



of Education



PROTECT EDUCATION IN INSECURITY AND CONFLICT حماية التعليم في ظروف النزاع وانعدام الأمن

PFIC

Promoting safety, resilience and social cohesion through and in education: a capacity development process in support of ministries of education

Analysis: Where are we now?

Draft



ABOUT THE PROGRAMME

The basis for this series of booklets has arisen out of collaboration between the Protect Education in Insecurity and Conflict (PEIC) Programme, and UNESCO's International Institute for Educational Planning (IIEP) and International Bureau of Education (IBE). This collaboration and the overall framework build on the efforts and momentum of a wide range of stakeholders.

The overall purpose of the planning process outlined in these booklets is to strengthen education systems to better withstand shocks from disasters, insecurity or conflicts should they occur and to help prevent such problems. The aim of this programme therefore is to support Ministries of Education (MoEs), at central, provincial and district levels, to promote education systems that are safe, resilient and encourage social cohesion within education sector policies, plans and curricula. As recognized by the Education Cannot Wait campaign (which is within the UN Secretary General's Education First Initiative : 'No matter where a country is in its planning cycle there are opportunities to determine its priorities for conflict and disaster risk reduction and to integrate them into annual or sector plans'¹.

More specifically, the programme objectives are:

- 1. For a core team to catalyse collaboration between partners to consolidate approaches, materials and terminology on the topics of planning and curriculum to promote safety, resilience and social cohesion.
- 2. To strengthen a cadre of a) planning, research and training specialists in planning for conflict and disaster risk reduction through education (from ministries of education as well as international experts) and b) curriculum developers experienced in integrating cross-cutting issues into school programmes.
- 3. To strengthen national training capacities through institutional capacity development with selected training institutes and universities.

The programme offers the following materials and booklets for ministries to consult:

- A. An online resource database/website this contains a consolidated set of resources on a range of related topics
- B. Booklets and training materials on planning and curriculum to promote safety, resilience and social cohesion
- C. Policy briefs for senior decision-makers
- **D.** Case studies and practitioner examples these will be part of the online resource database
- E. Development of monitoring tools and distance learning an innovative monitoring mechanism. This is a self-monitoring questionnaire for MoEs to determine the level of integration of conflict and disaster risk reduction in their current planning processes.

The various booklets can be read independently, although for clarification of terminology and rationale for undertaking a process of promoting safety, resilience and social cohesion readers should refer to *Booklet 1: An overview of planning for safety, resilience and social cohesion*².

¹ <u>http://www.ineesite.org/uploads/files/resources/201209_GPE-UNGA_call-to-action_EN.pdf</u>

² Safety in these materials denotes ensuring the protection and safety of learners, school personnel and facilities; by resilience we are primarily referring to the ability of education systems and learners to withstand, adapt to, and recover from shocks and stresses; and social cohesion includes promoting a sense of belonging, being accepted by others and having a desire to contribute to the common good. See Policy Booklet 1 for the complete definitions used in these booklets.

Booklet 2 – Analysis: where are we now?



- Collect additional information only as needed, using targeted sampling or information gathering techniques.
- Be creative when analyzing data. Use charts and maps to illustrate key disaster and conflict risks and impacts.

assets.

context.

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Introduction

How does our current education system protect students and teachers from the effects of disasters or conflict? Are our schools safe? What systems are in place to strengthen the resilience of the education system following a disaster? How does the education system promote (or discourage) social cohesion and national unity in our country? These are some of the questions to be investigated when working to improve safety, resilience and social cohesion.

This booklet identifies steps for ministries of education (MoEs) to consider when analyzing risks to the education system as well as to the safety and well-being of students, teachers and other education personnel. The collection and analysis of disaggregated quantitative and qualitative data as part this analysis will:

- assist political leaders, senior ministry staff and other stakeholders to take action on these issues
- help identify areas for policy revision or development (as discussed in Booklet 3)
- inform priorities to include in educational plans (longer-term and/or annual plans).

