



Inter-Agency Network for Education in Emergencies  
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence  
La Red Interagencial para Educación en Situaciones de Emergencia

## INEE Good Practice Guide: Assessing Resource Needs and Capacities in an Initial Emergency

Effective emergency education programs are based upon a thorough assessment of the needs within the crisis-affected community. They also identify the existence of resource and capacity. To ensure the effectiveness of such programs, emergency education assessments must include not only the crisis-affected community, but the local government and NGOs working on both education and non-education issues. Such assessments identify how many people need educational support, the material and human resources needed, and how these resources should be provided. In an emergency situation, it is important to consider all of the potential contributions, as shown in the table below. It is also important to consider that resources will change as more UN agencies and NGOs arrive on the scene, as existing or interim governments become responsive to the emergency, and as refugees and internally displaced persons repatriate and resettle.

Local community/NGOs	Community	Humanitarian NGOs	UN agencies
<ul style="list-style-type: none"> <li>• Knowledge of local situation and community needs</li> <li>• Teachers, school administrators, guards and cooks</li> <li>• Participation in PTAs</li> <li>• Financial, in-kind and labor for school rehabilitation</li> <li>• Student school fees</li> </ul>	<ul style="list-style-type: none"> <li>• Legal authority</li> <li>• Infrastructure</li> <li>• Trained personnel</li> <li>• Curriculum</li> <li>• Administration</li> <li>• Salaries</li> <li>• School Materials</li> <li>• Trainings</li> </ul>	<ul style="list-style-type: none"> <li>• Best practice experience in areas of crisis</li> <li>• Funding and Resources</li> <li>• Specialized programs in adult literacy, accelerated learning and peace education, health</li> </ul>	
		<p>Implementation of Capacity in areas such as:</p> <ul style="list-style-type: none"> <li>• Educational materials and furniture</li> <li>• Teacher and school administrator training and support</li> <li>• Parent Teacher Association Training and Support</li> <li>• School rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• WFP --School Feeding, Food for Work and Food for Training</li> <li>• UNICEF – Children</li> <li>• UNHCR --- refugees and protected groups</li> <li>• UNESCO – Education</li> </ul>

## Strategies

- **Assess the educational needs and capacity of the whole community**

An emergency education assessment should consider both formal and non-formal education for all sections of the population. All school-age children should be considered for formal schooling. Within this group, it is necessary to determine what grade levels are needed, approximate ages of the students, and whether there is a need for accelerated education. Non-school going children, adolescents and adults should be assessed to determine the need for non-formal education programs such as language, literacy, numeracy and life-skills programs. In areas where formal and non-formal programs were running before the crisis, the teachers/facilitators and learning materials should be identified.

- **Build upon existing programs and infrastructure**

Prior to the crisis, organizations such as governments, Parent Teacher Associations, teachers unions, women's groups, as well as local and sometimes international NGOs and agencies existed and supported educational programs. Emergency education program assessments seek to identify resources and capacities within these organizations. Local governments and NGOs should be supported to re-establish themselves and provided with the necessary training and materials to address crisis-affected populations. Early awareness training with these groups re: the importance of emergency education, increases understanding of their issues, and their roles and responsibilities in meeting the needs of those affected. International NGOs and organizations often have developed programs in the local language and are often looking to partner and share resources.

- **Compare situation to known standards and best practices**

While every crisis situation is different, there are some broad standards and approaches that should be applied to all situations. With this in mind, the development of emergency assessments and programmes should be negotiated between the reality voiced by those affected by the crisis, and humanitarian organizations with experience implementing emergency education programs.

- **Calculation of students, teachers, classrooms and schools and necessary materials.**

A key component of education assessments is determining the number of people, and specifically the number of school children as well as their ages and grades, who need educational services. Census or school statistics are rarely available and therefore, it is necessary to make an educated estimate. This can be done by (1) a representative household where a certain number of houses are surveyed to determine the number of school age children in each household multiplied by the estimated total number of households with a community or (2) using participatory methods such as "bean sorts." As a rule of thumb, the number of school age children is typically between 20 and 30% of a population.

The number of teachers/facilitators is calculated by dividing the total number of students by an established standard, such as 40 students per classroom. There are many other issues that must be taken into consideration, such as how many hours per day/week a teacher teaches, the grade level being taught, and the number of class preparations.

The total number of classrooms can be calculated by dividing the number of students by an established standard such as the previously used 40 students per classroom. This number can then be divided by the number of classrooms within a school. It is also necessary to consider whether children will be going to schools in shifts during the morning or afternoon and whether there are any special considerations such as separation of girls and boys or ethnic groups.

<b>Materials</b>	<b>Example</b>	<b>How calculated</b>
<b>Student materials</b>	Exercise books, pens, pencils	Multiply an established allotment per student by the number of students.
<b>Teacher materials</b>	Exercise books, pens, classroom registry chalk	Same as calculated number of classrooms.
<b>Teachers incentive</b>	Cash or in-kind payment e.g. food	Number of teachers multiplied by their incentive, multiplied by the length of the program.
<b>Classroom materials</b>	Chalk, blackboards	Same as the number of classrooms. Ideally, a chair and a desk should be provided for the teacher in each classroom.
<b>School furniture</b>	Student desks and teacher furniture	If individual desks, the total number needed will be the same as the number of students. If students sit 2 or 3 per desk, then the total number of students should be divided by this number.
<b>School materials</b>	Sports materials, chalk, registration books	Total number of schools.

## Checklist

### Assessment Methodology

- Is the educational assessment part of a multi-disciplinary team? Is there an engineer to assess shelter and water/sanitation needs? A health professional to evaluate the community's nutritional status and need for health education? Is there a teacher or educator in the group?

## Existing Resources

- What education exists within the community now? What education existed before the conflict? Where are the resources for these programs? Can they be adapted to the new situation?
- Where are education programs happening within a community? If they are not occurring where could they occur? Is there space allocated? What resources exist to build or prepare an educational environment?
- Who is implementing the education programs now? What is their capacity? Training? What resources are they using? Are they relevant to the present situation?
- How are the existing staff compensated? Financially? In-kind contributions from the community?
- Is there anyone available within the community to implement education programs? What training do they have? What training do they need?
- What educational organizations exist? What educational organizations existed prior to the war?

## Unmet Educational Needs

- What are the educational needs of the community? The youth? The adults? The elderly? Minorities? Persons with disability?
- How many students will participate in the educational activities? How many teacher/facilitators are needed? How much space or how many classrooms are needed for the estimated number of students?
- What information is immediately needed within the community?
- What support do the educational NGOs and organizations need to meet the educational needs of the population? Do local NGOs need management skills, resources, training? Do International organizations need implementing partners?
- Is the assessment coordinated with other organizations? Are the results shared with other organizations? The government?

## Resources

Several Good Practice Guides have been developed to accompany this Guide, all are available on the INEE website:

- Assessment of School-Age Children
- Assessment of Out-of-School Youth and Youth Leaders
- Assessment of Teacher/Facilitator Availability and Capacity, including Selection
- School Site / Environmental Assessment
- Assessing and analyzing community non-formal educational needs

*Please visit [www.ineesite.org](http://www.ineesite.org) for additional Good Practice Guides.*