Education and Fragility: Common Research Questions for Situational Analyses

I. Establishing the Fragility Context

1. In general, what has been the pattern of fragility/conflict in the country over the past 10-15 years?

2. What country assessments have been undertaken and what do they identify as the main drivers of fragility/conflict?

3. How do the drivers of fragility/conflict relate to the following domains:
    - Security
    - Governance
    - Economy
    - Social
    - Environmental

4. How has education been *affected by* and had an *impact on* each of these domains?[1]

II. Understanding the Response to the Fragility Context

5. To what extent (and how) has a fragility/conflict analysis been incorporated into education sector development over the past 10-15 years at the following three levels:

    - national education sector plans

    - programming in-country by international donors

    - community level projects by civil society and local NGOs

    Analysis **at each level** should be summarised under the following sub-headings taken from the Progressive Framework:

    i.   **Planning** - what education planning processes have taken place; have they included a conflict/fragility analysis; what key issues have been identified and which have been ignored; how inclusive have planning processes been;?

    ii. **Service delivery** – what are the main development programme areas in the education sector and to what extent do they refer to conflict/fragility; to what extent have services been delivered in targeted program areas; what (intended and unintended) outcomes exist as result of service delivery/lack thereof; *how have the particular fragility dynamics present in country affected service delivery; how has service delivery impacted the fragility dynamic*?

    iii. **Resource mobilization** – where has funding for education development come from; what aid instruments have been used and why; what priorities are reflected in the way education funding has been spent; has any funding been specifically identified to address conflict/fragility; to what extent has funding been expended as planned; what (intended and unintended) outcomes exist as result of the resource mobilization strategies used; *how have the particular fragility dynamics present in country affected resource mobilization; how has resource mobilization/disbursement impacted the fragility dynamic*? ?

    iv. **Monitoring systems** – what checks and balances exist in terms of transparency and accountability for education sector development; how has programme implementation been monitored (does this include any reference to impact on conflict/fragility); to what extent do program monitoring systems capture educational changes related to the drivers of fragility? what programme evaluations exist that make reference to education and conflict/fragility?

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[1] Use of the analytic framework matrix applies here. See annex.

III. Summarizing Impact

What evidence exists about the impact of these programmes on conflict/fragility from academic papers, project evaluations, stakeholders' and recipients' views/fieldwork? In particular:

6. **Planning:** To what extent have plans been implemented and with whose support; what (intended and unintended) outcomes exist as result of plan implementation; how have the particular fragility dynamics present in country affected planning and its implementation; how have planning and implementation strategies impacted the fragility dynamic

7. **Service delivery** –To what extent have services been delivered in targeted program areas; what (intended and unintended) outcomes exist as result of service delivery/lack thereof; how have the particular fragility dynamics present in country affected service delivery; how has service delivery impacted the fragility dynamic?

8. **Resource mobilization** –To what extent has funding been expended as planned; what (intended and unintended) outcomes exist as result of the resource mobilization strategies used; *how have the particular fragility dynamics present in country affected resource mobilization; how has resource mobilization/disbursement impacted the fragility dynamic?*

9. **Monitoring systems** – What data exists, if any, regarding educational outcomes as these relate to drivers of fragility (eg, has school enrolment increased/decreased in (former) conflict zones).

10. Capacity development
    - To what extent has education sector development been hindered by lack of capacity; conversely, what examples exist in which fragility allowed growth of new capacity in the education sector?
    - How has lack of capacity been generated by or contributed to fragility/conflict?
    - What examples are there of capacity development programmes with a conflict/fragility perspective (eg development of particular skills; resettlement of displaced teachers)?

11. Role of the international community
    - What international agencies have had a role in educational development?
    - Have they adopted an approach which works 'around conflict' (avoiding conflict areas); 'in conflict' (in conflict areas); or 'on conflict' (including specific programmes on conflict prevent and to address underlying causes) (Goodhand, 2001)?
    - What are the views of local stakeholders in education on the benefits and limitations to the way that the international organisations have operated?

12. What are key **observations** and **lessons learned** regarding the education and fragility dynamic in this setting?

13. In broad terms, have planning, service delivery, or resource mobilization activities had a positive, neutral or negative impact on the dynamics of conflict/fragility?

14. What are the best examples of programmes that have had a positive impact and why?

Key to the Analytic Framework Matrix of Questions

The analytic framework can be used to examine the linkages and intersections between different conditions of fragility and education components and processes.

(The analytic framework draws on the USAID Education and Fragility Assessment Tool, the FTI Progressive Framework, and the INEE Annotated List of Research Questions among other existing tools and documents.)

Part 1 of the analytic framework provides questions that will help in framing the situation of fragility. Part 2 provides questions that would support in-depth analysis of the relationship between education and fragility.