Steps to analyze the education for safety, resilience and social cohesion

- ✓ Conduct a conflict and disaster risk analysis
- ✓ Collect information
- Analyze and process information

Step One: Conduct a conflict and disaster risk analysis

Planning for safety, resilience and social cohesion requires an analysis of conflict and disaster risk. This can be done as part of an overall Education Sector Diagnosis³ or as a stand-alone activity. A conflict and disaster risk analysis consists of an analysis of the:

³ For more information on how to conduct an Education Sector Diagnosis see IIEP's *Strategic Planning: Techniques and Methods, Working Paper 3,* pages 7-13, <u>http://unesdoc.unesco.org/images/0018/001897/189758e.pdf</u>

- Risks of disasters and conflict and their probable impacts on populations and the education system. This also includes an analysis of how the education system either contributes to or mitigates the impact of conflict.
- Capacity of the education system to contribute to conflict mitigation and disaster risk reduction. This

also includes an analysis of the resilience of the education system: its ability to anticipate, prevent, withstand, adapt to and recover from conflict and disasters.

In terms of safety, resilience and social cohesion, the structure and questions that follow can be used to guide your conflict and disaster risk analysis. Questions should be added or deleted based on each country's particular context.

Questions regarding safety and protection of learners, education personnel and assets.

What are the natural and/or humanmade hazards that threaten us?

Box 2.1 Understanding risk

Risk is a function of a society's or school system's exposure to different types of hazards (from natural hazards such as earthquakes and floods to human-made hazards such as conflict) and their overall levels of resilience. Systems that are more resilient and have greater capacities are able to withstand disasters better and are also able to focus systematically on efforts to build social cohesion in order to prevent or lessen the possibility for conflict.

(See Annex A for the UNISDR definitions relevant to disaster risk reduction and conflict mitigation.)

These could be natural hazards such as floods, typhoons or earthquakes or human-made hazards such as chemical spills or fires. Most of these hazards are well known in a country. Education ministries can also seek input on potential hazards from a country's National Disaster Management Authority.

What are the potential risks internal to schools and colleges?

These types of risks can include structural risks related to building safety and can also include risks related to misconduct by students such as bullying or by teachers such as use of physical punishment or exploitation of students.

What are the risks from insecurity and conflict?

If there is on-going conflict in the country, these risks might include direct attacks on schools or colleges, child abduction/recruitment, use of schools by fighting forces, targeting and killing of children and/or education personnel.

If there is conflict in neighbouring countries, the ministry of education may also want to assess the risks that conflict poses, either in terms of conflict spreading into your country or in terms of population displacements which may affect the education system.

If the country has experienced conflict in the past it may be useful to analyze the former conflict to understand whether the education system played a role in that conflict (e.g. through discriminatory messages passed through the curriculum or through inequitable provision of education in some areas of the country) and also to understand how the education system was itself affected by the conflict. A conflict analysis is the systematic study of the background and history, root causes, actors, and dynamics of a conflict, which contribute to violent conflict and/or peace, and their interaction with the education programme or policy. A conflict analysis must capture the several dimensions (political, social, economic, security, violence, etc.) of conflict.⁴

Questions regarding whether education systems are resilient and provide continuous education regardless of context.

How resilient is the education system (at all levels) to hazards and conflict?

Assessing the resilience of the education system will involve looking at all levels of the system, including:

Management and administration

- ✓ Are systems in place to safeguard and backup student and personnel records, curriculum documents, and examinations?
- ✓ Are systems in place for monitoring the impacts of disasters and conflict to inform future actions?
- ✓ Are contingency funds budgeted to provide for a rapid response to disasters or conflict?
- ✓ Are school calendars flexible so that education is not disrupted due to disasters or conflict?
- ✓ Do alternative arrangements exist (such as home based learning activities) so that children can continue learning even when they cannot go to school?
- ✓ Are systems in place for monitoring and evaluating the impacts of disasters and conflict in order to inform future actions? (See also Booklet 6 in this series.)

School level

- ✓ Do schools have designated risk reduction focal points?
- ✓ Are school management committees (or specially designated committees, e.g. school protection committees) active in issues related to safety and disaster management?
- ✓ Do school communities conduct their own risk assessments and engage in risk reduction planning? For example, school management committees can assess their school buildings and grounds for specific safety hazards, such as dangers on the school grounds or lack of safe places for children and teachers to assemble during emergencies. Resilient schools will have

⁴ For more information on conducting a conflict analysis for the education sector, please see the INEE Guiding Principles for Conflict Sensitive Education (Booklet 3, Annex B), the INEE Guidance Note on Conflict Sensitive Education, and the USAID and GPE document "Integrating conflict and fragility analysis into the education system analysis guidelines: A proposed companion guide."

their own disaster management plans so that students, teachers and other education personnel know what to do in an emergency.

