

GUIDE TO COORDINATED EDUCATION IN EMERGENCIES NEEDS ASSESSMENTS AND ANALYSIS

The Guide to Coordinated Education in Emergencies Needs Assessment and Analysis is an initiative of the Global Education Cluster (GEC). It is an accompaniment to and provides a theoretical foundation for the [Needs Assessment Package](#) within the GEC's broader [Education Cluster Toolkit](#). A [Summary Guide to Coordinated Education in Emergencies Needs Assessments and Analysis](#) is also available in the Package for quick access and easy reference. This Guide, its Summary and the tools, templates, resources and examples in the Needs Assessment Package provide practical guidance for education in emergencies (EiE) staff as they plan, coordinate and conduct assessments and analyses in order to establish a sound evidence-base for the design and delivery of a quality EiE response.

The intent of this Guide is to improve and ease the process of gathering and generating evidence. Critical to this is ensuring that when possible, needs assessments are joint in nature, utilizing the individual and comparative strengths of multiple organizations. This considered, coordination mechanisms, starting with the Education Cluster, have a unique responsibility for leading their collective organizations in a joint assessment process. This guide includes information to support coordinated approaches to assessments and analysis. It can be used across EiE contexts, so while it provides specific guidance for Education Cluster Teams¹, it can be used to guide the work of any coordination mechanism including EiE working groups, and those found in refugee scenarios.²

The first version of this guide was completed in August 2016. This revised version contains edits and additions to keep the material up-to-date and relevant given lessons-learned and changes taking place in the EIE sector and humanitarian field.

ACKNOWLEDGMENTS

The GEC [Needs Assessment Package](#) is an update from and intended to replace existing Education Cluster needs assessment products, including The Short Guide to Rapid Joint Education Needs Assessments and the Joint Education Needs Assessment Toolkit. Content was developed through interviews with and feedback from the GEC Rapid Response Team (RRT), other Education Cluster/sector staff and inter-sector experts based on their deployments and work on assessments in crises over recent years.

1 Education Cluster Team typically include coordinator(s) and information management officer(s)
2 Refer to the [UNHCR Refugee Coordination Model](#)

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LIST OF ACRONYMS

ACAPS	Assessment Capacities Project
ALNAP	Active Learning Network for Accountability and Performance in humanitarian action
AWG	Assessment Working Group
CDAC	Communicating with Disaster Affected Communities
CWC	Communicating with Communities
DO	Direct Observation
EFA	Education For All
EMIS	Education Management Information System
FGD	Focus Group Discussion
GEC	Global Education Cluster
GIS	Geographic Information System
GPS	Global Positioning System
HDX	Humanitarian Data Exchange
HNO	Humanitarian Needs Overview
IASC	Inter-Agency Standing Committee
IDP	Internally Displaced Person
IFRC	International Federation of Red Cross and Red Crescent Societies
IM	Information Management
IMO	Information Management Officer
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Governmental Organization
JENA	Joint Education Needs Assessment
KII	Key Informant Interview
MICS	Multiple Indicator Cluster Surveys
MRM	Monitoring and Reporting Mechanism
NGO	Non-Governmental Organization
OCHA	Office for the Coordination of Humanitarian Affairs
PCNA	Post Conflict Needs Assessment
PDNA	Post Disaster Needs Assessment
RRT	Rapid Response Team
SAG	Strategic Advisory Group
SDR	Secondary Data Review
ToR	Terms of Reference
UIS	UNESCO Institute for Statistics
UN	United Nations
UNDAC	United Nations Disaster Assessment and Coordination
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Emergency Fund
WASH	Water, Sanitation and Hygiene

HOW TO USE THIS GUIDE

After a brief introduction to the typology and theory of humanitarian needs assessments and analysis, this Guide is divided into six chapters that provide practical guidance on how to coordinate, conduct, participate in and prepare for needs assessments. Chapter and section headings are written and structured as a step-by-step, task-based checklist for how to do so.

Chapter 1 focuses on identifying the key decisions needing to be made and the information needed to inform those decisions; this provides the basis for all assessment processes.

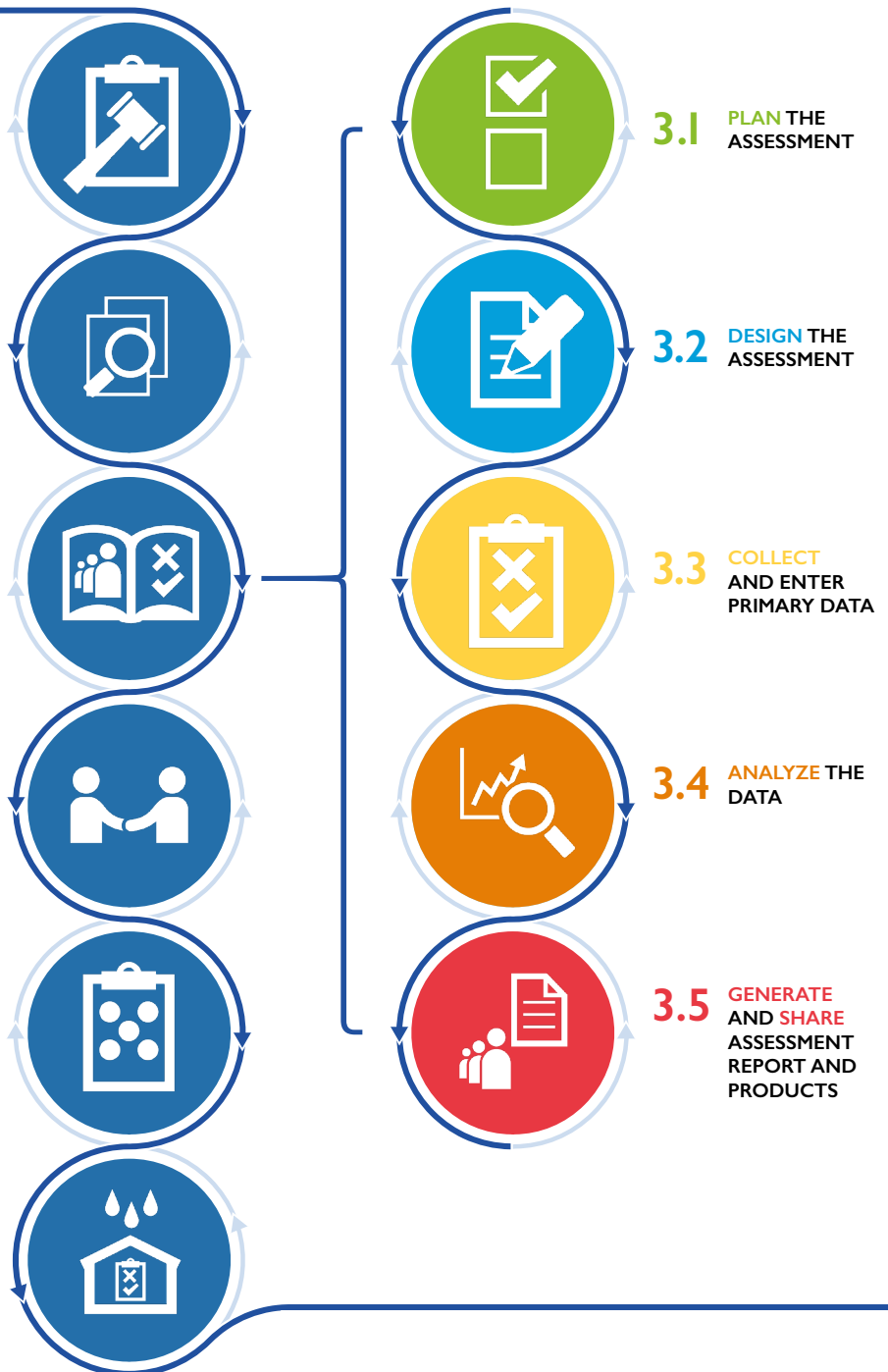
Chapter 2 explains how to meet those information needs and highlight remaining gaps by conducting a secondary data review (SDR)³.

Chapter 3 contains the bulk of guidance on how to conduct an EiE-specific assessment. It explains how to plan and design a joint education needs assessment (JENA), collect and analyze primary data, and generate and share an assessment report and products.

Chapter 4 explains how to continuously harmonize education-related assessments, after or regardless of a JENA.

Chapter 5 provides guidance on how to engage in multi-sector needs assessments and analyses.

Chapter 6 concludes the Guide with suggestions on how to prepare even before assessments are deemed necessary or a crisis strikes.



³ Note: Although part of the assessment processes, Chapters 1-2 have been separated out as individual chapters because they are 1) common to all three assessment types while simultaneously 2) independent from them (i.e. even if an assessment will not be conducted, Education Cluster Teams are still responsible for conducting these two key activities).

A [Summary Guide](#) is also available that highlights the key components, steps, considerations, tools/resources and outputs discussed in the full Guide. Both should be used hand-in-hand with the tools and resources of the [Needs Assessment Package](#) which can be accessed as part of the broader GEC [Education Cluster Toolkit](#). At the beginning of each chapter you will find a box referencing related resources in the Needs Assessment Package, each coded with the Guide's section number to which it applies. The resources include additional instructions, checklists, tools, templates and country examples on how to conduct various assessment elements.

You will also find at the beginning of several chapters and sub-sections a screenshot from the [Assessment Work Plan Template](#) outlining tasks, person(s) responsible and a potential timeframe⁴. This template (as well as the [Summary Guide](#)) serves simultaneously as a work plan and as a checklist for the entire assessment process. *The work plan tasks correspond and have been codified to match the chapters and sections in the Guide, Summary Guide and Needs Assessment Package.* It is an overarching tool for the Guide and Package and should be consulted regularly.

Figure 1: Assessment Work Plan Template

Education Cluster Assessment Work Plan						Week 1					
Primary task	Sub-Task	EIE NA Guide reference	GEC Needs Assessment Package Resources	Outputs	Status	Responsible	M	T	W	T	F
							01	02	03	04	05
Identify key decisions and information needs											
Identify key decisions and information needs	Establish an Assessment Working Group (AWG)	Chapter 1		1.1. AWG ToR Template	AWG ToR						
Identify key decisions and information needs	Begin an assessment framework	Chapter 1		1.2. Assessment Framework Template	Assessment framework started						
Conduct an SDR											
Conduct an SDR: Plan	Determine the SDR team and lead focal point	Chapter 2		2.1.1.							
Conduct an SDR: Plan	Create an SDR work plan	Chapter 2		2.1.2. Assessment Work Plan Template	SDR work plan completed						
Conduct an SDR: Plan	Plan the SDR report and products	Chapter 2		2.1.3.							
Conduct an SDR: Design	Identify SDR questions and sources (in assessment framework)	Chapter 2		2.2.1. Assessment Framework Template	Assessment framework updated						
Conduct an SDR: Design	Design the SDR matrix	Chapter 2		2.2.2. SDR Matrix Template	SDR matrix contextualized						
Conduct an SDR: Design	Determine secondary data compilation	Chapter 2		2.2.3.							
Conduct an SDR: Collect and enter	Compile secondary data sources	Chapter 2		2.3.1.	Repository of secondary sources						
Conduct an SDR: Collect and enter	Train the SDR team and assign sources	Chapter 2		2.3.2.	SDR team trained						
Conduct an SDR: Collect and enter	Manage the SDR	Chapter 2		2.3.3.							
Conduct an SDR: Analyze	Analyze secondary data	Chapter 2		2.4.							
Conduct an SDR: Report	Use the SDR Report Template	Chapter 2		2.5.1. SDR Report Template	SDR report and products						
Conduct an SDR: Report	Update the assessment framework (based on SDR findings)	Chapter 2		2.5.1. Assessment Framework Template	Assessment framework updated						
Conduct an SDR: Continue	Continue SDR and reporting on an ongoing basis	Chapter 2		2.5.2.	Regular SDR report updates						
Conduct a JENA											
Conduct a JENA: Plan	Define the objectives and scope	Chapter 3		3.1.1.							

⁴ The timeframes suggested in these screenshots are merely an example and are not meant to be prescriptive; they will need to be adapted for each context.

INTRODUCTION TO HUMANITARIAN NEEDS ASSESSMENTS AND ANALYSIS

Education in Emergency responses must be evidence-based while the process for defining scope and prioritizing needs and response activities must be driven by robust analysis.⁵ An evidence-base should always come from a range of sources including existing, secondary sources, and – when necessary – from original primary data possibly collected by EiE practitioners. This means ensuring that primary data collection responds to gaps in existing secondary data and does not duplicate what may already exist. It also demands the engagement of a collective of organizations in the process of assessment and analysis to ensure balance and to encourage coordinated response. These principles considered, the highest standard for an education assessment is a Joint Education Needs Assessment which can best be accomplished through the leadership of coordination mechanisms. This places accountability on coordination mechanisms, starting with the Education Cluster, to play a leading role in bringing organizations together, defining their comparative strengths in conducting assessment and analysis, and leading a collective assessment and analysis process.

A note on expectations: This Guide provides detailed guidance for conducting a rigorous needs assessment. Do not feel overwhelmed or that you have to incorporate every activity discussed below into your assessment. An assessment should be as comprehensive or as expedited as needed depending on contextual circumstances. While corners should not be cut, resource availability, in-country capacity and timeframes for key decisions needing to be made will determine the type of assessment, its scope and possible breadth and depth with which it can be conducted. The timeframe for a needs assessment, therefore may be a matter of days or last multiple months. Also, remember to see the [Summary Guide](#) for an easy-to-use truncated version of this Guide.

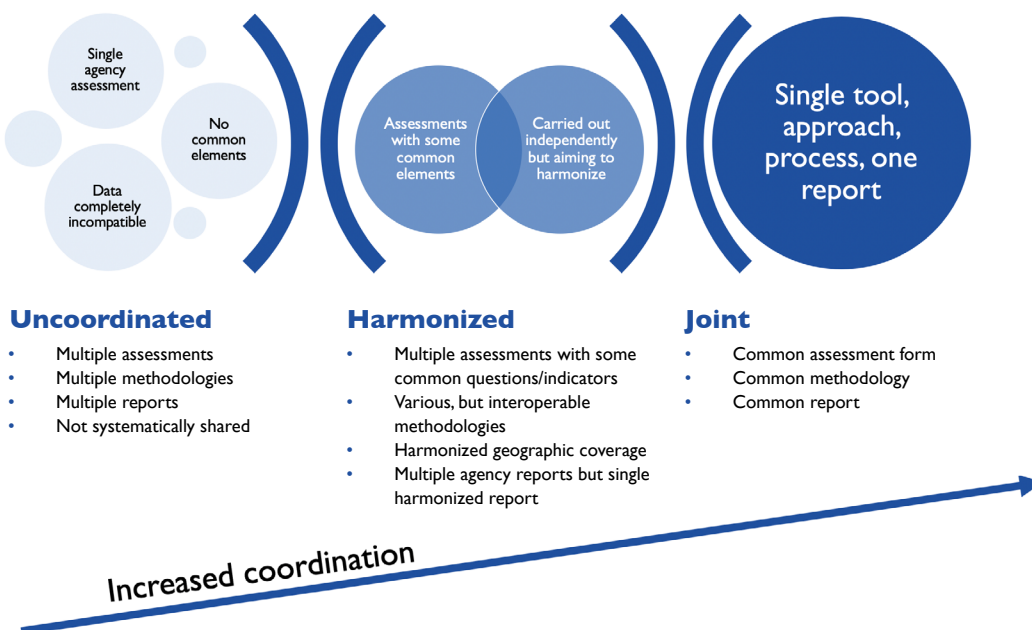
Types of needs assessments

In the context of emergency response, a needs assessment can be defined as *a time-bound process of collecting, collating and interpreting information from a range of sources in order to identify, understand and estimate the needs of the affected populations*. The overall objective is to *inform time-bound key decisions with the best evidence possible, which should result in a more timely, appropriate and evidence-based response*.

Depending on the level of coordination in a given context, an assessment can range in its level of coordination from *Uncoordinated*, in which individual organizations establish their own evidence-base with limited information sharing, to *Joint*, wherein a collective of organizations uses a common tool, approach and process, and agrees to share and use the results to inform a collective response. The World Humanitarian Summit and [Grand Bargain](#) confirm the need to stop the “proliferation of uncoordinated needs assessments” and to “improve joint and impartial needs assessments” (pg. 8). Cluster Lead Agencies and Education Cluster teams, therefore, have a commitment and responsibility to guarantee the highest possible level of coordination in the assessment and analysis process, striving for joint assessment whenever possible.

5 For more, see the [Global Education Cluster Guide to Developing Education Cluster Strategies](#)

Figure 2: Levels of assessment coordination

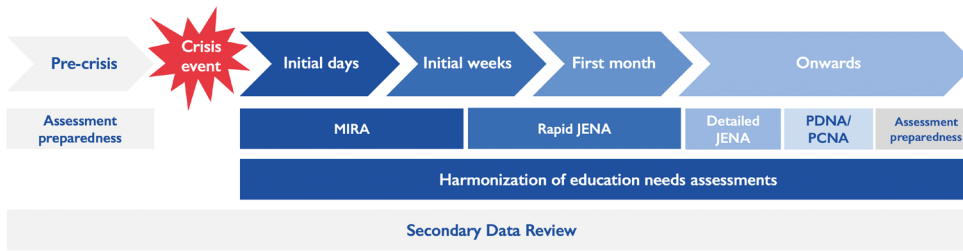


Education Cluster teams should be prepared to lead and engage with three primary types of assessments; the first two being education-specific, while the third necessitates strategic participation in multi-sector assessment:

Assessment	What and when	Role of Cluster Team
Joint education needs assessment (JENA) (Chapter 3)	An inter-agency needs assessment focusing on the education sector; conducted jointly with cluster partners using a single tool and methodology to determine the impact of emergency on children, communities and the education system. A rapid JENA may take place a couple of weeks to one month after the onset of a crisis, with a more detailed JENA following thereafter. Further JENAs can be conducted following spikes in emergency conditions or in the absence of key information in anticipation of important processes.	Led and managed by the Education Cluster in coordination with Cluster partners, including the Ministry of Education (MoE) and UNHCR where appropriate; Jointly develop and agree on a common methodology and collection tools; Plan and design assessment as a collective; Coordinate assessment using the comparative capacities of cluster partners; Analyze data as a collective; Agree on results and information disseminate/sharing plan.
Harmonized education needs assessment (Chapter 4)	Individual organizations conduct assessments on different timeframes and likely without a single, common methodology or collection tool. Assessments can be harmonized through a standardization of approaches and questions. Ultimately, the goal is to generate data that is at least comparable and at best, is analyzed collectively to generate commonly agreed information and jointly developed reports.	Harmonize assessments involving education as soon as possible after the onset of an emergency; Establish standardized questions and language with partners; Agree distribution of geographic areas and population groups to avoid duplication and gaps in coverage; Compile partner data from harmonized questions into a single database; Analyze the data and generate regular, harmonized reports to be shared with stakeholders.
Multi-sector/ cluster needs assessment (Chapter 5)	Multi-sector assessments and analyses provide key information on humanitarian needs, assist stakeholders in coming to a shared understanding of the key priorities for response, and provide an evidence base for strategic decisions. To do so, they therefore are inclusive of multiple sectors. There are different types of multi-sector assessments and analyses, but the most prominent are coordinated or led by an entity with a specific mandate to do so (national government, OCHA, UNHCR, UNDP or an INGO consortium).	Engage in the designing and planning phases to ensure education is considered throughout; Ensure methodology, including questionnaire, is sensitive to the needs of children and education staff, and is responsive to the education system; Participate in data collection where possible, sourcing enumerators from within the cluster partnership; Contribute to analysis, ensuring education is represented in final report.

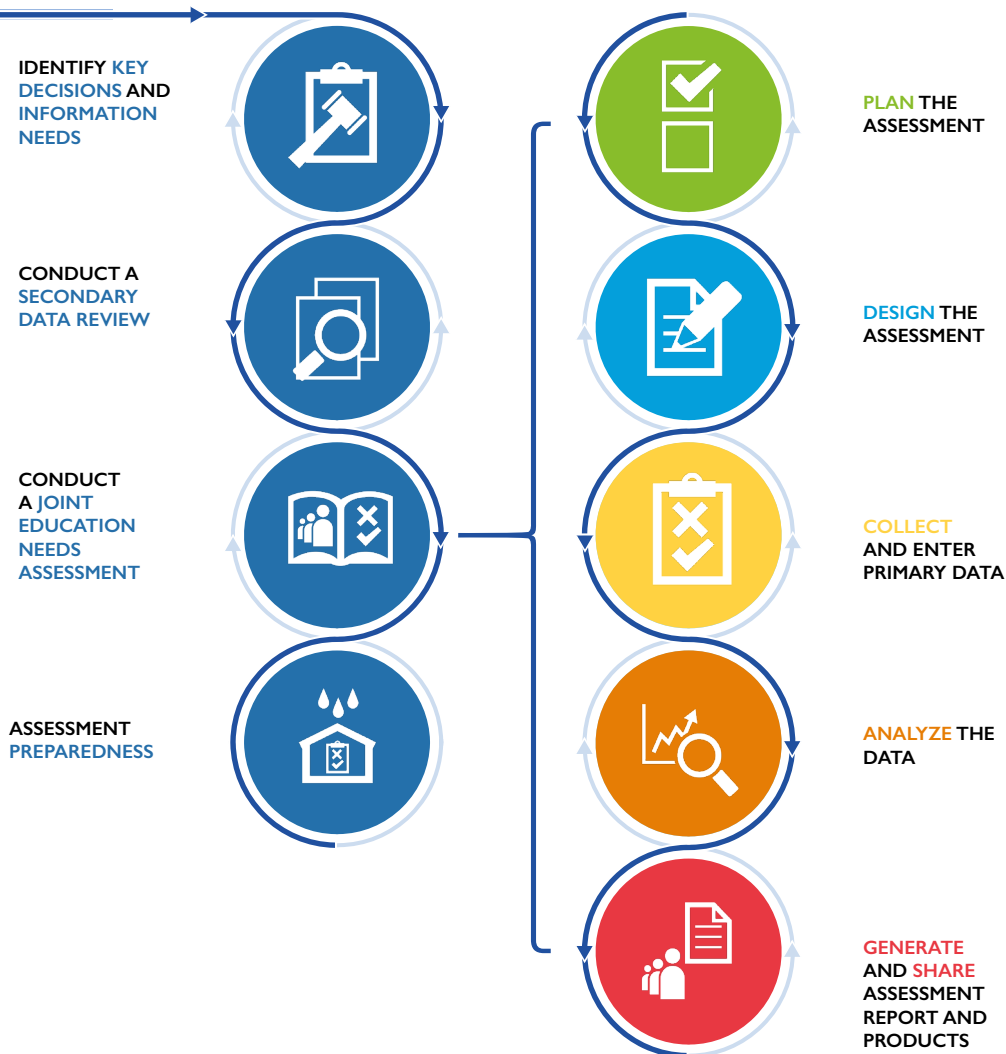
The figure below shows an example of how the different types of assessments may correspond with different phases of a humanitarian crisis and may follow or overlap with each other.

Figure 3: Humanitarian assessment timeline

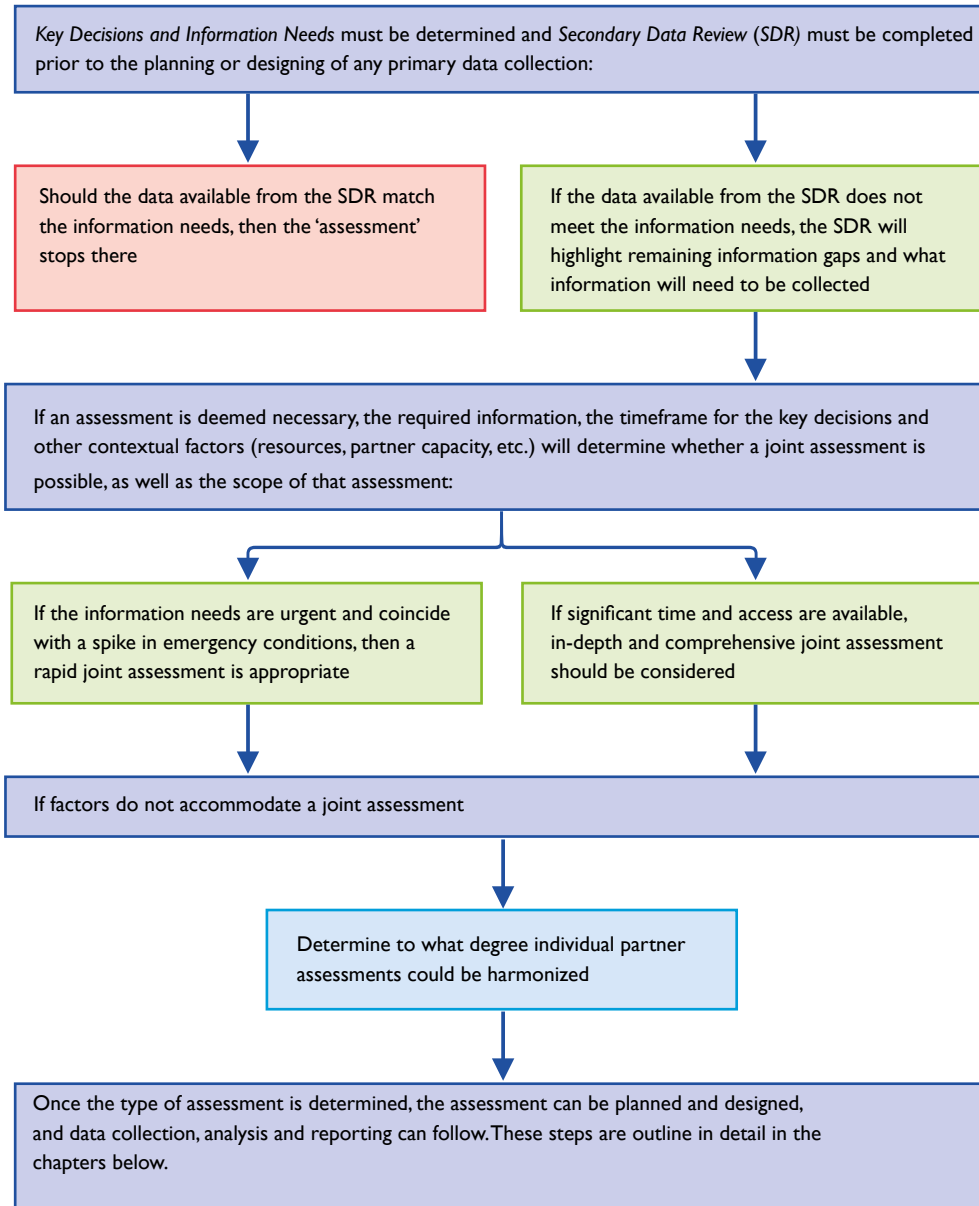


Assessment cycle

Assessments, no matter the type, follow a similar process. As with a program cycle, the assessment process should be fit for purpose and contextualized as needed, but there remains an important chronology.



Critically important is the start of the assessment process:



It is important to note that while a single *assessment* may refer to a time-bound attempt to capture a picture of the needs at a specific point in time, the assessment and analysis *process* should be ongoing. Emergencies are complex contexts and needs of affected populations are constantly evolving. An assessment will provide an important snapshot, but needs must be monitored over time. The needs assessment and analysis process, therefore, should not consist of a single, large-scale assessment to fulfil all information needs but rather, should consist of a process of progressively and repeatedly collecting and analyzing information to inform evolving key decisions. Assessment findings for each phase of an unfolding crisis should inform the design and focus of assessments that follow.

1 IDENTIFY KEY DECISIONS AND INFORMATION NEEDS



GEC NEEDS ASSESSMENT PACKAGE

General

- [Assessment Work Plan Template](#) (Identify key decisions and information needs section)
- [Assessment Framework Template](#)

Establish Assessment Working Group (AWG)

- I.I: [AWG Terms of Reference \(AWG ToR\) template and examples](#)

Education Cluster Assessment Work Plan				Week 1						
				M	T	W	T	F	S	S
Primary task	Sub-Task	EiE NA Guide reference	Responsible	01	02	03	04	05	06	07
Identify key decisions and information needs				Chapter 1						
Identify key decisions and information needs	Establish an Assessment Working Group (AWG)		1.1. Cluster Team							
Identify key decisions and information needs	Begin an assessment framework		1.2. Cluster Team							

Figure 4 Assessment Work Plan - Identifying key decisions and information needs

Assessments should be designed to deliver answers to specific questions and to inform prioritized, timebound decisions. Therefore, *the first step of any assessment is to identify the key decisions that need to be made and to determine the information that is needed to make those decisions*⁶. These decisions may not be more complicated than typical questions asked during the early phases of an EiE response:

- To whom to respond first? – Identifying the most vulnerable
- Where to respond? – Geographical prioritization
- How to respond? – Determining priority EiE activities

These decisions may inform a programmatic response or be a part of planning and funding processes including the development of a Cluster Strategy, the establishment of Humanitarian Needs Overview, or the launch of a Flash Appeal. Along with their related timeframes and information needs, these decisions provide a framework for your assessment and should be defined before any secondary or primary data collection begins. Failure to do so in advance will risk:

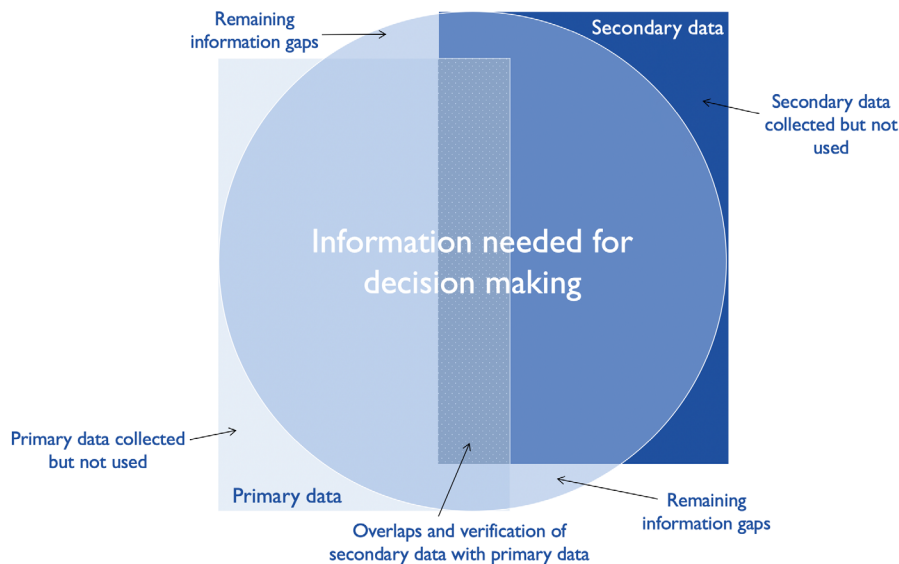
- Wasting time and resources collecting data that is not linked to informing decisions (and not used)
- Over-exposing and risking harm to affected populations by collecting superfluous information
- Producing assessment findings after the key decision has been made (missed timelines)
- An assessment influenced by *perceived* information needs instead of an evidence-based decision-making process
- An assessment that does not yield accountability to the affected population’s needs

Defining key decisions and information needs from the outset, will allow you to better plan and design the SDR and primary data collection in order to minimize the missing, unused and redundant data. Even so, and no matter how well you plan and design your SDR and primary data collection, the unpredictable nature of responses will usually mean at least some: 1) remaining information gaps, 2) unused data and 3) primary data collected that was already available via the SDR.⁷ The figure below illustrates relationship between the information needs and collected data:

⁶ Regardless of assessment plans, an Education Cluster should always identify and be aware of their key decisions and information needs.

