**JNA toolkit**

**Question Bank**

INEE Education in Emergency Domains

**Access and Learning Environment**

* What educational activities are available? How does this compare to what existed before the crisis?
* Can learners safely reach and learn in the existing learning spaces/schools?
  + Consider physical distance, access to routes/roads, security of routes/roads
  + Consider stability, structural integrity and location of buildings
* What are estimated drop-out rates (M/F/total) pre and post crisis?
* What types of non-formal education activities available?
  + How many? To whom are they available?
* What are the major barriers to access to school by sex and level of schooling?
* How many learning spaces/schools have a “safe school” policy, code of conduct or other regulation for reporting on and/or addressing sexual exploitation, violence and abuse?
* Are the learning spaces/schools sufficient in size, number and location to meet the learning needs of the affected populations?
* What school furniture was lost due to the crisis?
* What percentage of students reside on campus?
  + Issues related to dormitories
  + Issues related to bathing, latrines and water
  + Issues related to feeding
* What is the pre/post crisis pupil to classroom ratio?
* Are catch-up classes, accelerated learning or summer school being provided by any group?
  + How many? For how long? To what groups/ages?
* How many universities/colleges/professional schools (i.e. nursing) are functioning?
* Can children with disabilities register and attend schools?
* Is instruction provided in languages accessible to the whole community?
* Are any education services available to adults (literacy, basic numeracy, etc)?
  + Where? How many? To whom? What types?
* Are life skills classes offered by any groups in the area?
  + Where? How many? To whom? What types?
* Are vocational training programs available?
  + Where? How many? To whom? What types?
* What is the availability and condition of basic facilities?
  + Classrooms, offices, toilets, cafeterias, etc.
* Does the learning site/school have adequate fuel?
  + Source? Supply? Purpose (cooking, heat, etc.)
* Are there difficulties in procuring, transporting or storing fuel?
* Does the learning site/school have adequate access to electricity?
  + Public? Generators? Reliable?

**Teaching and Learning**

* What teaching and learning materials were lost or destroyed due to the emergency?
* What is the pupil-textbook ratio (pre- and post-crisis)?
* Does the school follow an official curriculum?
* Is any special training needed to support students during the crisis?
* Do schools in affected areas provide any life skills-based education?
  + What types, with what frequency, accessible to whom?
* Has the curricula / learning content been reviewed to ensure it is appropriate to the needs of all learners in the post-crisis context?
* Do any of the schools/learning spaces offer gender-specific lessons and topics in school curriculum?
* Are any elements of the curriculum perceived as biased or discriminatory by teachers, parents or students?
* What kind of training is available for teachers that respond to learners’ education, protection, and psychosocial needs in the emergency?
  + Consider crisis-related health and protection topics, such as how to help students with personal trauma, disaster risk management, conflict mitigation/prevention, prevention and response to sexual exploitation and abuse and l ife skills-based education
* How many instructional hours are in the typical day? Week? Year?
* What is the estimated attendance (and presence in the classroom) of teachers?
* How many days of instruction have been lost due to the emergency?
* Is instruction participatory and inclusive?
* How many learning spaces/schools are there where teachers are using: participatory teaching methods, inclusive instruction techniques, practicing non-violent disciple
* How is student learning being assessed?
  + Are exams validated and locally certified?
* Are schools providing students with course completion documents that are recognized or accepted by the education authorities of their country?

**Community Participation**

* What community-based efforts already under way can be built upon during the education emergency response?
* How are the affected communities -- parents, children, youth, and others -- engaged in supporting schools/learning spaces?
* Does the school have a parent committee or local school management entity?
* How active is the parent committee or local school management entity?
* How often does the parent committee or local school management entity meet?
* Does the parent committee or local school management entity have any financial oversight responsibilities to the school?
* Does the parent committee or local school management entity manage or provide financial contributions (or in-kind contributions such as labor, furniture, etc.) to the school?
* Do children participate in the local school management committee?
* Is there a children’s organization involved in school management (such as a children’s committee, student senate, etc.)?
* What resources (human and material) to support participation and learning are available and how can additional resources be mobilized?

**Teachers and School Personnel**

* Who is available to teach children and youth?
* Are there sufficient male/female teachers as required?
* What proportion of teachers (M/F) affected by the emergency are no longer able to work?
* What is the estimated teacher (M/F) absenteeism?
* What is the student to teacher ratio (pre-crisis and post-crisis)?
* What is the proportion of teachers by status (official/registered and non-official)?
* What proportion of teachers are qualified (based on national standards)?
* What are the conditions of work for teachers and other education personnel?
* How many teachers are receiving salaries from the government and/or incentives or support from the community or other sources?
* What are the changes in teacher compensation from pre- to post-crisis?
* Have teachers signed a code of conduct with clearly documented disciplinary action measures in cases of violations?
* Are official school management systems in place and functioning?
* How many schools have regular staff meetings and performance appraisals?
* How are teachers supervised and supported?
* How many schools have psychosocial support or counseling available for teachers?
* What teacher support groups are functioning (such as unions, teacher clusters, PTAs, SMCs or other community education structures)?