How resilient is education infrastructure?

The ability of education infrastructure to withstand various hazards may make the difference between life and death for children, teachers and other education personnel. Investing in resilient education infrastructure protects financial resources that are used to construct schools and also protects lives.

- ✓ Is a procedure in place to upgrade, retrofit and replace education infrastructure that is vulnerable to the identified hazards?
- ✓ Is there an established procedure for safe site selection to make sure that new schools are not built in risky locations, such as areas susceptible to flooding or earthquakes?
- ✓ Do safe school designs exist? Does MoE use them including at decentralized levels?
- ✓ Are procedures in place to ensure safe school construction that follow safety standards?
- ✓ Have non-structural risk reduction measures been implemented in schools (and other education facilities). For example, are bookshelves and equipment properly secured so they do not fall over and crush people during an earthquake or during a strong storm? Are fire evacuation routes and location of fire extinguishers posted?
- ✓ Do schools have water, sanitation and hygiene facilities to prevent illness and disease?
- ✓ Are systems in place for making sure that ongoing maintenance is budgeted for and implemented?

Does education promote personal resilience?

- ✓ Do children learn about possible disasters and how to respond when they occur in order to keep themselves and their families safe?
- ✓ Are teachers and other personnel trained in providing psychosocial support to children?
- ✓ Do teachers employ positive classroom management practices so that children feel safe and secure while in school?
- ✓ Are services available to provide psychosocial support for education personnel following disasters or an attack on a school, for example?
- ✓ Are non-formal education opportunities available for children to learn about and become involved in disaster risk reduction activities or clubs for promoting non-violence and peace?
- ✓ Do the curriculum and learning materials promote personal resilience? (See Curriculum Booklet xxxx for more information.)

Questions related to whether education systems promote social cohesion through equitable access to relevant, quality education.

- Is access to all levels of education equitable regardless of identity, gender, religion, or geographic location? Are there clear and transparent processes for promotion and/or placement of education personnel? Are education resources distributed transparently and equitably throughout the country? Do decentralized levels of the system have any autonomy with regard to the use and distribution of resources?
- Do languages of instruction respect cultural identity? Are they pedagogically sound to promote learning and quality education for all? (See Curriculum Booklet xxxx.)
- Do the curriculum and classroom practice promote skills for responsible citizenship, the workplace, personal life and health, respect for all, teamwork and conflict resolution?

Step Two: Collect information

Once the structure and questions for the conflict and disaster risk analysis have been agreed, the next step is to collect information that will help answer the questions. The needed information can come from a variety of sources, which are listed here in order of priority.

Using the existing Education Management Information System (EMIS) whenever possible is a more efficient use of resources. It will also help improve the quality of the EMIS as the existing information collection processes will be improved based on the experiences of using the data and identifying additional information needs.

Box 2.2 The importance of EMIS

A good information system is an essential condition for a wellmanaged education system. It can also provide an 'early warning' of inequities that could lead to tension, or where preparedness measures are not in place. Building up this system with statistical as well as non-statistical information, is a long-term task. In most MoEs today, EMIS consists of a computerized database (sometimes online), which typically covers only regular school census data and has no information about conflict and disasters (including relevant risk factors) and their impact on the education sector. Booklet 6 discusses the development of monitoring and evaluation frameworks for safety, resilience and social cohesion. Indicators developed must be incorporated into the EMIS.

Use the existing EMIS to the extent possible

Many EMIS databases already gather information that can be used for a conflict and disaster risk analysis. For example, education can contribute to conflict or tensions among different groups, when some groups are (perceived to be, or actually are) more advantaged than others in terms of access to education, quality of education and resources provided (such as qualified teachers, well-built schools and classrooms and supply of educational learning materials). As part of the analysis, therefore, existing educational data can be analyzed to determine whether and where such inequities exist. Table 2.1 shows how existing data can be used to examine potential disparities. The examples included in the table are illustrative only⁵.

⁵ These examples are excerpted from the UNESCO document "Education for peace: a system-wide initiative."