⁷ As much as possible, this overlap should be designed to verify and triangulate information; for information that does not need verification, this is unnecessary duplication and should be avoided.

Figure 5: Information needs, sources and gaps



The types of decisions needing to be made will also be influenced by multiple factors, including:

- The nature of the emergency (sudden onset/protracted crisis; natural disaster/ conflict/refugee)
- The timeframe (strategic decisions require less detailed information at the beginning of an emergency with operational and programmatic decisions requiring more detailed information as time progresses)
- Severity of the event (L3-emergencies will trigger cluster activation and key funding decisions with fixed deadlines)

LEVELS OF HUMANITARIAN DECISIONS

Strategic: setting overall goals and objectives; if response is needed, how to respond, overall resource requirements, etc.

Programmatic and planning: choosing the intervention modality which will achieve the strategic goals and objectives (this includes general targeting as well as general resource allocation)

Operational: program implementation and modification, detailed targeting and other project specific issues

1.1 Establish an Assessment Working Group

Establishing an Assessment Working Group (AWG) is an important way to help identify key decisions and information needs and reach consensus on their prioritization. The AWG will most likely be led by the Education Cluster (e.g. the Cluster Coordinator) and the Ministry of Education (when appropriate) and should be comprised of key Cluster members including a representational proportion of local organizations, MoE representative(s) and relevant inter-sector specialists (e.g. Child Protection, GBV, WASH, OCHA, etc.). The AWG should be large enough to ensure adequate representation and contribution but small enough to be productive and easily managed. An [AWG ToR Template](#) can be found in the [Needs Assessment Package](#).

After clarifying decisions and information needs, the AWG can help conduct a Secondary Data Review, define an assessment's objectives, locate and mobilize resources, develop methodology and collection tools, validate and agree on findings and recommendations. Due to the diversity of these tasks, participation and profiles should vary: strategic tasks (e.g. identifying key decisions, general planning, resource allocation, interpreting findings, action planning) require organizational heads and education experts while technical tasks (design, collection and entry, analysis) may require technical assessment expertise⁸.

WORKING WITH MOE AND GOVERNMENT AGENCIES

Working with the MoE, disaster management departments and other relevant government counterparts can be integral to the success of an assessment. In cases when the government has significant capacity, it may make sense for the MoE to take the lead in the assessment with technical, financial and logistical support from the Cluster. Sometimes working with the government will not be possible due to constraints on capacity. In other cases, government leadership or participation may not be advisable when the government is a party to the conflict or otherwise would create a challenge to humanitarian principles. In every case, a balance must be struck to ensure the independence of the assessment and its recommendations.

Each country context will be different in terms of the willingness, resources and capacity of the MoE to actively engage in the assessment process. In terms of primary data collection, it is important that the MoE is made aware of the assessment process as early as possible and given opportunities to contribute or co-facilitate if appropriate (as with all service providers including NGOs and UN agencies, all efforts should be made to limit conflict of interest when it comes to questions of service provision).

The needs assessment process should be considered a capacity development opportunity for cluster partners including for the MoE. MoE stakeholders may ask to observe each phase of the planning and implementation to learn how to improve ongoing Ministry-led national educational assessments.

Key areas to consider for engagement of the MoE:

- Leading the AWG
- Supporting secondary data collection (e.g. extracting and giving permission to use data from EMIS, providing background strategy and policy documents from the MoE, such as Education Sector Plans, Education Sector Emergency Preparedness Plans, etc.)
- Obtaining permission to travel to any restricted areas
- Supporting training of researchers/data collectors
- Informing education counterparts in affected areas (including schools) of the assessment and inviting them to participate (or even giving them permission to share information) when appropriate
- Providing official documents for field teams to use to show the assessment has the approval of the MoE
- Assisting in the determination of the sites for primary data collection
- Reviewing and translate the data collection tools for proper contextualization
- Providing human resources for assessment field teams
- Providing human resources for data entry
- Leading on collaboration with national statistics agency
- Approving final report with findings and action points/recommendations for implementation

The level to which the MoE can support the assessment should be clarified during an initial tracking of partner contributions (see [section 3.1.5.](#)).

⁸ Alternatively, strategic tasks could be integrated into an existing Strategic Advisory Group (with participation of technical experts) and use the AWG strictly for technical tasks

1.2 Begin an assessment framework

Key decisions, deadlines and information needs should be recorded into an assessment framework as soon as an assessment process is underway (see the [Assessment Framework Template](#) in the [Needs Assessment Package](#)). The framework is a guiding document for the entire assessment process and helps ensure that data for every question has a specific purpose for being collected. It will also be useful for you in the analysis phase as decisions will already have been taken as to how to analyze the data. The framework provides an organized way for you to break general information needs into smaller, associated indicators that are simpler to collect and measure. If thematic groupings emerge as indicators are developed, you can organize or 'tag' them with main and sub-themes. These two columns will provide a thematic analytical framework for your secondary and primary data. For the main theme, consider using the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards Core Domains which will almost certainly be known, understood and agreed by your partners:

- Access and learning environment
- Teaching and learning
- Teachers and other educational personnel
- Education policy
- And two of the foundational domains: Coordination and Community participation
- In addition to the INEE Minimum Standard domains, another useful category commonly used is 'Protection' to capture the protection and child protection related issues in EiE

Your indicators and tags (especially sub-themes) will most likely evolve during the assessment process; however, it is still good practice to have these outlined in your drafted assessment framework. Also be sure to include specific reference to the geographic levels or areas of interest. Engage the Assessment Working Group to help identify themes or sub-themes that are particularly relevant to the context, culture and situation. For example, "disability," "language," "menstrual hygiene management" or "fear of harassment/ lack of safety" can be critical levers that influence access and quality education.

SEX AND AGE DISAGGREGATED DATA (SADD)

Throughout the assessment process, and starting with the assessment framework, data should be disaggregated by sex and age (or relevant age ranges) to better understand the different needs and perspectives of girls, boys, men and women.

- Key decisions, information needs and indicators should be considered from a sex and age disaggregated perspective
- Secondary and primary data should be collected, entered and analyzed with a sex and age disaggregation approach.

If you are working in a multilingual context it may also be important to disaggregate data by language as well.

Figure 6: Assessment framework - Identifying decisions and information needs

1. Outline all key decisions needing to be made, deadlines and general information needed to inform those decisions
2. Break down the general information needed into smaller, relevant indicators
3. Tag each indicator with a main and sub-theme.

Education Cluster Assessment Framework Template

Key Decision	Deadline	General info need	INEE Domain (or theme)	Sub-theme	Indicator	Secondary data question	Secondary data source	Primary data question (if needed)	Primary data source and method (if needed)	Analysis: How the data will be analysed and visualized (geographically, thematically, etc.)
What regions should be prioritized for EIE interventions?	15/10/19	Which regions have the largest # and % of children out-of-school because of the crisis?	Access and learning environment	Out-of-school children (b/c of crisis)	# and % of school-aged children (m/f) out-of-school b/c of the crisis					
		Which regions have the largest # and % of schools closed because of the crisis?	Access and learning environment	Schools open/closed	# and % of schools (urban/rural and public/private) non-functioning because of the crisis					
Should urban, rural, public and private schools all be prioritized the same?	15/10/19	Have urban, rural, public and private schools been affected the same by the crisis?	Access and learning environment	Schools open/closed						

2 CONDUCT A SECONDARY DATA REVIEW (SDR)



GEC NEEDS ASSESSMENT PACKAGE

General

- [Assessment Work Plan Template](#) (SDR section)
- [Assessment Framework Template](#)

Conduct an SDR:

- 2.2: [SDR Matrix Template](#) (Excel)
- 2.5: [SDR Report Template](#) (Word)
- [Secondary Data Review webinar](#) with ACAPS's Rolf Bakken; 8 September 2015

Figure 7: Assessment Work Plan - SDR

Education Cluster Assessment Work Plan				Week 1					Week 2								
				M	T	W	T	F	S	S	M	T	W	T	F	S	S
Primary task	Sub-Task	EIE NA Guide reference	Responsible	01	02	03	04	05	06	07	08	09	10	11	12	13	14
Chapter 2																	
Conduct an SDR																	
Conduct an SDR: Plan	Determine the SDR team and lead focal point	2.1.1. AWG															
Conduct an SDR: Plan	Create an SDR work plan	2.1.2. SDR FP															
Conduct an SDR: Plan	Plan the SDR report and products	2.1.3. AWG															
Conduct an SDR: Design	Identify SDR questions and sources (in assessment framework)	2.2.1. AWG															
Conduct an SDR: Design	Design the SDR matrix	2.2.2. SDR FP															
Conduct an SDR: Design	Determine secondary data compilation	2.2.3. SDR FP															
Conduct an SDR: Collect and enter	Compile secondary data sources	2.3.1. SDR FP															
Conduct an SDR: Collect and enter	Train the SDR team and assign sources	2.3.2. SDR FP															
Conduct an SDR: Collect and enter	Conduct and manage the SDR	2.3.3. SDR FP and Team															
Conduct an SDR: Analyze	Analyze secondary data	2.4. SDR FP															
Conduct an SDR: Report	Use the SDR Report Template	2.5.1. SDR FP															
Conduct an SDR: Report	Update the assessment framework (based on SDR findings)	2.5.1. AWG															
Conduct an SDR: Continue	Continue SDR and reporting on an ongoing basis	2.5.2. SDR FP															

Once you have identified the information needed to inform your prioritized decisions, you should then conduct an SDR. An SDR is an analysis of pre-existing, available information and data. Unfortunately, there is a tendency to rush into collecting primary data as soon as information needs are identified. Primary data, however, should not be collected until you first analyze what information is already available to you. This will not only help avoid collecting unnecessary information, thus saving valuable time and resources, but an SDR analysis will highlight geographic and thematic information gaps and provide a better understanding of what information still needs to be collected (and from where), leading to better designed and more targeted primary data collection.

The importance of having an ongoing and up-to-date SDR cannot be overstated. Although conducting a 'round' of SDR (updated compilation of secondary data, analysis and report) is an essential component to any needs assessment, an SDR should be an *ongoing* process – regardless of whether a needs assessment will be conducted – and used to analyze and help monitor the changing needs of the affected population.

2.1 Plan the SDR

2.1.1 Determine the SDR team and lead focal point

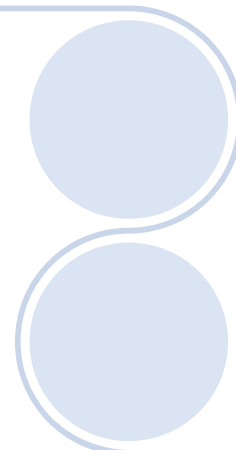
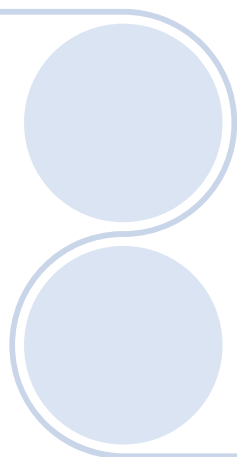
Assigning a lead focal point who will be responsible for managing the SDR will help ensure that tasks and products are completed within the specified time frame. This should be someone from the Education Cluster Team, such as the Coordinator or Information Management Officer (IMO). Also determine who else from the Cluster or AWG should be involved and in which capacity (collection, analysis, report writing). As SDRs can be done remotely, you may also wish to consider reaching out to the GEC or relevant stakeholders who can provide remote support. The SDR team should be large enough to meet your needs (scale of information needs, quantity of sources needing to be reviewed, etc.) while small enough to be easily managed. Typically, three to five individuals is sufficient but you may wish to increase the size of the team depending on amount of data and timeframe.

2.1.2 Create an SDR work plan

Create an SDR work plan outlining tasks, outputs, persons responsible and timeframe for completion of reports and products. This timeframe is key as it imposes useful parameters on the amount of time to spend searching for and collecting data for each 'round' of SDR reporting. This timeframe will be dependent on contextual factors such as when your key decisions need to be made, number of secondary data sources, number of SDR team members, etc. For help developing an SDR work plan, use the SDR section of the [Assessment Work Plan Template](#).

2.1.3 Plan the SDR report and products

The SDR report and products should be planned from the outset. This should include determining the timeframe for generating the report, which accompanying products to create (presentations, summary sheets, infographics, dashboards, etc.), frequency of updates and the stakeholders with whom to share the report. See [section 2.5](#) below as well as the [SDR Report Template](#) in the [Needs Assessment Package](#).



2.2 Design the SDR

2.2.1 Identify SDR questions and sources

Revisit your assessment framework, further break the indicators into questions that could potentially be asked of secondary sources and identify those potential sources. The image below shows what this might look like; the table following the image defines three main types of secondary data and provides potential sources for where to find them.

Figure 8: Assessment framework - Secondary data

Based on the indicators, identify what questions should be asked and potential secondary sources

Key Decision	Deadline	General info need	INEE Domain (or theme)	Sub-theme	Indicator	Secondary data question	Secondary data source	Primary data question (if needed)	Primary data source and method (if needed)	Analysis: How the data will be analysed and visualized (geographically, thematically, etc.)
What regions should be prioritized for EIE interventions?	15/10/19	Which regions have the largest # and % of children out-of-school because of the crisis?	Access and learning environment	Out-of-school children (b/c of crisis)	# and % of school-aged children (m/f) out-of-school b/c of the crisis	What is the pre-crisis enrolment (m/f) in affected regions? How many school aged-children are out-of-school b/c of the crisis?	EMIS, World Bank, UIS MoE and Cluster partner assessments			
		Which regions have the largest # and % of schools closed because of the crisis?	Access and learning environment	Schools open/closed	# and % of schools (urban/rural and public/private) non-functioning because of the crisis	How many total schools in affected regions? How many schools are closed in affected regions because of the crisis?	EMIS, World Bank, UIS MoE and Cluster partner assessments			
Should urban, rural, public and private schools all be prioritized the same?	15/10/19	Have urban, rural, public and private schools been affected the same by the crisis?	Access and learning environment	Schools open/closed		Location and type of school (Urban/Rural; Public/Private)	EMIS			

Table 1: Definitions and key sources of secondary data

Type	Definition	Key sources
Pre-crisis secondary data	<p>Information that is already available about the area that has now been impacted by the crisis.</p> <ul style="list-style-type: none"> Population data (disaggregated by sex, age and language if possible) Key education indicators and status of the education system in the country before any interruptions caused by the emergency (e.g. student enrolment, trends in enrollment and who remains in school versus out-of-school, attendance, teacher data, education facilities, etc.) Supporting indicators and data that contribute to understanding education trends, such as cultural, social and gender norms on attends and stays in school versus who does not attend or drops out. Trends may be child/early marriage, girls and boys with disabilities, language barriers, different tribes/ethnic groups/caste etc. Barriers and enablers of girls and boys of different age and disabilities face in participating in decision making. Girls and boys of different age and disabilities preferred channels or communications and source of information. 	<ul style="list-style-type: none"> MoE Education Management Information Systems (EMIS) and National Education Strategy/Plan and curriculum National statistical bureau and other national databases National education staff and colleagues UNFPA may have population estimates/pyramids DevInfo UNICEF MICS⁹ UNICEF country statistics UNICEF State of the World's Children World Bank EdStats¹⁰ UNESCO Institute for Statistics (UIS) UIS country profiles UNESCO EFA Global Monitoring Database as well as narrative documents that describe and explain education. OCHA Humanitarian Data Exchange (HDX) Human Rights Watch Country Info ACAPS REACH Amnesty International Country Info
In-crisis secondary data	<p>Secondary data relevant to education that has been collected after the onset of the emergency.</p> <ul style="list-style-type: none"> Changes in enrollment disaggregated by sex, age and other relevant factors such as disability, language, ethnicity, religion Number of damaged schools Assessment data carried out by education partners Relevant assessment data carried out by non-education partners such as WASH (child WASH needs, adolescent girl menstrual hygiene management needs), food security/nutrition (trends in girls and boys nutrition status and access to food), GBV (risks of violence for girls and boys, culturally appropriate safeguards for schools), etc. 	<ul style="list-style-type: none"> Information from the national government and MoE Existing assessments including multi-sector assessments, assessments from other clusters¹², agency assessments Conversations, emails and phone calls with inter-sector humanitarian colleagues, Cluster partners, education staff OCHA humanitarianresponse.info Country profiles as well as assessment registry Regular OCHA situational reports (sitreps) OCHA Humanitarian Data Exchange (HDX) ReliefWeb Humanitarian Needs Overview Humanitarian Response Plan UNICEF Emergencies Country info UNICEF Monitoring and Reporting Mechanism (MRM) for attacks on education data IOM Displacement Tracking Matrix for IDP data and schools acting as IDP sites IFRC Country Appeals Global Education Cluster website ACAPS REACH Media reports and social media (local and international) Communications materials from stakeholders in country
Similar crisis secondary data	<p>Lessons learned about the impact of previous emergency 1) in the same country or 2) in another country; can provide valuable insight into what to be prepared for as the emergency unfolds and support analysis and interpretation of findings.</p>	<ul style="list-style-type: none"> See historical information from all key sources listed above for 'In-crisis secondary data'; in addition: ALNAP International Recovery Platform: Countries and disasters Past PDNAs Humanitarian Practice Network

9 Multiple Indicator Cluster Surveys: database with internationally comparable data on the well-being of women and children from more than 100 countries.

10 The World Bank Education Statistics portal is a comprehensive data and analysis source for key topics in education such as access, completion, learning, expenditures and equity.

11 UNESCO's Education for All Global Monitoring Report is an authoritative reference that aims to inform, influence and sustain genuine commitment towards Education.

12 Especially Protection/Child Protection, WASH, Food Security, Shelter and Camp Coordination and Camp Management. Note: Child Protection is moving towards an approach of using a Needs Identification and Analysis Framework (NIAF) that would be an important source to consult.

DISPLACEMENT TRACKING MATRIX (DTM)

IOM's DTM website states: "The Displacement Tracking Matrix (DTM) is a system to track and monitor the displacement and population mobility. It is designed to regularly and systematically capture, process and disseminate information to provide a better understanding of the movements and evolving needs of displaced populations, whether on site or en route." Not only does the DTM track and monitor displacement and population movement which can be important information for an education assessment but DTMs often contain education-related data, such as school aged children living in IDP sites, schools sheltering IDPs, etc. As such, the DTM can prove to be an invaluable source of secondary data and should be consulted regularly.

Education Clusters in country can also work with DTM teams to influence and improve the type of data being collected. See the "[Global Education Cluster Guidance: Obtaining useful data from IOM's Displacement Tracking Matrix \(DTM\) to inform emergency education planning and response](#)" as part of the larger [DTM Toolkit](#) for more information.

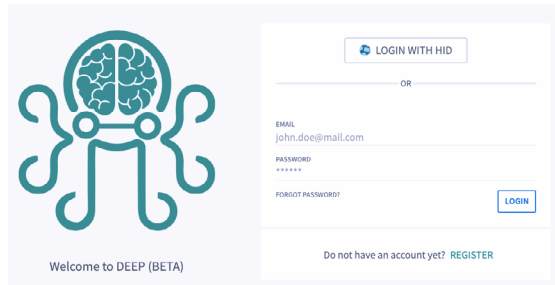
2.2.2 Prepare an SDR tool

In order to collect, tag and analyze secondary data, you will need an SDR tool or database. This can be designed using either online or offline software. The [Needs Assessment Package](#) contains a Microsoft Excel-based SDR Matrix that can be contextualized and used to enter and analyze secondary data. To use the matrix, the SDR team enters relevant pieces of secondary data and then provides information (i.e. 'tags') pertaining to that data: geographic location, dates, source, reliability of source, timeframe (pre-, in-, post- and similar crisis), name of and link to document. Additionally, each piece of secondary data should be assigned pre-determined thematic tags. These tags (as well as the other information included) are how you will be able to analyze your secondary data. Determining your thematic tagging system, therefore, is simultaneously helping you to design your data analysis. The tags in your SDR matrix should be based on your information needs and thematic categorization as outlined in your assessment framework. The SDR Matrix template contains some suggested tags to help get you started.

Figure 9: Tagging secondary data

		Geographic tags		Relevant 'piece' of secondary data		Thematic tags		
	A	B	C	D	E	F	G	
1	Iraq Education Cluster - Secondary Data Review - February 2016							
2	Date of data entry	Date of event/info	Governorate	District	Data/Information	INEE Domain	Sum-theme	
209	05/01/2016	01/09/2014	Kurdish Region	Kurdish Region	Due to lack of funds from federal government, Kurdish formal systems cannot absorb educational demand of refugee youth	Education Policy	Financial Constraints	
210	05/01/2016	01/09/2014	Kurdish Region	Kurdish Region	In non-camp areas just 10% of refugees access schooling	Access and Learning Environment	Attendance/Enrolment	
211	22/12/2015	01/09/2014	Sulaymaniyah_السليمانية	ENTIRE DISTRICT	Just under half of all children attended pre-school across the KRI, with 47% of males and 39% of females aged four to five attending some form of pre-school.	Access and Learning Environment	Attendance/Enrolment	
212	22/12/2015	01/09/2014	Sulaymaniyah_السليمانية	ENTIRE DISTRICT	Other often cited reason for not attending school in the camp is differences in curriculum between the KRI and Syria (28%)	Teaching and Learning	Curriculum	
213	22/12/2015	01/09/2014	Erbil_اربيل	ENTIRE DISTRICT	Other often cited reason for not attending school in the camp is differences in curriculum between the KRI and Syria (28%)	Teaching and Learning	Curriculum	
214	22/12/2015	01/09/2014	Erbil_اربيل	ENTIRE DISTRICT	Just under half of all children attended pre-school across the KRI, with 47% of males and 39% of females aged four to five attending some form of pre-school.	Access and Learning Environment	Attendance/Enrolment	
215	22/12/2015	01/09/2014	Dahuk_دهوك	ENTIRE DISTRICT	Just under half of all children attended pre-school across the KRI, with 47% of males and 39% of females aged four to five attending some form of pre-school.	Access and Learning Environment	Attendance/Enrolment	
216	05/01/2016	01/09/2014	Kurdish Region	Kurdish Region	Majority of schools are in Erbil governorate whereas refugees tend to live in affordable areas away from the capital making travel and the incurred travel costs a barrier	Access and Learning Environment	Transportation	
217	22/12/2015	01/09/2014	Sulaymaniyah_السليمانية	ENTIRE DISTRICT	One year since the influx of Syrian refugees of August 2013, the overall situation in refugee camps across the KRI appears to have stabilized. The number of camps has been reduced to seven, with construction of new sections with improved infrastructure on-going in several of the existing camps.	Other	Not Edu specific	

A good alternative to this SDR Matrix is recently developed online tool called [DEEP](#)¹³. You will still need to develop and define the framework/tags for your SDR, but the platform eases data entry and tagging. It also eliminates the need for compilation as multiple people can simultaneously tag information in the same framework within a single SDR project. Although DEEP is currently online based, in the future it is planned to also have offline capabilities. The decision of what software to use will need to be based on contextual factors such as availability of reliable internet, technical capacity, etc.



Note: as the SDR is ideally an on-going exercise, check to see if there is there may be an existing SDR tool you can use as a starting point within your context.

2.2.3 Determine secondary data compilation

Determine how all secondary data will be compiled into a 'master' database. If the SDR team compiles data into a single, online SDR matrix¹⁴ compilation is already complete. If SDR team members enter data into an offline matrix, like the template for the [GEC SDR matrix](#), determine who, how and when the data will be compiled. Often, this is a simple task of copying and pasting, however, the frequency and process should be clearly communicated with the entire SDR team. As SDR matrices may contain sensitive information, be sure follow strict data security protocols (see [section 3.3.4](#)).

2.3 Collect and enter secondary data

2.3.1 Compile secondary data sources

Before collecting, first identify where you will begin looking for information. Secondary data can be comprised of published research, internet materials, media reports, meeting minutes and data which has been cleaned, analyzed and collected for a purpose other than the current needs assessment. It should not, however, be confined exclusively to formally documented information, so it may also include emails, phone calls and conversations with individuals who are informed about the pre-, post-, and past crisis situation. National colleagues are an invaluable source of information as they often have children of school going age, neighbors, friends and extended family and may have access to information from affected areas. Make time to discuss individually or in a group. Where there are resources to do so, listening to local radio stations and monitoring social media in local languages can provide valuable insight.

As you come across relevant secondary data sources, store the documents, website links, emails, conversation notes, etc. into an easily accessible repository, such as centralized, shared folder managed by the SDR focal point. Ensure the folder taxonomy and file naming is well-structured to facilitate organization and ease-of-use. After data has been collected and entered from these sources into your SDR matrix, you may need to consult them again.

¹³ DEEP is an intelligent web-based platform offering a suite of collaborative tools tailored towards sourcing, managing and analysing secondary data in humanitarian crisis responses. Development of DEEP began in early 2016 and is a collaborative project governed by UN OCHA, UNHCR, UNICEF, ACAPS, IFRC, IDMC, OHCHR, IDMC, JIPS and Okular Analytics.

¹⁴ Excel online, Google Sheets, DEEP, etc.

2.3.2 Train the SDR team and assign sources

Train your SDR team on how to review compiled sources and properly enter and tag relevant data into the SDR matrix. The training need not be long, and typically with a small group, two hours will be sufficient.

POTENTIAL SDR TRAINING CONTENT:

- Key decisions, information needs, and questions outlined in the assessment framework; this will help give team members a clear, 'big-picture' vision of what they are trying to find
- Timeframe and 'cut-off' dates for collection (for particular rounds of SDR reporting)
- Good practices for quickly reviewing sources (do not need to read every page; looking for key words and only relevant information)
- How to enter data into the SDR matrix and how to correctly and consistently tag it; avoid copying and pasting large amounts of text containing multiple, relevant pieces of information that should be divided, entered and tagged separately
- Considerations for reliability of sources
- Assign sources for review to each team member (see 'Sources' worksheet on the [SDR Matrix Template](#))
- When and how to submit their data to the SDR lead for compilation

2.3.3 Conduct and manage the SDR

Regularly review team members' work, especially at the beginning, to ensure quality collection and entry and to resolve any questions or problems early. Answer questions about how to properly tag the information. You may occasionally need to edit your tags. This is fine but you should ensure that every change is communicated with the entire team. Failure to do so will cause problems during analysis and significant amount of data cleaning.

2.4 Analyze secondary data

Compilation, cleaning and analysis should be an ongoing (perhaps daily) process and you should not wait until immediately before the collection deadline. As mentioned above, tagging your data geographically and thematically in the matrix will now allow you to analyze the data by theme and by administrative level. If possible, ensure data is analyzed using a sex and age disaggregation lens in order to ensure that education services are designed and tailored according to differences in need based on age and sex. For example, adolescent girls may be dropping out of school because of factors which can be mitigated by education actors including: 1) ensuring culturally appropriate WASH/menstrual hygiene management facilities in schools, 2) designing schools to ensure privacy and safety especially in contexts where mixing of genders is prohibited (e.g. gender segregated classrooms with enough space between where boys and girls learn, privacy screens, entrances and exits that do not allow 'peeping in' of people passing by) and 3) ensuring there are safeguards to prevent and mitigate the risks of violence and harm that may occur within or related to participation in education. This information and nuance may be glossed over or invisible in secondary data that is not disaggregated.

The [SDR Report Template](#) in the GEC [Needs Assessment Package](#) is designed to help you analyze your data. For more on analysis, see [section 3.4](#).

