic participation, inclusiveness, and protection), and the analytical framework identifying peace building in education on a spectrum of 'existing gap', 'latent', or 'resonant'. The last chapter offers recommendations for making schools more peacebuilding resonant in conflict-affected contexts.

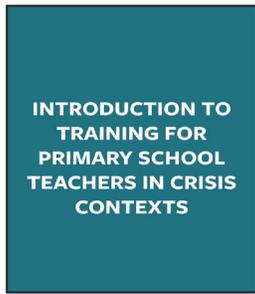


Brief
7 pages
 English
 UNHCR

Curriculum Choices in Refugee Settings (2015)

Outlines the pros and cons regarding the controversial question of whether refugees should study the curriculum of their country of origin or that of the country of asylum.

Takeaway: A checklist of the pros and cons regarding each curriculum choice for refugee learners to inform decision-making, and guidance on how to transition to a country of asylum curriculum in two common scenarios: in the case of emergency refugee influx setting, and in the case of protracted crisis. Highlights the importance of close and early collaboration between the ministry and partners.

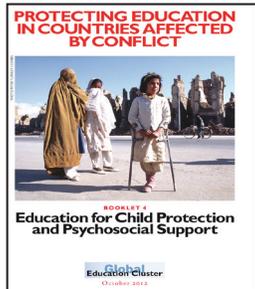


Training modules
English
NRC,
Save the Children,
UNICEF, UNHCR,
and more

Training for Primary School Teachers in Crisis Contexts (2016)

Provides four modules to build basic teaching competencies for new or inexperienced teachers working in crisis-affected contexts. Together, some 80 hours of instruction.

Takeaway: Generic, user-friendly materials that can be used as such or adapted to the specific context in question. Each module is designed for training within a condensed period of time, covering instruction in competencies that enable teachers to respond to children’s unique needs and ensure their protection. The first module addresses competencies for catering to teachers’ own well-being.



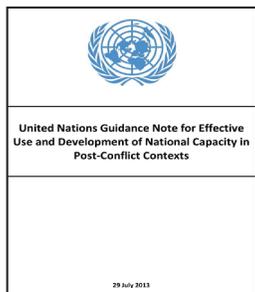
Booklet
20 pages
English
Global Education
Cluster

‘Education for Child Protection and Psychosocial Support’ Booklet 4 in Protecting Education in Countries Affected by Conflict (2012)

Outlines actions for ministries to consider to ensure that measures are in place for children’s psychological healing in situations of armed conflict and insecurity.

Takeaway: Bulleted guidance for ministries to consider in order to re-establish/keep open educational services in situations of crisis, as well as ensure that schools be treated as zones of peace and child-friendly spaces. Outlines curricula topics that are relevant to include in teacher training, such as how to enable students to better handle crisis situations.

4.4 ADDRESSING SYSTEM CAPACITY



Guidance note
39 pages
English
UNDP

Guidance Note for Effective Use and Development of National Capacity in Post-Conflict Contexts (2013)

Provides advice on how to apply 10 core capacity-development principles for supporting national capacity in countries emerging from conflict.

Takeaway: Guiding principles for capacity development, with a specific lens required for crisis settings and challenging contexts. The principles can help policy-makers and practitioners make informed decisions in supporting effective use and development of national capacity. Although intended for UN staff, the principles are also valuable guidance for other users.

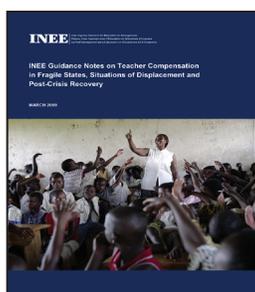


Guide
162 pages
English
INEE

Where It’s Needed Most: Quality Professional Development for All Teachers (2015)

Presents seven key recommendations on strategies for managing pre-and in-service teacher development effectively in fragile and crisis-affected contexts.

Takeaway: A clearly structured, detailed guide on how to improve teacher professional development in crisis and fragile contexts. Each of the seven recommendations offers explicit key points and a chapter of issue analysis with sub-recommendations and guidance, as well as a list of existing tools and references relevant to the specific recommendation.