Fragility domains:

1. Social (e.g. at-risk groups, social dynamics, health and welfare)

2. Governance (e.g. capacity, will)

3. Security (e.g. military activity, crime and lawlessness, terrorism)

4. Economics (e.g. levels of poverty, investment, labor market)

5. Environment (e.g. natural resources, degradation)

Education components and processes:

1. Sector assessment, planning and coordination

    a. Education Systems (early childhood care and development, primary education, secondary education, tertiary education, non-formal education, technical and vocational education and training, adult learning)

    b. Education Policy and Coordination (policy formulation and enactment, planning and implementation, coordination)

2. Service Delivery

    a. Access and Learning Spaces

        i. Access and Learning Environments (equal access, protection and well-being, and facilities)

    b. Teaching Personnel

        i. Teaching and Learning (curricula, instruction, assessment)

        ii. Teachers and Other Education Personnel (recruitment and selection, training, conditions of work, support and supervision)

    c. Learning Processes

3. Resource Mobilization and Financial Management

    a. Education Financing (external funding, domestic financing and resources)

4. Monitoring System Improvement

    a. Education System Capacity (data and analysis, management)

Analytic Framework Matrix of Questions

Part 1 – Framing Questions for Fragility

SOCIAL	GOVERNANCE	SECURITY	ECONOMIC	ENVIRONMENT
*Which are the traditionally **marginalized groups** in this context (racial, identity/ethnic, age, political, regional, community/local/ class/caste)? *How is **marginalization** of at-risk groups evident on the part of government (central, regional, local levels); economy, environment, religious institutions; cultural customs? *Have there been **human rights violations** in this country during the time being studied? Against whom, perpetrated by whom and for what reason?	*What is overall status of the **government**? (e.g., type of government; current administration's length in office; degree of opposition; degree and nature of central government influence, control, support, visibility at regional, lower levels; governments' relation with neighboring countries, relation to the region, world standing) *What is the overall level of **capacity** within the government (central, regional, local levels)? e.g., which government services are visibly and regularly carried out? (e.g., military and police protection; roads and infrastructure; tax collection and public works; education; public health; judicial system, etc.) * What is the turnover in **public servants**? What training institutions are in place for public servants? What level is pay relative to other jobs requiring similar skill levels in private or NGO sectors? *What is the degree of **corruption** in the above public functions? Transparency? Accountability?	*What is the relationship between the **military and the government**? *During the time of study, what if any **military activity** was taking place within the country, within the region or neighboring countries (or elsewhere that might be relevant for this context)? *What is the degree and nature of **terrorism** in this context? Is it directed at specific groups, regions, targets? Is it based on specific demands, aims? How does terrorism impact government behavior? *What is the degree of **lawlessness and crime** in urban, provincial and rural contexts? What are citizen (of varying social classes) and government **responses** to crime and lawlessness? *What percent of the population owns **weapons** and what kind? *To what extent do **citizens feel safe/unsafe**?	*What are the **macroeconomic** status and trends? (e.g. GDP, GNP, unemployment, fiscal policy, indebtedness) *What **external factors** influence the economy? *What are the prominent **internal factors** affecting the economy? *Is there an issue of (perceived) **inequity of income** distribution? *How active and diverse is the **private sector**? *What role does the **informal sector** play in the economy? What are the major characteristics of informal economic activity? *What is the amount and role of **small enterprises**? *What are the **major industries** and what is/has been their trajectory? *Is **labor imported** and if so in what industries? *Is there a **market for graduates** of secondary schools, universities, vocational training?	*What is the general **condition of the environment** at the time studied (e.g., water supply and cleanliness, land availability, degradation, fertility, air quality)? *What is the level of **population density** and the population trajectory? *What **natural resources** exist in this context? What is their condition? Who has access to them (who benefits from them and who is excluded)? *Is **access to land** an issue for citizens, including returnees?

	*What is the degree of **freedom for the press**? What is the degree of **freedom of speech** (e.g. dissenting opinion of opposition politicians, citizens)? *Have there been dramatic **changes in governance** style, political rhetoric, public policy and legislation during the time of study? *What is the degree of **public involvement in governance** (central, regional, local levels)? *To what extent is the **government perceived as legitimate** by citizens? *How are **multi-sector programs** impacting state-building? *How do **donors** work with or "around" the government in ways that mitigate or exacerbate fragility?		