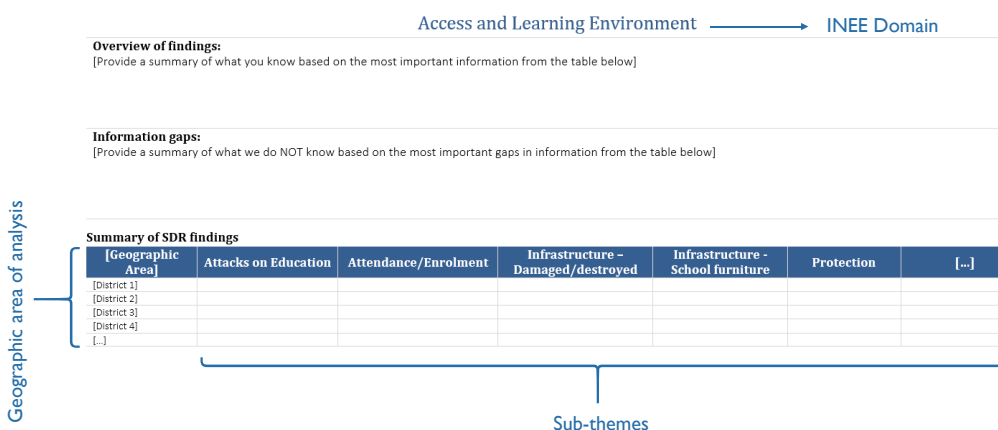
2.5 Generate and share an SDR report and products

An SDR report should be a simple, easy-to-read summary of what you know and do not know from the secondary data. Unless you have taken the decision not to collect more primary data, the SDR report does not need to be as polished or time consuming as an assessment report. Based on the report and depending on your time, you may also wish to develop accompanying products such as a presentation, infographics, etc. (see [section 3.5.2](#)). For a list of stakeholders with whom you may wish to share your report and products, see [section 3.5.3](#).

2.5.1 Generate and share an SDR report and products

The GEC [Needs Assessment Package](#) contains a user-friendly [SDR Report Template](#) which, like the assessment framework and SDR matrix, uses the INEE domains as an overarching reporting framework. Tables are used to summarize the data from your SDR matrix into geographic and thematic categories.

Figure 10: SDR Report Template



You should share findings, reports and products regularly with Cluster members, the MoE and other relevant government entities (where appropriate), OCHA, and other relevant clusters/stakeholders. They in turn will be able to help fill your information gaps and become rich sources of secondary information. Should they decide to collect primary data, the SDR findings can inform their questions and methodology and lead to an increase in harmonization of assessments (see [Chapter 4](#)).

Using the SDR report, immediately update your assessment framework. The secondary data may have provided enough information to inform some of the key decisions; these can now be made and marked as completed in the framework. Based on the remaining decisions and information gaps (and/or secondary data that may need to be triangulated or validated), decide with the AWG how this data will be collected: through a JENA, a harmonized education needs assessment or through a multi-sector needs assessment (if one will be conducted).

3.5.2 Continue SDR and reporting on an ongoing basis

Your SDR should be an ongoing activity and not end after the generation of the first report. You should assign an individual (e.g. SDR lead focal point) the responsibility for keeping the matrix up-to-date and generating regular reports or, schedule dates to reconvene the SDR team to conduct another 'round' of SDR and reporting.

SDR TIPS TO REMEMBER:

1. Define and judge your data: Define what you are looking for and collect only what you can use; be careful to also judge the trustworthiness of the data and source.
2. Prioritization of data: Ensure geographic level of disaggregation is appropriate to the decisions being made; more detailed can be more useful but will also be more time consuming. Some data will be difficult or impossible to find; decide whether it justifies the time required.
3. Integrating datasets into your secondary data: Do not try integrating complete datasets into your SDR matrix. For example, a [Displacement Tracking Matrix](#) from IOM, may have data on schools sheltering IDPs. Rather than entering raw data from the DTM into your matrix, first summarize relevant information and then record the summarization. For example, "5 schools in District X are currently sheltering IDPs".
4. Accessing the EMIS: Accessing the Education Management Information System (EMIS) may be difficult. As some MoEs may be hesitant to share, you may need to explore multiple options. This may include establishing or improving relationships with the MoE and the statistics department, clearly articulating why you need access, what you will do with it and how it will benefit the MoE. Consider using pre-existing relationships of non-emergency staff or the political influence of your Cluster Lead Agencies.
5. Use SDR to improve Cluster buy-in and harmonization of assessments: As mentioned above, sharing SDR findings, reports and products with relevant stakeholders can lead to greater Cluster buy-in and more harmonized assessments.



3 CONDUCT A JOINT EDUCATION NEEDS ASSESSMENT

GEC NEEDS ASSESSMENT PACKAGE

General

- [Assessment Work Plan Template \(JENA section\)](#)
- [Assessment Framework Template](#)

Planning

- 3.1.4: [Assessment ToR template and country examples](#)
- 3.1.5: [Assessment budget template and country examples](#)
- 3.1.6: [Signed/Verbal Consent Form Template](#)
- 3.1.6: [Code of Conduct Template and examples](#)
- 3.1.6: [Guide for Ethical Research Involving Children \(ERIC\)](#)
- 3.1.6: [Ethical Principles, Dilemmas and Risks in Collecting Data on Violence against Children](#)

Design

- 3.2.2: [Guidance note and additional resources on sampling strategies](#)
- 3.2.4: [Checklist for Developing Data Collection Tools](#)
- 3.2.4: [ACAPS Technical Brief: “Questionnaire Design” and accompanying summary \(2016\)](#)
- 3.2.4: [Country examples of JENA primary data collection tools](#)
- 3.2.4: [Multiple child participatory resources \(documents, tools, guidance, examples, etc.\)](#)
- 3.2.5: [ACAPS Technical Brief: “Building an effective assessment team” \(March 2012\)](#)
- 3.2.6: [Collection Plan Template for assessment field teams](#)
- 3.2.7: [ACAPS Technical Brief: “How to approach a dataset: Part I: Database design” \(August 2013\)](#)
- 3.2.7: [Country examples of data entry tools](#)

Collection and entry

- 3.3.1: [Training Agenda Template for field and data entry teams](#)
- 3.3.2: [Data Collection Management Checklist for assessment coordination team](#) (can be used in conjunction with the [Assessment Work Plan Template](#))

Analysis:

- 3.4: [ACAPS note: “Data cleaning”](#)
- 3.4: [ACAPS Technical Brief: “Compared to what: Analytical thinking and needs assessment”](#)
- 3.4: [Guidance Note on Data Visualization](#)
- 3.4: [Interpretive Workshop Template for use during shared analysis](#)

Report and products

- 3.5.1: [Assessment Report Template and country examples of assessment reports](#)
- 3.5.2: [Country examples of assessment presentations](#)
- 3.5.4: [Action Plan Template](#)

A joint education needs assessment (JENA) is an inter-agency assessment focusing on the education sector; it is done *jointly* with multiple organizations and is typically led by the Education Cluster Team and, where appropriate, the Ministry of Education (MoE). The table below outlines some advantages of a JENA:

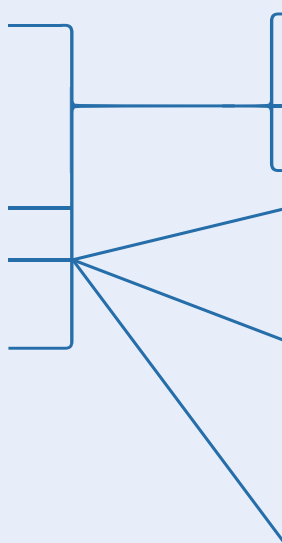
Advantage	Description
Speed and cost efficiency	Pooled resources (financial, personnel, logistical) typically lead to greater efficiency and lower overall costs; individual organization strengths, capacities and expertise can also be leveraged.
Transparency	Developing a commonly agreed evidence-base helps assure stakeholders that a multitude of perspectives have been considered
Strengthened coordination	With a collective of partners developing an evidence-base together, the likelihood for them using the evidence to guide a coordinated response increases
MoE buy-in	MoE leadership and involvement, where appropriate, helps ensure MoE buy-in and approval of findings and report. Participation on field teams can prove invaluable when visiting sites and gets MoE officials in the field, witnessing the impact of the emergency on the education sector.
Greater and better coverage	More staff for increased sample size and geographic spread; potential implications for using more robust methodologies and sampling strategies (e.g. representative sampling).
Reduces duplication and fatigue	Helps ensure organizations are not assessing same areas and populations multiple times; reduces assessment fatigue of the affected populations.
Better trained data collectors	Having common collection tools, developed in consultation with partners, allows for standardized, targeted data collector trainings as well as a single dataset.
Better and faster analysis	Centralized data entry and analysis; this allows for more concentrated, higher levels of technical expertise focused on analyzing the dataset.
Single, common report	Key findings and recommendations presented in a single, shared report for all Cluster members. This helps ensure all members have a shared understanding of the situation.

PLANNING VS. DESIGNING THE ASSESSMENT

While the assessment process is not entirely linear, this Guide is written with a relatively chronological approach to conducting needs assessments. While this will be maintained throughout this chapter, it should be noted, that the planning and design phases of an assessment often occur simultaneously and inform one another (as do the collection and analysis phases). While planning and design are certainly related, the distinction lies in that assessment design is the planning process for the *technical* aspects of the assessment, specifically how you will collect, manage and analyze the data. The following graphic is an example of how a Cluster Team may choose to approach the planning and design phases of an assessment. As you can see, activities within these phases not only run simultaneously but inform, feed into, and are contingent upon activities within each other.

PLAN THE ASSESSMENT

- Define the objectives and scope
- Create an assessment work plan
- Determine assessment coordination team
- Draft an assessment ToR
- Develop a budget and track partner contributions
- Develop a code of conduct and options for providing informed consent
- Plan assessment analysis, report and products



DESIGN THE ASSESSMENT

- Determine assessment questions and sources
- Develop a sampling strategy
- Select a collections technique
- Design, translate and pilot collection tool(s)
- Design the analysis
- Determine assessment field team composition
- Prepare field team packages and data collection plans
- Design a data entry tool
- Select an approach and team for data entry

3.1 PLAN THE ASSESSMENT



Figure 11: Assessment Work Plan - Plan the field assessment

Education Cluster Assessment Work Plan				Week 2					Week 3											
Primary task	Sub-Task	EIE NA Guide reference	Responsible	M	T	W	T	F	S	S	M	T	W	T	F	S	S			
Conduct a JENA				Chapter 3																
Conduct a JENA: Plan	Define the objectives and scope	3.1.1. AWG																		
Conduct a JENA: Plan	Create an assessment work plan	3.1.2. AWG																		
Conduct a JENA: Plan	Determine assessment coordination team	3.1.3. AWG																		
Conduct a JENA: Plan	Draft an assessment ToR	3.1.4. AWG																		
Conduct a JENA: Plan	Develop a budget and track partner contributions	3.1.5. AWG																		
Conduct a JENA: Plan	Develop a code of conduct and informed consent forms	3.1.6. AC																		
Conduct a JENA: Plan	Plan assessment analysis, report and products	3.1.7. AWG, AC, IA																		

3.1.1 Define the objectives and scope

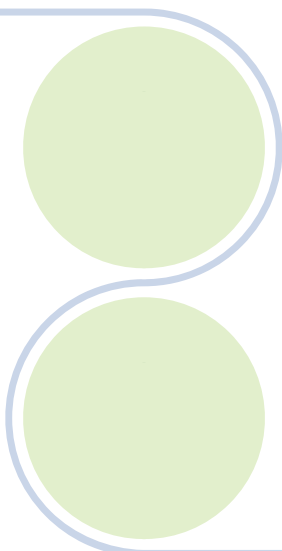
The objectives of your assessment should be designed to inform your prioritized, key decisions. These can be taken directly from the assessment framework and used to formulate the overall assessment research question(s). Articulating these from the outset clarifies expectations of what the assessment is to achieve. When defining objectives, a good rule of thumb is to keep them SMART, meaning:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime bound

Once objectives are defined, consider the potential limitations for achieving them:

- **Context:** security, access, type of crisis, etc.
- **Deadlines:** Flash Appeal, revisions, Humanitarian Needs Overview (HNO), and other key milestones
- **Resources:** financial, human, logistical

These limitations will help define the assessment’s scope as the rest of the assessment’s plan and design is finalized (e.g. budget, geographic coverage, sampling strategy, collection technique, etc.).



EXAMPLES OF PREVIOUS EDUCATION CLUSTER ASSESSMENT OBJECTIVES:

- To show trends with regard to two main indicators arising in almost all of the field studies done by Cluster members, namely: percentage of schools functioning, representation of the different categories of teacher in the schools (tenured teachers, contract teachers, community teachers).
- Understand the percentage of schools open/closed and the number of weeks open schools have received students during the first term of the 2014-2015 school year.
- Changes in enrolment compared to 2013-2014 and with the pre-emergency baseline (2011-2012 levels).
- Document attacks against schools during the crisis period (2012-2015).
- Provide overview of water and sanitation in schools and school canteens (as of April 2015).
- Provide the Ministry of Education and Education Cluster partners an understanding of the views of teachers, students and parents regarding school closure and reopening (as of April 2015).
- Determine level of community acceptance of local curriculum and target language for children in refugee context and priorities of students and parents in terms of language and curriculum.
- Understand who is likely and not likely to attend/access school considering age, gender, disability, caste, tribe/ethnic group etc.
- Understand caregiver and community perceptions on who in the community or household is prioritized to attend/access school and why.

3.1.2 Create an assessment work plan

Create an assessment work plan with key tasks, responsible persons and deadlines. The [Assessment Work Plan Template](#) in the GEC [Needs Assessment Package](#) already contains many of the key tasks that you can simply contextualize with the AWG. While the work plan may appear to present tasks in a chronological, step-by-step order, many should be done simultaneously or in conjunction with others (e.g. a budget, which should be drafted early, will need to be modified based on stakeholder analysis, sampling strategy, etc.). As you determine your work plan pay particular attention to the timeframe of the assessment to make sure that your analysis and report will be ready before your identified key decisions needs to be made (e.g. informing your Cluster Strategy and HNO inputs, etc.); this may mean modifying scope or the design of the assessment (e.g. reducing the sample size) in order to meet your deadlines. Also be mindful of planning around any contextual factors that may hinder or delay the assessment process; for example, if you plan on collecting data at schools it is probably best to avoid doing so during school holidays, or if you need to collect data in a linguistically diverse area you will need time to translate tools and recruit data collectors who speak the correct languages.

3.1.3 Determine assessment coordination team¹⁵

The assessment coordination team is responsible for direct supervision and management of the assessment. The team will typically consist of an assessment coordinator and information analyst(s). When budget allows, full-time assessment coordination teams can be recruited and much of the assessment can be outsourced. Furthermore, effort should be made to include a specialist on children and youth in your assessment team. This becomes a must when children and youth are included as respondents (contact the GEC or CLAs in-country if this type support is needed). Often, however, either the Cluster Teams must fulfill these roles (i.e. Cluster Coordinator as Assessment Coordinator and IMO as Information Analyst) and/or the Assessment Coordinator and Information Analyst may need to be the same person.

Remember: Strong assessments are dependent on high-quality supervision of the assessment processes, including supervision of enumerators and others involved in data collection, cleaning and analysis. Quality supervision also includes ensuring the data and integrity of the assessment is maintained as well as ensuring safety, safeguarding and do no harm principles and practices in line with the Code of Conduct and global best practice on PSEA are upheld (see [section 3.1.6](#)).

¹⁵ Note: the assessment coordination team should not be confused with the Assessment Working Group (see [section 1.1](#)) nor with the assessment field teams (see [section 3.2.6](#)).

Table 2: Assessment coordination team roles

ASSESSMENT COORDINATOR	INFORMATION ANALYST
<p>Responsible for planning and designing an agreed, context-specific assessment approach and methodology and ensuring that the assessment fulfills its goals and objectives.</p> <p>Ensures all team members are briefed on assessment objectives and their role in meeting them. Facilitates team and AWG work including planning, analysis and review of findings and information sharing. Manages the performance of team members and coordinates reporting to ensure all members deliver required outputs.</p> <p>Ensures all key stakeholders are involved in the assessment and that appropriate resources are available to complete the assessment in the given timeframe.</p> <p>Ensures quality control, appropriate monitoring of data collection and ongoing surveillance of developing needs.</p> <p>Supports awareness-raising regarding assessment results and assessment preparedness requirements with all relevant stakeholders, including MoE and other related national ministries.</p> <p>Ensures that lessons learned are captured during the assessment to feed into best practices documents.</p>	<p>Provides support to the design and management of sampling, collection tools, databases, and analysis.</p> <p>Liaise with other Clusters, government representatives and other relevant technical expertise to develop and agree upon a common methodology and tools.</p> <p>Ensures data collection tools and the methodology used are sound and coherent. Ensures that data are properly entered and cleaned, analysis is completed on time, and problems are identified and rectified quickly.</p> <p>Performs daily quality checks and collaboration with field teams throughout the assessment. Ensures assessments teams on the ground have received the necessary training and resources to complete their work efficiently.</p>

3.1.4 Draft an assessment ToR

Draft and agree-upon a ToR which should include: a brief background to the assessment, objectives, proposed sampling strategy and geographic coverage, data collection technique, expected outputs, roles and responsibilities, and timeframe. It is important to draft this ToR early in the assessment process, even if some of the details pertaining to sampling and methodology will be finalized later. Be sure to share drafts of the ToR as early as possible with partners to notify them of the assessment, obtain buy-in and get initial feedback on their potential contributions. An [Assessment ToR Template and country examples](#) can be found in the GEC [Needs Assessment Package](#):

Figure 12: Assessment ToR Template

Joint Education Needs Assessment: Terms of Reference Template

Geographic area(s) being assessed	
Date	
Lead organization(s)	

BACKGROUND

Provide brief background to the crisis, any ongoing response and assessments, relevant secondary data findings, why an assessment is necessary (including when the decision was taken and by whom)

ASSESSMENT OBJECTIVES

To provide a shared understanding of the impact on education following *[insert the type of emergency event e.g. flood in the districts of x, y, z, or similar]* that:

- [specific objective 1]
- [specific objective 2]
- [specific objective 3]
- Provides recommendations to inform decisions on resource mobilisation and response planning *[these recommendations should be as specific as possible as well as realistic to the time frame]*
- Recommends next steps in regard to future assessments.

SAMPLING STRATEGY AND GEOGRAPHIC COVERAGE

Short description of your sampling strategy, geographic coverage and expected level of geographic analysis.

METHODOLOGY

Short description of your primary data collection methodology, how data entry will be managed and analysis approach (including how secondary data will be integrated)

3.1.5 Develop a budget and track partner contributions

Your budget should include a list of all items/personnel required, their associated costs and who will provide the items and/or cover the costs. It is important that the overall scope of the assessment is in-line with available resources; in cases where scope exceeds available resources, it will need to be revisited and redefined (or additional resources will need to be found). An [Assessment Budget Template](#) outlining key costs (personnel, training, collection logistics, workshops, etc.) is included in the [Needs Assessment Package](#):

Figure 13: Assessment budget template

Joint Education Needs Assessment Budget							
Activity/Item	Provider (Org)	Qty	Unit	Unit cost (USD)	Frequency/Duration	Total cost (USD)	Description
General: Assessment coordination staff						0	
Translation: Tools/report/products						0	
Training: Printing						0	
Training: Venue						0	
Training: Meals/refreshments						0	
Training: Travel/DSA						0	
Data collection: Printing						0	
Data collection: Field team DSA/food/accommodation/travel						0	
Data collection: FGD snacks						0	
Data collection: Translators						0	
Data collection: Drivers						0	
Data collection: Vehicles + Fuel						0	
Data collection: Phone credit						0	
Data management: Enterers						0	
Data management: Venue						0	
Data management: Computers						0	
Data management: Software						0	
Shared analysis/interpretive workshop: Printing						0	
Shared analysis/interpretive workshop: Venue						0	
Shared analysis/interpretive workshop: Meals/refreshments						0	
Shared analysis/interpretive workshop: Travel/DSA						0	

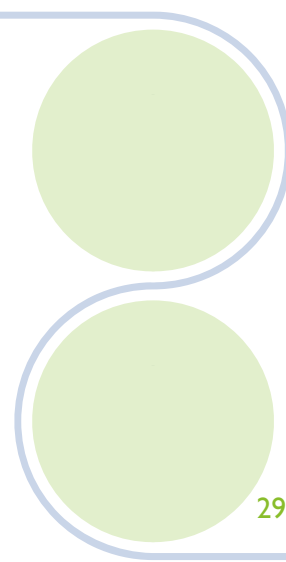
Track partner contributions

After drafting what budget items are needed for the assessment and estimating their costs, you should contact and meet with partners, including the MoE, to see what resources they can contribute. These may be financial contributions but are often in-kind (e.g. data collectors, vehicles, gas, phone credit, etc.). Broad participation helps ensure budgetary needs are met, increases inclusivity and transparency and develops partner ownership of the process, findings and report. Make sure these commitments are confirmed in writing with any required Memorandums of Understanding (MoUs) or legal/contractual documentation. Ensure contributions and funds are sufficient prior to beginning and can be released and used within the needed timeframe. Ideally, these budget-related documents and budget outline with potential partner contributions, will have been completed during the pre-crisis assessment preparedness phase (see [Chapter 6](#)).

Track the contributions throughout the planning and budgeting process. If payment of per diems to MoE staff is not centralized by the assessment coordination team, it is good practice to at least ensure that all contributing partners agree in advance to a standard rate; this will avoid setting problematic precedents or creating disparities among partners.

3.1.6 Develop a code of conduct and options for providing informed consent

Ethical considerations for data collection are also necessary while planning the assessment, particularly by developing a code of conduct for enumerators and informed consent options for respondents.



The code of conduct for enumerators should be signed during the assessment field team training before any data collection begins (see [section 3.3.1](#)). The code of conduct should outline the guiding principles of conduct for enumerators pertaining to respect and dignity, confidentiality and informed consent as well as clearly articulate provisions and responsibilities regarding Protection from Sexual Exploitation and Abuse (PSEA), data confidentiality and ramifications for breach of conduct. The code of conduct should be in easy-to-understand language, avoiding long sentences and unfamiliar words. If enumerators will be working with children, include guidelines and principles of engaging with children and child safeguarding, including referral protocols. The [Needs Assessment Package](#) contains a [Code of Conduct Template](#) and [country examples](#) that you can contextualize.

It is also imperative that assessment respondents provide their informed consent to participate in the assessment. Often, this can be obtained through signed consent forms. However, be sure to be sensitive to the cultural context and explore other consent options, such as using scripts to provide verbal consent, if signing forms are not accepted or understood. Make sure that signed forms as well as recorded scripts for verbal consent

PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE (PSEA)

It is the Assessment Coordinator's responsibility, with support from the Assessment Working Group, to ensure that the assessment process appropriately considers PSEA. This can include ensuring the code of conduct clearly articulates considerations for PSEA and that all enumerators are properly trained on these considerations (see [section 3.3.1](#)). In addition to understanding safeguarding of PSEA for their own conduct, enumerators should also be trained on their responsibilities and what to do should reports and issues pertaining to PSEA arise during the assessment process. This entails knowing about how to safely receive a disclosure, provide information to the survivor on available services and use the appropriate referral pathways, especially for issues related to child protection and gender-based violence (GBV). Assessment Coordinators should know how and be prepared to support assessment team members who receive disclosures and how to link with and safely refer survivors to appropriate services.

A [Checklist for Considerations for PSEA and GBV in EiE Needs Assessments](#) is available in the [PSEA and GBV](#) folder of the [Needs Assessment Package](#). This checklist presents some specific, concrete actions and main considerations to keep in mind and pertaining PSEA and GBV when conducting a EiE needs assessments. It also references other key resources that can be consulted and used throughout the assessment process.

are translated into the relevant local language(s). Consent forms and scripts should outline the purpose of the assessment, confidentiality, how their responses will be used, explicitly obtain assent/consent and how they will be notified of assessment results (see [section 3.5.3](#) on dissemination of the assessment report and products). The [Needs Assessment Package](#) contains templates for both [written](#) as well as [verbal](#) consent forms and [country examples](#) for you to contextualize.

Note: if your data collection will involve children¹⁶, first seek permission from duty-bearers before engaging with children. This will commonly be parents or care-givers. Ask Child Protection specialists how to obtain consent when there is no parents or caregivers, as this may vary by context. Children must be provided with information about the assessment that is appropriate to their age, language, competencies, context and evolving capacities. Explicit, verbal, informed consent should be obtained. Ensure that children (and others) understand that consent is negotiable and that they can withdraw at any point. As much as possible, mitigate any pressure on the child to participate. This can include parental or caregiver pressure. If the child is too young or legally cannot consent, ensure they provide informed "assent"¹⁷ should still be given, which is the expressed willingness to participate.

¹⁶ For more on using a child participatory methodology as a collection technique, (see [section 3.2.3](#)).

¹⁷ Assent is defined as the expressed willingness to participate.

Further information on ethical considerations when working with children see:

[Ethical Research Involving Children \(ERIC\)'s Researcher Support Guide](#)

[Ethical Principles, Dilemmas and Risks in Collecting Data on Violence against Children](#)

ETHICS AND ACCOUNTABILITY TO AFFECTED POPULATIONS (AAP)¹⁸

Assessments are not neutral: they are 'interventions' in themselves and can raise expectations that an intervention will happen. It is essential to consider ethical and AAP issues at the outset and throughout the assessment process, from conceptualization to post-dissemination. AAP explicitly calls on partners to support five commitments: advancing leadership/governance, transparency, ensuring feedback and complaints mechanisms, enabling participation and involving populations in design, monitoring and evaluation efforts.

An ethical approach to conducting assessments demands:

- *Those affected by the crisis participate actively* in identifying their own needs and priorities.
- *Good communication to ensure informed consent*: participants understand that they don't have to participate in the assessment if they prefer not to, and they understand the purpose of the assessment and its limitations. Obtaining consent from parents/ care-givers, school personnel and children demonstrates respect for the individual participant's dignity; their capability and right to make decisions about matters that affect them.
- *Parameters for confidentiality are clear* and is assured for participants when/where relevant.
- *Foresight regarding any potentially negative impact of the exercise*. Do not use methodologies that risk stigmatizing children and youth, endangering them in any way, or increasing family separation. In extreme cases, assessments may even endanger the safety of respondents (e.g. by labelling children or youth and attracting the attention of groups that prey on children and youth at risk).
- *A commitment to follow-up action*, if required. Those involved in the assessment must also be aware of and adhere to reporting and referral mechanisms should any sensitive data be reported, especially in relation to abuse or exploitation.
- *Refrain from taking over* and assuming leadership if communities or governments can cope, unless the community's response does not adequately ensure the basic rights of children and youth.
- *Sustained communication*, so that we keep participants informed of how the information they provided is being used and what follow-up actions are being taken.

Additional tools to assist in meeting the AAP commitments can be found [here](#).

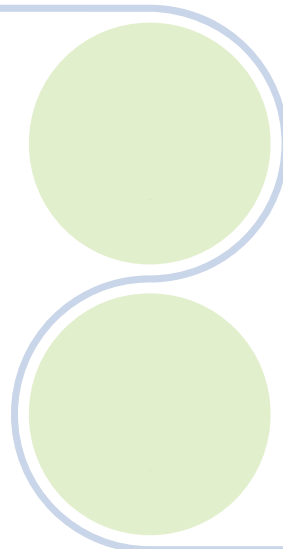
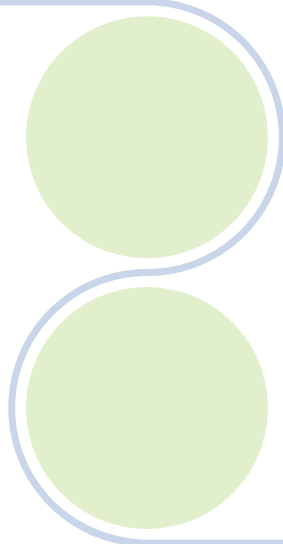
¹⁸ Adapted from: 1) Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). [Ethical Research Involving Children](#). Florence: UNICEF Office of Research – Innocenti and 2) Uppard, S. [Working with Separated Children: A Field Guide](#) (1998) and 3) IASC [Gender Handbook in Humanitarian Action](#), chapter on Gender and Participation in Humanitarian Action (pg. 31).

3.1.7 Plan assessment analysis, report and products

Be sure to adequately plan, schedule/assign (in the work plan) and budget for analyzing the data (which may include an interpretive workshop; see [section 3.4.7](#)), report writing and product dissemination. Communicate these dates and requested inputs/participation with partners well in advance. Final products may include:

- Assessment analysis and report
- Presentation on the report
- Summary sheets and infographics
- Anonymized datasets for deeper analysis by others
- Joint action plan (with action plan workshop)

Plans should be made not only for sharing final products with partners and relevant stakeholders, but also with assessment communities and affected populations. For more information on analyzing data see [section 3.4](#); for more on generating reports and products see [section 3.5](#).