Use existing EMIS data to analyze disparities in	How can this be done?
S S S S S S S S S S S S S S S S S S S	 How can this be done? Disaggregate and analyze enrolment and intake ratios (gross and net, if available) Enrolment and intake ratios should be disaggregated to the smallest unit possible and then examined to look for disparities in different parts of the country. For example if a country is divided into provinces, districts and municipalities. The first step is to analyze how provincial gross enrolment ratios (GERs) compare to the national GER. This may point to disparities in some parts of the country, e.g. if there is a significantly disadvantaged province. It will be important, however, to go at least one level deeper (e.g. to the district level) to see whether disparities within provinces also exist. Provincial or district capitals often have greater access to education than remote rural areas. Without analysing standard educational data in more detailed ways, it will be impossible to know whether and where inequities exist within the system. Such disparities can be the source of grievances, now or later.
ACC	 Enrolment and intake ratios can also be disaggregated by: Gender - to determine whether boys or girls are more advantaged. Level of the system (e.g. primary, lower secondary and upper secondary) - to determine whether groups from different parts of the country are accessing different levels of the system at the same rate. This same type of analysis could also be conducted for people from different tribal, ethnic or religious groups, if the data are available and if the issue is not too politically sensitive. This issue must be handled with great care depending on the specific context. If, for example, analysing data by ethnicity or religion has the potential to increase conflict or tension, then avoid it. Instead, it may be more politically neutral and accentable to analyze the data using proxy
	indicators such as language of instruction or geographic locations within the country.

Table 2.1. Ways to use existing data for conflict and disaster risk analyzes

Use existing EMIS data to analyze disparities in	How can this be done?
	 Analyze access to different levels of education (i.e. primary, lower and upper secondary, technical, university) by examining the availability of schools throughout the country.
	Most countries will at least have information on the number of schools by type (e.g. primary, secondary, etc.) in different districts. In some countries, detailed school mapping data will also be available. Either can be used to analyze whether students living in different parts of the country have more or less access to different types of educational facilities.
C C E S S	The absence of secondary schools or tertiary institutions in some parts of the country, for example, may indicate that long-standing educational disparities with regard to access to post-primary education are continuing. In Sierra Leone, for example, it is believed that one of the drivers of conflict during that country's civil war was widespread inequality in the education system. Youth from rural areas were particularly disadvantaged with regard to their access to education, and were therefore more susceptible to engaging in violence and joining the conflict (Keen, 2005 cited in UNICEF, 2012).
	✓ Analyze student-classroom and student-teacher ratios by different geographic regions.
QUALITY	Student-classroom ratios can indicate whether schools are over- crowded in some places. Over-crowded schools may mean that access to education is denied for some children and may also be an indicator of lower quality education. Either situation may be a potential source of grievance for a community. High student-teacher ratios can indicate understaffing and usually results in reduced education quality. Yet, it is important to look carefully also at areas with <i>low</i> student-teacher ratios. This is not necessarily an indicator of "good" quality. For example, schools in rural areas may have low student-teacher ratios due to smaller population sizes or because not all children are enrolled in school. If the latter, the analysis should look at reasons why children are not
	enrolled. For example, is the quality of education poor, so that families do not enrol their children in school?

Use existing EMIS data to analyze disparities in ...

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In multilingual contexts, analyze the language of instruction used in schools in different parts of the country.

Language policies that are inclusive and allow for mother tongue instruction in early primary grades can improve educational outcomes and foster a sense of social cohesion. In countries where language policies exist the EMIS should capture the primary language of instruction used in different schools throughout the country. To determine whether language policies are being implemented, information related to the number of schools using particular languages can be correlated with information about language use in different areas of the country, or with census data if available.

✓ Analyze the distribution of qualified teachers throughout the country and at different levels of the system.

If the "best" or most qualified teachers are all located in urban areas or particular regions of the country, then this may continue to perpetuate educational inequality. Existing EMIS or a Human Resource Management Information System (HRMIS if one exists) will have data related to teacher qualifications, teacher pay, and gender, by location.

✓ Analyze the availability of educational infrastructure and resources.

The EMIS may contain existing educational data (at least at a general level) about school infrastructure. In most cases the number of schools will be known but there may also be information related to classrooms, water and sanitation facilities, furniture, science labs, computer labs, textbooks, and other educational teaching and learning materials. Advanced systems may also capture information related to the condition of schools and classrooms, including whether there is a need for repair, retrofit or replacement of classrooms.