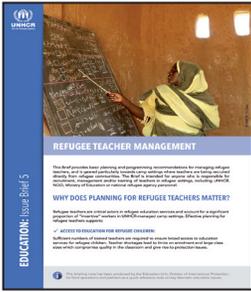


Guidance Note
40 pages
English, French,
Spanish Arabic
INEE

INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery (2009)

Provides three guidance notes to inform policy, planning, and programming and build a teacher compensation system that can respond to different phases of fragility.

Takeaway: The first Guidance Note on Policy and Coordination (four pages) provides directions the development and monitoring of a coordinated policy. Teacher compensation policy and its implementation can be instrumental in minimizing the risks of creating distortions in the job market and in enabling the transition towards development and/or reconstruction.

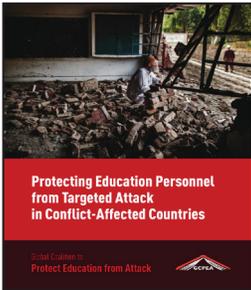


Brief
7 pages
 English
 UNHCR

Refugee Teacher Management (2015)

Provides planning and programming recommendations for managing refugee teachers, and is geared particularly towards in-camp settings.

Takeaway: Four steps with succinct, bulleted guidance on how to go about managing refugee teachers, regardless of whether education services are provided as part of the national policy framework or through external partners. Each step is linked to a key recommendation, while also providing specific planning recommendations and key questions to guide and adapt the process.



Briefing paper
56 pages
 Chapter 2
 17 pages
 English, French
 GCPEA

'Measures to Protect Educational Personnel from Attack' - Chapter 2 in Protecting Education Personnel from Targeted Attack in Conflict-Affected Countries (2014)

Presents a range of measures to protect educators and the education system from the devastating impact of violence and attacks based on practices.

Takeaway: Chapter 2 outlines in a series of experience-based measures as options to protect education personnel from attack. Includes lessons from less successful measures. For each option, it outlines implications to consider when choosing a specific option. Throughout the paper, it presents nine case examples on measures taken in different countries and internationally.

5. Tools for Plan Costing and Financing

5.1 COSTING, BUDGETING AND RESOURCE MOBILIZATION

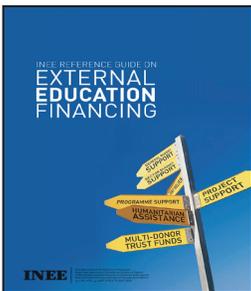


Planning booklet
33 pages
 English, French, Arabic
 IIEP-UNESCO
 IBE, PEIC

'Cost and financing: How much will it cost and who will pay?' - Booklet 5 in Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners (2015)

Provides guidance on accurately costing programs for safety, resilience, and social cohesion so that they are integrated into planning and more visible to funders.

Takeaway: Guidance for costing and financing of programs addressing the three focus areas within the education plan, from identification of unit costs and projections using a simulation model (if circumstances allow) to identify funding gaps; equitable distribution; and mobilization of resources. The annexes provide guidance on data needs for costing and a checklist.

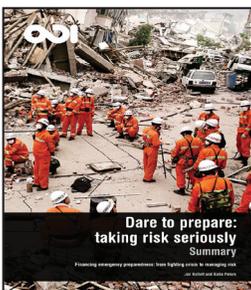


Reference guide
102 pages
 English, French, Spanish, Arabic, and more
 INEE

INEE Reference Guide on External Education Financing (2010)

Describes different types of funding mechanisms, which donors provide education assistance, why, and how, and how they work together.

Takeaway: Information on the goals and constraints of different types of donor assistance. Explains how donors view funding needs within the education sector to help national education policy-makers working in fragile situations better navigate country-donor relationships. Includes a summary of the characteristics of a range of funding mechanisms (see "Country Examples of External Education Financing" in section 7.2).



Summary
20 pages
 English
 Overseas Development Institute

Dare to prepare: taking risk seriously - Summary (2013)

Provides key messages, country-based lessons, funding tools, and mechanisms for planning and funding emergency preparedness.