Analytic Framework Matrix of Questions

Part 2 – Analyzing Education and Fragility

Part 2.1: General questions for education and fragility

SOCIAL	GOVERNANCE	SECURITY	ECONOMIC	ENVIRONMENT
*How can **channels of communication** be encouraged between education authorities and stakeholders in ways that increase stability? *How is broad-based **community participation** in the delivery of education services impacting fragility? *How is community capacity and will to **advocate for education** impacting fragility? *How does community participation in schools impact **social capital and development of civil society**? *How is the participation of **female community members** in education impacting fragility? *How is **HIV/AIDS** impacting the education system and provision of quality education? *How are **infectious diseases** impacting students' attainment and retention? *How is **food insecurity** impacting students' enrollment, attainment and retention? *How can the education system encourage **national unity**?	*How are either participatory or exclusionary education **decision-making processes and structures** impacting fragility? *To what extent are **education authorities** perceived as legitimate by citizens? *How do **political leaders** hinder or promote educational responses to fragility? *At what level (community, regional, national) do leaders have the **most influence** on mitigating negative impacts of fragility on education? *How is fragility impacting the **legitimacy of the Ministry of Education or the government's role in education** more broadly via performance (effective and equitable service delivery) and process (recognition of the legal framework for education, accountability mechanisms to ensure that right)? *How are **multi-sector programs** impacting state-building? *How can education provide skills necessary to participate in political life in ways that impact fragility?	*Is **impunity for human rights** abuses impacting education (e.g. hindering service delivery, creating an operational environment of insecurity)? *Does (the need for) **security sector reform** impact education? *How is **organized violence** impacting education? *To what extent does the **presence of armed groups** (e.g. militias, rebel groups) impact education? *What impact does **security forces'** involvement in suppressing or perpetuating organized violence in schools have on fragility? *How do rules and procedures in place to recognize and manage **school-based violence or recruitment of students** impact fragility? *How can **violence be mitigated through education** at school level or system/sector level? *How do **outbreaks of violence in, on or around schools** link to broader patterns of fragility in the community or country at large?	*How is **macro-economic decline** impacting education? *Are deteriorating **living standards** impacting education? In what ways? *To what extent do workers possess skills required by employers and has this changed over time? *What are the mechanisms for **matching school graduates with jobs** and has this changed? *How are increased resources for secondary or tertiary education increasing stability via **contributions to economic growth**? *Are **donor commitments** meeting education needs (e.g. quantity or effectiveness of funding)? *To what extent is the reflection of the collective will to provide education services in **government budgets** impacting fragility? *How is education addressed in a **poverty reduction strategy** or other development frameworks?	*Is inadequate provision of **water and sanitation services** impacting education? *Is **access to land** an issue for the government in acquiring land for education facilities?

*How does the education system reflect and support **democratic processes**? *How is the **lack of reconciliation** between ethnic or other factionalized groups impacting the provision or content of education? *How are broader **reconciliation** efforts integrated into schools? *How does **segregation within or between schools** contribute to fragility?	*How do inequities in the education system affect **political and governance structures**? *How can participation in **school management committees** be used as a platform for engaging communities in bringing about change at a national level to reduce fragility? *How does access to **public administration training** via the education system impact fragility? *How do **donors** work with or "around" the government in ways that mitigate or exacerbate fragility? *What is the degree of **corruption among education officials** at the central, regional, school level and what form does it take? Has this changed over time? What is the impact on particular groups? *How is **demand for accountability** (regarding school performance, availability of materials, procurement and distribution of textbooks and materials) impacting fragility?	*How does fragility affect **community participation in ensuring protection** and well-being in schools? *Are schools or education in general part of explicit **terrorist** rhetoric or attacks? *How can putting **protective measures or services** in place for students impact on fragility? *How are increased resources for secondary or tertiary education increasing stability via an expanded, more educated **civil service** sector? *Is **gender-based violence** pervasive? Sex for grades?		

Part 2.2: Questions for education and fragility by education processes

Sector Assessment, Planning and Coordination (education systems; education policy and coordination)

*Is there a mechanism in sector planning processes to review curricula content/teaching methodologies for negative content?

*How do education policies account for the current, or potential change in, the situation of fragility?

* How can monitoring of and responses to fragility be incorporated into education plans?