**Education Policy and Coordination**

* What international agreements or conventions related to education have been signed/ratified by the affected country?

Relevant examples include:

* CRC
* Universal Declaration of Human Rights
* Fourth Geneva Convention idem
* Convention relating to the status of refugees idem
* UNESCO’s 1960 Convention against Discrimination in Education
* The 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers
* The 2007Convention on the Rights of Persons with Disabilities
* Are there emergency preparedness plans or special policies in place by the government to respond to and provide education in emergencies?
* Are displaced students able to register and officially attend schools?
* Are there education coordination mechanisms organized and functioning at national and district levels?
* What government, humanitarian actors, and local groups are working on education in the affected locations?
* Are there private/religious or for-profit organizations involved in school management?
  + What role do they play? How many schools?
* Is there a national Education Management Information System (EMIS) or other system in place?
* How often do officials collect data for the EMIS?
* When was the last time an official collected data at this site?
* Do school level officials have access to EMIS information?
* What systems are in place to make-up missed school days?
* Are systems in place to ensure proper exam procedures and certification?
* What types of documentation are needed for school enrollment?
  + Have these policies been modified to accommodate children affected by the crisis?

Cross-cutting Issues

**Gender**

* How does access to school / learning spaces differ for boys and girls, and what is or can be done to promote equal access?
* What are enrollment rates for boys versus girls (by grade)?
* What are retention and completion rates for boys versus girls (by grade)?
* How many female teachers are in the school?
* What is the proportion of female teachers to girls in the school?
* Are there any policies or practices to support girls’ enrollment and retention?
* Are facilities essential for girls’ attendance and retention available?
  + Separate latrines for boys and girls
  + Are sanitary napkins, etc. available?
  + Are there girls sports or recreation activities?
* Are learning environments secure, and do they promote the protection, mental and emotional well-being of both girls and boys?
* Are there referral mechanisms for addressing sexual exploitation and abuse?
* Are there policies governing sexual harassment by peers?
* Are there roles at school that are predominantly tasked to boys or girls (eg cleaning classrooms, working on school farms)?

**Child Protection/Psychosocial**

* What has changed in the emotional, social and cognitive needs of the learner as a result of the emergency?
* What types of psychosocial services are available?
* How many learning spaces/schools have self- expression activities (recreation, sports, music, play, etc)?
* Are trained adults available to provide services?
* What referral systems are in place?
* What are student perceptions of safety at school?
* Are there risks while travel to school or returning home?
* Is there a teacher code of conduct?
* What are school policies regarding corporal punishment?
* Are there problems with school bullying?
* Who are the most vulnerable learners and what are their needs?
* What are the major protection risks faced by children and youth in schools and community?
* What social support is available in schools/learning spaces or school community?
* Is there a school nurse or other professional health care provider available on site?
* Have school personnel received training on protection issues?

**Early Childhood**

* What age of children are parents most concerned about?
* What learning and development opportunities are offered for educating children 0-5 years?
  + What are the main reasons for non-access?
* What are attitudes and cultural practices related childhood development?
* How does the government define pre-school or early childhood education?
* What types of child care are available in the community?
* What is the level of parents’ involvement in young children’s development?
* Are parenting classes or support available in the community?
* Are there any special assistance programs for young mothers?
* What types of services are most desired for young children?

**Youth**

* What learning or other activities are youth involved in?
* Do youth (M/F) in the community work?
* What are the particular education needs that markets and employers require of young people?
* Are there particular risks for young people in this community (by gender eg teen pregnancy, recruitment into armed groups)?
* Are there vocational or technical schools available in the area?
  + In what fields?
  + What level of availability?
  + Open to young women?
* Are there apprenticeship programs available in the area?
  + In what fields?
  + What level of availability?
  + Open to young women?
* What leadership opportunities are available for youth in the community?

**Inclusive Education**

* Is there equal access to schools / learning spaces?
  + Consider IDPs, gender, ability, minority language groups, youth and any marginalized groups (ethnic, religious, etc.)
* What are the barriers to access to and participation in education?
  + Who experiences these?
  + How can they be minimized?
* What are enrollment rates for key identified vulnerable groups?
  + Retention rates?
* Are learning sites available and accessible to children with special needs?
  + What are barriers to attendance?
* Is specialized curriculum available for students with disabilities?
* Is instruction available in majority and minority languages?
* Are curriculum and text books available in language for all learners?

**Rights**

* Is the right to education and non-discrimination for all being upheld and monitored?
* Is the education provided respectful of children and youth’s rights?
* What are the reporting mechanisms for violation of rights (e.g. schools being destroyed by armed conflict, schools being used as recruitment grounds for child soldiers, teachers being targeted, or children being denied access to education)?
* Is primary education free and compulsory?
* Are education services available to marginalized communities (refugees, religious minorities, etc.)?
* What are local attitudes towards education (access, participation, aspirations, etc)?