3.2 DESIGN THE ASSESSMENT

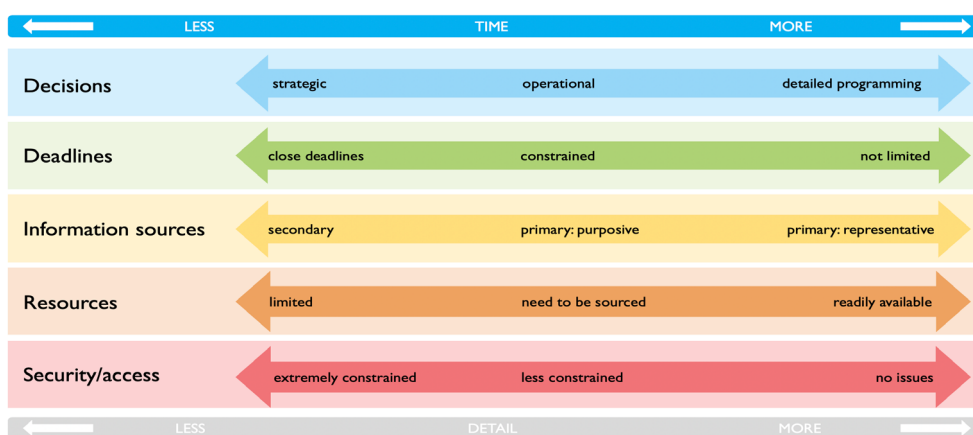


Figure 14: Assessment Work Plan - Design the field assessment

Education Cluster Assessment Work Plan				Week 2					Week 3								
				M	T	W	T	F	S	S	M	T	W	T	F	S	S
Primary task	Sub-Task	EIE NA Guide reference	Responsible	08	09	10	11	12	13	14	15	16	17	18	19	20	21
Conduct a JENA: Design	Determine assessment questions and sources	3.2.1 AC, IA															
Conduct a JENA: Design	Develop a sampling strategy	3.2.2 AC, IA															
Conduct a JENA: Design	Select a collection technique	3.2.3 AC, IA															
Conduct a JENA: Design	Design, translate and pilot collection tool(s)	3.2.4 AC, IA															
Conduct a JENA: Design	Design the analysis	3.2.5 IA															
Conduct a JENA: Design	Determine assessment field team composition	3.2.6 AWG, AC, IA															
Conduct a JENA: Design	Prepare field team packages and data collection plans	3.2.7 AC, IA															
Conduct a JENA: Design	Design a data entry tool	3.2.8 IA															
Conduct a JENA: Design	Select an approach and team for data entry	3.2.9 AC, IA															

As mentioned above, assessment design is the planning process for the *technical* aspects of the assessment; specifically how you will collect, manage and analyze the data. It requires technical expertise and will typically be led by the assessment coordination team¹⁹. The design of the assessment should be done in conjunction with the planning process described above as each will inform and affect the other. Factors influencing design:

Figure 15: Factors influencing assessment design



These factors will influence what is or is not possible when designing the assessment. If the time, resources and security/access is *not* going to provide for a sufficiently robust design to meet the assessment objectives:

- Check with decision makers about information needs; if these can be reduced, adapt design accordingly.
- Check with decision makers about any flexibility in the assessment timeframe to inform decisions.
- If the proposed assessment costs do not match the available budget, try to mobilize additional resources. If donors and headquarters are aware of the implications of not adequately resourcing the assessment, they may be inclined to dedicate more to it. If not, you will need to alter the assessment design to match the available budget.
- Consider design and methodological solutions to help overcome contextual constraints. For example, when security/access was severely constrained in [Central African Republic in 2015](#), the Education Cluster conducted a JENA using a mixed methodology of field visits where possible and as well as phone to call key informants.

19 If needed, request support from the Global Education Cluster (help.edcluster@humanitarianresponse.info)

CASH AND VOUCHER ASSISTANCE IN EIE NEEDS ASSESSMENTS

When designing and conducting an EiE assessment, it is important to consider the economic barriers to education, the various markets of education-related goods and services and the feasibility and implications of cash and voucher assistance (CVA). To this end, a [Checklist for Considerations for Cash and Voucher Assistance in EiE Needs Assessments](#) has been developed and is available in the [Cash folder](#) of the [Needs Assessment Package](#). The Checklist presents some of the main considerations to keep in mind pertaining to Cash and Voucher Assistance (CVA) when conducting Education in Emergencies (EiE) needs assessments by first introducing some key CVA concepts within the needs assessment process and then providing a checklist for potential actions when considering CVA within EiE needs assessments.

3.2.1 Determine assessment questions and sources

Based on information needs outlined in your assessment framework (see below for example), determine which primary data questions to ask and to whom. Common sources:

- Head teachers
- Teachers/education personnel (including non-formal education service providers and temporary classroom facilitators)
- Students/out-of-school children and youth
- Parents/ caregivers of the students and/or out-of-school children and youth
- Community/IDP site leaders
- Direct observations at a location (school, IDP site, temporary classrooms, community site, etc.)

You will most likely collect data from multiple types of sources, leading to richer, triangulated information. For example:

TRIANGULATING DATA

During a focus group discussion, parents report their children are going to school. However, in an interview with the head teacher, she explains that children have not been attending school. The assessment team visits the schools and observes the head teacher is correct. Teams should revisit parents who may not have wanted to be seen in a negative light and to try and understand why their children are not attending.

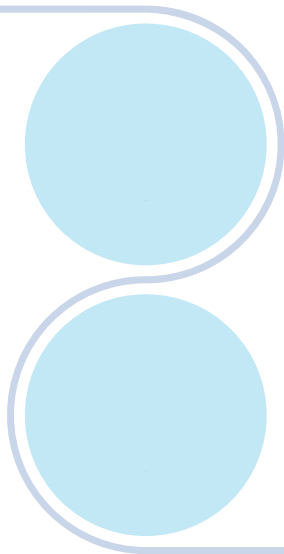


Figure 16: Assessment framework - Primary data

To address remaining information needs, determine your primary data questions and targeted sources for each question

Education Cluster Assessment Framework Template

Key Decision	Deadline	General info need	INEE Domain (or theme)	Sub-theme	Indicator	Secondary data question	Secondary data source	Primary data question (if needed)	Primary data source and method (if needed)	Analysis: How the data will be analysed and visualized (geographically, thematically, etc.)
What regions should be prioritized for EIE interventions?	15/10/19	Which regions have the largest # and % of children out-of-school because of the crisis?	Access and learning environment	Out-of-school children (b/c of crisis)	# and % of school-aged children (m/f) out-of-school b/c of the crisis	What is the pre-crisis enrolment (m/f) in affected regions? How many school aged-children are out-of-school b/c of the crisis?	EMIS, World Bank, UIS MoE and Cluster partner assessments	How many children (m/f) attending pre-crisis? How many children (m/f) attending today?	Head teacher: KII Head teacher: KII	
		Which regions have the largest # and % of schools closed because of the crisis?	Access and learning environment	Schools open/closed	# and % of schools (urban/rural and public/private) non-functioning because of the crisis	How many total schools in affected regions? How many schools are closed in affected regions because of the crisis?	EMIS, World Bank, UIS MoE and Cluster partner assessments	Is this school functional?	Head teacher: KII Direct observation: school visit	
Should urban, rural, public and private schools all be prioritized the same?	15/10/19	Have urban, rural, public and private schools been affected the same by the crisis?	Access and learning environment	Schools open/closed		Location and type of school (Urban/Rural; Public/Private)	EMIS	Location and type of school (Urban/Rural; Public/Private)	Direct observation: school visit	

3.2.2 Develop a sampling strategy

NOTE: Developing a sampling strategy can be a highly technical task. This section provides a *brief* introduction to some sampling strategy options. A longer [guidance note](#) and [additional resources](#) on sampling strategies as well as additional resources are included in the [Needs Assessment Package](#) and should be consulted more thoroughly. When developing your sampling strategy you may also wish to contact the Global Education Cluster for additional technical support: help.edcluster@humanitarianresponse.info.

Since time and resources do not allow you to visit all communities and schools or talk to all head teachers, parents or students in all areas affected by a crisis, a sampling strategy is required. Sampling is the process of collecting information from a subset of the entire population²⁰; this allows you to collect data from a significantly reduced number of locations and informants, cutting costs and time, while still obtaining needed information. The table below summarizes the three types of sampling most common for JENAs with their advantages, disadvantages and when you may want to use each.

Table 3: Sampling strategies

TYPE	ADVANTAGES	DISADVANTAGES/CHALLENGES	WHEN TO USE
Representative	Allows results to be extrapolated/ generalized to the wider population/area	Only possible when lists of targeted schools, households etc. are available and selected locations are accessible May require a larger sample size for which you have time or resources Requires specialized training to ensure proper implementation Can miss informants with key information/ expert knowledge	When time, resources and expertise allow When you have a list of schools/sites in affected areas to visit (e.g. EMIS) When you want to be able to generalize findings to the entire affected area
Purposive	Useful when time/resources are limited and assessment is correctly supervised and selection criteria respected Can have smaller sample size than representative sampling (and therefore can be more cost- and time- effective) Can show trends of situation with relatively small amount of data Useful to understand any differences in impact/need based on differences in type of site/location; even when primary data sources are limited	Generalizations beyond visited areas should be made with extreme caution, or not made at all	When time, resources and expertise do not allow for representative sampling When you want to be able to select sites/individuals for a specific purpose (based on existing knowledge of the crisis, certain expertise of key informant, etc.)
Convenience	Can be done rapidly Useful when access and time is limited	Least rigorous sampling option of the three and not recommended unless other options are impossible; biased Does not take into consideration key differences between locations and is unlikely to inform on impact on different groups affected by crisis	When representative or purposive sampling are not possible

²⁰ In this section the term 'population' does not necessarily refer to the entire population of a country, or necessarily to people; rather it refers to all individuals, locations or sites within a specified area of interest (e.g. all schools in the affected area, all students in the affected area, etc.)

REPLACEMENT STRATEGY

Both representative and purposive sampling approaches also require having a replacement strategy. When assessment field teams are unable to access a randomly or purposively selected site or individual assigned to them, they will need to be replaced in order to maintain the pre-determined sample size. This means that assessment coordination teams should always have a longer list of randomized or purposively selected sites/individuals to draw from in order to provide assessment field teams with replacement options. You may want to include some of these options from the outset on the assessment field team's data collection plan (see section 3.2.7. on preparing field team packages and data collection plans as well as the [Data Collection Plan Template](#) in the [Needs Assessment Package](#)).

3.2.3 Select collection technique

To determine your collection technique, revisit your assessment framework and, with awareness of cultural, social and gender norms and sensitivities in your setting, for each primary data question and source identified, ask: "What is the best way of getting this information (that is safe and culturally appropriate for the affected communities)?"

Main approaches are outlined in the table below. For more information on developing associated tools see section 3.2.4 below and the [Collection Tools folder](#) in the [Needs Assessment Package](#) which contains various country examples as well as additional guidance. When selecting your method(s), consider other planning and design elements such as your timeframe, budget and capacity of assessment field teams.

Table 4: Primary data collection techniques

METHOD	INFORMATION SOURCE	DESCRIPTION	TOOL
Direct Observation (DO)	Assessment field teams directly observe: <ul style="list-style-type: none"> • Communities (what is going on around the school) • Schools • Classrooms • Infrastructure • Learning materials • Safety considerations • On-going teaching and learning (i.e. lessons) • Languages being used 	Usually carried out alongside other methods; data collectors are constantly observing, but if there is not a structured way of recording their observations key information may be lost. Structured direct observation using a checklist is designed specifically to meet the information needs of the assessment, provide added insight into conditions and triangulate other information. Especially useful when the observers are familiar with the pre-crisis situation.	Observation checklist
Key informant interviews (KII)	Key informants for education assessments could include: <ul style="list-style-type: none"> • School administrator; head teacher; teachers/ education personnel • Children and young people both in and out of school (see Child Participatory Methodologies) • Parents • School Management Committee members (SMCs) • Parent Teacher Association (PTA) members • Community leaders (such as traditional and religious leaders) • Individuals from the different groups in a community (such as women's groups, youth groups, forest user groups) • Individuals from different sectors within a community (such as based on type of livelihood or income level as well as ethnicity or religion) • Local authorities and education officials • Representatives, board members or staff, of local NGOs 	Interviews with individuals who have knowledge that relates to what the assessment is trying to find out. A key Informant is being asked to comment on the overall situation as they understand it not just on their specific circumstances; however bias is unavoidable.	Key informant interview questionnaire

Table 4: Primary data collection techniques (continued)

METHOD	INFORMATION SOURCE	DESCRIPTION	TOOL
Focus Group Discussions (FGDs)	<p>A group of 6-12 people usually having something in common and selected specifically to contribute to the objectives of the assessment.</p> <p>Education FGDs typically involve similar groups as listed above for KIs. Where appropriate separate male and female groups should be used.</p> <p>It is typically best to start with sex, age and language disaggregated FGDs. An FGD with a mix of 12-year olds and 18-year olds or 10-year olds and 16-year olds will likely not lead to high quality information as the needs of these age groups are vastly different and participants may not feel comfortable or safe sharing sensitive information based on who is in the room.</p> <p>Choose a location, time and environment based on close coordination with other specialists; for example, if engaging adolescent boys with disabilities, ask a disability actor about any considerations when organizing the logistics of the FGD.</p> <p>Lastly, use consideration when determining the gender (and other demographic considerations) of the facilitator(s), translator(s) and anyone else who will be in the FGD setting (see Section 3.2.6 on determining assessment field team composition).</p>	<p>Give qualitative information to understanding the education environment and conditions (helps to understand the 'Why').</p> <p>The aim is to come up with a range of different perspectives on what is important according to the participants. Note: FGDs can be quite time consuming and are often not useful in initial response where time is particularly constrained and understanding the main concerns, not the full range of concerns, has priority.</p> <p>Useful in supplementing and verifying KIs and understanding the issues of concern within groups or sub groups in an affected population, but they demand a highly skilled facilitator.</p>	<p>Focus group discussion questionnaires</p> <p>(different questionnaire per group type)</p>
Community Group Discussions (CGDs)	<p>A group of 6 plus people available to discuss the topics of the assessment</p> <p>Groups will usually have a mixed profile (less homogeneity) than a Focus Group and be based on who is present in a particular site. Where appropriate separate male and female groups should be used.</p>	<p>Often in the initial stages of an emergency response carrying out actual FGDs can be challenging; it may be difficult to limit the size of the group, acquire the right composition (homogeneity), or have assessment team staff with adequate training in FG skills.</p> <p>In these cases a looser adaptation of community group discussion can be useful to give voice to affected people on key issues.</p>	<p>Community group discussion questionnaire</p> <p>(different questionnaire per group type)</p>
Household Surveys	<p>Caregivers and/or children within households.</p> <p>Ideally, households should be randomly selected to generate a representative sample, allowing for results to be statistically significant. Usually one adult member of the household is interviewed and provides details on the entire household. If possible given time and resource constraints, this can include answering questions about each child in the household individually, to create child profiles.</p>	<p>Conducting a representative household sample is often time and resource intensive, particularly if wide coverage is desired. Household surveys are usually useful for generating statistics, such as attendance and enrolment rates, and proportions of households facing particular challenges to accessing education. However, they do not allow for in-depth or qualitative assessment of issues.</p> <p>It is usually possible to include education-related questions in wider household survey initiatives, in particular, if multi-sector needs assessments (MSNAs) are being conducted in the country already.</p>	<p>Household interview questionnaire</p>
Children and Youth Methodologies	<p>Children and youth both in and out of school</p>	<p>Conducting KIs or FGDs with children and/or youth will require specialized age-appropriate tools and expertise, different from those used with adults; These tools include using art, drawing, theatre, body mapping and other similar activities to allow the children to express issues and concerns in a safe and non-distressing manner.</p> <p>Requires skilled facilitators to both manage the process and analyze and draw out the findings.</p> <p>See the Child participatory approach folder of resources in the Needs Assessment Package for the latest guidance, tools and resources.</p>	<p>Various child participatory tools</p>

CHILDREN AND YOUTH PARTICIPATION

The inclusion of children and youth in needs assessment processes can be a powerful means of elevating their voices, contributing to children's priorities being included in advocacy and considered as part of the evidence-base for designing programming in the response to which education partners can then be held accountable. However, their inclusion requires specialised expertise, tools, extensive training and specific risk mitigation to ensure that their participation is safe and meaningful. Below are some key considerations:

Safety first:

- If you have doubt whether child participation can cause harm, consult with child protection actors.
- If the team is still not sure about safety of children, reconsider child participation in the assessment.

When designing the Data Collection Tools

- Include a variety of ways for children and youth to express themselves, including some that do not require reading or writing.
- Use simple and appropriate language and avoid jargon. Test the tools before using it in the assessment to ensure that targeted children can understand.
- Unless your team have specific skills in supporting the participation of young children, it is not recommended to target children under 6 years old in rapid needs assessments. Their perspectives are important, but it requires additional time and specialised skills to support meaningful consultation with this age group.
- Use local knowledge and expertise to ensure that tools are culturally and linguistically acceptable and understandable for children
- Use language that focuses on the collective experience rather than personal experience (e.g. Instead of "Why did you stop going to school?" ask "Why do you think some of the children in your area stopped going to school?"). Using a story can be also useful.

When selecting your sample

- Avoid selecting only the most confident, able and outgoing children and youth.
- Encourage duty-bears to allow children with disabilities to participate.
- Do not interrupt children's learning or take them out of school in order to take part in the assessment
- Make sure to also seek the views of children who speak marginalised languages

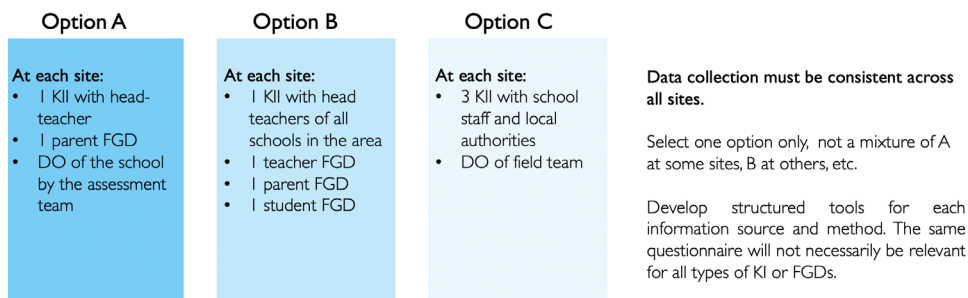
When conducting the Data Collection

- It is normal for children to pretend to understand something when they do not. If you are giving instructions for an activity, you could ask a child to explain the task in their own words to check understanding. If you are asking questions and a child's answer does not match, try asking the question again in a different way.
- Try to only ask one question at a time. It can be confusing if you ask multiple questions at once (e.g. "Where were you and who was with you?").
- Make participation fun and choose a facilitator who is able to be playful with respondents.
- Don't ask children leading questions, such as "Are you sad now that you aren't going to school?" Think about different ways to phrase things, for example: "Could you tell me about how not going to school makes you feel?"
- Bear in mind that children often have short attention spans. Vary the activities and use energisers/games

See the [Child participatory approach](#) folder of resources in the Needs Assessment Package for the latest guidance, tools and resources.

You may also need to use multiple collection methods; for example:

Figure 17: Multiple collection techniques



PROTECTION CONSIDERATIONS WHEN DESIGNING THE ASSESSMENT

As you design the assessment and determine the types of questions to ask to which sources and the collection techniques you will use, it is important to always consider issues pertaining to protection. If not careful, assessments can actually do more harm, including more violence and death to people already vulnerable or unsafe. Throughout the assessment process, especially during the design phase, engage and coordinate with GBV and child protection specialists to unpack protection concerns.

As a rule of thumb, only collect information that is relevant to education programming and the objectives of the assessment. Do not:

Collect or ask information on incidents, cases or experiences of violence including gender-based violence and violence against children;

Actively identify survivors of GBV or other forms of violence;

Convene FGDs, interviews or other consultations solely targeting survivors of GBV or other forms of violence, children of survivors of GBV or other forms of violence etc.

For more information on this point, refer to [Tip Sheet: Consulting with women and girls on their access to services and perceptions of safety](#)

Ensure that enumerators know how to respond to GBV and other forms of abuse in case someone seeks support from them. Ask child protection and GBV actors (sub-clusters) for your context's referral pathways. For more on Protection from Sexual Exploitation and Abuse, including developing a code of conduct and protocols for what to do should protection issues arise and training of enumerators, see [Section 3.1.6](#) and [Section 3.3.1](#), respectively.

3.2.4 Design, translate and pilot collection tool(s)

Once questions, sources and methods are identified, begin developing your corresponding data collection tool(s). You will likely need a data collection tool for each of the different types of sources and collection methodologies you have decided to assess (e.g. one KII interview form for head teachers, one FGD form for parents/caregivers, another FGD form for students, etc.). Questions to be included on the tools can be taken directly from your assessment framework and modified for each of the different targeted audiences. This helps ensure each question is linked to informing key decisions and that you do not collect more information than is necessary. The assessment's information analyst should support this process to ensure each question is worded and structured appropriately from an analytical perspective. The MoE (where appropriate) should approve all collection tools and methodologies as early in the process as possible; in some instances, especially in large-scale assessments and where there is a need, it may be worthwhile to include some EMIS questions on the tools.

It is also good practice when drafting collection tools to solicit feedback and inputs from relevant sectoral and technical experts. For example, having colleagues from Child Protection, GBV, WASH, Shelter, Food Security/Nutrition, Camp Coordination and Camp Management, etc. review sector-relevant questions will not only help ensure you are asking the right questions with the right language but will also inform these sectors of the data you will be collecting which can lead to greater inter-sectoral coordination and data sharing as appropriate.

PAPER-BASED DATA COLLECTION VS. MOBILE (ELECTRONIC) DATA COLLECTION

Mobile data collection software, such as [Kobo Toolbox](#), allows the use of smart phones or tablets to collect data and are increasingly common during humanitarian assessments. These are great resources that can save time collecting, entering and cleaning data. They can also facilitate multilingual data collection. The Kobo Toolbox and YouTube contain many videos and resources that can walk you through how to create mobile data collection tools. It is important to note, however, mobile data collection does not take away the need of having a well-planned and well-designed assessment and well-trained field teams.

When developing your collection tools, use the methods and software most logical for your context. If using a mobile data collection software, however, it may be wise at some point to convert your tool into a software more suitable for collaboration, such as Microsoft Word, which allows for easier feedback via comments and track changes from relevant stakeholders as well as printing. Even if you decide to use mobile data collection, having the paper option is important as this provides a backup in case of technical difficulties during collection. If collecting qualitative data where large amounts of note taking may be required (e.g. FGDs), mobile technology may also not be well-suited. While electronic data collection has its advantages, it may not be the most appropriate solution in all contexts. See the table below for some advantages and disadvantages.

Table 5: Pros and cons of mobile data collection

PROS	CONS
<ul style="list-style-type: none"> • Can send data more quickly and regularly from the field as it is being collected (facilitating quicker analysis) • Data validation techniques can be integrated on the collection tools leading to cleaner data • Data is entered at time of collection (no need for a separate data entry team and process) • Facilitate multilingual data collection 	<ul style="list-style-type: none"> • Requires additional equipment and costs • Requires additional training for field teams • Can be a distraction to respondents • Need a frequent source of power (solar or electricity) to charge • Need reception if data are uploaded remotely • In some settings, use can erode trust between enumerator and participant or even put the safety of either or both individuals at risk

Once designed, translate (if relevant) and pilot your data collection tools. Be sure to discuss potentially confusing or problematic vocabulary with the translator(s) (e.g. attendance vs. enrollment). No matter how perfect you feel your questions and data collection tools are, there will be glaringly obvious mistakes once you begin collecting data. Piloting will reduce these mistakes. Ideally, field-test the tool with relevant crisis-affected respondents or with people as similar as possible to those who will be assessed. If a field pilot is impossible, at the very least do a role-play pilot on colleagues unfamiliar with the tools but familiar with the context.

LANGUAGE CONSIDERATIONS

To make sure you are getting language right, consider the following:

Avoid acronyms and use plain every-day words

Test the enumerators to see if they understand the key terms

Provide a glossary of key terms in languages where you expect enumerators to be doing sight-translation

If conducting an assessment in multiple languages, during the pilot and initial phases of data collection, spot check and back-translate completed forms to ensure translation quality assurance.

It may be a good idea for enumerators to ask assessment participants, 'What language do you mainly speak at home' in order help enumerators understand in what language to administer the assessment in, help you to build up more data on local community languages, and to help you understand and what percentage of participants had to answer in languages other than their own.

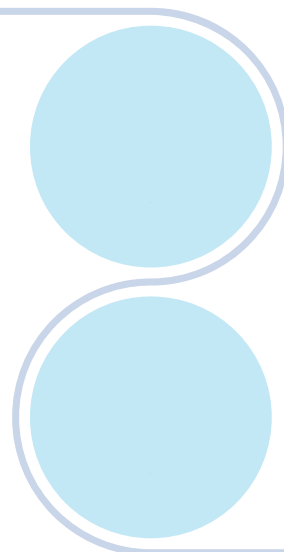
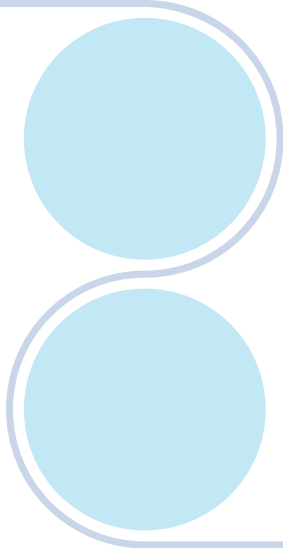
For more on issues pertaining to language, see the [Checklist for Considerations for Language in EiE Needs Assessments](#). The Checklist presents some specific, concrete actions and main considerations to keep in mind and pertaining to issues of language when conducting Education in Emergencies (EiE) needs assessments and references some key additional resources.

PILOTING AS A FORM OF ACCOUNTABILITY TO AFFECTED POPULATIONS

Piloting data collection tools is also crucial for ensuring accountability to affected populations by:

- Highlighting the existence of possible ethical problems that have been overlooked and ensuring the developed consent forms are well understood;
- Checking the appropriateness of selected respondent types and questions being asked of them;
- Ensuring all questions are appropriate and not threatening or overly sensitive;
- Ensuring questions being asked are enabling affected populations to fully express their needs (and if not, allowing for additional questions to be added).

Designing questions and collection tools is a specialized skill. The Needs Assessment Package contains a [Collection Tools](#) folder with several resources including a [Checklist for Developing Data Collection Tools](#), [JENA tool examples](#), many resources on [child participatory methodology](#) and more. As with sampling, contact the Global Education Cluster for additional support: help.edcluster@humanitarianresponse.info.



3.2.5 Design the analysis

As the collection tools are being designed, it is imperative that the assessment's information analyst determine how each question on each tool will be entered into a database, analyzed and visualized. Ensure best practices when designing the analysis, such as sex and age disaggregated data (SADD). This perspective will help to catch potential problems that may arise during data entry and analysis, and questions may need to be rephrased or reformatted accordingly. It will also help when designing how the data entry tool will be structured (see [section 3.2.8](#)). How each question will be analyzed should be recorded in the assessment framework:

Determine and record how each question will be analyzed and visualized

Figure 18: Assessment framework - Analysis

Education Cluster Assessment Framework Template

Key Decision	Deadline	General info need	INEE Domain (or theme)	Sub-theme	Indicator	Secondary data question	Secondary data source	Primary data question (if needed)	Primary data source and method (if needed)	Analysis: How the data will be analysed and visualized (geographically, thematically, etc.)
What regions should be prioritized for EIE interventions?	15/10/19	Which regions have the largest # and % of children out-of-school because of the crisis?	Access and learning environment	Out-of-school children (b/c of crisis)	# and % of school-aged children (m/f) out-of-school b/c of the crisis	What is the pre-crisis enrolment (m/f) in affected regions? How many school aged-children are out-of-school b/c of the crisis?	EMIS, World Bank, UIS MoE and Cluster partner assessments	How many children (m/f) attending pre-crisis? How many children (m/f) attending today?	Head teacher: KII Head teacher: KII	- Regional comparison of # of children out-of-school because of the crisis (density map and bar chart) - Regional comparison of % of children out-of-school because of the crisis (density map and bar chart) - Thematic comparison of % out-of-school children: male vs. female - Regional <i>and</i> thematic comparison of % of out of school children: male vs. female (summary table)
		Which regions have the largest # and % of schools closed because of the crisis?	Access and learning environment	Schools open/closed	# and % of schools (urban/rural and public/private) non-functioning because of the crisis	How many total schools in affected regions? How many schools are closed in affected regions because of the crisis?	EMIS, World Bank, UIS MoE and Cluster partner assessments	Is this school functional?	Head teacher: KII Direct observation: school visit	- Regional comparison of # of schools closed (density map and bar chart) - Regional comparison of % of schools closed (density map and stacked chart showing schools open vs. closed)
Should urban, rural, public and private schools all be prioritized the same?	15/10/19	Have urban, rural, public and private schools been affected the same by the crisis?	Access and learning environment	Schools open/closed		Location and type of school (Urban/Rural; Public/Private)	EMIS	Location and type of school (Urban/Rural; Public/Private)	Direct observation: school visit	- Thematic comparison: % of closed schools that are urban vs. rural (pie chart) - Thematic comparison: % of closed schools that are public vs. private (pie chart)

3.2.6 Determine assessment field team composition

Your data will only be as good as your field teams. Selecting your teams and having appropriate team composition, therefore, is of utmost importance. The table below outlines the structure of a typical team:

Table 6: Field team composition

ROLE	DESCRIPTION
Team lead (1)	<p>(Also one of the data collectors); Selected based on level of experience in emergency settings, experience in assessments and local knowledge. Responsibilities include:</p> <ul style="list-style-type: none"> • Planning and oversight of the daily logistics for the team • Ensure all team members adhere to the code of conduct • Monitor the wellbeing of the team • Provide support to team members as required • Identify key informants at the site • Introduce the team and objectives and leads first meeting with community gatekeepers • Communicate with the assessment coordination team daily on progress, challenges, changes to planning; sends data, if possible • Act as team focal point for security information • Debrief team at each site to discuss findings, check collected data, verify discrepancies before leaving the location
Data collectors/ enumerators (2-5)	<p>Responsible for collecting data as defined by the assessment methodology and as trained. Data collectors drawn from education partners and MoE in the country; preferably with data collection experience already. If the assessment is taking place across a broad geographic area, it may be more effective to constitute assessment field teams of people already working or located in or near the affected area(s), leading to quicker, cheaper collection. Furthermore, links between assessment, project planning and implementation are enhanced. In this case, training may need to take place in different locations. Ensuring that the assessment field teams working in different locations benefit from the same level of training and information is important to ensure consistency and quality of data collection.</p> <p>Number of data collectors depend on:</p> <ul style="list-style-type: none"> • Time allowed for each field visit. If the time at a site is constrained, it may be best to have a larger field team to collect all the information rather than having to return. • Volume and variety of data to be collected at each site • Budget/availability • Capacity of collectors, including their language skills • Transportation availability (ideally, the team should be able to travel together in one vehicle) • Security: there may be reasons to limit the size of field teams if a rapidly changing security environment would require them to leave the site quickly. <p>If the number of collectors is insufficient, you may need to recruit from local institutions such as universities, research institutes and (local or federal) government agencies such as Bureau of Statistics.</p> <p>If you will be using children and youth respondents, you may also need relevant specialists within your team.</p>
Data enterer (if applicable)	<p>If assessment field teams will be reporting data back to the coordination team on an ongoing basis, the data collector with the greatest technological/data entry capacity may need to be designated as data enterer.</p>
Driver (1)	<p>Responsible for transporting field teams. Can also take responsibility for managing the logistic requirements in the field such as meals and accommodation. In some contexts, a person who drives the vehicle may also be a data collector; but the rigors of driving in emergency contexts should not be underestimated and this option should only be used if it is considered appropriate.</p>
Interpreter/Translator (1-2)	<p>Needed when data collectors lack local language skills; should attend same training as rest of team. If interpreters/translators are hired in the field, time must be set aside to brief them on the assessment objectives, terminology, and data collection methods.</p>

The number of total teams will depend on:

- The number of sites to be visited and people interviewed per site
- Methodology and time needed to employ the assessment tools in each site (e.g. FGDs take time)
- Budget and number of people available
- Distances between sites and travel time

The profiles and characteristics of the team members themselves are also important to take into consideration:

Table 7: Considerations for assessment field team composition

ISSUE	CONSIDERATIONS
Gender	Effort should always be made to include a mix of men and women on assessment field teams. Recruiting women may be challenging due to social and cultural norms and the fact that women will be required to travel for the assessment. It will be very difficult, however, to ensure the assessment captures the needs of female respondents without having female team members. Sometimes it will not be possible to include only one woman on an assessment field team and thus two women will be needed per team. Travel and accommodation arrangements should also consider any gender sensitivities ²¹ .
Language	Language of field team members is also an important consideration as you will want to make sure that collectors can effectively communicate with respondents, and that they understand the key terms and concepts in the tools.
Ethnicity, religion, marginalized groups	Ensure teams are as suitable as possible in terms of language, political, ethnic, religious, and socio-economic make up for collecting information from the targeted communities and for working together as a team. This will be particularly important where political and/or inter-ethnic/inter-religious conflict has occurred either as part of the current crisis or in the past.
Affiliation	The organization people work for and other affiliations (e.g. political) can impact data collection. Ensure that field teams are made up of people from different organizations. This includes considering that in some cases affected communities may not be open with government assessment teams. Where possible minimize perceived hierarchies between organizations, such as UN and NGOs, which could lead to disconnect within teams and low quality data collected. Ensure that the training includes time for team and relationship building to boost team cohesiveness. Team members should separate themselves from their own agency mandates and adopt an organizationally neutral position. As such branding (stickers, T-shirt, bags with logos, visiting card, etc.) should be avoided. However, a practical approach to this needs to be adopted as there are benefits of using staff experienced in working in locations and with good existing relationships with local communities and local governments. In these cases, the organizations of these individuals will likely be known and they will need to explain their role in relation to the assessment. This does not apply to staff of national or local government authorities accompanying the assessment teams who should identify themselves.
National and international staff	Consider implications of national staff versus international staff on a case-by-case basis. While national staff are usually preferred because they have language skills and local knowledge that can assist them in seeing first-hand the changes in a context as a consequence of an emergency, international staff bring neutrality and profile to the work that may sometimes be beneficial.
Knowledge of local context	Knowledge of the local context generally and specifically in relation to education when collecting data. Access to local networks and understanding how to move around and get things done in the field is also a big advantage.
Other	Additional attributes of assessment field team to consider include: Education technical expertise and knowledge Knowledge and experience of child and youth participatory methodology (when relevant) Generalists with assessment experience and participatory appraisal experience People with strong interpersonal skills, good communication skills, local language skills, cultural competence, objectivity and neutrality Previous disaster and emergency response experience

²¹ Additional incentives or considerations may be needed for women to participate as part of the team, such as accompaniment of a male in their family as part of the assessment team or bringing along their young children. These should be considered based on the context specific requirements and constraints of the assessment.