SOCIAL	GOVERNANCE	SECURITY	ECONOMIC	ENVIRONMENT
*How are **planning processes conducted**? Are they participatory (including civil society, marginalized groups)? *How can **stakeholder coordination** be improved to ensure development of quality education plans and effective implementation of these plans? *How do existing education **sector plans address marginalization** (e.g. minority issues, curricula bias)? *How do existing **education policy and planning strategies and documents** impede educational equality for different marginalized groups (intentionally or unintentionally)? How does this vary by group, by location, by component of education (e.g. access, instruction, etc.)? *How does **implementation of education policies and strategies** impede educational equality for different marginalized groups (intentionally or unintentionally)? How does this vary by group, by location, by component of	*What mechanisms exist for **holding educational authorities accountable** (for policy, deliverables, etc.)? *Does **corruption** exist within the education system at ministry level? How is corruption addressed within the ministry (by different actors both in and outside the ministry)? *How do policies and plans **reduce the barriers** to learning and participation of all students? *What is the **capacity** of leadership within the ministry? What is the capacity of personnel overall within the ministry? *Are there policies in place regarding **refugee teachers and students**, returnees, IDP teachers and students? *Is there **will** from the government and or civil society **to address issues of inequity and corruption** in education? *How do **teacher policy and management** (recruitment, retention, placement, salaries, career development, etc) impact	*What policies/practices does the ministry have in place to **ensure the protection** of education institutions, staff and pupils? *What kind of action do the ministry or other government officials take **against perpetrators** of violence in or on education institutions, their staff or students?	*Are all existing human and financial **resources spread equitably** within the system? *Are resources allocated to education transferred to **decentralized** levels? *Are national teacher pay scales planned and budgeted to ensure a **living wage for teachers**? *Are **pay scales for teachers comparable** to other professional groups? *What are **current budget allocations to education** (at different levels, in different regions)? What is the trajectory of education spending? *How does **education planning link to economic growth/deterioration** or to economic recovery plans in ways that impact fragility?	*What have been the **impacts of recent natural disasters** (earthquakes, tsunamis, floods, droughts etc.) on educational planning and policy? *Are there policies and plans in place for **emergency preparedness** for education facilities and school communities?

education (e.g. access, instruction, etc.)?

*What are **attitudes** (of policymakers, communities, other stakeholders) towards **fee-free schooling**?

*How does **citizens' knowledge and understanding** of government's education plans impact fragility?

*How do **exclusionary or inclusive ministry policies** (on the basis of ethnicity, religion, political affiliation, gender, disability, etc.) contribute to fragility or stability?

*How are governments and NGOs supporting **community schools**?

*How does **language of instruction policy** impact public engagement with education in ways that impact fragility?

*How have **community-based organizations** engaged in implementing education programs (with government, INGOs) in fragile situations?

*How have **community-based organizations** helped promote and manage local education systems in fragile situations?

*How have **donors** collaborated and coordinated (with each other, other stakeholders, government) to ensure integrated programming and long-term development?

*How do agencies (e.g. INGOs,

fragility?

*What is the level of transparency and accountability in **exam administration and grade promotion** throughout the system?

*How do **processes for developing education policies** impact fragility?

*How does **education planning** incorporate impacts of education and fragility?

*In what ways is education system **decentralization** impacting fragility?

*How do the configuration and composition of education policy and decision-making structures impact on fragility?

*How does the process of **selecting and organizing school management committees** impact fragility?

*How does the process of **selection and placement of education leaders** impact fragility?

*How does the **capacity of school management committees** to participate in the management of schools impact fragility?

*How do **intra-governmental**, particularly cross-sectoral or cross-departmental, coordination support education in fragile situations?

*How does accountability of leaders in the **procurement and**

NGOs, donors, government) collaborate with **community-driven initiatives** by building on effective community strategies? *How have **governments collaborated and coordinated** effectively with various education actors in developing education strategies and implementing education programs in fragile situations? *How are **women impacting school management** (e.g. female teachers and education officials)? How does it enhance women's ability to serve as change agents at community and higher levels? *Are local actors (government, private sector, civil society organizations) **fulfilling their appropriate responsibilities** per public opinion? *How do local actors ensure that education meets the **population's expectations**?	**distribution of textbooks and materials** impact fragility?			

Service Delivery

*How can the education sector learn from effective responses to fragility for service delivery in other sectors?

*In what ways can service delivery and governance be strengthened within the sectors of justice/security, healthcare, education, and water/sanitation that may be applicable to education?

*How is expanded youth access to secondary or tertiary education reducing their likelihood to be involved in armed conflict?

*How are out-of-school youth and gangs impacting fragility?

*Where education has been disrupted, are students allowed to re-enter or catch up?

*How does (in)security impact school management?

SOCIAL	GOVERNANCE	SECURITY	ECONOMIC	ENVIRONMENT
*What are the roles and possibilities of incorporating **psychosocial well-being** into education programming? *How is **education used as a weapon** by some groups (e.g. via education policies, etc.)? *Are **psychosocial** issues among learners and teachers identified and addressed?	*How is **civil society** involved in the delivery and management of education? *How involved are communities and civil society in overseeing **education governance**? *What is the level of **community participation** in educational decision-making at the school; district or higher levels (are there PTAs, PTA associations, etc.)? What are the reasons for this level of participation? *How are schools affected by a **lack of performance and capacity** of national, regional, and local education authorities resulting from fragility?	*In what way do school policies and practices – by teachers, students or external forces – **reduce or prevent violence** within schools? *How does education become and how is it **used as a grievance** by rebel groups or armed factions? *How can skills programs decrease the **motivation to return to fighting** by linking to economic opportunities and/or an increased sense of self-valuation and dignity?	*Is economic **instability reducing the relevance** of education to job placement and other economic opportunities? *How does a **link between education and quality of life** (or lack thereof), as perceived by students or parents, impact fragility? *How does the link between **education content and quality and economic growth and development needs** (i.e. education meeting these needs or not) impact fragility? *How relevant are **tertiary offerings** to the economy and how has this changed?	