Takeaway: Critical review of current (donor) practices in emergency preparedness. Makes a strong case for change to prioritize and finance the management of risks and take measures BEFORE a crisis occurs to avoid losing or undermining potential gains. Argues for the need to invest in developing the long-term capacity of national systems of preparedness.



Review
88 pages
 Chapter 4
 30 pages
 English
 Norwegian Refugee Council & Save the Children

'Donor Profiles' - Chapter 4 in Walk The Talk Review of Donors' Humanitarian Policies on Education (2015)

Provides 13 donor profiles, outlining agencies and countries that received support (2006–2014) and information on each donor's policies and practices.

Takeaway: Factual overviews of individual donor practices with disbursements to the top 10 recipient countries and recipient agencies. Each profile lists the donor's normative documents on education in emergencies, and also provides a narrative of how the donor positions itself in relation to education in challenging contexts, including per theme and geographic area.

6. Tools for monitoring and evaluation

6.1 ENSURING MONITORING AND EVALUATION IN CHALLENGING CONTEXTS

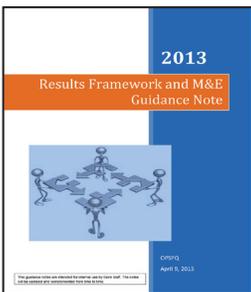


Planning booklet
39 pages
 English, Arabic
 IIEP-UNESCO, IBE, PEIC

'Monitoring and Evaluation: How will we know what we have done?' Booklet 6 in Safety, Resilience, and Social Cohesion: A Guide for Education Sector Planners (2015)

Provides guidance on how M&E can best be applied to ensure that the issues of safety, resilience, and social cohesion are actually addressed.

Takeaway: Five steps with guidance towards ensuring that aspects of the three focus areas are measured through the education plan M&E system. Starts with development of a logical framework and indicators (with samples for each area), and ends with their inclusion in the EMIS system and annual operational plans. Mobile phone technology is discussed in data collection methodologies.



Guidance note
23 pages
 Annex B
 5 pages
 English
 World Bank

'Results and M&E in Fragile and Conflict-Affected Situations' Annex B in Results Framework and M&E - Guidance Note (2013)

Provides specific guidance to consider when establishing the results chain in a fragile or conflict-affected environment as a complement to the regular M&E guidance.

Takeaway: Annex B with bulleted guidance suggests solutions for addressing specific challenges related to establishing a useful results framework in fragile situations, such as identifying relevant fragility indicators, baseline data, attribution, and specific arrangements for M&E processes and capacity development. Although intended for internal staff, the guidance is valuable for other users.



Practice guide
60 pages
 English
 Search for Common Ground & UNICEF

Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming (2015)

Presents lessons and practical tips for designing, monitoring, and evaluating education interventions with peacebuilding aims in fragile and conflict-affected environments.

Takeaway: Explanations for how to work through a theory of change to establish the foundation for an M&E framework. Underlines the importance of considering a results framework for programs as living logic models that should be revisited in light of, for instance, conflict scan findings (see "Conflict Scans: Guidance Note for the Conflict Scan Methodology" in section 2.1). Highlights differences in design between education alone and education for peace building.

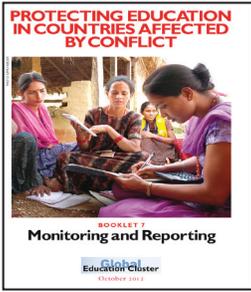


Option paper
25 pages
 English
 UNDP

Innovations in Monitoring and Evaluation Results (2013)

Provides an inventory of innovative practices in monitoring and evaluating results that have emerged in response to the diverse needs for flexible and faster M&E.

Takeaway: Inventory of ten innovative, cost-conscious, and flexible monitoring approaches to managing and assuring quality of policies, programs, and service delivery. The approaches promote citizen engagement and increased frequency of feedback and include crowdsourcing, micro-narratives, outcome harvesting, data visualization, and real-time, simple reporting.



