

Appendix 2: Planning in an Emergency: Situation Analysis Checklist

The factors, issues, people and institutions you need to know and understand in order to plan and implement the programme.

1. Baseline Assessment

- What data are required for baseline study?
- What data do you need to plan implementation vs. what is available e.g. school locations (numbers, locations); expected student numbers; teachers numbers; etc.?
- Is there an opportunity to collect baseline data before you start the programme?

2. The Nature of the Situation

- What is the nature of the situation (slow onset or sudden)?
- Are there groups (culture, age, gender, etc.) that are particularly vulnerable or affected by the emergency?

3. The Stability of the Situation

- Is the situation stable (short term/medium term) or still evolving?
- Are there other foreseeable contingencies (a new emergency or a major change to the existing emergency)?
- What factors can be identified that are likely to result in sudden and/or significant changes?

4. The Current Educational System

The Education System

- Is there a functioning education system?
- Is there more than one functioning system within the target population?
- How has the current emergency affected the present education system(s)?
- Are school buildings and infrastructure lacking or destroyed (kitchens, sanitation facilities, storage, etc.)?
- What is the current condition of the learning environment (space, materials, classrooms, staff, etc.)?
- Is the situation the same for boys and girls, or children of different geographic/ethnic/etc. backgrounds?
- Are children enrolled in and regularly attending school? If not, why not?
- Are children affected by hunger while they are at school (e.g. no breakfast, long distance to school, general malnutrition)?
- Are children affected by specific micronutrient deficiencies? Which ones?

Curriculum and Instruction

- Is there a common curriculum?
- Is there a common language (or languages) of instruction?
- Are there teachers, teaching aids and/or learning aids?
- Is there a need for teacher training/retraining?
- Is there a need for informal education and skills training programmes (for demobilised (child) soldiers, out-of-school children and/or other particularly disadvantaged groups)?

5. Key Stakeholders

Identify Key Stakeholders

- Who is doing what?
- Who is responsible for what?
- Who is planning what?
- Who is responsible for what resources?
- Who is responsible for what decisions?
- Other international organisations
- NGOs (international and local)
- Government:
 - What is the current status of the national and local government (legitimacy, interim)?
 - Who administers education?
- Schools (teachers, principals, PTAs)
- Community (leaders, elders, religious, women's associations, health workers, or other community groups)
- Family
 - What is the predominant structure?
 - Has the emergency affected the family structure?
 - Who makes decisions about the children's (in particular girls') participation in education?

6. Available Resources

For Education (see also: 'The Current Educational System' above)

- Are there safe learning spaces?
- Are the available school facilities fully functioning?
- Are there sufficient numbers of teachers and school staff to carry out the day-to-day running of the school?

For Food Aid

- How urgent is it to start food distributions?
- What personnel are available to prepare food?
- What facilities are in place for the preparation of food (school kitchens, storerooms, cooking/eating utensils, cooking fuel, water source)?
- Is it feasible to put facilities in place?
- Is there transportation/delivery/storage infrastructure?
- What food commodities are going to be available? Where and how quickly can they be acquired and delivered to food distribution points?
- Are there any school health programmes to complement/build on?
- Are there currently any donor commitments?
- Are there any potential implementing partners?

7. Current and Potential Constraints

Security

- Are there safe learning spaces?
- Is there safe access to the learning spaces for children, teachers and aid workers?
- Is there a safe place for the preparation and/or distribution of food?
- Is the transport and delivery of food secure?
- Is the food stored securely?

Gender/Ethnic Constraints

- Are there particular constraints/issues for one gender or another?
- Are there particular constraints/issues related to different groups (ethnic, geographic)?

Legitimacy

- Is there a clear government partner for the planning and implementation of activities?
- Does the creation and support of educational activities have the support of political/local leadership powers? If not, why not?
- Are there risks in proceeding without this support?
- Can proceeding without this support be justified?
- Can the partnership be developed?
- Can the programme be designed to develop and/or attract support?