A. Service Delivery: Access and Learning Spaces

*Is there equity in the supply and demand for schools?

*How can accelerated or alternative education programs expand access in ways that impact fragility?

*How does the lack of educational opportunities for youth contribute to insecurity?

*What concrete factors demonstrate that reinstating or expanding access to education reduces (specific) conditions of fragility?

*How do inequities in educational quality (quality of teachers, number of textbooks, materials) fuel tensions?

SOCIAL	GOVERNANCE	SECURITY	ECONOMIC	ENVIRONMENT
*Are there **sub-national disparities** in access? Why? *What actions are taken (by different actors, at different levels) to ensure that **learning spaces are accessible** to all groups? *Are specific ethnic, ages, gender groups disadvantaged or threatened at school level? *Are there **patterns** of limited enrollment, attendance and completion within specific at-risk groups? *What is the level of **access to a range of educational pathways** (transition from primary to secondary or tertiary, or nonformal or skills training etc.) for learners of different class, ethnicity, gender, geographic home? Has this changed over time? *Have missing documents or other requirements (e.g. birth certificate, learning/graduation certification) become a **barrier to entry** (particularly for displaced populations)? *Are the particular educational **needs of youth** in fragile contexts being addressed? *How does **marginalization** (economic, political, social) contribute to marginalization in education, amongst different	*How is **access to learning spaces distributed** across the country? Is it equitable or does it favor certain groups? *How are decisions on **school location** taken? Does school mapping show disparities between regions or groups? *What policies and standards exist for **school construction and school facilities**? Are there differences between government and community schools? Are there disparities between regions or groups? *Has there been a change in **school space** upkeep and development (in general, for specific levels, regions, populations)? *How is education delivery serving to **integrate all regions** into the state framework? *How are **political and governance structures** producing inequities in education? *How does access to educational opportunities support the **development of leadership capacity** in ways that impact fragility? *How does **corruption** impact access to education? *How is fragility impacting the development of the **Ministry of Education as an effective state**	*What is the **level of school-based violence**? What is the source(s) and who are the victims? *How does **insecurity** in and around schools reduce access to schools? *How does insecurity in and around schools **affect girls'** education opportunities? *What evidence is there of **protection for learning spaces**? How are learning spaces protective? Who is involved in making them protective? *What are the **potential risks en route to school**, at school, and outside school for marginalized groups? *How does **insecurity affect retention and completion** for different population groups (e.g. girls, IDPs, refugees, disabled, ethnic groups)? *What action at different levels (community, family, and district, national) is taken against **perpetrators of violence against schools**? *Do school officials at the central, regional, school level **regard schools as protected spaces**? Do citizens? Students? Has this changed over time? How widespread is this consideration? *Has **physical location or the**	*What **fees** exist (hidden or otherwise) for access to learning spaces? *Is there evidence that these **fees are preventing certain groups** from accessing learning? *How does inequity in education access **affect economic disparities** in ways that impact fragility? *What is the ratio of **private** (secular or religious) to public schools? *To what extent do **lower, middle and upper classes** access public primary, secondary, tertiary schools? *How does the exclusion of certain groups from gaining **access to acquire skills** for certain professions impact fragility? *Do equal opportunities exist for **training opportunities** for a range of education levels?	*What percentage and number of schools are located in **environments that are proximate** to water; in an earthquake or flood zone; in a drought zone; in polluted or hazardous settings; in settings ravaged by conflict? Has the location or number of schools in such environments changed over time and in what way?

groups?

*What **community-driven initiatives** have been undertaken (with or without the help of external aid or support) in order to restore and revamp education in their communities in fragile contexts?

*In what are the ways can **children and youth participate** in design and implementation of educational programs in fragile contexts?

*What are the spillover effects from expanded access to **early childhood programs** on access to other educational opportunities that can contribute to stability?

*In what ways does the removal of primary school fees impact fragility (e.g. removing barriers to access but increasing class sizes)?

*How are increased **opportunities for primary** education or higher levels of primary level completion within the population impacting fragility?

*How is **access to secondary education** impacting fragility?

*How is access to **post-primary opportunities** affecting youth?

*How is **access to education impacting women**'s participation in peacebuilding or recovery efforts?

*How does the **lack of education**

institution (e.g. administrative and political capacity to provide services and manage social expectations)?