3.2.7 Prepare field team packages and data collection plans

Prior to training teams, prepare a package for each assessment field team containing the essential information and documents they will need. The contents of the package may include:

ASSESSMENT FIELD TEAM PACKAGE

- A short overview of the emergency and the location of the assessment
 - Map of the areas to be assessed
- Data Collection Plans
 - Instructions for site, group and KI selection
 - Protocols for site substitution if required
- Copies of data collection tools
 - Guidelines on the data collection techniques that will be used
 - List of key terms used in the data collection tools and definitions, including in local languages (if relevant)
- Communication procedures and contact list (with emergency contacts and security procedures)
- Instructions on the use of any electronic devices being used in the assessment (tablets, GPS, smart phones)
- Letters of introduction for notice of arrival on site (e.g. from MoE)
- Code of conduct
- Informed consent forms/scripts with instructions

A crucial element of the Field Team Package will be the team’s Data Collection Plan. Your assessment work plan should specify the general timeframe for data collection. However, detailed data collection plans should be drafted for each assessment field team. Collection plans should include: team composition (roles and contacts), assigned sites (and replacement sites), collection schedule (when each site will be visited), a list of activities to conduct at each site and a list of activities conducted each evening. A [Collection Plan Template](#) can be found in the [Needs Assessment Package](#):

Figure 19: Collection Plan Template

Joint Education Needs Assessment: Data Collection Plan Template

Assessment field team:	[001]
Assigned areas to visit:	[Region 001; Districts X,Y,Z]
Team Leader:	[Team Leader Name]

ASSESSMENT TEAM				
Name	Org	Position	Mobile	Email
		Team Leader		
		Driver		
		Translator		
		Collector		
		Collector		
		Collector		

COLLECTION SCHEDULE			
Day/Date	Activities AM	Activities PM	Overnight location
1	Travel to District X		Hotel X
2	Site A, B	Site C, D	Hotel X
3	Travel to District Y, Site E	Site F, G	Hotel Y
4	Site H, I	Travel to District Z, Site J	Hotel Z
5	Site K, L	Travel back to base	

ACTIVITIES AT EACH SITE	
Activities to be carried out at each site	Responsibility
Arrival at site, Introduction of team to authorities or local leaders. Explain the purpose of the assessment and how the assessment will proceed at the site. Request permission and cooperation.	Team Leader (with all)
Transect walk ¹ and Direct Observations <i>If the assessment approach considers schools to be the sites of interest the concept of a transect walk should be adapted to be a thorough walk through the school including</i>	Team Leader accompanied by local community

3.2.8 Design a data entry tool

Paper-based data collection²² requires an electronic data entry tool. The information analyst should develop the tool based on the collection tools and may use Microsoft Excel or Access for offline data entry functionality or with an online software²³. If you have used a mobile data collection software, such as [Kobo Toolbox](#), you may not need to design a data entry tool as the vast majority of data was most likely automatically entered into an online database. You still may have some paper-based forms to enter manually, but this can most likely be done using the mobile data collection form you created or by exporting the online database into Microsoft Excel and adding the remaining data there.

Use the same coding as the data collection tool to facilitate data entry. Also use data validation techniques, such as dropdown lists or value criteria (dates, numbers, text, etc.) whenever possible to decrease data entry errors. The images below show the collection forms and [data entry tools](#) for JENAs conducted in Liberia (Microsoft Access) and CAR (Microsoft Excel), respectively. These original tools, and others, can be found in the [Needs Assessment Package](#).

Figure 20: Data entry (MS Access)

Figure 21: Data entry (MS Excel)

²² If you are using mobile data collection technology, data is most likely being directly uploaded to an online database with a pre-defined analysis template thus speeding up the data entry and data cleaning process.

²³ Any software with a form functionality, such as [Google Forms](#), [SurveyMonkey](#), or [Survey Gizmo](#) should work.

3.2.9 Select an approach and team for data entry

Typically, there are three methodological options for data entry:

Table 8: Data entry methodologies

DATA ENTRY OPTION	ADVANTAGE	CONSIDERATIONS
Centralized: data entry team established at a centralized hub to enter the data collected in the field into selected software/online tool	Easier for assessment information analyst to train enterers and oversee/manage entry process Appropriate if teams and/or communities are not very comfortable with technology Does not require any new equipment Training of data collectors does not need to cover mobile technology	Requires a protocol for contacting team members if there are any questions regarding data Requires transfer of data to entry hub and additional time for this
Decentralized: data entry completed by assessment field teams on laptops at the end of each day	Results in data with fewer mistakes because the people who are actually collecting the data are the ones entering it Does not require any additional equipment (tablets, smart phones); although does require at least one laptop	Requires at least one team member to be trained on data entry tool (most likely in Excel or Access) This most competent data enterer on the team can become over-burdened Teams can be tired after a day in the field resulting in potential errors
Mobile data collection technology: When mobile data collection tools are used (rather than paper), data is captured electronically on the tablets or smart phones and automatically entered and compiled into online database	Results in data with fewer mistakes because the people who are actually collecting the data are the ones entering it Saves time because a separate data entry step is not required Allows the assessment coordination team to receive data immediately	Budget for and availability of required technology Extensive opportunities to practice and come to terms with any technology is required in the training Exposure of field assessment teams to technology and attitudes of communities to technology must be considered Electricity and internet access need to be available

Based on your selected method(s), identify your data entry team. If using the field teams, ensure at least one person is proficient in data entry and in the software of the data entry tool. Otherwise, establish your data entry hub, (adequate number of enterers and computers with required software). Like assessment field team composition, data entry teams are also typically going to be comprised of Cluster members and MoE staff with potential recruitment from local universities. Select only people who have strong computer skills and preferably who already have data entry experience.

DATA ENTRY IN LIBERIA EDUCATION CLUSTER NEEDS ASSESSMENT

In January 2015, the Liberia Education Cluster successfully used a centralized data entry methodology during a joint education needs assessment. The MoE provided 5 EMIS staff as well as a data entry hub (a room with 10 computers). The EMIS staff were already well trained on how to enter data, and the Cluster recruited an additional 5 interns from a local university studying computer science and similarly skilled with data entry. The Cluster's IMO, acting as both assessment coordinator and information analyst, first trained all 10 data enterers on the data collection and data entry tools and then oversaw and managed data entry as the paper questionnaires returned from the field with the assessment field teams. Data from hundreds of KIIs and FGDs were recorded in only a few days.

3.3 COLLECT AND ENTER PRIMARY DATA



Figure 22: Assessment Work Plan - Collect and enter primary data

Education Cluster Assessment Work Plan				Week 3					Week 4					Week 5										
Primary task	Sub-Task	EIE NA Guide reference	Responsible	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
Conduct a JENA: Collect and enter	Train assessment field teams and data entry teams	3.3.1. AC, IA																						
Conduct a JENA: Collect and enter	Conduct and manage the data collection	3.3.2. AC, IA, Field Teams																						
Conduct a JENA: Collect and enter	Debrief with assessment field teams	3.3.3. AC, IA																						
Conduct a JENA: Collect and enter	Enter primary data	3.3.4. IA and Entry Team																						

3.3.1 Train assessment field teams and data entry teams

All members of assessment field and data entry teams must participate in a mandatory assessment training prior to data collection (including drivers and translators). The less technical education and/or assessment experience the team members have, the more important the training. An additional training (or an addendum) should be held just for data enterers.

The training should be as practical as possible, using group-work, role-play and simulation to practice the techniques that will be used in the field and become familiar with the data collection tools. As such adequate time should be planned and dedicated for developing the training materials such as PowerPoint introducing the background and objectives of the assessment, the sampling and collection methodologies, explanation of collection tools (how to use, language/vocabulary, etc.), code of conduct, safety and reporting, etc., as well as hands-on exercises practicing using the tools. There is always the pressure of time on all components of an assessment process and this pressure is often used to condense the amount of time spent on training assessment field and data entry teams. Allow at least two full days for training. The time spent in adequately training teams will pay off in better quality data. A draft [Training Agenda Template](#) can be found in the [Needs Assessment Package](#):

Figure 23: Training Agenda Template

Joint Education Needs Assessment: Field and Entry Team Training

[DATES]

Day 1

Time	Session	Description of session
8:00	Introduction	Welcome, agenda, introductions, admin
8:30	Introduction to the assessment	Assessment background, objectives, scope and timeframe (assessment ToR)
9:00	Assessment methodologies	<i>Sampling:</i> Site and target group selection process and guidance <i>Data collection:</i> methodologies and rationale (interviews, direct observation, focus/community group discussions)
10:30	Coffee	
10:45	Field teams	Division into assessment field teams; explanation of architecture and composition, roles and responsibilities, team conflict resolution/problem-solving expectations, reporting and communication lines; distribution of Assessment Field Team Packages (see below)
13:00	Lunch	
14:00	Collection tools	Question-by-question review of the data collection tool(s), techniques and vocabulary; include any education technical knowledge needed to conduct the assessment
15:30	Coffee	
15:45	Collection tools (cont.)	Field teams practice using collection tools (scenarios, break-out-groups, role-playing, etc.)
16:45	Plenary discussion	Review of day, discussion on any problems with questions/tools
17:00	Close	

Day 2

Time	Session	Description of session
8:00	Collection tools (cont.)	Field teams practice again using the collection tools (scenarios, break-out-groups, role-playing, etc.)
9:00	Ethics	Ethical considerations related to accountability to affected populations, such as code of conduct, informed consent forms and interviewee selection
10:30	Coffee	
10:45	Logistics	Administration: how and when the team will be paid, transport and accommodation Communications: Reporting/debriefing requirements Security and emergency procedures
13:00	Lunch	

Remember: a key component of this training should be dedicated to ensuring team members are properly trained on obtaining informed consent, abiding by the code of conduct and understanding their responsibilities and course of action should PSEA issues, GBV or other forms of violence be disclosed while collecting data. Ask Child Protection and GBV actors for your context’s referral pathways in the target areas. If there is no GBV actors or referral in the target area, use the GBV pocket guide as reference.

If children and youth are included as respondents, more time will be required for enumerators to learn additional skills, such as gaining consent or assent from children, child safeguarding and age appropriate methodologies. For a full list of recommended skills and training see the resources in the [Child participatory approach folder](#) in the Needs Assessment Package.

3.3.2 Conduct and manage the data collection

The assessment coordinator is responsible for managing the primary data collection, including overseeing all preparation and execution of operational, administrative and logistical elements of the field work²⁴. A [Data Collection Management Checklist](#) to help assessment coordinators can be found in the [Needs Assessment Package](#) (see image below). Remember, strong assessment processes will be based on high-quality supervision of those involved in data collection, cleaning and analysis. Quality supervision should include ensuring the data and integrity of the assessment is maintained as well as ensuring safety, safeguarding and do no harm principles and practices in line with the Code of Conduct and global best practice on PSEA are upheld.

During collection, the assessment coordination team should have *daily* contact with each team leader and be available to receive calls at any time from the teams (report updates, problems, changes, security issues, etc.). Depending on the number of teams, consider dividing oversight of them to different people, especially where there are perceived organizational hierarchies between partners. If distances and logistics allow, random visits to teams in the field are recommended in order to check the quality of the work, mental and physical health of the teams as well as their cohesion and problem-solving abilities.

Figure 24: Data Collection Management Checklist

Joint Education Needs Assessment: Checklist for Managing Data Collection

The following list of administrative, operational and logistical considerations should help the assessment coordinator while managing primary data collection. It is not exhaustive and can be used in conjunction with the Assessment Work Plan Template.

TASK	Assigned to	Status
BEFORE data collection		
All items on the budget have been approved and released (this may involve coordinating contributions from multiple organizations – see your budget and stakeholder analysis)		
Cash is available to cover costs such as per diems, phone credit, fuel and incidental costs that teams may incur in the field		
Adequate transportation (including fuel and drivers) for all field teams confirmed		
All legal documents, MoUs, official letters, travel permits, etc. in order (and signed)		
Sites and respondents have been selected		
All data collection tools have been developed, piloted and translated (if applicable)		
Code of conduct and informed consent forms have been developed		
Field teams have been composed of appropriate composition and size; number of collectors adequate to complete assessment		

24 If the assessment coordinator cannot do this, the AWG should select a dedicated individual to these tasks.

3.3.4 Debrief with assessment field teams

Debrief with the field teams (or at least the team leader) as they return from the field. This provides an opportunity to discuss the collection process, any major challenges and potential validity problems with the data. Field teams provide a great deal of insight into the data that may not be apparent from simply analyzing it. Field teams may also provide ideas on data to collect during subsequent assessments not included in the initial assessment. During debriefs, begin cleaning the data, by quickly 'spot-checking' the completed data collection tools with the individual data collectors.

3.3.4 Enter primary data

If a decentralized data entry methodology is used, or if mobile data collection technology is used to collect data, then data entry is already complete. When possible during the collection process (e.g. when assessment field teams have internet connectivity), the electronic data should be shared with the assessment coordination team on a daily basis for compilation and on-going analysis. When paper-based collection tools are used, sending them to the assessment coordination team prior to their return is more difficult (although not impossible: phones can scan the forms and then emailed or physically sent via courier). Upon reception of the completed paper-based tools, data entry teams should be on hand and ready for immediate entry.

DATA SECURITY

The data collected during the assessment may contain sensitive information, such as informant names and contact details, and should be protected and treated responsibly. Furthermore, the data collected represents a large amount of time, resources and effort and should be protected from potential loss or damage. To help avoid potential problems, data security protocols should be followed:

- Keep all physical, paper-based forms in a locked location (preferably away from any potential damage such as flooding).
- All databases are password protected.
- If raw data is going to be shared externally, all sensitive data should be removed or coded; the key to the coded information can sit with the assessment coordination team. For example, rather than having your dataset contain the names and contacts for all head teacher key informants (and even the school name itself), you could simply include a series of coded numbers; the key containing the codes with associated names, contacts, schools, etc. could exist in a separate, password-protected file, securely stored on the assessment coordinator's computer only.
- Before sending data externally, ensure that you take adequate steps to limit who can access that data. For example, you may need to encrypt the data or send a password-protected folder and then send the password itself separately. Speak to your IT teams for support if needed.
- Have multiple backups of all data (external hard drive, secure online storage, etc.).
- Agree on how long hard copy data will be kept. Once this time is up, ensure the data is destroyed (e.g. shredding notes).

3.4 ANALYZE THE DATA

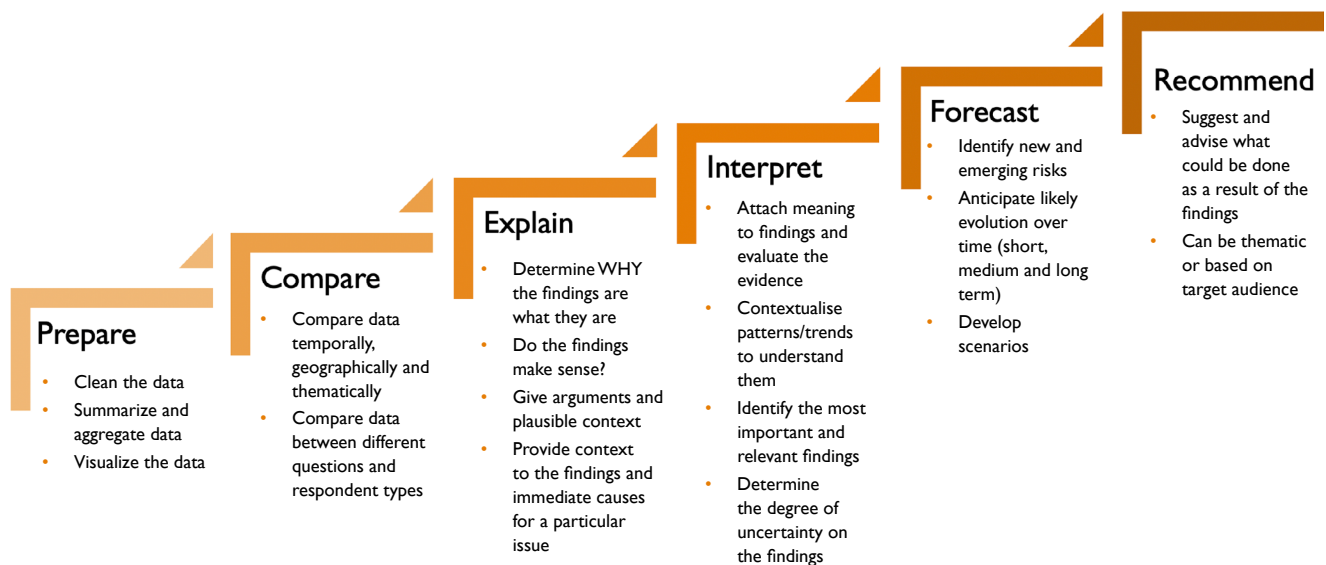


Figure 25: Assessment Work Plan - Analyze the data

Education Cluster Assessment Work Plan				Week 3			Week 4			Week 5			Week 6											
Primary task	Sub-Task	EIE NA Guide reference	Responsible	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F
Conduct a JENA: Analyze	Analyze the data		3.4. IA, AC	20	21	22	23	24	25	26	27	28	29	30	31	01	02	03	04	05	06	07	08	09
Conduct a JENA: Analyze	Conduct shared analysis (i.e. interpretive workshop)		3.4.7. IA, AC (w/ stakeholders)																					

Analysis is the process of interpreting available information including ‘raw’ data to identify significant facts, trends and anomalies to inform decision-making. Analysis should start as soon as you begin to receive data and continue as long as you are receiving new data. Data analysis may sound highly technical, but it does not take any specific qualifications; just a critical mind and an eye for practical observations. Analysis is not a single action, but a process consisting of several steps, building on each other, increasing your understanding of the findings with each step. The figure below describes these steps of analysis:

Figure 26: Data analysis steps



INTEGRATING SECONDARY AND PRIMARY DATA ANALYSIS

When analyzing your primary data, be sure to integrate your secondary data analysis (see [Chapter 2](#)) as much as possible. It should be an essential compliment to your primary data analysis; used not only to triangulate and validate your primary data findings, but also to help you when comparing, explaining, interpreting, forecasting and recommending (see below). When findings are presented in the assessment report, this should include both primary and secondary findings.

3.4.1 Prepare the data: clean, summarize and visualize

Clean the data

Data cleaning should occur as soon as you receive data. This will happen both while reviewing the paper-based forms at the time of the assessment field team debrief as well as while reading and analyzing the data in the electronic database. Initial cleaning should focus on simple mistakes such as typographical errors (misspellings, extra zeros, etc.) and blank entries. As analysis progresses, you may begin to see anomalies and outliers in the data (i.e. data that does not make sense) which will need to be verified or cleaned.

EXAMPLES OF POTENTIAL DATA ERRORS:

- The number of people in need appears too high or too low in comparison with baseline population figures for the area.
- Reports indicate that the water and sanitation facilities in schools are inadequate in locations where other reports indicate the schools are closed.
- Assessments indicate that teachers are reporting that they are not receiving salaries when at the same time it is said that all the teachers have fled the area.

It should not necessarily be assumed that any of the above statements are automatically incorrect or problematic as these findings could be accurate. What these examples point to are areas where the data needs further investigation. These anomalies can occur because of misunderstandings between key informants and data collectors or simply because the data was entered inaccurately. Often, these issues can be resolved through discussion with field assessment teams and checking entries. For more guidance on how to clean data, including a useful checklist, see the [Data Cleaning](#) technical brief produced by ACAPS.

The role of an analyst is to continually review, refine and revise the findings against new data and information as it is collected, and by incorporating new sources as they are identified; for example, through the ongoing secondary data review.

If some of the questions on your collection tools have collected qualitative data, another element of preparing/cleaning the data will be to thematically categorize the information with a standard vocabulary that can be easily analyzed. A simple example is if you have a multiple-choice question that has an open, 'Other' option. You will need to read through all the qualitative 'Other' responses and group them thematically. However, be sure to save the raw data as quotes from the affected population will be useful for the assessment report and presentations and strengthen accountability.

Summarize the data

As you clean the data, begin summarizing it²⁵. Typically, this will involve going through your database question by question and summarizing the information into easy-to-read tables²⁶. The structure for how you summarize the data (i.e. the structure of your tables) will depend on the comparisons you wish to make (see below). For example, if you wish to compare data geographically, your table will need to summarize the data by the desired geographic breakdown; if you wish to compare data pertaining to type of school (government, non-government, religious, etc.), gender (male, female) and/or location type (urban, rural) then your table will need to summarize the data for a particular question based on these criteria. Often, these criteria correspond with the sampling methodology strata identified during primary data collection design. This is why it is essential to plan your analysis well before you begin collecting data (see [section 3.2.5](#).) It is common, therefore, especially while exploring data, to create multiple tables for a single question, each with a unique breakdown and perspective based on differing summarization criteria.

The tables below show an example of summarization. The first table contains summarized, aggregated data for pre-crisis and post-crisis (time of assessment) student enrolment (boys/girls). The table and numbers are important (and much easier to understand than the raw data itself); however, it is still difficult to compare or make meaning in that format. The next table is the same data, but a formula has been used to show the percentage of students who are not attending school due to the crisis. Suddenly, simply by summarizing the same data in a different format, it is much easier to understand.

25 Note: cleaning, summarizing and visualizing data is very much a repeating, cyclical process rather than a clear, linear one; your first data cleaning attempts will catch as many errors as possible, however; summarizing and visualizing data is also part of the cleaning process as they will highlight more elements that need cleaning (after which your summaries and visualizations should be updated).

26 If you are analysing your data in Excel, pivot tables are particularly useful for this process. Google and YouTube are full of tutorials; here is [one example](#). Additional resources on data cleaning can be found [here](#).

Figure 27: Summarization of data

	Pre-crisis Enrollment			Post-crisis Enrollment		
	Boys	Girls	Total	Boys	Girls	Total
Bamingui Bangoran	3367	2582	5949	609	350	959
Bangui	7044	10966	18010	2715	5398	8203
Haut Mbomou	2437	1940	4377	1883	1526	3409
Haute Kotto	4302	3605	7907	737	313	1050
Kémo	8712	7380	16092	50	70	120
Mambéré Kadéï	1525	1219	2744	362	243	605
Nana Gribizi	5787	3386	9173	4149	2241	6390
Nana Mambéré	6505	4057	10562	2426	1782	4098
Ombella M'Poko	1894	1939	3833	458	539	997
Ouaka	6986	5942	12928	1106	692	1798
Sangha Mbaéré	727	485	1212	196	130	373
Grand Total	49286	43501	92787	14691	13284	28002

Summarise

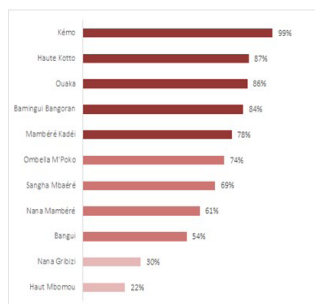
	% of students still absent		
	Boys	Girls	Total
Bamingui Bangoran	82%	86%	84%
Bangui	61%	51%	54%
Haut Mbomou	23%	21%	22%
Haute Kotto	83%	91%	87%
Kémo	99%	99%	99%
Mambéré Kadéï	76%	80%	78%
Nana Gribizi	28%	34%	30%
Nana Mambéré	63%	56%	61%
Ombella M'Poko	76%	72%	74%
Ouaka	84%	88%	86%
Sangha Mbaéré	73%	73%	69%
Grand Total	70%	69%	70%

Visualize the data

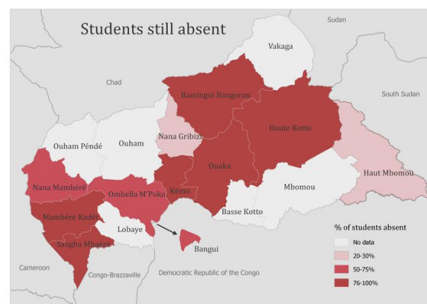
Summarizing data into tables may be enough for analysts and decision makers to draw important meaning from the data. However, at times it may be difficult to make sense of the information if it is only presented as numbers in a table. Being able to clearly see the data in an organized way is key for meaningful analysis. This is important for the information analyst(s) themselves and especially for the wider community who will help interpret the analysis (see [section 3.4.7](#) below on conducting a shared analysis). Be sure, however, that your visuals add value and have a short explanation in order to facilitate analysis. The [Needs Assessment Package](#) contains a two-page [Guidance Note on Data Visualization](#) demonstrating different types of visualization options.

The images below demonstrate how you can easily create a bar chart or even a map visualizing the same information but in a way that makes it even easier to understand and draw meaning from the information. The entire analysis process rests on how well your summarization and visualization facilitate the process of meaning-making.

Figure 28: Visualization of data



Visualize



CAUTION: DO NOT MISLEAD THE EXTENT OF GENERALIZABILITY

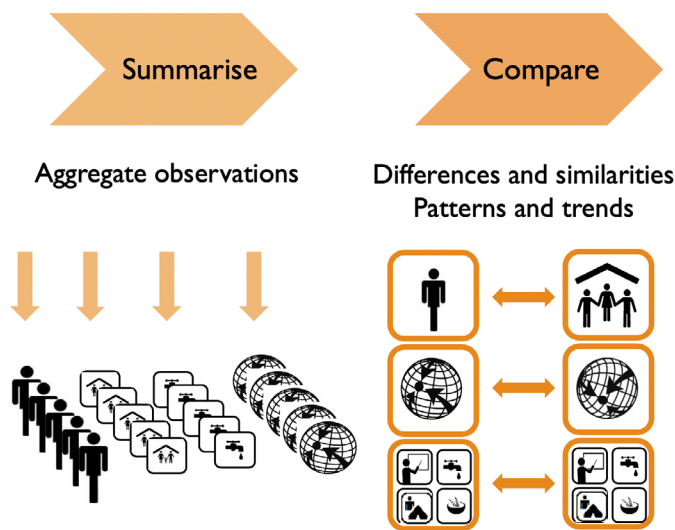
It is important as you analyze and visualize your data that you be transparent regarding the degree of generalizability. If a representative sampling strategy was used (see [Section 3.2.2](#) on sampling strategies) you may be able to extrapolate and generalize your findings to an entire population or geographic area. If not, then care and caution should be used when presenting your findings in ways that do not mislead the reader into assuming your findings are generalizable.

