

SAFETY, RESILIENCE,
AND SOCIAL COHESION:
A GUIDE FOR EDUCATION
SECTOR PLANNERS

ANALYSIS

Where are we now?

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A programme of **education above all**

About the booklets

This publication is one of a series of six educational planning booklets on promoting safety, resilience, and social cohesion in and through education. The booklets should be read alongside more traditional planning materials for the education sector (see the Key Resources section in each booklet for details). The series includes:

- Glossary of terms
- Booklet 1 – Overview: Incorporating safety, resilience, and social cohesion in education sector planning
- Booklet 2 – Analysis: Where are we now?
- Booklet 3 – Policy: Where do we want to go?
- Booklet 4 – Programming: How do we get there?
- Booklet 5 – Cost and financing: How much will it cost and who will pay?
- Booklet 6 – Monitoring and evaluation: How will we know what we have done?

A parallel series of booklets has been published on incorporating safety, resilience, and social cohesion in curriculum development and teacher training.

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SAFETY, RESILIENCE, AND SOCIAL
COHESION: A GUIDE FOR
EDUCATION SECTOR PLANNERS

Booklet 2

ANALYSIS

Where are we now?

Acknowledgements

This booklet is one of a series of six, intended for educational planners, which – together with eight booklets on curriculum – is the result of a collaboration between IIEP-UNESCO, Protect Education in Insecurity and Conflict (PEIC), and UNESCO’s International Bureau of Education (IBE).

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Abbreviations

EMIS	education management information system
GCPEA	Global Coalition to Protect Education from Attack
GER	gross enrolment ratio
GPE	Global Partnership for Education
HRMIS	human resource management information system
IBE	International Bureau of Education
INEE	International Network for Education in Emergencies
MoE	ministry of education
PEIC	Protect Education in Insecurity and Conflict

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Foreword

Crisis-sensitive education content and planning saves lives and is cost-effective. Education protects learners and their communities by providing life-saving advice in cases of emergency. Good planning can save the cost of rebuilding or repairing expensive infrastructure and education materials. Over the long term, crisis-sensitive education content and planning strengthen the resilience of education systems and contribute to the safety and social cohesion of communities and education institutions.

The devastating impact of both conflict and disasters on children and education systems is well documented and has triggered a growing sense of urgency worldwide to engage in strategies that reduce risks. Annually, 175 million children are likely to be affected by disasters in the present decade (Penrose and Takaki, 2006), while the proportion of primary-aged out-of-school children in conflict-affected countries increased from 42 per cent of the global total in 2008 to 50 per cent in 2011.

The urgency of developing education content and sector plans that address these risks is undeniable. This series of booklets aims to support ministries of education to do just that. With a common focus on safety, resilience, and social cohesion, a series of six booklets on education sector planning and a further eight booklets on developing curriculum are the result of collaboration between the Protect Education in Insecurity and Conflict Programme, UNESCO's International Institute for Educational Planning, and UNESCO's International Bureau of Education. This collaboration and the overall framework build on the efforts and momentum of a wide range of stakeholders, including UNICEF and its Peacebuilding, Education and Advocacy programme.

The mission of the International Institute for Educational Planning (IIEP-UNESCO) is to strengthen the capacity of countries to plan and manage their education systems through training, research, and technical cooperation. Additionally, IIEP has developed expertise in the field of education in emergencies and disaster preparedness. Its programme on education in emergencies and reconstruction has produced a Guidebook for Planning Education in Emergencies and Reconstruction, as well as a series of country-specific and thematic analyses. It has undertaken technical cooperation and capacity development in crisis-affected countries such as Afghanistan, South Sudan, and Chad, and has developed and piloted crisis-sensitive planning tools in West and East Africa.

Protect Education in Insecurity and Conflict (PEIC) is a programme of the Education Above All Foundation, founded by Her Highness Sheikha Moza bint Nasser of Qatar. PEIC aims to promote and protect the right to education – at all levels of education systems – in areas affected or threatened by crisis, insecurity, or armed conflict. PEIC supports the collection and collation of data on attacks on education and the strengthening of legal protection for education-related violations of international law. PEIC works through partners to help develop education programmes that are conflict-sensitive and reduce the risks of conflict or its recurrence.

The International Bureau of Education (IBE-UNESCO) supports countries in increasing the relevance and quality of curricula aimed at improving basic competencies such as literacy, numeracy, and life skills, and addressing themes that are highly relevant at local, national, and global levels such as new technologies, values, sustainable human development, peace, security, and disaster risk reduction. IBE offers such services as strategic advice, technical assistance tailored to specific country needs, short- and long-term capacity development, providing access to cutting-edge knowledge in the field of curriculum and learning.