*How can increased education opportunities (in general or to certain groups) **ward off deterioration**?

*How does the use of **education institutions as a public fora** for debate or to legitimize government actions impact fragility?

*Is fragility negatively affecting the effectiveness of school or system **management structures**?

*How does (a lack of) **political will of leadership** (local, national) impact educational access in ways that impact fragility?

route to learning facilities become a barrier to entry?

*Does fragility produce increased **levels of violence in the classroom** (between teachers and students, amongst students)?

*What **strategies** are being undertaken to enhance schools as safe environments?

*How is fragility changing the need for or the provision of **school facilities**?

*Do the **police/military** protect schools? Do they themselves use schools for protection, storage, staging?

*What is the official **government stance toward schools as safe spaces**? What legislation exists and is it implemented?

*Do **communities play a role** in ensuring safe access to learning spaces?

*How is access to educational opportunities (in general or to certain groups) impacting the risk of **organized violence or conflict**?

*How are **educational facilities** impacting fragility (by serving as recruitment grounds, as places of protest, as meeting spaces for open discussion, etc.)?

*How does the repression or encouragement of **freedom of expression by education institutions** impact fragility?

*How does the existence of **safe learning spaces** contribute to

for girls and women contribute to fragility? *How are **child soldiers** being reintegrated into education? *What are the **impacts on fragility of IDPs' access** to education services? How can negative impacts be reduced or eliminated? *How does a differentiation in educational **services provided to refugees** as compared to the local population impact fragility? *How are **disaffected youth excluded** from educational opportunities in ways that exacerbate fragility? *How can education programs **support youth** in fragile contexts? *How do **community-level psychosocial support mechanisms** serve teachers and students in ways that contribute to stability and peacebuilding within those communities? *How can engaging young people and the rest of the school and broader community help improve **psychosocial well-being**? *How does the recognition of **community and religious schools** by the public education system impact fragility? *How is **adult learning** (levels, initiatives) impacting fragility? *What type of access to education (either non-formal or		stability? *How do **attacks on schools** contribute to or perpetuate fragility?		

formal) is available for **overage and out of school youth**? *How do **classroom norms** support a culture of violence or discrimination or one of inclusion and acceptance that impacts on fragility?			

B. Service Delivery: Teaching Personnel

*Is there equity in the supply and demand for teachers?

*Are teachers themselves an at-risk group? How is this manifest?

*How is teacher training in conflict resolution or peace education impacting fragility?

*Is teacher training curriculum consistent with pupil curriculum? If not, what are the major differences, how long has this been the case and what are the effects on teacher capacity?

*How has teacher training (pre/in-service) changed over period in study and to what effect?

*How is (in)sufficient staff training at educational institutions (for training needs of teachers and administrators) impacting fragility?

*Is the access to, frequency of or content of teacher training negatively affected by fragility?

*Has the content of teacher training changed given the conditions of fragility?

*How do teachers perceive their role in the current situation, and to what extent does the training received support that role?

*How is the assessment and follow-up of teacher training affected by fragility?

SOCIAL	GOVERNANCE	SECURITY	ECONOMIC	ENVIRONMENT
*How is **teacher recruitment and distribution** equitably determined across all social groups and at all levels? *Do teacher training institutions use **inclusive approaches** and train teachers on inclusive education policy and practice? *What are **teachers' attitudes** toward at-risk groups? *What are the impacts of teacher education, distribution, deployment payment policies on **at-risk groups**?	*Do the teacher **policies implemented by state authorities** address issues of inequity among teachers? *Is there **favoritism or corruption** in deployment, promotions, qualifications, etc.? *What is the relation of **teacher supply to demand** and how does this vary by region, education level, etc? * How do teacher **recruitment and distribution** practices reflect potential inequities?	*Are **teachers subject to attack**? If so where, by whom and for what reason? *Are some groups of **teachers more protected** than others? *What is teachers' government-stated/social/historical **role in keeping students safe** and has this changed over time? *Are teachers **perpetrators of crimes** or viewed as perpetrators? To what extent and in what ways? What are the impacts of this and how has	*Is there **equity in teacher compensation**? If not, which groups are favored and why? *How capable is the teaching corps to **prepare learners** for the needs of the economy? *How flexible is the **'education market'**, as this relates to the 'labor market', (e.g., do potential teachers and learners have flexibility in where and how they teach and learn)? *Are teachers paid on time? *Do teachers undertaken **other**	*In environmentally fragile or hazardous environments, to what extent to teachers **address these hazards** and prepare learners to deal with them? Has this changed over time?