3.4.2 Compare the data

As you summarize your cleaned data into various tables and visuals, you will naturally begin comparing the data. There are many different ways in which you can compare data, for example:

- Within a single question pertaining to geographic area, school type, language, gender, location type, etc. (as discussed above).
- Between multiple questions from the collection tools; this could be questions asked from the same tool (% of students back at school vs. % of teachers back at school) or related questions from multiple tools (top barriers to education identified during KIIs with head teachers and FGDs with parents and students).
- Over time: pre-crisis data from SDR findings vs. current/post-crisis data collected via primary data collection; between multiple assessments done at different time periods.

Figure 29: Summarize and compare data

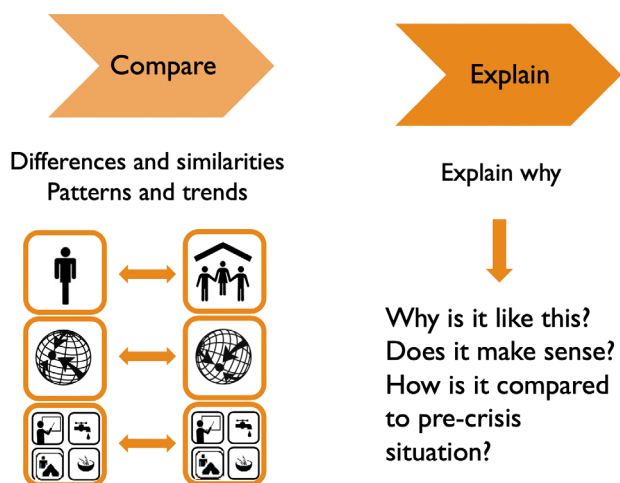


To compare data well, you need to be inquisitive and curious and constantly asking questions of the data. For example: How does school attendance compare across locations? Is there a difference between boys and girls? Between young children and adolescents? Between speakers of different languages? During analysis, you must constantly verify the results by putting the data against each other and seeing if and how they make sense. Working with data requires a good eye for detail and an open mind, enabling you to discover irregularities that need to be followed up more closely. As you compare your summarized data, you will begin to develop an understanding of what is known about assessed situations, people, places, or objects; what is valid or worth noting about *who*, *what*, *when*, *where*, and *how* as well as remaining information gaps.

3.4.3 Explain the findings

The next step is to try and explain the findings being produced when comparing the data in order to provide the *why*. This step of the analysis process probes the reasons or immediate causes of a situation, explaining *why* a situation has or is developing in the way portrayed by valid sources. At this level, you, as an analyst, do not just organize and report interesting information, but must use argumentation to give context for the facts, judgments, and observations about patterns or trends. This sort of reasoning should accompany findings in assessment reports to provide an explanation for why the findings are as they are. Answering *why* is about providing context to the findings and point out immediate contributing factors for a particular issue. Sometimes explanation may be obvious:

Figure 30: Explain findings



If it is reported that children are not attending school and also that schools are being used as collective centers for sheltering IDPs, this is a clear cause and effect that can be pointed out.

However, even when the connection appears obvious as in the example above, it is important to be explicit; for example:

Even if families want their children to return to school, and even if teachers are available and children can access the school building, they will not be able to resume classes unless some action is taken to address the living arrangements of the IDPs currently residing in the school, and remedy any damage to school buildings, facilities and learning materials.

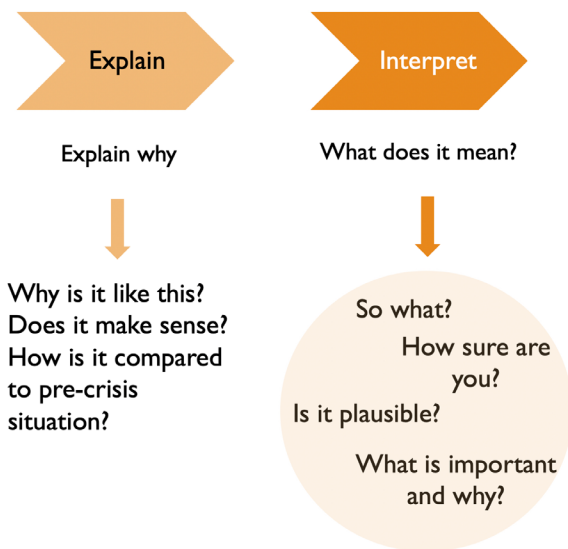
Other explanations to a certain problem may be found in the context and require comparison with pre-crisis secondary data. Explanatory analysis seeks to discover and explain associations or cause-effect relationships between different data points. Sometimes factors that are not directly linked to the education facilities or personnel may play a key role in preventing children from attending school. To find explanations for why a situation is as it is, you often need to dig deeper and look for the root causes:

In a rural area where people are largely dependent on their own crops for food and livelihoods, and known to be food insecure, children may be needed to assist in agricultural activities in the wake of a crisis, thus keeping them away from school.

3.4.4 Interpret the findings

The next step in the analysis process is to give meaning to the initial findings. This is done through interpreting the findings; the goal being to answer the question: what does it mean? Interpretation implies going beyond just comparing the data and explaining the findings; it is bringing together all the pieces of information that you have at your disposal, assessing if they make sense and identifying what is most important (and what is not important) and why. Interpretation examines the significance and relevance of a problem or topic of interest as it relates to the decisions that need to be made, using logic to interpret and make judgments about the situation. The figure to the right shows typical questions we need ask to interpret the meaning behind the data. For example:

Figure 31: Interpret findings



Should the focus be on providing temporary learning spaces for an IDP population when schools are occupied? This may be necessary, but the right course of action may be to work on moving IDPs into alternative accommodations. Another question would be whether the IDPs are expected to return home soon, like in a flood situation where water recedes. Funds could then be directed towards rehabilitation of the schools damaged.

Or in a refugee situation:

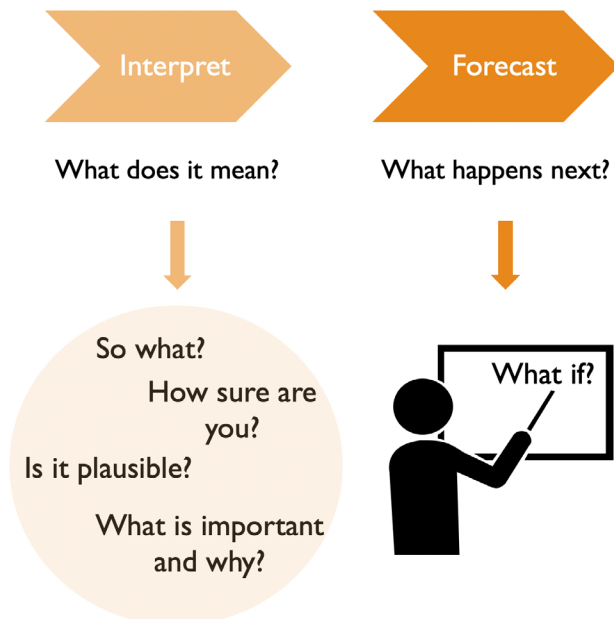
Involve host country MoE as early as possible to ensure inclusion of refugees into host country education system. If school infrastructure is insufficient in the affected areas, collaborate with MoE to implement double shifts or find temporary education solutions. If infrastructure is sufficient, focus capacities on supporting national systems to cope with the influx, with a particular focus on support to [teacher capacity development](#).

Interpreting findings involves using all information available to make sure that it is a plausible interpretation and not just an opinion. In needs assessments the desired quantity or quality of data is often lacking, and analyzing needs-related information during emergencies relies on the ability of analysts to draw conclusions from very imperfect and fragmented information. One way to increase the quality of interpretation despite the issue of limited or insufficient quality of information is through increasing the involvement and consensus of experts during shared analysis, such as during an interpretive workshop. This is discussed further in [section 3.4.7](#).

3.4.5 Forecast

Forecasting involves comparing the pre-crisis situation to the present situation and trying to consider how the situation will evolve over time based on different types and levels of response and other potential developments. This is the step in the analysis process where potential scenarios are developed by asking: What if? What else? When then?

Figure 32: Forecast



As an analyst, you should always look to the future, asking what might happen next and proactively anticipating what course a situation may take. What will happen if decision makers do not pay attention now? What will happen if the situation goes unaddressed? Forecasts are generally based on lessons learned from previous emergencies, the analysts' and stakeholders' experience, knowledge, and strategies for modelling evidence and developing possible outcomes for a given initial situation. For example:

What will the consequence be if decision makers decide to focus on rebuilding schools, without prioritizing temporary emergency education services in the rebuilding period? This forces several other questions; how long is the rebuilding period likely to take? Will this mean that a large number of children have been out of school for so long that they are not likely to return? How will livelihoods of teachers be impacted during this time? Will teachers still be available once reconstruction is complete?

Forecasting may also lead to contingency planning, especially if the developments we are envisaging are dependent on certain assumptions about what may happen next.

For example, will this be a relatively local emergency, perhaps contained to a limited number of learners affected, or is the situation more widespread? If the situation deteriorates, e.g., if water levels in a flood continues to rise, do we expect the caseload to increase, and therefore need to plan for more facilities over time?

When looking to the future:

- Include support and review from selected key informants and local experts, preferably from MoE or other key national and local actors
- Focus primarily on the likely impact on the education sector, but also secondary consequences for other sectors
- Include just enough detail to permit decision-making and communicate to others the anticipated conditions and needs of the affected population
- Acknowledge that the forecasts you develop will never be able to predict exactly the future and therefore will never be completely right
- Consider features that are not directly linked to the present crisis but could affect response and education. Examples of these factors could be seasonal (wet season, cold season that would affect reconstruction and the nature of temporary arrangements), political (upcoming elections that could cause unrest), or education specific (key examination periods and any policies that relate to the number of days children can be absent from school, etc.).

3.4.6 Recommend

The final step in the analysis process is to develop recommendations for decision makers and key stakeholders. It seeks to answer the question: “What should be done?” The recommendations should be based on the interpretation of the findings and the forecast and highlight what recommended decisions should be made and actions taken (and by whom) .

Figure 33: Recommend



This is a good moment to go back to the objectives of the assessment as well as the key decisions and information needs outlined in the assessment framework to make sure that your recommendations are addressing them. Common examples of the types of recommendations you will make will pertain to:

- Prioritization of geographical areas (where) and population groups (for whom)
- Recommended interventions (what/how) for the prioritized areas/populations
- The sequence or order of intervention (when)
- Other non-intervention related actions and decisions that need to be taken

As you analyze the data you will have most likely already begun to group your findings into categorical themes; for example, the INEE Minimum Standard domains provide a useful thematic framework for organizing your findings. In order to develop your recommendations, review carefully your findings within each theme and ask yourself the questions listed above: What should be done and specifically what, where, for whom, and when? The next step is to then ask: What actors are best placed to accomplish this

(by whom)? This will often be the MoE, Education Cluster Lead Agencies, the Education Cluster Team, the Education Cluster Members, inter-sectoral actors, etc. How you organize the recommendations in your assessment report is key and is discussed [section 3.5.1](#). For country examples of assessment recommendations, see these [Assessment Report examples](#). Note: although recommendations may be brainstormed and drafted at this stage, it is key that they are a central part of the shared analysis for wider consideration and inputs (see next section).

USING THE ASSESSMENT REPORT TEMPLATE FOR ANALYSIS

The visual elements of preparing data will most likely occur within various data analysis software (e.g. Excel, Tableau, GIS, Stata, etc.). As you begin to compare, explain, interpret, forecast and recommend, however, it may be useful to write your analysis directly in the 'Findings' section in the [Assessment Report Template](#). Good practice for the division of labor may be for the information analyst/IMO to draft all tables, visuals, comparisons and explanations for a particular section/theme of the findings and then pass them one-by-one, immediately upon completion to the assessment/Cluster coordinator for drafting the interpretation, forecasts and recommendations. During the initial analysis phase in the Liberia JENA for the Ebola response in 2015, for example, the [Assessment Report Template](#) was uploaded to Google Docs. The assessment's information analyst then provided a summarization of relevant data with tables, charts and maps along with a few sentences explaining the findings. As the analyst completed one section, a Cluster Coordinator – who had recently finished a deployment in-country and was thus intimately familiar with the context – remotely added text to that section providing more in-depth interpretation, forecasting and recommendations. See [section 3.5.1](#) below for more on writing the report.

3.4.7 Conduct shared analysis

After the assessment coordination team has completed an initial round of analysis, there must also be a shared analysis (i.e. interpretive workshop) in which the AWG, MoE (where appropriate), wider Cluster members and relevant stakeholders come together to discuss and analyze the findings. Objectives may include:

- Establish a common understanding of the situation by agreeing on the findings
- Compensate lack of evidence with expert judgement
- Resolve inconsistencies in the data through discussion and information sharing
- Identify patterns in the data, for example by determining trends
- Develop likely scenarios for how the situation may evolve
- Agree on recommendations and priorities and the way forward

During shared analysis the summaries, visuals, comparisons and draft explanations already prepared should be provided in a structured format to the participants to workshop (you may want to use thematic breakout groups for this). The aim is to have the participants provide their insight and expertise in further comparing, explaining, interpreting, forecasting and recommending. Note: When providing participants with findings, only include the summary/visuals and brief explanation; do NOT include your own drafted interpretations, forecasts and recommendations. Drafting these is a good exercise to do before the workshop as it will provide you with greater ownership and understanding of the data; however, the purpose of the shared analysis is to get the opinions of other relevant stakeholders and sharing too much will bias these opinions. Prepare and have groups use a contextualized [Interpretive Workshop Template](#) in the [Needs Assessment Package](#) to guide their analysis:

Figure 34: Interpretive Workshop Template

Joint Education Needs Assessment: Interpretive Workshop Template

Group [XX]

1. [Findings Topic/Theme to workshop; e.g. Access and learning environment]

1.1. [Sub-theme; e.g. opening of schools]

Present the findings (summaries, visuals, comparisons and brief explanation) for this sub-theme from the initial analysis here (REPEAT THESE SECTIONS FOR EACH SUB-THEME)

Commentary and further explanation	Participants to provide further explanation as to why the findings are what they are, agree/disagree, comment if they make sense, provide additional arguments and context for the findings
Interpretation	Participants to interpret the findings and attach meaning/importance to them
Forecast	Participants to forecast new and emerging risks, anticipate likely evolution over time (short, medium, long term), develop scenarios
Recommendations	Participants to suggest and advise what should be done (and by whom)

1.2. [Sub-theme; e.g. student presence]

Present the findings (summaries, visuals, comparisons and brief explanation) for this sub-theme from the initial analysis here.

Commentary and further explanation	
Interpretation	
Forecast	
Recommendations	

Be sure the workshop has a strong, non-biased facilitator. Bias in analysis processes is unavoidable and inherent. As a facilitator you should ideally be in a position where you can be objective and neutral, without any particular stake in the outcome. This will help prompt a discussion in an objective manner, without being perceived as someone leading it towards a particular conclusion. For a best possible result, consider:

Selecting participants that represent different viewpoints to ensure diversity of opinion, e.g., MoE, Civil Protection agencies, donors, other humanitarian agencies, etc;

Defining a clear purpose of the workshop and an agenda, formulating where you ideally would like to end up;

Ensuring that the participants are as well and consistently informed of the data as possible, so you do not end up only sharing information instead of discussing what it means²⁷.

If you involve stakeholders with varied expertise in analyzing the data, you will gain a wider perspective and a stronger consensus. However, you will need to balance this against any biases that these stakeholders might have.

²⁷ The assessment team should circulate the drafted initial analysis to workshop participants prior to the workshop so that they have time to become familiar with the content and come prepared to discuss and ask questions.

FIVE DOS AND DON'TS FOR AN INTERPRETIVE WORKSHOP

Do not get bogged down in discussions that relate to the methodology and process of the assessment. This will divert resources away from interpretation and analysis of the findings.

Do focus on analysis of findings rather than solely sharing of information. When information is being shared it should be because it is either new information or information that assists in interpreting findings.

Do not confuse facilitation with participation. A neutral facilitator, who does not portray a vested interest in a specific outcome, is crucial to maintaining the independence required to lead a discussion on assessment findings²⁸.

Do explain definitions and concepts, including population affected, priority needs etc. to ensure all participants have a consistent understanding.

Do emphasize the difference between the analysis of humanitarian needs as different from the identification of required response interventions.

The importance of conducting a shared analysis cannot be overstated. As mentioned above, humanitarian assessments typically do not have the volume or quality of data that we would like for informing our decisions. One way to overcome the issue of limited or insufficient quality of information is to rely on a high level of agreement between experts from the education sector and other relevant sectors (e.g. Child Protection, WASH, etc.) on what the findings mean. One reason shared analysis is important in assessments is because it provides the opportunity to balance the lack of information with the level of consensus on the conclusions reached. For example, you can have very limited evidence, but still a strong agreement among experts that a displacement situation will worsen in the coming month, leading to increased school dropout levels. This is generally good enough to inform decisions.

28 This can be challenging as in many cases the person who had the role of assessment coordinator also will be tasked with designing and facilitating the shared analysis session.

ADDITIONAL THOUGHTS ON THE ANALYSIS PROCESS:

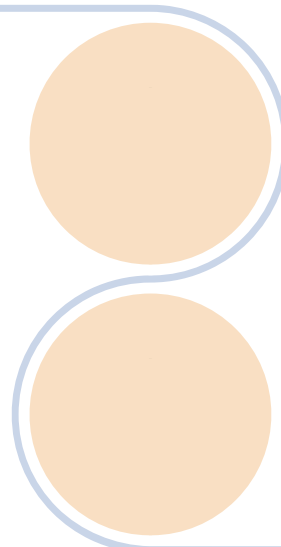
Transparency – Make clear what data your analysis is based on, and the source of that data. Be honest about gaps in your data and explain the reasons for those gaps (e.g. lack of access, time, resources, etc.). This will help you and others to plan future assessments, build scenarios, and allocate resources efficiently.

Consistency – Make sure conclusions are consistent and that analysis does not suffer from too many inconsistencies. As emergency assessment data will always contain an element of uncertainty, communicate this and explain how sure you are.

Collaboration – If you manage to balance the strength of your evidence with a high level of agreement among stakeholders, you gain a higher level of confidence in your findings, which also creates co-ownership and adds weight to the final outcome.

Plausibility – Decision makers' willingness to accept an interpretation is closely connected with their ability to see its plausibility and the level of expert agreement. An interpretation is not a fact but a theory. Often, the best an analyst can hope for with their explanations is not that others will say, "Yes, that is obviously right," but rather "Yes, I can see why it might be possible and reasonable to think as you do". As an analyst, you need to decide what possible interpretation best accounts for what you think is the most important and most interesting to notice about the findings given the context you are working in.

Imperfection – Remember that analyzing needs-related information is not an automatic process, you cannot expect to feed data into an analysis model and the right answers will fall out from the other end. Analysis and interpretation take intuition, judgment and experience. Even then the conclusion will have a degree of uncertainty as the information used to reach it is often far from perfect or complete. However, by applying sound methodologies throughout the assessment and approaching analysis as a process in itself within the assessment, we can reduce uncertainty considerably.



3.5 GENERATE AND SHARE AN ASSESSMENT REPORT AND PRODUCTS



Figure 35: Assessment Work Plan - Reporting

Education Cluster Assessment Work Plan				Week 5					Week 6									
Primary task	Sub-Task	EIE NA Guide reference	Responsible	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
Conduct a JENA: Report	Write the assessment report	3.5.1. AC, IA																
Conduct a JENA: Report	Prepare an assessment presentation	3.5.2. AC, IA																
Conduct a JENA: Report	Design summary sheets and infographics	3.5.2. AC, IA																
Conduct a JENA: Report	Prepare datasets for sharing	3.5.2. IA																
Conduct a JENA: Report	Translate assessment products	3.5.2. AWG																
Conduct a JENA: Report	Disseminate and share report and products	3.5.3. AWG																
Conduct a JENA: Report	Conduct an action plan workshop	3.5.4. AWG, AC																

3.5.1 Write the assessment report

The assessment coordinator is responsible for ensuring the assessment findings are turned into a readily and easily accessible report. The table below shows and explains a suggested layout:

Table 9: Assessment report layout

COMPONENT	EXPLANATION
Executive summary	<p>Purpose of this section is to draw readers, particularly decision makers who may not read the entire report, to the key findings (aspects of the education situation that have been negatively impacted as a result of the crisis, the magnitude of the problem, what will happen if needs are not addressed, etc.) and main recommendations. Use bullet points if helpful.</p> <p>Note: Although it comes first in the report, it is typically much easier to write the Executive Summary last.</p>
Introduction	Provides a brief background to the crisis and context as well as a rationale and the objectives for the assessment.
Methodology	<p>It is important that readers understand what the findings and analysis are based on by knowing how the assessment was conducted and why it was conducted in that way. The methodologies section should clearly state:</p> <ul style="list-style-type: none"> - How secondary data was used - Sampling strategy and locations visited - Data collection methodologies - Data management/entry methodologies - How the data was analyzed - Rationale for all points listed above - Timeframe of the assessment in its entirety as well as the time frame devoted to primary data collection and analysis - Limitations and constraints of the assessment - Assumptions, biases and known information gaps - Recommendations for further assessment(s)

COMPONENT	EXPLANATION
Findings	<p>Presentation of analysis and findings (summarization, comparison, explanation, interpretation, forecast, recommendations); explains very clearly the impact of the crisis on the education sector, how the crisis is likely to continue impacting the sector, etc.</p> <p>How you choose to structure/order the themes and sub-themes of this section will depend on what makes the most logical sense given your findings and context. However, you may wish to follow the structured framework outlined in your assessment framework since it is organized by assessment objectives, INEE core education domains and relevant sub-themes. The bulk of the assessment report will address these sub-themes, outlining them one by one and explaining the findings, analysis and recommended actions for each.</p> <p>Remember: data visualizations (tables, graphs and maps) should be included where they add value and clarity.</p>
Summary of recommendations	<p>Presenting recommendations within the findings section provides a clear link between a presented finding and specific, concrete recommendation(s) resulting from that finding. However, this also means that the recommendations are spread throughout the report and may be difficult to locate and know who towards which group a recommendation is directed.</p> <p>In addition to presenting recommendations with findings, it may be useful to have an additional section wherein all recommendations are compiled, organized according to relevant targeted audience (i.e. specific decision making entities: MoE, Cluster Lead Agencies, Cluster partners,, etc.) and prioritized (in terms of importance and how time bound they are).</p>
Annexes	<p>Some potential annexes include: a glossary, copies of the data collection tools, a list of organizations that participated in the assessment, etc.</p>

The [Assessment Report Template](#) in the [Needs Assessment Package](#) contains the structure and information in the table above and is intended to help assessment coordination teams write their reports (the folder in the package also contains several assessment reports from past education needs assessments that may be useful to consult):

Figure 36: Assessment Report Template

Joint Education Needs Assessment: Report Template

[DATE]

[PHOTO]

Contents	
Acknowledgements	2
Acronyms	2
Executive Summary	4
1. Introduction	5
2. Methodology	5
2.1. Secondary data	5
2.2. Sampling strategy	5
2.3. Data collection, entry and analysis methodologies	5
2.4. Limitations and assumptions	5
2.5. Methodological recommendations for further assessment(s)	5
3. Findings	6
3.1. Access and learning environment	6
3.2. Teaching and learning	6
3.3. Teachers and other education personnel	6
3.4. Education policy	6
3.5. Coordination	6
3.6. Community participation	7
4. Summary of recommendations	8

Acknowledge limitations

Every assessment has limitations, assumptions, biases and gaps. Acknowledging these throughout the report helps others understand how you reached your conclusions. This is important for transparency and accountability because it enables others to judge your assessment for themselves and ensures that other stakeholders (particularly those arriving in later phases) have a clear understanding of the conditions that the assessment was subject to.

For example:

- The number of schools visited as compared to the total number of schools in the affected area
- The fact that the assessment aimed to use head teachers as key informants but in reality found many were not in their posts
- That children themselves were not included in the assessment because there were no staff available with sufficient training in child participatory methodologies
- That there was no language capacity to interpret for a marginalized language group

Be prepared to defend any conclusions you draw and recommendations you make and explain the basis of these. You should also be prepared to explain any major limitations, anomalies or contradictory results, and suggest what you think is the most suitable response. It can be useful to think about how findings can be used to support the full range of organizational requirements: logistics, human resources, monitoring and evaluation, fundraising, etc.

ADDITIONAL TIPS WHEN WRITING THE ASSESSMENT REPORT:

- Keep the report as succinct and short as possible while still effectively presenting the findings
- Use bullet points where appropriate rather than long explanatory text
- Sharing the writing: information analyst can draft the methodology, initial explanation of findings and all visuals; as the analyst moves from one section to the next, the coordinator can immediately follow and provide relevant interpretation, forecasting and recommendations (based on their own expertise as well as the feedback received during the interpretive workshop)
- Write simply and avoid jargon and technical language as much as possible
- Define key terms throughout and include a glossary
- Include visual aids where appropriate to make the assessment findings as easy to see as possible; be mindful when using colors as the report may be printed in black and white
- Focus on what value the assessment findings are adding to the existing understanding of the situation and what actions need to be taken
- When assumptions are made, clearly explain them and their rationale
- Distinguish between facts/observations and judgement/interpretation
- Clearly identify information gaps (the known unknowns) and needs for further assessment phases
- Be clear and transparent about the limitations of your analysis, the methods used to reach conclusions and your degree of uncertainty or confidence on the findings
- Date your products and share updates as new information becomes available or the situation changes

3.5.2 Prepare and translate other assessment products

Assessment presentation

Prepare a standard assessment presentation (i.e. PowerPoint slides or equivalent) for Cluster and partner use. Presenting findings to various audiences will encourage explanation, discussion and buy-in; it can also be a useful advocacy exercise. Having a standard presentation helps ensure consistent messages are being shared. The format can follow the same structure as the assessment report and should cover all key findings and recommendations; however, the slides should be light on text and not include copied and pasted paragraphs from the report. Be sure that each slide contains enough information to avoid any confusion but focus on including key graphic representations of information and several explanatory bullet points.

Summary sheets and infographics

A summary sheet is a document of 1-3 pages presenting key findings simply and visually. These are also known as dashboards or info-graphics and are used to present an overall summary of information in a quick and user-friendly way. Areas of use may be:

- For regular updating of information in rapidly changing situations;
- When forwarding education specific inclusions in multi-sectoral reporting, for example Humanitarian Needs Overviews and appeal documents;
- For advocacy and presentation of key messages, e.g., to donors and headquarters;
- If there is a need to provide printed versions of the information;
- It can also be useful for Cluster partners to be able to have the key facts on hand in any inter-cluster, multi-sector meetings or for any unplanned exchanges with donors and decision makers to ensure the case for supporting education can be advocated based on evidence at any opportunity.

There is no set template for a summary sheet, but it should be guided by the assessment objectives, the thematic headings included in the report and the most notable findings. The simplest way to prepare a summary sheet is to extract the most important findings from the assessment report with a focus on information presented in maps and graphs. Be mindful that the information on a summary sheet needs to be clear to the reader in a “stand-alone” way, i.e., without the report attached, so ensure that there is a note which can enable the reader to find the full assessment report and that any maps and graphs are clearly labelled. See [section 3.4.1](#), for more information on visualization.

Datasets for sharing

After all data has been cleaned and finalized, an anonymized²⁹ version of the database should be made available to relevant and interested stakeholders. This serves three purposes:

1. Supporting operational decision-making at field level where greater detail may be needed and individual organizations may want to perform further analysis on parts of the data
2. Transparency to show the strengths and weaknesses of the assessment
3. Based on this data partners may decide they have sufficient data and do not need to conduct their own assessments or if they do, that their assessments are harmonized with existing data (as well as methodologies, tools, etc.).

If the database is going to be shared, whether raw data from a primary data collection or the organized secondary data set used for the assessment, it should only be made available once it is clean. You will need to keep two versions of the database: one for internal use and another for public distribution. This is not only sound research methodology in any situation and helps ensure information is not lost or altered, but also for security and safety concerns. Your assessment may have implications on disaster-affected communities, even after their information has been anonymized, particularly in conflict situations or where there are unresolved political issues. In some cases, access to the data may need to be restricted if releasing it widely would create specific and obvious risks to disaster-affected communities. These are complicated issues, so consult the communities involved, staff in your organization, and any relevant coordinating body before data is openly shared. It can be useful to have a clear stance on this from early in the assessment process to manage expectations.

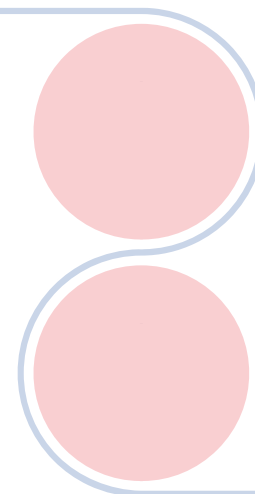
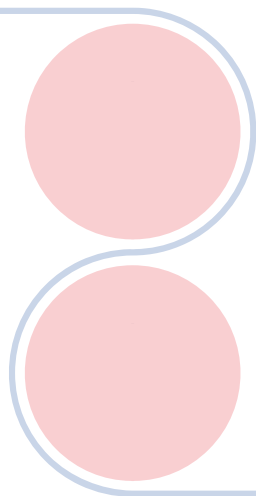
29 Anonymizing the database makes it impossible for any readers to identify key informants.