This series of publications, which is the fruit of collaboration between IIEP-UNESCO, PEIC, and IBE-UNESCO, draws on the particular expertise of each of these agencies. With these booklets, we aim to support the staff of ministries of education, at central, provincial, and district levels, to promote education systems that are safe, resilient, and encourage social cohesion through appropriate education sector policies, plans, and curricula. This initiative responds to an identified need for support in systematically integrating crisis-sensitive measures into each step of the sector planning process and into curriculum revision and development processes. By adopting crisis-sensitive planning and content, ministries of education and education partners can be the change agents for risk prevention and thus contribute to building peaceful societies in a sustainable manner.

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Booklet 2 – Analysis: Where are we now?



Take-away points

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- ▶ Conflict and disaster risk analysis plays an essential role in the scrutiny of an education system and is the first step in identifying priorities for ensuring such systems:
 - are safe and protective of learners, education personnel, and assets;
 - are resilient and provide continuous education, regardless of context;
 - promote social cohesion through equitable access to relevant, quality education.
 - ▶ The structure and questions to be included in a conflict and disaster risk analysis should be agreed with a diverse group of stakeholders and should be relevant to the country in question.
 - ▶ Use existing information, especially education management information system (EMIS) data and reports prepared by UN agencies, non-governmental organizations, advocacy groups, donors, and others, whenever possible.
 - ▶ Collect additional information only as needed, using targeted sampling or information-gathering techniques.
 - ▶ Be creative when analysing data. Use charts and maps to illustrate key disaster and conflict risks and impacts.
-

Introduction

How well does our education system protect students and teachers from the effects of disaster or conflict? Are our schools safe? What systems are in place to strengthen the resilience of the education system following a disaster? How does the education system promote (or discourage) social cohesion and national unity in our country? These are some of the questions to be asked when working to improve safety, resilience, and social cohesion.

This booklet identifies steps for ministries of education (MoEs) to consider when analysing risks to the education system, as well as to the safety and well-being of students, teachers, and other education personnel. The collection and analysis of disaggregated quantitative and qualitative data as part of this analysis will:

- support political leaders, senior ministry staff, and other stakeholders in taking action on these issues;
- help identify areas for policy revision or development (as discussed in *Booklet 3*);
- inform priorities to include in educational plans (longer-term and/or annual plans).

Steps to analyse the education sector for safety, resilience, and social cohesion

- ▶ Identify questions to ask.
 - ▶ Collect information.
 - ▶ Analyse and process information.
-

Step One

Identify questions to ask

Planning for safety, resilience, and social cohesion requires an analysis of conflict and disaster risk. This can be done as part of an overall education sector diagnosis (see IIEP, 2010c: 7-13, for information on how to conduct an education sector diagnosis) or as a stand-alone activity. A conflict and disaster risk analysis involves analysing the:

- risks of disasters and conflict, and their probable impacts on populations and the education system (this includes an analysis of how the education system either contributes to or mitigates the impact of conflict);
- capacity of the education system to contribute to conflict mitigation and disaster risk reduction (this includes an analysis of the resilience of the education system: its ability to anticipate, prevent, withstand, adapt to, and recover from conflict and disasters).

In terms of safety, resilience, and social cohesion, the structure and questions that follow can be used to guide our conflict and disaster risk analysis. Questions should be added or removed according to each country's particular context.

Box 2.1

Understanding risk

Risk is a function of a society's or school system's exposure to different types of hazard (including natural hazards, such as earthquakes and floods, and human-made hazards, such as conflict) and their overall levels of resilience. Systems that are more resilient are not only better able to withstand disasters but are also able to focus more systematically on building social cohesion in order to prevent conflict, or make it less likely.

(See the *Glossary* for the United Nations International Strategy for Disaster Reduction definitions relevant to disaster risk reduction and conflict mitigation.)

Questions regarding safety and protection of learners, education personnel, and assets

What are the natural and/or human-made hazards that threaten us?

These could be natural hazards, such as floods, typhoons, and earthquakes, or human-made hazards, such as chemical spills or fires. Most of these hazards will be well understood within a given country, but education ministries can also seek input on potential hazards from the national disaster management authority.

What are the potential risks internal to schools and colleges?

These can include structural risks related to building safety or risks related to misconduct by students, such as bullying, or by teachers, such as the use of physical punishment or the exploitation of students.

What are the risks from insecurity and conflict?

If there is ongoing conflict in a country, these risks might include direct attacks on schools or colleges, child abduction or recruitment, the use of schools by fighting forces, or the targeting and killing of children and/or education personnel.

If there is conflict in neighbouring countries, the ministry of education may also want to assess the risks posed by that conflict, either in terms of it spreading across borders or in terms of population displacement, which may affect the education system.

