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


Explain 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.

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.

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.

‘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.

‘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.

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


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.


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

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.
Key Players at the Country Level

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.

National Authorities and Cluster Partners’

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.


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


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.


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.
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

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.

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

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


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).


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.


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.


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).

‘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.
4. Tools for program and activity design

4.1. INITIAL CONSIDERATIONS


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 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).
4.2 ADDRESSING ACCESS

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.


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.

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.


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.


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 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


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.


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.

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.

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 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.

‘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 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.

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.

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.
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.

‘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


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.


Describes different types of funding mechanisms, which donors provide education assistance, why, 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).

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.
6. Tools for monitoring and evaluation

6.1 Ensuring Monitoring and Evaluation in Challenging Contexts


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.

‘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.


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.

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.
Additional resources

7. Examples, lessons, advocacy tools, and reports

7.1 TRANSITIONAL EDUCATION PLANS

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

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.

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

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.

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 - 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.


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


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

Study key findings
5 pages
English
Afghan Ministry of Ed., Care Intl. & WB


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’

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


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


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

Education for All Global Monitoring Report


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

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.

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.


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


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.
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.

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.

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.

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

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.