Booklet
20 pages

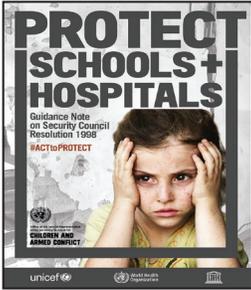
English

Global Education
Cluster

'Monitoring and Reporting' - Booklet 7 in Protecting Education in Countries Affected by Conflict (2012)

Outlines actions for ministries of education and state bodies to monitor and report effectively on threats, damage, and the impact attacks have on education.

Takeaway: Succinct, bulleted guidance on addressing challenges in monitoring and reporting on attacks and ensuring that minimum principles are met. Explanation of international and national channels for reporting and their complementarity. Ministries and state bodies involved in education should monitor and report on attacks as part of their duty to provide education.



Guidance note
53 pages

Part 3
10 pages

English

UN Security Council

'Monitoring and Reporting' - Part 3 in Guidance Note on UN Security Council Resolution 1998 (2014)

Describes the UN framework for international monitoring and reporting on attacks on schools - one of the six grave violations against children during armed conflict.

Takeaway: Explanations of the UN Security Council's framework and its country-level mechanisms for reporting on attacks on schools. Provides definitions and parameters that are used for monitoring and reporting on (a) attacks on schools, (b) attacks on education personnel, (c) threats of attacks, (d) military use of schools, and (e) other interference with education.

Additional resources

7. Examples, lessons, advocacy tools, and reports

7.1 TRANSITIONAL EDUCATION PLANS



Education
plans

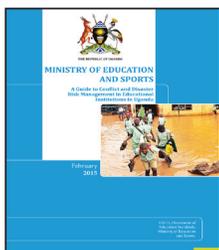
Multiple
languages

Ministries
of Education

GPE website with access to existing transition education plans: Afghanistan, Central African Republic, Chad, Comoros, Côte d'Ivoire, Democratic Republic of the Congo, Guinea Bissau, Madagascar, Somalia (Central South Zone), South Sudan, Sudan, Yemen, Zimbabwe

Lists all GPE Developing Country Partners and provides access to their respective education sector plans, including existing transitional education plans.

7.2 CASES, PRACTICES AND RESULTS



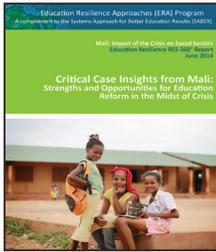
Guide
62 pages

English

Ministry of Ed.
and Sports of
Uganda

A Guide to Conflict and Disaster Risk Management in Educational Institutions in Uganda (2015)

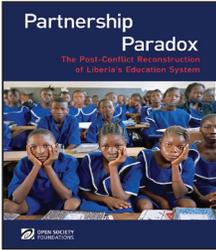
Provides an example of nationally developed guidelines to facilitate conflict-sensitive planning and disaster risk management in a country prone to hazards.



Case study
88 pages
English
World Bank

Critical Case Insights from Mali: Strengths and Opportunities for Education Reform in the Midst of Crisis (2014)

Provides an example of how to assess both risks and assets as part of an education situational analysis, using the Rapid Assessment Tool – RES 360 tool (see "Resilience in Education System Toolkit: Rapid Assessment Manual" in section 2.3).



Case study
260 pages
English
Open Society Foundations

Partnership Paradox: The Post-Conflict Reconstruction of Liberia's Education System (2015)

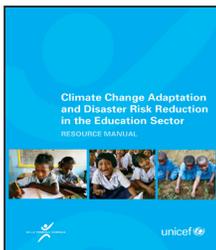
Presents the story of Liberia's post-conflict recovery and the development of a comprehensive sector plan, including first-hand accounts of partners' engagement.



Brief
4 pages
English
World Bank

Towards an Operationalization of Resilience in Education Systems: Identifying, Protecting, and Using Assets in Education Communities (2013)

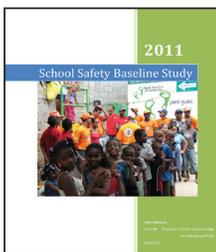
Presents the findings from four education resilience approaches piloted in Rwanda, South Sudan, Honduras, and the West Bank, Gaza, and Jordan.