Use existing EMIS data to analyze disparities in	How can this be done?
	 Disaggregate and analyze examination results by regional level and gender. Such data may indicate disparities in the quality of educational results as well as disparities in equality of opportunities for learners from different areas. Such data can be further analyzed as to the likely cause of differences, such as poor quality teaching environments or less qualified teachers in areas with poor results. Consistently poor examination results in certain areas may be a source of grievance for communities.
QUALITY	 Analyze repetition, dropout and transition rates (disaggregated by location and gender). Transition rates⁶ from one level of education to the next should be analyzed (by gender and by region) to determine whether disparities exist. In addition, if data exist related to employment of students who have successfully completed specified levels of education, these should also be analyzed to determine whether students from all parts of the country have access to quality and relevant education. If education does not prepare young people well enough to get jobs, there is the potential that this could lead to frustration, crime and violence.
MANAGEMENT	Analyze the characteristics of school principals (or head teachers) and education managers working in different geographic areas. Depending on the context in a particular country, it may be useful to analyze the qualifications and experience of education managers, though this type of analysis requires care. In situations where certain cultural, ethnic or religious groups have historically suffered discrimination the more relevant unit of analysis might be ethnic group, for example, to see whether past inequities are being addressed. If there is a Human Resource Management Information System (HRMIS) these types of data may be available, though in some situations, it may be too sensitive to collect such data. For

⁶ For detailed explanations of educational planning terminology, such as repetition, dropout and transition rates, please consult the glossary of the UNESCO Institute for Statistics, <u>http://glossary.uis.unesco.org/glossary/en/home</u>

Use existing EMIS data to analyze disparities in	How can this be done?
	example, in post-genocide Rwanda as well as in Burundi data on ethnic origin are no longer collected.
GEMENT	 Analyze education expenditures per pupil/student in different parts of the country (disaggregated by primary and post-primary levels). Analysing the distribution of education expenditures can also be a useful means to determine inequities within the system. On the other hand, if a government has enacted a conscious policy to redress previous imbalances in education spending, then previously disadvantaged regions may receive more funding. The specific context of the country will determine how to analyze this type of information.
MANA	Analyze school safety data (if available). In situations of insecurity or where natural hazards are prevalent it is possible that an education ministry (or a development partner organisation) will have a school safety office that routinely collects information related to either school days lost due to natural hazards, or attacks on education (such as direct attacks on schools or attacks on teachers or students at school or on the road to or from school). If such data exist they should be analyzed to look for trends – increasing or decreasing numbers of attacks, locations of attacks, targets of the attacks, etc.

Collect and review education reports written by researchers or external actors

Relevant reports, for example those written by the ministry's research and evaluation unit, should be reviewed as part of the conflict and disaster risk analysis. It may also be useful for education officials to review reports written by external actors in order to see an outside perspective on how the education system is operating and how others see the education system contributing to disaster risk reduction or conflict mitigation. Possible reports to review include those written by:

- Multilateral finance institutions such as the World Bank or the African/Asian Development Bank;
- Bilateral donors that fund or are considering funding education in the country

- United Nations organisations such as UNICEF, UNESCO, UNHCR (when refugees are present in the country), WFP (when school feeding programmes exist in the country), the UN Special Rapporteur on Children and Armed Conflict (when there are attacks on education), and United Nations Human Rights (OHCHR) (regarding violations of the Convention on the Rights of the Child)
- The Global Partnership for Education (GPE) if a sector review or fragility analysis has been conducted in order to become a GPE country
- NGOs that work and are providing services in the country
- Advocacy organizations (such as Amnesty International or Human Rights Watch) that may have analyzed the situation
- Universities and research institutes (national or international) focused on education research
- Other groups such as the Inter-Agency Network for Education in Emergencies (INEE) that have an interest in conflict sensitive education or education in situations of fragility or emergency, or the International Crisis Group.

These reports can be requested from the organizations working in the country or, increasingly, they can also be accessed via the internet.

Collect additional or supplementary data as needed

In most education ministries time and money is limited for new studies, and the added value of collecting original new information is not always warranted. Yet, when collection of new information is necessary, a small sample-based study, rather than a large-scale survey, will be more efficient in terms of both time and money. Systematic field observation of a few cases, combined with in-depth interviews/focus groups with a limited number of knowledgeable specialists and stakeholders, can help planners to clarify unresolved issues and understand specific education problems and realities. In conflict and disaster-affected countries (where basic statistical information is often scarce), such interviews will be particularly important. See Annex A for examples of different types of consultation methods.