*How are **recruitment and selection** of teachers and education personnel, including standards and requirements, impacting fragility? *Is the incorporation of previously **underrepresented groups** (e.g. women, ethnic groups) as teachers impact fragility? *How does the recruitment and selection of **IDP or refugee teachers** impact fragility? *How does a **mismatch between teachers' skills and students' learning needs** (such as for psychosocial support, life skills, etc.) impact on fragility? *How does **teacher motivation** (or lack thereof) impact on fragility? *Is **psychosocial support provided to teachers** and education officials? *Are teachers from the **region** in which they teach?	*How does teacher compensation compare to other types of government compensation? *Are **government systems** adequate for paying teachers? *What is the **profile of school administrators**? Has it changed over time? *Is there **government will** to support education? Are there discrepancies between levels of government or levels of education? *How do **standards for teacher performance and accountability** impact fragility? How can they be enforced in ways that mitigate fragility? *How does the **lack of support structures** (via head teachers, school administrators, etc.) impact teachers (mental state, behaviors, etc.) in ways that impact fragility? *How does **fragility within education ministry or regional level administration** affect the capacity of school administrators or teachers? *How does **fragility within school administration** affect teachers and students? *How does fragility impact **support to teachers** by local, regional and state level education officials? *How does the role of **teachers' unions** impact fragility? *How does fragility impact	it/does it change over time? *How do poorly maintained, looted or vandalized school facilities affect **teachers' morale and attendance**? *How does **insecurity in schools affect teachers** (mental state, behaviors, etc.) in ways that impact fragility?	**income generation** activities to support their income? *How do teacher salary levels compare to **poverty level**? *How is fragility impacting teacher **compensation decisions and practices**? *How does fragility affect **sufficient payment** of education staff? *How can **sufficient payment** of education staff contribute to stability? *How do salaries and **opportunities in the private sector** impact the availability of (quality) teachers?	

	teacher **motivation and retention** (e.g. high teacher turnover)? *How does fragility affect transparency/participation in the **selection process**? *How does fragility affect the gender and/or ethnic balance in the **recruitment** of teachers? *How does fragility impact the **pool of qualified teachers** from which to draw?		

C. Service Delivery: Learning Processes

*How is pedagogy reinforcing or discouraging independent and critical thinking and/or participatory learning?

*How can HIV/AIDS prevention education and other health-related training impact on fragility?

*How does the teaching and practice of civic values and accountability in schools impact fragility?

*How do problem solving and conflict management skills being taught and these behaviors patterned in schools impact fragility?

SOCIAL	GOVERNANCE	SECURITY	ECONOMIC	ENVIRONMENT
*How is fragility perpetuated within the education system via **curricula or pedagogy** (at national, regional, and local levels)? *What subjects in the current **curriculum** are likely to promote tolerance, inclusion and conflict resolution? *Does the **curriculum** contain content that could be considered prejudicial or likely to cause tension? *What type of **teaching methods** are used? Do they promote tolerance and acceptance?	*How is **civil society involved** in monitoring of teachers, classroom activities etc? What effect does this have on learning processes? *How do the **government and education authorities support** positive curricula and methodologies? *What role do **language of instruction policies** play in situations of fragility? *Do schools **start on time** and are they open for the full school year? *Is successful learning dependent on **patronage, corruption, unofficial dues**?	*Does **violence against students and faculty** impede teaching and learning processes? *Do curricula and teaching methods promote either a **culture of violence** or a culture of peace? *Is learning **interrupted by conflict, threats, natural disaster** and if so how often, for how long and with what impacts on learning? *Does the current situation generate greater levels of **violence in the classroom**? *Do teachers use **corporal punishment**?	*How does the learning process **support future employment** opportunities? *How relevant is the curriculum to students' existing **livelihood** opportunities? To potential new or evolved livelihood opportunities? *What is learners' degree of **exposure to financial literacy**? Work readiness skills? *How do **inequities in the education system impact** on job availability, level of income and economic status in ways that impact fragility? *How does the match (or lack	*Is management and protection of **natural resources** included in school, pedagogy and activities?

*Do teachers teach in **mother tongue** at early grades? *Do the students have access to **other learning methodologies** other than teachers – peer, mobile phones, internet etc. – which could also influence them? *How are **ethnic or other divisions** referred to in the curriculum? *To what extent has the situation changed the **conditions in classrooms** (e.g. created increases in classroom size, expanded access to include new groups) in ways that affect instruction? *Are **learners from marginalized groups** excluded or treated differently than other learners in the classroom and if so in what ways? Has this changed over time and in what ways? *What is the **language of instruction** and how does this match with the principal language of the different learner groups? *Are life skills, conflict resolution skills and human rights education integrated in the **curriculum**? *Are different groups using **different curricula**? *How is **fragility referenced** or reflected in the curriculum? *How are ethnic or other **divisions referred to** in the curriculum?	*Is political **manipulation of educational content** excluding certain groups from gaining the skills to contribute fully in political processes?	*In what ways do **curricula perpetuate and legitimize** ethnic/political/religious violence?	thereof) between the **skills learned and those required for students' employment** impact fragility? *How can programs focus on the most **relevant skill sets** via market analysis to ensure that trained youths and adults do not remain unemployed? *How relevant is the curriculum at primary, secondary level to the **livelihood generation** needs of graduates, dropouts?	