Resource manual
217 pages
Cases
12 pages each
English, French, Spanish
UNICEF

Case Studies - Module 10 in Climate Change Adaptation and Disaster Risk Reduction in the Education Sector (2012)

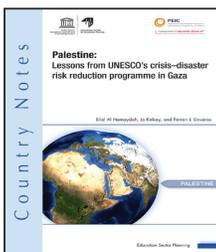
Provides five case studies from Albania, Brazil, Maldives, Philippines, and Zimbabwe illustrating different entry points to addressing environmental education.



Case studies
4 pages each
English
Global Alliance for DRR & Resilience in the Ed. Sector

Case Studies - School Safety Baseline Study (2011)

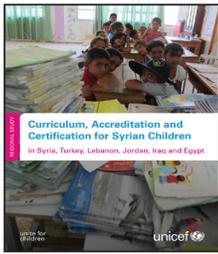
Presents results of disaster risk reduction analysis from 10 disaster-prone countries as entry points for building resilience in schools.



Case study
38 pages
English
IIEP-UNESCO

Palestine: Lessons from UNESCO's crisis-disaster risk reduction programme in Gaza (2015)

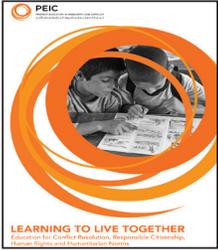
Provides a detailed description of school-based safety measures and lessons learned from UNESCO's crisis-disaster risk reduction program in Gaza.



Regional study
148 pages
 English
 UNICEF

Curriculum, Accreditation and Certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt (2015)

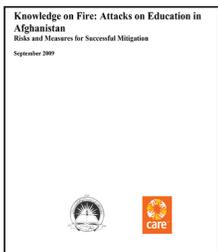
Describes the multi-layered barriers that Syrian children and families encounter in accessing education in Syria or neighbouring countries.



Book
270 pages
 Part II A-C
 110 pages
 English
 PEIC

Learning to Live Together: Education for Conflict Resolution, Responsible Citizenship, Human Rights and Humanitarian Norms (2013)

Provides thematic briefs (Part II) to show that transformative education for humanitarian values can be implemented, even under difficult conditions.



Study key findings
5 pages
 English
 Afghan Ministry of Ed.
 Care Int'l. & WB

Knowledge on Fire: Attacks on Education in Afghanistan Risks and Measures for Successful Mitigation (2009)

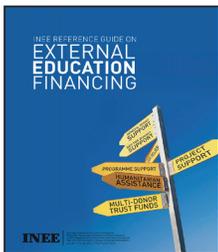
Offers recommendations for improving the ability of stakeholders to mitigate attacks, in particular through community participation.



Examples
4 pages
 English
 GCPEA

'Domestic Law, Guidance and Practice' - In relation to the Guidelines for Protecting Schools and Universities from Military Use During Armed Conflict (no date)

Provides extracts of law texts as examples of how various countries have sought to address the protection of schools from military use through legislation (see "Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict" in section 3.1).

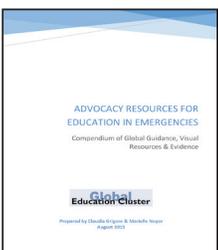


Reference guide examples
7 pages
 English, French, Spanish, Arabic, and more
 INEE

'Country Examples of External Education Financing' Annex 1 in INEE Reference Guide on External Education Financing (2010)

Provides snapshots and examples of external education financing scenarios and modalities from 10 countries (see "INEE Reference Guide on External Education Financing" in section 5.1).

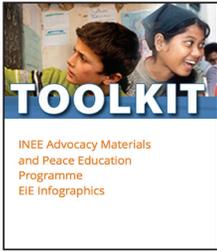
7.3 ADVOCACY TOOLS



Compendium
51 pages
 English and more
 Global Education Cluster

Advocacy Resources for Education in Emergencies: Compendium of Global Guidance, Visual Resources & Evidence (2015)

A comprehensive, easy-to-use compendium to navigate various advocacy materials from EiE-related agencies: briefs, brochures, videos, posters, reports, and more.