Purposive sampling⁷ is one option to focus on specific areas of the country that have historically been neglected. These areas typically have the lowest social indicators; the highest inequities; or are prone to conflict, have the potential for conflict, or have active, on-going conflict. The data collected depend on the country's context and those variables that are most significant in terms of analysing the education sector's role in contributing to peace or conversely to conflict.

Another option is to start with a brief "Education Sector Snapshot" with existing data gathered by a researcher, under the guidance of an education sector task force or 'cluster'.⁸ In all countries, information can be collected on:

⁷ In purposive sampling, the researcher decides the units (e.g. people, cases/organisations, events, pieces of data) to be studied. Usually, the sample being investigated is quite small. Source: http://dissertation.laerd.com/purposive-sampling.php

⁸ See, for example: Save the Children, 2014. Education Sector Snapshot template. Source: <u>Save the Children, 2014. Education Sector Snapshot</u> template, http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=38816.

- number of days of school closure due to hazard impacts and conflict
- safety assessment of school facilities and prioritization for retrofit or replacement of buildings/ classrooms
- engagement of schools in risk reduction and response-preparedness.

In conflict-affected countries, information can be collected on school safety and security such as attacks on schools, teachers, other education personnel or learners (if this is not already done, for example in the *Education Under Attack* report⁹). Similarly, it will be useful to analyze the effects of the violent conflict on the education sector. For example, by collecting and analyzing information related to:

- displacement (of education personnel and learners)
- refugee flows into or out of the country
- constraints on human and financial resources
- destruction and neglect of classrooms, school facilities and education equipment and supplies
- capacity of teachers, education and MoE personnel to respond effectively to education in emergency/refugee settings
- numbers of children and youth who may have dropped out of school or not entered school due to the conflict
- psychosocial impact of disasters or conflict on children and teachers
- correlating inequities in education with frequency of conflict on a geographic basis

Though the above list is not exhaustive and will change depending on the context, such data will be used for the conflict and disaster risk analysis. They will further inform the policy revision and development process (see Booklet 3), provide a baseline for future analyzes and will also help with the identification of priorities (see Booklet 4).

Step Three: Analyze and process information

The analysis of *statistical* data should be done on the basis of a limited number of carefully selected indicators and should correspond with the questions prioritized for the disaster and conflict (Step One above). It involves drawing up tables; computing means, ratios and growth rates; measuring disparities, etc.

⁹ The Global Coalition to Protect Education from Attack has data on attacks on education in its flagship report Education Under Attack 2014 (<u>www.protectingeducation.org/education-under-attack-2014</u>), and has country-specific data available at: <u>www.protectingeducation.org/country/Afghanistan</u> and <u>www.protectingeducation.org/country-profile</u>.

Where possible, the analysis of disaggregated indicators by sub-national geographic regions and by group characteristic (e.g. religious, ethnic¹⁰, linguistic, displaced, refugee, gender) can be used to reveal inequities that may require different education strategies. In all cases, the use of graphs and maps is highly recommended as the best way of making statistical information more easily understandable.

Geographical mapping can highlight differences in educational opportunities between regions, districts, or sub-districts of a country. This is especially important if there is tension between ethnic or other groups that live in a culturally or ethnically distinct part of the country. Then geographical regions can serve as proxy¹¹ for a particular group. Using location as a proxy variable is the only option if geographical data on ethnicity or religion, for example, are unavailable. Maps can show input levels and school provision by locations as well as enrolment (as in Figure 2.1) and achievement levels and transitions rates between levels.



A map like Figure 2.1 can illustrate discrepancies. However, it does not in itself explain *why* enrolment rates are high in some provinces and low in others. Further analysis is required to determine why the discrepancies exist. In this case, there are ethnicity issues, and a reluctance to accept "western" education among some of the population, especially in the southern provinces. Other reasons include the ongoing-armed conflict and even attacks on education itself, which are visualized in Figure 2.2 below. Dark blue

¹⁰ Collecting ethnic or religious data is not always easy, for example if the state, or non-state armed groups, is known to discriminate against, or target, specific ethnic or religious groups. Data collection should of course not compromise the population. However, if it is known with reasonable certainty that specific ethnic or religious groups live in specific part of the country (regions, provinces, districts), then geographic mapping can be used as a proxy indicator.

¹¹ A proxy variable is an easily measurable variable that is used in place of a variable that cannot be measured or is difficult to measure.