If the country has experienced conflict in the past it may be useful to analyse the former conflict to understand whether the education system played a contributory role (for example, through discriminatory messages promoted through the curriculum or through inequitable provision in some areas of the country) as well as how it was itself affected. A conflict analysis is the systematic study of the background and history, root causes, actors, and dynamics of a conflict, and their interaction with education programmes or policies. A conflict analysis must capture the different dimensions (political, social, economic, security, violence, etc.) of conflict. (For more information on conducting a conflict analysis for the education sector, see the INEE Guiding Principles for Conflict Sensitive Education, *Annex A in Booklet 3*, INEE, 2013, and USAID and GPE, 2013.)

Questions regarding whether education systems are resilient and provide continuous education regardless of context

How resilient is the education system (at all levels) to hazards and conflict?

Resilience is generally defined as the 'ability of individuals, communities and states and their institutions to absorb and recover from shocks, whilst positively adapting and transforming their structures and means for living in the face of long-term changes and uncertainty' (see the *Glossary* and OECD, 2013). For education, the concept of resilience has two main components: the resilience of the system itself, and the role of education in developing resilience in learners. The planning booklets in this series focus on the resilience of the education system itself, while the curriculum booklets cover the development of resilience in learners. In terms of the education system, analysing resilience consists of looking at how the system, at all levels (central, decentralized, and school), prepares for, manages, withstands, and recovers from different crises. This may include questions such as the following:

- Are systems in place to safeguard and back-up student and personnel records, curriculum documents, and examination information?
- Are systems in place for monitoring the impacts of disaster and conflict in order to inform future actions?
- Are contingency funds budgeted to provide for a rapid response to disaster or conflict?
- Are school calendars flexible so that education is not disrupted due to disaster or conflict?
- Are alternative arrangements (such as support for home-based learning) in place so that children can continue learning even when they cannot go to school?
- Are systems in place for monitoring and evaluating the impacts of disaster and conflict in order to inform future actions? (See also *Booklet 6* in this series.)
- Do schools have designated staff responsible for safety, resilience, and social cohesion?
- Are school management committees (or specially designated committees, such as school protection committees) active on issues related to safety and disaster management?
- Do school communities conduct their own risk assessments and engage in risk reduction planning? For example, school management committees can assess their school buildings and grounds for specific safety hazards, such as dangers on the school grounds or a lack of safe places for children and teachers to assemble during emergencies. Resilient schools will have

their own disaster management plans so that students, teachers, and other education personnel know what to do in an emergency.

How resilient is the education infrastructure?

The ability of education infrastructure to withstand hazards can be the difference between life and death for children, teachers, and other education personnel. Investing in resilient education infrastructure protects financial resources used to construct schools and also protects lives. Key questions include:

- Is a procedure in place to upgrade, retrofit, or replace education infrastructure that is vulnerable to potential hazards?
- Is there an established procedure for the selection of safe sites to ensure new schools are not built in risky locations, such as areas susceptible to flooding?
- Do safe school designs exist? Does the MoE use them, including at decentralized levels?
- Are procedures in place to ensure school construction follows safety standards?
- Have non-structural risk reduction measures been implemented in schools (and other education facilities)? For example, are bookshelves and other equipment properly secured so they do not fall over and crush people during an earthquake or a storm? Are fire evacuation routes and the location of fire extinguishers posted?
- Do schools have water, sanitation, and hygiene facilities to prevent illness and disease?
- Are systems in place for making sure ongoing maintenance is budgeted for and implemented?

Does education promote personal resilience?

- Do children learn about possible disasters and how to keep themselves and their families safe when they occur?
- Are teachers and other personnel trained in providing psycho-social support to children?
- Do teachers employ positive classroom management practices so that children feel safe and secure while in school?
- Are services available to provide psycho-social support for education personnel following, for example, a flood or an attack on a school?
- Are non-formal opportunities available for children to learn about or engage in disaster risk reduction activities, or to join clubs promoting non-violence and peace?
- Do the curriculum and learning materials promote personal resilience and life skills?

Questions related to whether education systems promote social cohesion through equitable access to relevant, quality education

- Is access to all levels of education equitable, regardless of identity, gender, religion, or geographic location? Are there clear and transparent processes for promotion and/or placement of education personnel? Are education resources distributed transparently and equitably throughout the country? What would help or hinder the equitable distribution of resources? Would decentralization facilitate or hinder equity in education?
- Do languages of instruction favour social cohesion? Are they pedagogically well-grounded in order to promote learning and quality education for all?
- Does curriculum and classroom practice promote skills for conflict resolution, responsible citizenship, the workplace, personal life and health, respect for all, and teamwork?