**HIV and AIDS**

* Is there learning content on HIV and AIDs prevention for learners in the classroom?
* Is there knowledge among education providers on additional learning needs and support for children and youth affected by or particularly vulnerable towards HIV and AIDS?
* Are there places in the community to access comprehensive life skills-based HIV prevention education?
* Are there referral systems in place for children and youth affected by HIV/AIDs?
* Have school personnel received training on HIV/AIDs prevention?
* What are local attitudes towards discussing prevention?
  + Towards people living with HIV/AIDs?
* Are there groups in this community who are disproportionately affected by HIV/AIDs?
* What is the availability of contraception in this area (types, costs, etc.)?

**Conflict Mitigation and Resolution**

* Did pre-conflict education have features that may have contributed to conflict?
* What types of support and interventions would be the most conflict-sensitive and contribute to peace -building?
* What kinds of training or support can increase planners’ and educators’ consciousness of their possible contribution to conflict mitigation?
* Does the current curriculum include content related to conflict-resolution skills, and/or peace-building orientation and values?
* Are there means by which young people can be involved in conflict-resolution or peace building?
* Are political events, meetings or voting conducted at this learning site?
* Are there risks from social or political unrest?
* How can risks for the site and learners be minimized?

**Disaster Risk Reduction**

* Have education personnel received training on disaster risk reduction?
* Are disaster risk reduction skills and knowledge skills taught at the learning site?
* What measures have been taken and are still needed to reduce risk of future harm?
* Does the learning site’s design/structure meet DRR standards?
* Are there risks from any of the following natural disasters? If so how can they be minimized?
  + flooding or landslides
  + severe heat or cold
  + hurricanes, cyclones or tsunamis
  + tornados, sand storms, or severe thunderstorms
  + earthquakes
* Does the site have a disaster management plan?
* Has the site responded to disasters in the past? When and what types?
* Has the learning site been used as temporary shelter in past disasters?

Inter-Cluster Areas

**Protection**

* Does the learning space have visible representations of the daily schedules and rules for children’s learning and activities?
* Are teachers aware of the reporting and referral policies for incidents of abuse, exploitation, sexual violence and/or neglect?
* Are learning sites targets for armed groups?
* Are learning sites used as centers for recruitment?
* Are there risks of abduction at this learning site?

**Child Protection**

* What are the estimated #s of out of school children, child headed households, unaccompanied children, children and youth involved in exploitative child labor, street children, and other vulnerable groups (disaggregated by sex and age)?
* What are the major barriers to access to education by age, sex and level of schooling?
* What are children and youth’s (M/F) perceptions of safety when using latrines?
  + Accessing water sources?

**Water Sanitation and Hygiene (WASH)**

* Are sufficient water and sanitation-related facilities available and being used in the learning spaces/schools?
* Is there reliable access to clean drinking water?
* Is there access to water for washing and cleaning?
* What is the water source?
  + How far is the water source?
  + Who is generally responsible for collecting water?
* Are there separate latrines for male and female students?
* What is the student to latrine ratio, disaggregated by sex where separate facilities are available?
* Are latrines for students with physical disabilities?
* Are there separate latrines for school personnel by sex?
* How is hygiene promoted in the learning space/school?
* Are functional hand-washing facilities available?

**Health**

* Are trained health care providers available at this site?
* Are confidential referral systems in place for health-related services?
  + Primary health services
  + mental health, psychosocial and social services
  + targets of abuse for post-rape care
* Is there a primary health care facility available at this site?
* Are there first aid facilities at this site and teachers or school personnel trained in their use?
* Is skills-based education available on crisis-related health and hygiene issues to school personnel? To learners?

**Nutrition**

* Are there feeding facilities or services available at this site?
  + Are there functioning?
* What types of food are provided?
* What are the costs to learners?
* Are school feeding programs needed in this learning spaces?
  + For learners? For teachers and personnel?
* What type of fuel is used in the preparation of food?
* What is the availability of this fuel at this site?
* What percentage of children have a meal before coming to the learning site?
  + What type of food?
* What percentage of children bring food with them to eat?
  + What type of food?

**Emergency Shelter**

* What percentage of sites/classrooms/facilities are taking place in temporary facilities?
* What types of materials are used in temporary facilities (wood, tarps, etc.)?
* What is the level of damage to site/facilities/classrooms?
* What materials, supplies and infrastructure are needed to build back (better) learning spaces/schools?
* If learning is taking place within a temporary structure, can it be easily, quickly and safely dismantled and re-erected if relocation is needed?
* Is the temporary structure adaptable to relevant climactic conditions?
* Are learning centers /schools built using sustainable construction techniques and sustainable materials, which do not cause strain on local resources?

**Camp Coordination and Camp Management**

* What learning spaces/schools are in the camps for children and youth?
  + Primary, secondary, ECD, recreational, vocational or life skills
* Where are spaces/schools located within the camps?
* Are formal learning spaces following the national curriculum?
* Who manages them and what is the system of coordination?

**Early Recovery**

* What is the overall impact of the emergency on the education sector?
* What is the human/material capacity to function, respond and provide learning to the affected population?
* What early decisions will have long term consequences?
* Do regional and district level education offices have essential human, operational, and material capacities in place?
* What information management systems are in place to record response to the emergency in the education sector?