¹² The mapping software StatPlanet is available for free download from www.statsilk.com.

coloured provinces saw many attacks, while light blue saw relatively fewer. Geographical maps can visualize certain issues but need to be complemented by analysis of specific contextual factors. Once that is done, planners can get a picture whether local grievances are genuine and can help plan ways to remedy bias towards favoured areas.



Analyzing *non-statistical* information is not as easy. The volume of documents and reports can be heavy, and their information can be complex, redundant or contradictory. Nevertheless, a detailed screening of documents must be conducted to identify major issues discussed, to check coherence between sources, and to regroup and order the information by theme and level of education. This can be done by using the agreed structure for the conflict and disaster risk analysis. Collecting reliable information when analyzing conflict and disaster issues is known to be difficult, so it is critical to triangulate or compare the information from a variety of sources to identify common patterns or inconsistencies in the data.

Key actions

- Assemble a group of diverse stakeholders that will take part in the conflict and disaster risk analysis and agree on specific questions to use in the analysis. See Booklet 1 for more information on the importance of participatory planning processes and key stakeholders to involve.
- Collect information to answer agreed questions. Use existing EMIS data whenever possible. Review reports and information presented by others. Consider the use of sampling to collect additional information when needed.
- Analyze disaggregated data, including with charts and maps to look for possible disparities with regard to access to and quality of education for all.
- Consider alternative strategies for addressing disparities.

Key Resources

IFC, World Bank 2010. Disaster and Emergency Preparedness Guidance for Schools, http://www.preventionweb.net/go/13989

INEE. 2013. INEE Guidance Note on Conflict Sensitive Education

INEE, World Bank - GFDRR, UNISDR 2009. Guidance Notes on Safes School Construction. http://www.preventionweb.net/go/10478

GADRRRES and UNISDR. 2012. Comprehensive School Safety: A global framework in support of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and the Worldwide Initiative for Safe Schools, in preparation for the 3rd U.N. World Conference on Disaster Risk Reduction, 2015. Last retrieved 18 September 2014 from

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UNESCO IIEP and UNICEF WCARO. 2011. Draft Guidance notes for educational planners: integrating conflict and disaster risk reduction into education sector planning.

UNESCO Institute of Statistics (2009): Education Indicators: Technical guidelines.

UNESCO, 2012. Disaster Risk Reduction in the School Curriculum: Case Studies from Thirty Countries, UNESCO, UNICEF Geneva, 2012. (Kagawa, F. & D. Selby)

UNESCO, 2012. Technical Guidance Tool for Integrating Disaster Risk Reduction into the Curriculum: Towards a Learning Culture of Safety and Resilience, UNESCO, UNICEF, Geneva, 2013.

UNESCO, 2013. Education for Peace: A System-wide Initiative.

USAID and GPE. 2013. Integrating conflict and fragility analysis into the education system analysis guidelines: A proposed companion guide.

UNISDR. 2009. Terminology on Disaster Risk Reduction, Geneva: United Nations International Strategy for Disaster Reduction (UNISDR)

UNISDR. 2012. Assessing School Safety from Disasters – A Baseline Study, Geneva. 100 p http://preventionweb.net/go/34995

UNISDR's PreventionWeb contains country reports (www.preventionweb.net/english/countries) and specific reports on education and disasters (www.preventionweb.net/english/themes/education).

The Global Coalition to Protect Education from Attack has data on attacks on education in its flagship report Education Under Attack 2014 (www.protectingeducation.org/education-under-attack-2014), a resource base resource base (http://protectingeducation.org/resources) and country-specific data available at: www.protectingeducation.org/country/Afghanistan and www.protectingeducation.org/country-profile

Annex A

Consultation methods

When analysing conflict and disaster issues, qualitative information is equally as important as quantitative. Perceptions, beliefs and attitudes of diverse groups can be powerful drivers of violence or peace. Other information may need to be collected through additional field consultation methods. According to each context, time frame and budget constraints, the following methods can assist in gathering qualitative information:

- Key informant interviews: Structured discussions with individuals identified as representatives of key stakeholder groups in order to collect information on a particular topic.
- Focus groups: Structured discussions with multiple individuals identified as representatives of key stakeholder groups in order to collect information on a particular topic.
- Workshops: Structured participatory activity with multiple individuals identified as representatives of key stakeholder groups in order to share and collect information on a particular topic.
- Survey: List of specific questions administered in the same way to each individual in order to collect information on a particular topic.