3.5.3 Disseminate and share report and products

It is important to consider the actual process of getting the assessment findings and recommendations to the people who need them. The appropriate format for sharing information and communication channel for the intended audience will vary depending on the context. The following table is not exhaustive but presents some of the key audiences, formats for sharing findings and communication channels that should be considered.

Table 10: Sharing assessment reports and products

AUDIENCE	INFORMATION FORMAT	COMMUNICATION CHANNEL
<ul style="list-style-type: none"> • AWG • Crisis affected communities and assessment respondents (as part of accountability and feedback) • MoE (including local education authorities) • Other government agencies • Education Cluster partners • OCHA (especially for inclusion in Humanitarian Needs Overview and the Joint Inter-Sectoral Analysis Framework; see Section 5.2, below) • Other Cluster groups • UN agencies • INGOs • NGOs (national) • Donors • Media 	<ul style="list-style-type: none"> • Assessment report • PowerPoint presentation • Summary sheets and infographics • Anonymized datasets • Simplified/Child Friendly abbreviate report (for dissemination to respondents) 	<ul style="list-style-type: none"> • Email • Formal presentation • One-on-one discussions • Meetings and workshops • Teleconferences • Hard copy distribution • Online posting (upload to the assessment registry on humanitarianresponse.info)



SHARING INFORMATION IS A CORE TENANT OF ACCOUNTABILITY TO AFFECTED POPULATIONS

A key group that is often under-emphasized in terms of sharing assessment findings is the affected communities themselves, especially those who have participated in the assessment. While it can prove difficult and sometimes costly, it is important that the affected communities are acknowledged as at the center of crisis response and recovery. Every effort should be made to ensure they have access to the information compiled about their situation, and can meaningfully respond and feedback to the findings and its implications on their communities, children and caregivers. Proactively plan and involve affected communities in assessment finding dissemination activities by:

- From the outset of the assessment, consider how findings will be shared with communities in language formats and channels they can access, including budgeting necessary resources.
- Link the dissemination of assessment findings with other education-related consultations with communities, such as PTAs or community events/other forums of community consultation. Since these activities are already planned in a program, take advantage of the opportunity to feedback on assessment results.
- Tailoring dissemination of findings to different groups within the community. For example, it may not be appropriate to share information about safety concerns and menstrual hygiene needs with male caregivers or community leaders, but carefully convened groups with adolescent girls of school-age may want to discuss these issues or identify how they can participate in school given this need.
- Arrange to have a web address where the report will be made accessible once it is complete so that this can be shared with focus groups, community groups, community leaders and key informants when assessment field teams visit sites.
- Make sure assessment field teams are trained in how to explain what the findings of the report will be like so that when people do see them, they are not surprised. The information is general, and it helps compare one location to another rather than give the specific detail of their one site.
- Look for linkages with Communicating with Disaster Affected Communities (CDAC)³⁰/Communicating with Communities (CWC)³¹/Info as Aid groups that may be working on on-going communication channels with affected communities. If key findings are shared with these groups, they may have ways of sharing the information on radio or social media.
- If resources are being sought for the assessment, consider including costs specifically to share information back with the communities visited for the assessment. With resources, assessment teams may be able to make presentations at sites where primary data was collected.
- Ensure that plans and mechanisms are in place so that affected population participants can feed back on the assessment process using languages they are comfortable to speak and write (this is especially important due to the risk of abuse by field teams).

30 The CDAC Network aims to ensure that communities affected are actively engaged in decisions about the relief and recovery efforts in their country. <http://www.cdacnetwork.org/>.

31 Often called "Communication and Community Engagement Working Group"

3.5.4 Conduct an action plan workshop

Once the assessment report with all findings and recommendations is finalized and shared, it is important to meet again with the AWG, MoE, Cluster members and relevant stakeholders (including inter-sector colleagues from OCHA, Child Protection, GBV, WASH, etc.) to develop a concrete action plan highlighting what actions need to be taken as a result of the assessment findings and recommendations. The action planning workshop should not be confused with the interpretive workshop for shared analysis: the interpretive workshop is held before the finalization of the report to interpret and reach consensus on assessment findings; the action planning workshop is conducted after the finalization of the report to decide on key actions and how to take the recommendations forward.

The workshop will most likely only need to be a half-day event. Prepare by knowing who will be attending (how many and from which organizations) and how you will structure it. If you use breakout groups, determine whether you want them grouped thematically (around themed findings and recommendations) or organizationally (so individuals are planning what their organizations need to do specifically) – or both. The [Needs Assessment Package](#) contains an [Action Plan Template](#) which you can prepare and use during the workshop:

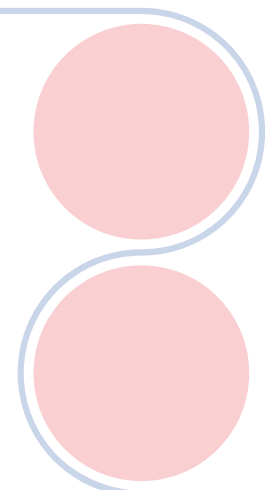
Figure 37: Action Plan Template

Joint Education Needs Assessment: Action Plan Template

Prior to the workshop, determine if you will be using breakout groups and what group composition will be. Then prepare an action plan sheet for each group by writing the findings and recommendations that you want them to discuss. If you will not be using breakout groups, prepare a single action plan sheet.

Group: [XX]

Finding/Recommendation	Action to take	Assigned to	Timeframe



4. HARMONIZE NEEDS ASSESSMENTS³²



GEC NEEDS ASSESSMENT PACKAGE

General:

- [Assessment Work Plan Template](#) (harmonization section)
- [Assessment Framework Template](#)

Harmonization:

- 4.3.1: [Assessment Inventory Tool](#)

Figure 38: Assessment Work Plan - Harmonize needs assessments

Education Cluster Assessment Work Plan				Week 2		Week 3		Week 4		Week 5		Week 6					
Primary task	Sub-Task	EIE NA Guide reference	Responsible	F	S	M	T	W	T	F	S	M	T	W	T	F	S
Harmonize needs assessments				Chapter 4													
Harmonize needs assessments: Plan	Create a harmonization work plan		4.1.1. Cluster Team, AWG														
Harmonize needs assessments: Plan	Define the objectives		4.1.2. Cluster Team, AWG														
Harmonize needs assessments: Design	Design harmonized questions and analysis		4.2.1. Cluster Team, AWG														
Harmonize needs assessments: Design	Conduct a harmonization workshop		4.2.2. Cluster Team, AWG														
Harmonize needs assessments: Design	Design data collection and entry tools		4.2.3. Cluster Team														
Harmonize needs assessments: Design	Develop harmonization Standard Operating Procedures (SOP)		4.2.4. Cluster Team, AWG														
Harmonize needs assessments: Collect and enter	Develop and maintain an inventory of assessments		4.3.1. Cluster Team														
Harmonize needs assessments: Collect and enter	Compile harmonized data		4.3.2. Cluster Team														
Harmonize needs assessments: Analyze	Analyze the harmonized data		4.4. Cluster Team														
Harmonize needs assessments: Analyze	Conduct shared analysis (i.e. interpretive workshop)		See 3.4.7. Cluster Team, AWG														
Harmonize needs assessments: Report	Write the harmonized assessment report		See: 3.5.1. Cluster Team														
Harmonize needs assessments: Report	Prepare a harmonized assessment presentation		See: 3.5.2. Cluster Team														
Harmonize needs assessments: Report	Design summary sheets and infographics		See: 3.5.2. Cluster Team														
Harmonize needs assessments: Report	Prepare harmonized datasets for sharing		See: 3.5.2. Cluster Team														
Harmonize needs assessments: Report	Translate harmonized assessment products		See: 3.5.2. AWG														
Harmonize needs assessments: Report	Disseminate and share harmonized assessment products		See: 3.5.3. Cluster Team														
Harmonize needs assessments: Report	Conduct an action plan workshop		See: 3.5.4. Cluster Team														

A joint education needs assessment is a fantastic opportunity for education actors and other stakeholders to combine expertise and resources and conduct a collaborative, consensus-based needs assessment. However, sometimes joint needs assessments will be impossible to conduct due to various constraints. Furthermore, joint education needs assessments (JENA) are not the only education-relevant assessments that will be taking place during an emergency. Some organizations will conduct their own multi-sector (including education) or education-focused assessments; other clusters may also conduct assessments and include education-related questions³³. *Regardless of whether a joint education needs assessment has taken or will take place, the Education Cluster should continuously strive to harmonize education-related assessments.*

There can be a misconception of what harmonized assessments or harmonization of assessments means. Some individuals see harmonization simply as collecting the final reports from organizations’ various assessments, pulling out education-relevant information and then compiling that information into a shared report. This is a secondary data review or a ‘survey of surveys’, *not* a harmonized assessment. Harmonizing assessments involves pre-emptively agreeing with partners on common indicators and questions, geographic coverage and interoperable methodologies; it also involves receiving raw data from these assessments (not just the final reports) on a regular basis, compiling and analyzing data for common questions/indicators and generating a report. Since partner assessments will most likely take place on an ongoing basis, compilation, analysis and harmonized reports should be done regularly, as information needs require. This is unlike joint assessments which are typically a one-off exercise.

32 Many of the tasks, processes and principles for harmonized assessments are the same or similar to joint assessments; this chapter focuses on presenting unique guidance for harmonized assessments and where necessary will reference relevant joint assessment sections.

33 These other assessments will more or less follow the same assessment cycle presented in the introduction and discussed throughout Chapters 1-3.

Harmonizing assessments can have several advantages:

- Increases the geographic coverage of data collected
- Avoids duplication and burden on affected population
- Improves the opportunity for data to be shared between organizations
- Can increase the general quality of assessments being conducted by education partners
- Despite not having the resources to conduct a JENA, the Education Cluster can still receive primary data necessary to fill information gaps and inform key decisions
- Plan the harmonization of assessments

4.1. Plan the harmonization of assessments

The more effort that is put into planning the harmonization of assessments, the easier it will be to generate a shared report and understanding from assessments carried out by different stakeholders. Laying the groundwork for the harmonization of assessments takes time and coordination. Agreements on how assessments will be harmonized should be part of assessment preparedness (see [Chapter 6](#)). A well-designed harmonized approach allows the flexibility for individual organizations to ensure their specific information needs are met while collecting data on a set of agreed questions common to all assessments in contrast to a joint assessment, in which partners may feel they are compromising on their specific information needs. As the steps below indicate, harmonization of assessments should not be seen as an “easier” alternative to a JENA, however in some contexts where JENAs are not possible or appropriate harmonized assessments can provide an acceptable alternative.

4.1.1 Create a harmonization work plan

Like joint assessments, harmonizing assessment will require clarity around the tasks needed to be accomplished, those responsible and the timeframe for accomplishing them. Typically, the Education Cluster team (coordinator and IMO) will be responsible for the majority of the tasks pertaining to harmonizing assessments³⁴; however, you should also reach out to the AWG and Cluster members for relevant support. The sections discussed below should give you an idea of the different tasks to include in the work plan. See [section 3.1.2](#) for more on developing a work plan as well as the [work plan template](#) in the GEC [Needs Assessment Package](#).

4.1.2 Define the objectives

While the individual assessments you are trying to harmonize have their own set of objectives, you should also clarify the specific objectives for harmonization: what are you are trying to achieve or inform by bringing these assessments together? With the support of the AWG, you should have already developed an assessment framework identifying the key decisions that need to be made and the information needed to make those decisions (see [Chapter 1](#)). You should also have an ongoing SDR an initial round of analysis and reporting showing what information is already available and highlighting existing information gaps (see [Chapter 2](#)). The overall objective of harmonizing assessments, like joint assessments, is to fill these gaps; specific objectives will be defined by the key decisions and information needs outlined in your assessment framework (see [section 1.2](#)).

4.2. Design the harmonization of assessments

4.2.1 Design harmonized questions and analysis

Like joint assessments, harmonized assessments also require an assessment framework. As mentioned above, key decisions, general information needs and secondary data questions and sources should have already been outlined. Based on the remaining information needs, you can determine and also outline in the assessment framework the primary data questions that need to be asked (and harmonized) as well as potential sources and collection methods (see [section 3.2](#)). Once determined, you can then indicate how each question will be analyzed (see [section 3.2.5](#)).

34 Typically, harmonization does not require a dedicated assessment coordination team as in the joint assessment.

The drafted assessment framework will provide a foundation for the harmonization workshop (see below). Prior to the workshop, share the draft assessment framework with the AWG for feedback, particularly around the questions you want asked and terminology used. The framework should also be revisited and updated after the workshop based on decisions made.

4.2.2 Conduct a harmonization workshop

After the assessment framework has been approved by the AWG, you should conduct a harmonization workshop with Education Cluster members, MoE and other relevant stakeholders (e.g. other clusters that may be including education-related questions in their assessments). Prior to the workshop, contact relevant actors and find out who has, is or will be conducting an assessment, what methodologies and tools they are using, and their geographic focuses³⁵. Record these assessments in the [Assessment Inventory Tool](#) (see below) which should significantly help you understand your assessment context and prepare for the workshop. You can also do a small analysis of the assessments (geographic coverage, methodologies being used, conflicting units of measurement, etc.) to show workshop participants the added value and need for harmonization.

There are at least three components of harmonization to consider during the workshop:

- *Thematic harmonization* includes agreement on common questions, terminology and units of measurement that should be included in collection tools. There should be a clear understanding and consistent use of assessment-specific vocabulary. You may wish to use your drafted questions outlined in the assessment framework as a starting point.
- *Methodological harmonization* encourages a discussion around determining the most appropriate sampling and data collection methodologies given the agreed-upon questions to be asked; while harmonized assessments do not have to use the same methodologies, having similar methodologies makes the harmonization process much easier.
- *Geographic harmonization* ensures appropriate geographic coverage, reducing duplication and gaps.

Of course, you will not always reach a perfect consensus, agreement or level of cooperation during the workshop, but experience has shown that stakeholders are typically very receptive to harmonization efforts and are willing to make adjustments to their assessments as it means they will receive valuable, supplemental data. You can also use the workshop as an opportunity to get commitments from partners to share their assessment products (tools, data, reports, etc.) and to present to them what you will do with the products once you receive them (see below). Be sure to update your assessment framework reflecting the results of and decisions made during the workshop.

4.2.3 Design data collection and entry tools

Designing data collection tools may seem counter-intuitive as by definition harmonized assessments do not share a common collection tool. Although partners will most likely be using their own tools for their assessments, if you share with them a tool containing the standardized questions agreed upon during the harmonization workshop, they will be much more likely to integrate (often via copy and paste) into their tools. Furthermore, some partners will want to do an assessment but not have the technical expertise to design their own collection tools; these partners will often gladly use the tool(s) provided by the Cluster.

In addition to the data collection tool you will need two data entry tools³⁶:

- An inventory of assessments (explained below)
- A database for the raw, harmonized data shared by partners

For more on designing data collection and data entry tools see [section 3.2.4](#), and [section 3.2.8](#), respectively.

³⁵ You can also cross reference this geographic information with your Education Cluster Monitoring Tool to see who is working where, even if they are not planning on conducting an assessment; this could help you identify potential partners that could help fill information gaps in as well as highlight which partners may benefit most from the data and analysis for a particular geographic area.

³⁶ These could easily be contained in the same tool or Excel file; however, experience shows that sometimes it is easier having them separated to share with partners (e.g. you may want to share the inventory but not the raw data).

4.3.2 Compile harmonized data

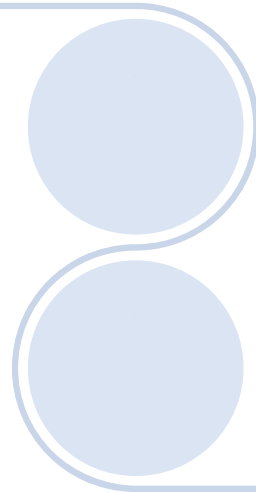
As partners submit their assessment products, including their raw datasets, you can begin compiling the data for the pre-determined, harmonized questions and indicators into your data entry tool. Typically, shared data will already be in an electronic database and compilation will only be a matter of copying and pasting into your tool. Where this is not the case and large amounts of data need to be entered, consider using a data entry team (see [section 3.2.9](#)).

4.4 Analyze the harmonized data

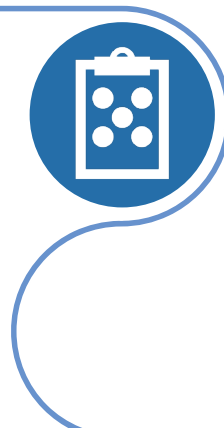
Once compiled, you will hopefully have a dataset that looks as if it had been collected during a single, joint assessment. Because you have harmonized, particularly by having harmonized common questions and indicators, the data you have compiled from different assessments can now be analyzed as a single dataset. To clean and analyze this data, follow the same analysis process described for joint assessments in [section 3.4](#) (including conducting a shared analysis or interpretive workshop). Note: if a joint assessment has already been conducted do not forget to integrate this data into the harmonized analysis as well. Since harmonized assessments, like the SDR, will be ongoing, analysis (and reporting) will typically be done in regular 'rounds'. It is important, therefore, to schedule cut-off deadlines for when data will be analyzed and reported; data received after the deadline will be incorporated into the next round of analysis and reporting.

4.5 Generate and share an assessment report and products

The process for generating and sharing a harmonized assessment report and products as well as the type of products you may wish to develop is also the same as outlined for a joint assessment in [section 3.5](#); the [Assessment Report Template](#) referenced can also be used for writing harmonized assessment reports. However, as the number of harmonized questions will most likely be less than the number of questions in a joint assessment, the report will probably be shorter. Joint assessment reports and products are also fairly static; harmonized assessments will be ongoing, and reports and products should be updated on a regular basis.



5. ENGAGE IN MULTI-SECTOR NEEDS ASSESSMENTS AND ANALYSES



GEC NEEDS ASSESSMENT PACKAGE

- Please see the [Multi-sector assessments and analyses](#) folder for various resources pertaining to multi-sector assessments and analyses

Recent years have seen a growing emphasis on the importance of multi-sector assessments and analyses in humanitarian crises. Multi-sector assessments and analyses can provide key information on humanitarian needs, assist stakeholders in coming to a shared understanding of the key priorities for response, and provide an evidence base for strategic decisions.

This chapter focuses on assessments and analyses that are multi-sector in focus and coordinated or led by an entity with a specific mandate or request to do so (e.g. national government, OCHA, UNHCR, or an INGO consortium). This chapter presents the main variations in types of multi-sector assessments and how the Education Cluster can engage in these assessment processes to make them as useful as possible.

5.1 Education engagement in multi-sector needs assessments

Multi-sector assessments typically follow the same assessment process outlined and discussed throughout this guide; however, as the name suggests, rather than focusing exclusively on a single sector (e.g. education), they typically seek to provide an overview of needs for all sectors. They are particularly common immediately after a rapid onset emergency but can also take place at a later stage – such as Post Disaster/Post Conflict Needs Assessments (PDNA/PCNA) – or as needed throughout a protracted crisis (e.g. to inform the HNO process). Multi-sector assessments are mainly used to inform strategic rather than operational decisions. This is due to the assessment’s broad nature, providing “big picture information” rather than detail, and to enable cross-sector analysis. An exception to this is the annual UNHCR Participatory Assessment process that directly informs operational planning. The table below outlines some expectations of multi-sector assessments.

Table 11: Expectations of a multi-sector assessment

MULTI-SECTOR ASSESSMENTS CAN INFORM	MULTI-SECTOR ASSESSMENTS CAN USUALLY NOT INFORM
<ul style="list-style-type: none"> • Definition of priority sectors and issues within sectors • Geographic areas where the impact of a crisis has been greatest • Priority affected groups within an affected population that are most at-risk and in need of humanitarian attention • Estimates of the number of people in need based on pre-crisis population figures, knowledge of the geographic impact of the event and other proxy indicators (e.g., poverty) • Give voice to affected people on their priorities Information to guide subsequent, more detailed assessments • Definition and selection of standard programs to be mobilized immediately (e.g., surveillance, vaccination campaign, registration, temporary education spaces, child friendly spaces, cash transfers etc. • Needs analysis and background for funding documents such as a Flash Appeal • Development of common advocacy messages 	<ul style="list-style-type: none"> • Sector specific information at school, household, or individual level (e.g. how much water per person per day is available at the school?) • Sufficient information to inform design of projects and interventions • Statistically representative post-crisis primary data for quantitative analysis • In-depth sectoral information needs • Detailed information on the specific locations of and beneficiaries for standard programs

POST DISASTER/POST CONFLICT NEEDS ASSESSMENTS (PDNA/PCNA)

After an initial understanding of humanitarian needs has been achieved and initial response is underway, an assessment of damages, losses and medium-term human recovery needs is often requested by affected governments, partners, and donors. The PDNAs/PCNAs are designed to be the basis for detailed recovery planning that links back into a sustainable development process. Governments lead these assessments, and in its role as cluster lead for early recovery, UNDP often plays a coordination role.

Education is included in the PDNA framework as one of the social sectors and is most often included in PCNAs under the umbrella of basic services. It is important to note that a PDNA/PCNA is likely to take place in the initial months after a crisis. Information, analysis and learning from Education Cluster assessments should be made available to education sector specialists involved in the PDNA process. In fact, knowing a PDNA/PCNA may take place at a later stage, it is good practice to reach out and include those who may be leading the PDNA/PCNA in-country during the planning and design phases of a joint or harmonized needs assessments. PDNA/PCNAs sometimes leverages new resources, partners and data that can be of use to Education Clusters. See also the [PDNA Guidelines](#) link at the beginning of this chapter.

5.1.1 How to engage with a multi-sector needs assessment

Regardless of the type, it is essential that education be represented in multi-sector assessments and that the Education Cluster be engaged in these processes. Multi-sector assessments will require varying levels of effort and engagement from the Education Cluster. In some cases, the role expected of cluster experts will be clearly defined, for example you may be invited to attend key meetings and submit education-related questions, while in other cases the Education Cluster may have to carve out its own space and strategically and proactively become aware of the assessment plans and useful in its process.

The roles outlined below will normally be a part of any multi-sector assessment and represent key functions that need to take place in order to achieve the assessment objectives. These should be adjusted to fit specific contexts such as a UNHCR led assessments.

Table 12: Engagement of Education Cluster in multi-sector assessments

ROLE	ACTIVITIES AND POINTS OF ENGAGEMENT
Multi-sector assessment coordinator	<p>An assessment coordinator will be responsible for leading the overall coordination of a multi-cluster assessment. He/she will usually work closely with one or more others, including an Information Analyst or IMO, specifically dedicated to the assessment to cover key coordination and analysis tasks. These roles are also described in section 3.1.3.</p> <p>The Education Cluster should have regular contact with the assessment coordinator, and make sure they know that the cluster is ready to contribute to the assessment.</p>
Multi-sector assessment coordination team ³⁸	<p>Often a multi-sector group is set up to support the design, planning and implementation of a multi-sector assessment. Ensure education is represented in this group. This could be the cluster coordinator or the IMO but, as a multi-sector assessment takes place at a very busy time in an emergency, it may also be possible to consider a cluster member to take on this role; this should be someone who has existing country knowledge and technical assessment experience.</p>

38 Also called assessment team in some contexts

ROLE	ACTIVITIES AND POINTS OF ENGAGEMENT
Education Cluster team	<p>Ultimately, it will be up to the Education Cluster team to ensure education is represented in a multi-sector assessment. The Education Cluster team will typically consist of a cluster coordinator and an IMO who will jointly ensure the cluster’s engagement in the assessment.</p> <p>The Education Cluster team should also make sure communication on the assessment to cluster members is as streamlined as possible. It is important to ensure consistency and that the cluster is unified in what it wants out of the assessment thus the information it is feeding into the assessment process.</p>
Assessment field teams and logistics	<p>Some Education Cluster partners may have staff they can dedicate to being part of the assessment field teams, which contributes to highlighting the Cluster’s commitment to and ownership of the assessment ensuring that individuals with a focus on education will be part of the multi-sector teams collecting the information.</p> <p>When partners dedicate human and other resources to the assessment it is usually at the partner’s own cost. Logistics (e.g., printing, tablets/or smartphones, vehicles, training rooms, guesthouses in field locations etc.) may also be required for an assessment.</p>

A range of activities can contribute to ensuring that education is included meaningfully in a multi-sector assessment.

Table 13: Multi-sector assessment activities

ACTIVITY	EXPLANATION
Identify Education Cluster key decisions and information needs	<p>Regardless of whether a multi-sector assessment will take place, the Education Cluster and the Cluster’s AWG should identify the key decisions needing to be made and the information needed to make those decisions; this should be outlined in the assessment framework (see Chapter 1). The Cluster’s AWG should identify which of these key information needs could be fulfilled through a multi-sector assessment. AWG should also discuss the personnel and other resources that could be dedicated to a multi-sector assessment.</p>
Conduct a rapid SDR	<p>Another activity the Education Cluster and Cluster’s AWG should be doing regardless of a multi-sector assessment is conducting an SDR. However, if a multi-sector assessment is decided, you should ensure that an initial analysis and report of the SDR findings is produced and shared with the multi-sector assessment coordination team before the primary data tool is finalized, which can happen quite rapidly, so do not worry if your SDR analysis and report are not as detailed as you would like. You should continue updating your SDR while primary data is being collected and can provide an update prior to the multi-sector assessment final analysis.</p> <p>Use the SDR to identify information gaps, what the Cluster needs to know and what information needs validating. From this, key questions that would be useful for the Education Cluster to include in the primary data collection can be determined (see Chapter 2).</p> <p>Providing a solid SDR also indicates that the Cluster is taking the activity seriously which increases credibility and may help influence the quality (and quantity) of education questions on the questionnaire. If there is a set multi-sector analysis structure or framework with pre-determined taxonomy/language, considering adding these as potential tags to the Education SDR matrix; this will allow your analysis to quickly and easily feed into the multi-sector analysis.</p>
Update the education assessment framework	<p>Based on information needs post-SDR, update your education-specific assessment framework; include the needed questions and indicators and how you would analyze each question. Begin to think about what questions could potentially be answered through the multi-sector assessment.</p>

ACTIVITY	EXPLANATION
Liaise with MoE (where appropriate) on the multi-sector assessment	Once a multi-sector assessment is decided, be sure that the MoE is aware, involved and kept up-to-date. If communication with local education departments is required it can be requested.
Be involved in assessment planning	<p>Be involved in planning from the outset, ensuring someone from the Cluster is attending all meetings and workshops.</p> <p>Know who the key people involved in the assessment are and make sure they know who the education focal point for the assessment is. Be aware of the differences in coordination in non-refugee and refugee emergencies, in addition to mixed settings (refugee and IDP), and the different coordination mechanisms.</p>
Participate in the design or review of the multi-sector assessment framework ³⁹ and analysis design	<p>Attend the meetings and/or workshops when the multi-sector assessment framework and analysis is being designed; come prepared with your education-specific assessment framework outlining the questions you are advocating to include in the assessment.</p> <p>Advocate for using terminology that is consistent with existing education sector information and for any age breakdown to be relevant to baseline information and the key cut-off points within the education system, i.e., pre-primary, primary, secondary school, which ensures comparisons to the secondary data/baselines can be made and assists with the ongoing monitoring.</p> <p>Provide this information to the assessment coordination team. Note: this can be challenging in some contexts (e.g. refugee contexts) where a generic age framework is used.</p> <p>Where and when appropriate, advocate for the inclusion of children and youth in the assessment design (e.g. questions pertaining to, sampling strategy respondents, etc.). Currently, the voices of children are rarely heard during multi-sector assessments. The Education Cluster and its Cluster Lead Agencies can provide advocacy, reminders and technical expertise during the planning and design phases of multi-sector assessments to ensure that children's perspectives and voices are captured and heard. If children and youth are not included in the target respondents, consider working with other relevant sectors (such as Child Protection) to advocate for a child-focused participatory needs assessment process to be undertaken to complement the more general household or community surveys.</p>
Be involved in/informed of primary data collection design	<p>Be involved in, or at least understand, the decision making surrounding the primary data collection design: sampling strategy, collection methodologies, etc. (see section 3.2). Make sure the information needs related to education match the approach.</p> <p>Advocate that school head teachers be considered as important key informants (education information will be more reliable).</p>
Provide education questions to be included in the primary data collection tool(s)	<p>Based on the education questions included in the multi-sector assessment framework, ensure these questions are appropriately integrated into the collection tool(s). If head teachers or education personnel are to be used as key informants, ensure that there is a way of reflecting this decision on the tool(s).</p> <p>It is always good practice to engage with other, relevant clusters when considering needs assessments, however this is especially important when education is not prioritized on a multi-sector assessment as inter-sectoral linkages can allow space for education questions to still be incorporated (e.g. WASH Cluster including a question on WASH in schools).</p> <p>Note: Although not an education-specific question, advocate for the inclusion of a question pertaining to communities', and especially children's, prioritized needs and that education is one of the multiple-choice options. Children and their communities often prioritize education, which may be one of the most important education findings from a multi-sector assessment.</p>

39 The multi-sector assessment framework may be called something different depending on the context (e.g. 'analysis plan').