Links to
24 sets of
EIE infographics

English

INEE &
various agencies

Infographics related to Education in Emergencies (various dates, 2013 - 2015)

Provides a list of links to ready-to use infographics from global governmental and non-governmental organizations, structured as specific educational themes.



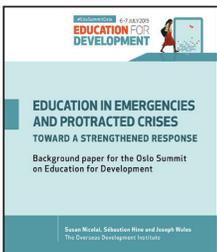
Global advocacy
policy brief
14 pages

English, French,
Spanish

UNESCO-GMR

Education for All Global Monitoring Report Humanitarian Aid for Education: Why It Matters and Why More is Needed (2015)

Evidence-based policy paper advocating for more support for education in conflict-affected states, which are the furthest behind in meeting the goals.



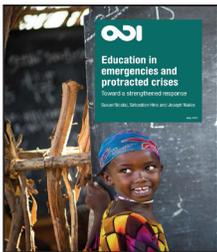
Global advocacy
policy paper
22 pages

English

Overseas
Development
Institute

Education in Emergencies and Protracted Crises: Toward a Strengthened Response - Background paper for the Oslo Summit on Education for Development (2015)

Examines education in emergencies and protracted crises and argues for creating stronger linkages between humanitarian aid and longer-term development.



Global advocacy
policy paper
44 pages

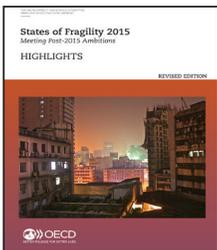
English

Overseas
Development
Institute

Education in emergencies and protracted crises: Toward a strengthened response (2015)

A more detailed version of the document above, providing a deeper analysis of the impact of crises on education, the response architecture, planning, and costs and financing.

7.4 REPORTS AND REVIEWS



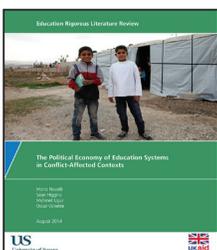
Highlights
of the annual
report
16 pages

English

OECD

States of Fragility 2015: Meeting the Post-2015 Ambitions (2015)

Identifies countries that rank among the 50 with the highest vulnerability risks, using a set of indicators measuring multiple dimensions, from violence to capacities.



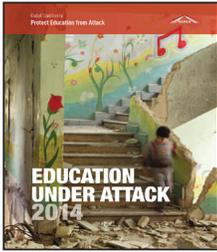
Literature
review
96 pages

English

UKAID
University of Sussex

The Political Economy of Education Systems in Conflict-Affected Contexts (2014)

Provides dense analysis of how public policy is created and implemented, and policy-relevant insights on the global, national, and local governance of education systems.



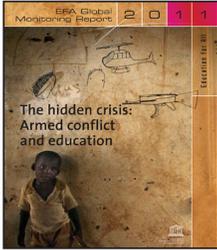
Report
260 pages

Country profiles
90 pages

English
GCPEA

Country Profiles in Education under Attack (2014)

Reports on some 30 countries in which there have been repetitive attacks on education (facilities, staff, and/or students) from 2009 to 2012/2013.



Summary report
38 pages

13 languages
UNESCO-GMR

The hidden crisis: Armed conflict and education EFA Global Monitoring Report Summary (2011)

Provides evidence on disruption to education in emergencies and measures of costs and returns, through a literature review and case studies.



Research review
105 pages

English
ODI, Save the Children

Investment for education in emergencies: An overview of evidence (2015)

Investigates what is known/not known about investment for education, and provides recommendations for research to secure and target investments.

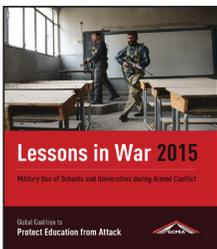


Policy review
59 pages

English
PEIC and Education
Above All

Conflict-Sensitive Education Policy: A Preliminary Review (2012)

Provides planning advice and shares experiences on how education policies may contribute to continuing tensions and conflict, or help reduce these tensions.



Study and
lessons
94 pages

English
GCPEA

Lessons in War: Military Use of Schools and Universities during Armed Conflict (2015)

Documents military use of schools and the detrimental consequences for students, making it harder for governments and armed groups to justify such practices.