*How has the **curriculum changed** as a result of fragility? *What specific **aspects of curricula** exacerbate fragility? *How can **peace education** be integrated into the formal education system?				

Resource Mobilization (education financing)

*How can donors better bridge the gap between humanitarian responses and development mechanisms?

SOCIAL	GOVERNANCE	SECURITY	ECONOMIC	ENVIRONMENT
*Are there greater resources being spent for **certain groups/geographical areas**? *What effect has this had on disadvantaged groups/ *How do varying **proportions of national/local budget allocations** to the education sector impact on fragility? *How can **decentralized financing** of education impact on equity or inequity within education in ways that impact fragility? *How does **community access to school budgets** impact fragility? *Are resources **distributed equitably**? Do donors favor certain regions? *How can **communities raise and utilize local resources** to implement education programs in fragile contexts?	*Is there any **evidence of corruption in allocation** of resources, or of degrees and diplomas? *How are **resources managed**, by whom? Who holds the purse strings, and takes decisions? Are decisions made fairly? *How can education officials be held **accountable for education spending** in fragile contexts? *How does **external financing** of education service delivery, in the place of domestic financing, impact fragility? *What types of **externally funded initiatives jeopardize statebuilding** in fragile situations? *What role are **donors** playing to minimize fragility? *How does government (lack of) will/capacity to **promote financial accountability** (at school, district, ministry levels) impact fragility? *How is domestic spending and financial management for education **monitored** in fragile contexts?	*What percentage of the overall budget is spent on **security/military compared to education**? *What percentage of the budget is allocated to **education compared to other sectors**? *Within school budgets is there **spending on protection** of schools, teachers or students?	*What types of **private or alternative financing** mechanisms are available to education and how do these impact on equitable distribution of resources within the regular system? *Are there **modalities for grants for training** to adjust skills to economic needs? *How does **economic instability affect the level of education resources** and funding for service delivery? *How does (effective or poor) **macro-economic management of resources** impact education? *What are **donors' fragile states agendas or strategies** as relate to aid and development decisions in these environments? *How are **donors adjusting funding strategies** to address financing gaps in the humanitarian to development gap? *How is **aid for education** in fragile situations being affected by conditions of fragility?	

Monitoring System Improvement (education system capacity)

*What education and fragility indicators and data collection and analysis methods (for both quantitative and qualitative data) exist that can **analyze the impacts of education** on both exacerbating and mitigating fragility and monitor them over time?

*Is there capacity (in NGOs, INGOs, governments, communities) to implement such monitoring and assessment tools?

*What education and fragility indicators exist that can measure the specific patterns of fragility (e.g. corruption; exclusion/elitism; violence) on education?

*How can using data collection and analysis to better align the capacity of the education system with the country's educational needs (e.g. proper number of teachers being trained) mitigate fragility?

*What systems exist for monitoring and evaluating educational responses' impacts on fragility?

SOCIAL	GOVERNANCE	SECURITY	ECONOMIC	ENVIRONMENT
*How does the system **monitor inclusion** at different levels, in different regions, for different groups? *Do monitoring and evaluation frameworks include indicators that **monitor inclusion**? *Do monitoring and evaluation frameworks include indicators that **monitor fragility**? *How can **disaggregation** of assessment data (by gender, ethnic group, etc.) contribute to stability?	*Is **equitable representation** within education institutions (i.e. teachers, MoE staff) monitored? *Is **corruption** in education being monitored? *Are the impacts of **capacity** (or lack thereof) within the education system on fragility being monitored? *How can **capacity development programs** be applied, monitored and adapted to build capacity? *How can the existence of a functioning, transparent and effective education management information system (**EMIS**) impact fragility? *Are **needs assessments** being undertaken to incorporate data on fragility and data that links education and fragility? *Do **communities** have the opportunity to be involved in school and system monitoring? *How can **state capacity** be built to collect data that reports on	*Is there a monitoring framework available and being utilized for **violence in or on education institutions, staff and students**? *Does this include monitoring of **violations of legal frameworks** (e.g. the Optional Protocol to the CRC)? *Are the **impacts of insecurity** on education being monitored?	*Do the government/local authority/civil society have any **budget tracking mechanisms** in place? If so how are they being used? *What other monitoring systems are in place to address issues of **equitable distribution of resources**?	

	the impacts of fragility on education and progress being made?			