ACTIVITY	EXPLANATION
Attend the assessment team training	Ensure someone from the Education Cluster attends the assessment team training and leads on the education components of the primary data collection. This will ensure education is understood as well as possible and should contribute to better quality data.
Participate in data collection	Where possible, encourage Education Cluster members to participate in field work, logs, data collection, etc.
Update your SDR analysis and report	<p>While assessment teams are in the field, revise and update your SDR. This will allow you to capture information you did not have time to record before the assessment as well as newly available information. Share your updated SDR with those responsible for analysis and writing the assessment report and do so in a format that, as much as possible, can be directly used in the assessment report. Make sure it is mindful of the succinct nature of a multi-cluster report.</p> <p>Remember that primary data is likely to only provide qualitative information but that a quantitative picture of needs is also necessary. Work with the MoE and outside baseline data to come up with estimates of key numbers and relevant baselines; for example:</p> <ul style="list-style-type: none"> • # or % of classrooms impacted • # or % of classrooms non-functional • # or % of classrooms being used as collective centers • # or % of teachers presently absent • # or % of temporary classrooms required • # or % of classrooms that will require rehabilitation <p>Consider other key baselines that may not be under the MoE (e.g. private schools, religious schools, non-formal schools) and how to get or estimate this information. Be aware that in refugee settings information may be under a different ministry.</p> <p>In addition to the quantitative information also focus on:</p> <ul style="list-style-type: none"> • Key pre-crisis education vulnerabilities and concerns • Lessons that have been learned from previous emergencies in the country as well as from similar events elsewhere • Any important time specific information (e.g. upcoming exams and the implications if students do not take them)
Participate in joint analysis of the findings	The assessment coordination team will usually schedule a joint analysis session to share preliminary findings and look at cross-sector linkages; be sure to attend this analysis session.
Be available to review the education sections of the final assessment products	Make it clear to the assessment coordination team you are ready to review the education portion of the final assessment products at any time. Encourage and facilitate dissemination of findings and final products to Education Cluster members.

ADVOCATING FOR THE INCLUSION OF EDUCATION IN MULTI-SECTOR ASSESSMENTS (ADAPT TO YOUR CONTEXT)

Without advocacy, education may not be considered as a “life-saving sector” and not prioritized by non-education emergency specialists or those designing the multi-sector assessment. This is why it is crucial that education stakeholders become involved in the assessments and ensure that education is adequately represented.

Multi-sector assessments can be the first opportunity to give communities, and particularly children, affected by a crisis a voice. A common objective of a multi-sector assessment is to understand the priorities of the affected population. Experience has shown that resumption of education, or first-time access to education, are often considered as priority issues for people affected by a crisis. Humanitarian response has a responsibility to be accountable to the affected population, this means listening to and acting on their priorities. The following provides some guidance on advocating for the inclusion of education in multi-sector assessments:

- Resumption of education is consistently prioritized by affected populations.
- Experience has shown that education is often a priority sector for the people affected by the crisis. ‘To go back to school’ is one of the first things children and their families ask for in an emergency.
- Information on the impact a crisis has had on education is required as early as possible so that planning and resource mobilization for emergency education responses, such as temporary learning spaces, as well as for long-term rehabilitation of education services can begin.
- Education has a critical role in bringing a degree of normalcy and stability to the lives of girls and boys impacted by an emergency.
- Well-designed schools can protect and mitigate some of the risks in the environment that girls and boys face. Acute risks include physical risks in an environment affected by a crisis and risks of violence, harassment and exploitation. Longer-term risks directly affected by a crisis include less secure economic, vocational and livelihoods opportunities which can lead to more harm.
- Learning from past emergencies indicates the longer children and adolescents are out of school the less likely they are to return to school affecting individual learning and future prospects as well as national outcomes (e.g. economic).
- Learning from past emergencies has shown that the longer boys and girls remain out of school the more likely they are to and to be involved in activities with a negative impact including child/early marriage, child labor and more precarious livelihoods activities to support the family.
- Every child is entitled to education. Education is a basic right, even in an emergency.
- Determining the key areas for response should include giving people affected by a crisis an opportunity to voice their needs and priorities and not rely solely on the opinions of external experts.
- Education is intricately connected to and provides an entry point of service to other sectors. These linkages will be different in each context but examples include:
 - Child protection, as Child Friendly Spaces (CFS) sometimes transition to Temporary Learning Spaces (TLS). Additionally, CFS sometimes utilize government teachers in the absence of formal schools operating.
 - Gender-based violence, as well-designed education facilities and programs provide a protective environment for children and youth at risk of GBV. Furthermore, school is a place where cultural norms can be challenged and reshaped to support gender equality and prevent GBV. A safe and empowering education is a critical asset for future economic and social opportunities for girls and boys.
 - Shelter, as schools are often used as collective centers to house displaced people

ADVOCATING FOR THE INCLUSION OF EDUCATION IN MULTI-SECTOR ASSESSMENTS (ADAPT TO YOUR CONTEXT) *continued*

- Food security and nutrition, as school feeding may have been a part of the pre-crisis situation and is now impacted, or, as an opportunity to initiate school feeding to enhance current food security.
- WASH, as any water and sanitation rehabilitation should include services available at schools and also because schools can be powerful places to include key hygiene messaging needed for preventing disease spread.
- Ensuring education is included in a multi-sector needs assessment enables a more complete cross sector analysis, can provide entry points for other interventions and should enable a more comprehensive humanitarian response.

5.1.2 Limitations and possibilities with multi-sector assessments

A multi-sector assessment has limitations. The decisions that this kind of assessment supports are primarily strategic decisions. A lack of clarity on this in past emergencies has resulted in:

- Primary data collection tools/questionnaires that are very long and seek excessive detail resulting in long processes that delay or fail to inform key decisions and/or the collection of information that was not used
- Criticism of multi-sector assessments because they are seen as not sufficiently detailed or representative

A multi-sector assessment is not intended to replace cluster/sector specific assessments; multi-sector questionnaires need to specifically focus on “big picture” indicators rather than being the sum of all information needs from all sectors. A consistent understanding of the value and purpose of a multi-sector assessment should clarify expectations of stakeholders. The Education Cluster team should be ready to manage the expectations of its partners in this regard.

Within a multi-sector assessment, each sector will only be able to submit a limited number of questions, often as few as 3-5 questions. The Education Cluster at the country level will need to consider which questions are most important and appropriate for inclusion in the multi-sector assessment.

Quantitative information, such as estimates of affected population figures, will not come from primary data collection, but rather from a range of secondary data sources and estimates. The Education Cluster will need to ensure it takes responsibility for any specific education related figures and provide a brief explanation of where the figures came from and how they were estimated.

Primary data collection for a multi-sector assessment will, in most cases, be conducted at the community-level, meaning the information will be based on direct observations of field teams, interviews with key informants and/or community group discussions. It is important to understand what information can be obtained from what information source and how questions should be designed.

For example, when the indicator tries to measure/understand the percentage of school age children and youth currently attending school/learning space:

Table 14: Examples of education questions for a multi-sector needs assessment

INFORMATION SOURCE	EXAMPLE QUESTION
Key informant who is a school head teacher	Can you estimate the percentage of children currently attending this school?
Key informant who is a general community member (including a local leader, member of local administration)	Have you observed a reduction in the number of children attending school here? Do you see any children attending school here?
Direct observation of assessment teams	Visit the school during school hours if possible. <ul style="list-style-type: none"> Is the school functional? Were children observed attending classes? Were children who appear to be of school age observed out of school during school hours?
Community group discussion (CGD)	Confirm that members of the group have school-aged children. <ul style="list-style-type: none"> Are any school-aged children attending school these days? <p>If “yes”: Which would you say is true:</p> <ul style="list-style-type: none"> Most children are attending school (more than 75%, $\frac{3}{4}$) Some (25-74%, $\frac{1}{4}$ - $\frac{3}{4}$) Few (less than 25%, $\frac{1}{4}$)

In summary, a multi-sector assessment aims to identify big-picture, shared priorities for response and enable strategic decision-making. It provides a top-down analysis about the impact of a crisis so stakeholders can gain an initial shared understanding of the situation, and how it is likely to unfold in the immediate future.

5.2 Education engagement in multi-sector analyses

Multi-sector analyses are typically conducted to establish the evidence-base for a joint-planning process. As with engagement in multi-sector assessments, the Cluster team must play a leading role in ensuring that education is considered and represented throughout any multi-sectoral analysis. While the process of analysis may remain quite similar, the timing of analyses and the way data is derived will happen in two different ways: 1) Directly following a specific, multi-sector assessment, using the derived data as the basis for the analysis, or 2) As a scheduled component of a joint-planning process with data collected and consolidated from clusters. Typically, a high-level strategic decision-making body like the Humanitarian Country Team will decide which process will be undertaken.

Once the process is agreed, you can determine the best way for the Cluster Team to engage. For instance, if a multi-sector analysis follows a specific multi-sector assessment, those from the Cluster who have been engaged throughout the assessment process should also participate in the analysis. If the analysis is removed from a multi-sector assessment, you should ensure active and even proactive contributions from the Cluster Team and even the SAG. Also dependent on the process is the type of data used. For analysis linked to multi-sector assessments, the data collected in the assessment will form the basis for the analysis. In scheduled analyses for joint planning, you will need to input consolidated Education sector-specific data and analysis to the entity leading the multi-sector analysis (e.g. OCHA). As these are scheduled processes Cluster Teams should be aware of the timeframe of this process and associated deadlines and plan well in advance for them. The Education Cluster data inputs will come from a variety of sources including the Cluster’s SDR, JENA and harmonized assessments⁴⁰. It is good practice to compile this information into an updated Education Cluster Needs Overview⁴¹ and share this

40 Remember when designing the workplan for a JENA, you should consider the deadlines for multi-sector analyses, such as the HNO, so that the findings are generated in time to inform these processes (see [section 3.1.2](#))

41 For more on what an [Education Cluster Needs Overview](#) is see section 2.5 in the [Guide to Developing Education Cluster Strategies](#) as well as a useful [template](#) from the Education Cluster Toolkit.

overview as well as any additional analysis and data (as appropriate) with Cluster partners for updates, inputs and feedback prior to submitting to the multi-sector analysis. It can even be a good idea to host a workshop to discuss these inputs and determine what information is most relevant and representative of education needs.

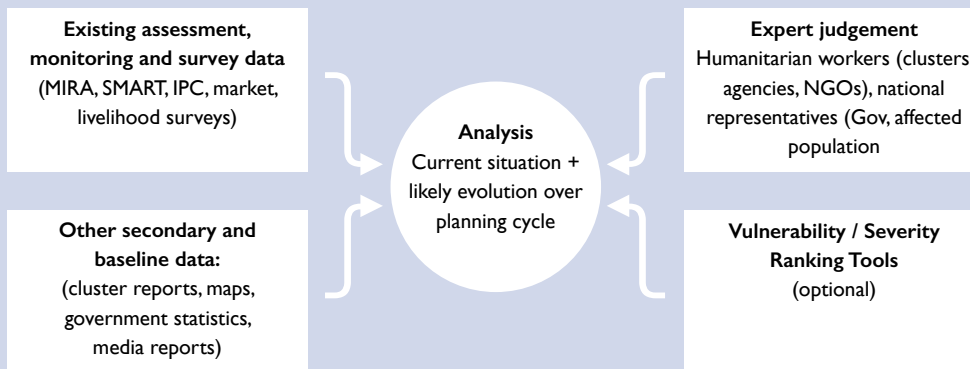
CLUSTER PARTICIPATION IN MULTI-SECTOR ANALYSES		
Timing	Directly following a multi-sector assessment	As scheduled component of joint planning
Data	Derived primarily through the multi-sector assessment	Consolidation of Cluster (SDR, JENA, harmonized assessment, etc.) and other, available humanitarian information
Cluster Participation	Those already engaged in the multi-sector assessment, likely including the Cluster Team and/or AWG	The Cluster Team should participate directly, engaging SAG members if needed and if an AWG is not yet convened
Data/Analysis Contribution	The Cluster team should suggest any relevant data that is not represented in the multi-sector assessment, but the primary contribution will be through participation in multi-sector assessment	The Cluster Team should consolidate all existing education data and analysis, including updates from partners and convene a Cluster workshop or feedback process to determine the most relevant dataset to submit to the multi-sector assessment working group

Once the data and analysis inputs have been determined, the Cluster Team and those engaged in the analysis process should work to ensure education is represented in two primary ways: 1) Through the inclusion of as many education and child-specific indicators of need as are needed to demonstrate the education needs and, 2) through the inclusion of education in any exercise on prioritization or community preference. Often the multi-sector analysis is a significant moment for advocacy as the resulting report will set the parameters for fundraising for the response and will likely be shared with a global audience.

HUMANITARIAN NEEDS OVERVIEW

The Humanitarian Needs Overview (HNO) represents the evidence-base that informs the strategic response planning led by the HCT including the parameters of the Humanitarian Response Plan (HRP). The process, facilitated by OCHA, brings the humanitarian community together to collaboratively analyze available and relevant humanitarian data, ultimately working to reach a shared understanding of the most pressing issues currently facing the affected populations and forecasting the likely evolution of the crisis during the planning cycle. When complete, the HNO document will describe the impact of the humanitarian crisis and provide an estimate of the total affected population. The HNO will also include an overview of the of the operational environment.

Figure 42 HNO Analysis



JOINT INTER-SECTORAL ANALYSIS FRAMEWORK

The Joint Inter-Sectoral Analysis Framework (JIAF) is an attempt to provide a holistic understanding of intersectoral needs that will better inform humanitarian response planning. Whereas some needs analyses will demonstrate needs by sector with a smaller component looking at inter-sectoral needs, the objective of JIAF is to understand the interrelatedness of sectoral needs. The JIAF represents a tool for Inter-Cluster Working Groups in-country and as such, the Education Cluster Team should engage throughout the process, bringing partners into the conversation when and where relevant. The JIAF is comprised of eight main steps, many of which will be similar to steps outlined in this guide:

- Step 1: Agree on the key questions that the inter-sectoral analysis should answer
- Step 2: Agree on preliminary population groups and geographic areas of focus
- Step 3: Agree on an analytical inter-sectoral "conceptual model"
- Step 4: Describe the lives and livelihood needs of each population group, and their severity
- Step 5: Estimate the number of Persons in Need
- Step 6: Integrate ongoing and planned responses in the analysis of needs
- Step 7: Project how people's needs may evolve in future
- Step 8: Identify commonalities between population groups and/or geographic areas

6 ASSESSMENT PREPAREDNESS



GEC NEEDS ASSESSMENT PACKAGE

- [Assessment preparedness checklist](#)

Lessons learned from emergencies show that if country-level stakeholders are ready to carry out assessments when crises occur there will be significant benefits in terms of quality and timeliness. Assessment preparedness is the process of reviewing the operational context in terms of risks, taking collective decisions about the most suitable assessment approach for the kinds of emergencies that are likely to occur and doing groundwork at the country level to be prepared to implement an assessment process.

The level of assessment preparedness should be proportionate to the emergency profile of the country and should be embedded in, or linked to, other emergency preparedness or contingency planning activities. It can be a detailed and resource intensive exercise or it can involve taking minimum key decisions. Assessment preparedness can be multi-sector, or it can be something carried by individual clusters.

6.1 Multi-sector assessment preparedness

For multi-sector assessment preparedness, the objective will be to design a multi-sector, multi-stakeholder assessment approach, adapting global tools and guidance to the specific context. Multi-sector assessment preparedness will not be led by the Education Cluster; rather by an organization with a coordination, disaster preparedness or multi-cluster focus (e.g. OCHA, UNHCR, national government, INGO forum). Just as with a real time multi-sector assessments, ensuring education is included in the assessment preparedness process will require active engagement from the Education Cluster/Sector Working Group.

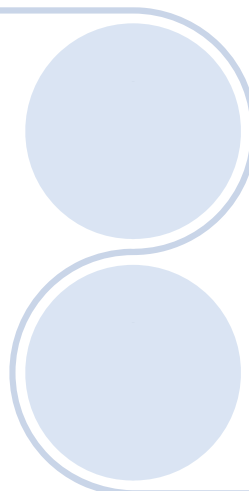
6.2 Preparedness for education assessments

Organizations working with the Education Cluster should also take steps to be better prepared to carry out assessments together. The principles are the same as for multi-cluster assessment preparedness but the focus is specifically on joint education assessments and the process will usually be led by the Education Cluster together with, or in support of, the MoE.

Having engaged in assessment preparedness does not mean that stakeholders can automatically begin an assessment without discussion, planning or orientation of those involved. What it should mean however is that the planning and design of an assessment is streamlined because key decisions have already been made, relevant pre-crisis data has already been located and stored in such a way that it is accessible and ready to use. Lessons learned from past emergencies in the context should also be incorporated. The box below outlines some suggested assessment preparedness activities. These activities have also been integrated into an [Assessment Preparedness Checklist](#) in the [Needs Assessment Package](#).

Table 15: Assessment preparedness activities

WHAT SHOULD HAPPEN IN ANY CONTEXT	WHAT SHOULD BEGIN AS SOON AS AN ASSESSMENT SEEMS LIKELY
<ul style="list-style-type: none"> • Develop an AWG ToR and determine membership that can be activated as required. • Always have an ongoing SDR. Compile and store pre-crisis secondary data, including baseline data, lessons learned, and risk analyses, populate key indicator sets, and compile common datasets. Work with partners to collect secondary data on an ongoing basis, updating the SDR as new information becomes available. Ensure that the SDR is a key component captured in the contingency plan and updated on a regular basis. • Prepare and keep an up-to-date assessment inventory • Review assessment planning already undertaken, particularly MoE contingency planning, based on lessons learned. Plan to review assessment preparedness annually. • Agree on standard operating procedures (SOPs) for what takes place once an assessment is triggered. • Identify potential enumerators (e.g. staff trained during previous assessments) and key informants relevant for the education sector (e.g. head teachers, local education authorities, etc.). Maintain a list of their location and contact details in case of emergency. Focus particularly on emergency prone areas. 	<ul style="list-style-type: none"> • Establish a shared understanding within the Education Cluster about what an assessment is, what it involves and when it is likely to be carried out, including the mechanism for triggering an assessment. • Agree on how coordination of an assessment would be led; this could be by designating a coordination lead agency (e.g. MoE supported by the cluster lead). • Select key partners that will be involved in an education assessment, including drafting of MoUs, budgets and plans that could be activated at the onset of crises. Track partner contributions and map out which partner would contribute what to an assessment. • Review assessment tools from the GEC Needs Assessment Package and from other countries and adapt to the country context. Translate into local languages. • Consider the organization of logistics and human resources. • Develop partnerships with national research institutions and other national bodies • Conduct awareness raising sessions on the assessment at the strategic level among partners that will use the information • Develop protocols for data sharing and a dissemination plan for communicating the findings, particularly with the MoE and national statistics authority.



ANNEX A: ADDITIONAL RESOURCES

For all additional resources including additional guidance, templates, tools, checklists, country examples, etc. visit the [Needs Assessment Package](#) within the GEC's broader [Education Cluster Toolkit](#).

ANNEX B: GLOSSARY

Accountability: How an organization balances the needs of different groups in its decision-making and activities. Most organizations have processes in place that will meet the accountability requirements of more powerful groups such as project donors or host governments. Accountability may also imply making sure that the women, men, and children affected by an emergency are involved in planning, implementing, and judging our response to their emergency, which helps ensure that a project will have the impact they want to see. ([Impact Measurement and Accountability in Emergencies: The Good Enough Guide](#))

Analysis: The process, or skill, of interpreting “raw” data to identify significant facts, trends and anomalies in order to inform decision-making ([UNDAC Handbook](#) / ACAPS training material); or the structured, transparent and controlled human process of transforming raw data into actionable insight for decision-making.

Baseline data: Describes a situation that existed before an event. An event might be a drought or an incident of political upheaval, or it may simply be the first time the indicators were ever measured. You can compare your dataset against the baseline data to see how the situation you are studying appears when weighed against the situation as measured before the event. In other words, baseline data can help you to interpret the impact of an event. (Operational Data Management Learning Programme, Glossary of Technical Vocabulary, UNCHR)

Clusters: Groups of humanitarian organizations, both UN and non-UN, in each of the main sectors of humanitarian action, for example, education, food and nutrition, health, water-sanitation-hygiene, protection, etc. They are designated by the Inter-Agency Standing Committee (IASC) and have clear responsibilities for coordination. ([IASC – Humanitarian Response Info](#))

Disaggregation: Means that data is separated. For population data, this refers to data at the individual level, so that you can see each person's information, or to data that is divided into different demographic groups, such as sex or age group. (Operational Data Management Learning Programme, Glossary of Technical Vocabulary, UNHCR)

Extrapolation: Extending a set of findings or conclusions to be applicable also in other areas by assuming with a certain degree of confidence that existing trends will be similar. (Oxford Dictionary, ACAPS Training Material)

Flash Appeal: A funding instrument that may be used in any crisis that requires a coordinated response beyond the capacity of in-country assets. The UN Humanitarian Coordinator (HC) triggers it in consultation with all stakeholders. It provides a concise overview of urgent lifesaving needs. It is most often used in sudden onset natural disasters. Slow onset emergencies can be more difficult as it is harder to prove the sudden worsening of a situation. The Flash Appeal should be issued within one week of an emergency, and contain an analysis of the context, along with specific sectoral response plans to address acute humanitarian needs, normally for up to six months. (Flash Appeal FAQ, OCHA)

Generalist: A staff member without specialized skills, whereas a specialist has a qualification or experience in a specific area, for example, a health worker. Generalists can play a crucial role in providing analysis, increasing flexibility and reducing costs. Specialists may still be needed, particularly for more in-depth assessments. (ACAPS Training Material)

Inter-Agency Standing Committee (IASC): The IASC is the primary mechanism for inter-agency coordination relating to humanitarian assistance at the global level. It is a unique inter-agency forum for coordination, policy development and decision-making involving the key United Nations and non-United Nations humanitarian partners. Under the leadership of the UN Under-Secretary General for Humanitarian Affairs and Emergency Relief Coordinator (ERC), the IASC develops humanitarian policies, agrees on a clear division of responsibility for the various aspects of humanitarian assistance, identifies and addresses gaps in response, and advocates for effective application of humanitarian principles. ([UNDAC Field Handbook, 2013](#))

The Inter-Agency Network for Education in Emergencies (INEE): An open global network of individuals and representatives from NGOs, UN agencies, donor agencies, governments, academic institutions, schools and affected populations, working together to ensure all persons the right to quality, relevant and safe education in emergencies and post-crisis recovery, or achieve a minimum level of educational access and quality in emergencies, as well as to ensure the accountability of the workers who provide these services. INEE has developed the INEE Minimum Standards for Education: Preparedness, Response, Recovery, which are designed for use in emergency preparedness, response, and recovery and in humanitarian advocacy. They are applicable in a wide range of situations, including natural disasters and armed conflicts. The standards give guidance on how to prepare for and respond to acute emergencies in ways that reduce risk, improve future preparedness and lay a foundation for quality education. ([INEE, 2015](#))

Humanitarian Coordinator: The UN Under-Secretary General for Humanitarian Affairs and Emergency Relief Coordinator (ERC) may appoint a Humanitarian Coordinator (HC) to serve as the United Nations senior official in a country experiencing an emergency, or where an existing humanitarian situation worsens in size or complexity. The functions of a Humanitarian Coordinator (HC) are separate from a UN Resident Coordinator (RC), but these positions are almost always combined in one person – the RC/HC. When a humanitarian crisis erupts or a situation of chronic vulnerability sharply deteriorates, the Resident Coordinator will continue to lead and coordinate the inter-agency response as the Humanitarian Coordinator and will report to the Emergency Relief Coordinator on humanitarian matters for the duration of the emergency. The HC function normally phases out once the emergency subsides. ([UNDAC Field Handbook, 2013](#))

Humanitarian Country Team (HCT): Once an HC is designated, the UN Country Team will be expanded with additional members and become a Humanitarian Country Team (HCT). The HCT is an in-country decision-making forum focused on providing common strategic and policy guidance on issues related to humanitarian action. HCT membership generally mirrors that of the IASC at country level, composed of United Nations and non-United Nations humanitarian organizations resident and/or working in the country. The HCT is chaired by the HC, or in the absence of an HC, by the RC. Subject to their individual mandates, the components of the International Red Cross and Red Crescent Movement may participate in an HCT. Some HCTs have also decided to include representatives of key assisting governments in their membership. ([UNDAC Field Handbook, 2013](#))

Humanitarian Needs Overview (HNO): An HNO is a process by which the humanitarian community collaboratively analyzes existing humanitarian information and reaches a shared understanding of the most pressing issues and of the likely evolution of the situation, in order to inform the country team's strategic response. The HNO document describes the impact of the humanitarian crisis, provides and explains an estimate of which population groups have been affected, analyzes their situation and gives an overview of the operational environment. The HNO captures both the current

situation and the projected evolution of needs during the planning cycle. The HNO is initiated on a regular basis by the HCT who should define a clear timeline for all the steps in the process. ([HNO Guidance, IASC 2015](#))

Level 3 (L3) emergencies: A Level 3 (L3) emergency is a major sudden-onset humanitarian crisis triggered by natural disasters or conflict that requires system-wide mobilization. L3 emergencies necessitate a full activation of the humanitarian system to ensure the most effective response to the needs of affected people. The declaration of an L3 emergency is made by the ERC, in consultation with the IASC Principals, within 48 hours of the onset of a crisis. The decision is based on an analysis of five criteria – scale, complexity, urgency, capacity and reputational risk. Once made, the declaration is intended to enable IASC members to put in place the right systems and mobilize resources to contribute to the response as per their mandates. ([UNDAC Field Handbook, 2013](#))

The Multi-Cluster/Sector Initial Rapid Assessment (MIRA): The MIRA Guidance outlines an approach to undertaking a joint multi-sector assessment in the earliest days of a crisis or change in the context. It guides subsequent in-depth sectoral assessments and provides decision-makers with timely, adequate, sufficiently accurate and reliable information to collectively identify strategic humanitarian priorities. The MIRA is conducted under the leadership of the RC/HC and, wherever possible, is led by the government. Designed to identify humanitarian priority needs during the first days and weeks following an emergency, the MIRA is the first step in the HCT's response to the situation. Based on its findings, humanitarian actors can develop a joint strategic plan, mobilize resources and monitor the situation and the response. The MIRA will not however, provide detailed information for the design of localized response projects. The main benefit of the MIRA is the elaboration, from the onset of the crisis, of a concerted operational picture based on the best information available from primary and secondary sources, expressed through two key products: a situational analysis, ideally issued 48-72 hours after the disaster's onset, and updated as required and possible in the following days, and a MIRA report (normally released after two weeks). ([MIRA Guidance](#) and [UNDAC Field Handbook, 2013](#))

The UN Office for Coordination of Humanitarian Affairs (OCHA): OCHA is the secretariat for the UN Under-Secretary General for Humanitarian Affairs and Emergency Relief Coordinator, and is responsible for bringing together humanitarian actors to ensure a coherent response to emergencies. OCHA also ensures there is a framework within which each actor can contribute to the overall response effort. OCHA activities are focused around five core areas: Coordination, Information Management, Humanitarian Financing, Policy and Advocacy. ([UNDAC Field Handbook, 2013](#))

Primary data: Most generally understood as data gathered from the information source and which has not undergone analysis before being included in the needs assessment. Primary data is collected directly from the affected population by the assessment team through field-work. Primary data is most often collected through face-to-face interviews or discussions with members of the affected community, but can also be gathered through phone interviews, radio communication, email exchange, and direct observation. ([ACAPS Technical Brief: Qualitative and Quantitative Research Techniques for Humanitarian Needs Assessment: An Introductory Brief](#))

Qualitative information: Virtually any information that is not numerical in nature and is difficult or even impossible to quantify. Qualitative data are often textual observations that portray attitudes, perceptions or intentions. They are typically expressed as words, rather than numbers, and are used to describe and provide meaning and context to a situation – the story behind the statistics. Qualitative data have a unique perspective – a view from inside – and answer questions such as how, and why? rather than what, or how many? (WFP Technical Note 8)

Quantitative information: Characterized by the collection of information which can be analyzed numerically, the results of which are typically presented using statistics, tables and graphs. ([ACAPS Technical Brief: Qualitative and Quantitative Research Techniques for Humanitarian Needs Assessment: An Introductory Brief](#))

Sampling: The selection of a part of a population for the purpose of determining characteristics of the whole population. The methodology used to sample from a larger population will depend on the type of analysis being performed, knowledge of the population, time and resources availability and access to the population. For definitions and explanations of some different types of sampling, see the guidance note in the Needs Assessment Package.

Secondary data: Information that has typically been collected by researchers not involved in the current assessment and has undergone at least one layer of analysis before inclusion in the needs assessment. Secondary data can comprise published research, internet materials, media reports, and data that has been cleaned, analyzed and collected for a purpose other than the needs assessment, such as academic research or an agency or sector specific monitoring reports. ([ACAPS Technical Brief: Qualitative and Quantitative Research Techniques for Humanitarian Needs Assessment: An Introductory Brief](#))

Spatial data: Any data that can be mapped, or “information about locations and shapes of geographical features and the relationships between them, usually stored as coordinates and topology.” ([ESRI GIS Dictionary](#))

The Office of the United Nations High Commissioner for Refugees

(UNHCR): UNHCR was established on December 14, 1950 by the United Nations General Assembly. The agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country. It also has a mandate to help stateless people. ([UNHCR, 2015](#))

UN Development Programme (UNDP): UNDP focuses on the development-related aspects of disasters and aims to mainstream disaster risk reduction into national development strategies through the provision of technical assistance and capacity-development in order to strengthen disaster risk management and establish mechanisms to support post-disaster recovery. UNDP seeks to ensure that disaster risk reduction considerations are factored into national and regional development programmes and that countries use the recovery process following disasters as a window of opportunity to mitigate future risks and vulnerabilities. The UNDP has representation in most developing countries of the world and is also the custodian of the RC system. ([UNDP, 2015](#))

Vulnerability: Is a set of “conditions determined by physical, social, economic, environmental and political factors or processes which increase the susceptibility of a community to the impact of shocks/hazards.” (UNISDR Basic Terms of disaster risk reduction)