Step Two

Collect information

Once the structure of the risk analysis, and the questions to be asked, have been agreed, the next step is to collect information that will help answer the questions. Some of the questions listed above, such as, 'Are school calendars flexible so that education is not disrupted due to disaster or conflict?', may require a policy analysis to determine whether any existing education policy provides for flexible school calendars (see *Booklet 3*). In addition, it may require additional research to determine how, if at all, schools implement the policy following a disaster or during crisis. Questions such as, 'Do schools have designated staff responsible for safety, resilience, and social cohesion?' or 'Are services available to provide psycho-social support for education personnel

following, for example, a flood or an attack on a school?', could be included on annual school surveys and, therefore, form part of the ministry's EMIS. Whenever possible, indicators for monitoring and evaluating activities related to safety, resilience, and social cohesion should be incorporated into the EMIS, otherwise there is a high risk that the information will not be collected and reported upon (See *Booklet 6* for more information on specific indicators for safety, resilience, and social cohesion).

Box 2.2 **The importance of EMIS**

A good information system is an essential condition of a well-managed education sector. It can also provide an 'early warning' of inequities that could lead to tension, or of areas where preparedness measures are not in place. Building up this system with statistical, as well as non-statistical, information is a long-term task. In most MoEs today, the EMIS consists of a computerized database (sometimes online), which typically covers only regular school census data and has no information about conflict and disasters (including relevant risk factors) and their impact on the education sector. *Booklet 6* discusses the development of monitoring and evaluation frameworks for safety, resilience, and social cohesion. Indicators developed must be incorporated into the EMIS.

Use the existing EMIS to the extent possible

Many EMIS databases already gather information that can be used in conflict and disaster risk analysis. For example, education can contribute to conflict, or to tensions among different communities, when some groups are (or are perceived to be) more advantaged than others in terms of access to education, quality of education, and resources provided (such as qualified teachers, well-built schools and classrooms, and the supply of learning materials). Existing educational data can be analysed to determine whether and where such inequities obtain. Using the existing EMIS whenever possible, therefore, is an efficient use of resources. Regular use of the data will, furthermore, help improve the quality of the EMIS, with existing information collection processes being revised as additional information needs are identified. *Table 2.1* shows how existing data can be used to examine potential disparities. The examples included are illustrative only (they are drawn from UNESCO's Education for peace: a system-wide initiative, 2013) and it is not an exhaustive list.

Table 2.1
Ways to use existing data for conflict and disaster risk analysis

Use existing EMIS data to analyse disparities in ...	How can this be done?
ACCESS	<ul style="list-style-type: none">• Disaggregate and analyse enrolment and intake ratios (gross and net, if available)<ul style="list-style-type: none">▶ Enrolment and intake ratios should be disaggregated and then examined to look for disparities between different parts of the country or different groups, such as men and women or rural and urban populations. If a country is divided into provinces, districts, and municipalities, the first step will be to analyse how provincial gross enrolment ratios (GERs) compare to the national GER. This may point to disparities in some parts of the country or identify areas of significant disadvantage. It will be important, however, to go at least one level deeper (e.g. to district level) to see whether disparities also exist within provinces. Provincial or district capitals often have greater access to education than remote rural areas. Without analysing standard educational data in more detailed ways, it will be impossible to know whether and where inequities exist within the system. Such disparities can be the source of grievance, now or later.▶ Enrolment and intake ratios can also be disaggregated by location, gender, and system level to determine whether boys or girls are advantaged in different parts of the country or whether children in some areas are experiencing obstacles to accessing higher levels of the education system. Such inequities in access may also be potential sources of grievance.

ACCESS

► This same type of analysis could also be conducted for people from different tribal, ethnic, or religious groups, if the data are available and if the issue is not too politically sensitive. This issue must be handled with great care, depending on the specific context. If, for example, analysing data by ethnicity or religion has the potential to increase conflict or tension, then avoid it. Instead, it may be more politically neutral and acceptable to analyse the data using proxy indicators, such as language of instruction or geographic locations within the country.

• **Analyse access to different levels of education (i.e. primary, lower- and upper-secondary, technical, and university) by examining the availability of schools throughout the country**

► Most countries will at least have information on the number of schools in different districts, organized by type (primary, secondary, and so on). In some countries, detailed school mapping data will also be available. Either can be used to analyse whether students living in different parts of the country have more or less access to different types of educational facilities.

► The absence of secondary schools or tertiary institutions in some parts of the country may indicate that long-standing disparities in access to post-primary education are continuing. In Sierra Leone, for example, it is believed that one of the drivers of conflict during that country's civil war was widespread inequality in the education system. Youth from rural areas were particularly disadvantaged with regard to their access to education, and were therefore more susceptible to engaging in violence and joining the conflict (Keen, 2005, cited in UNICEF, 2011).

• **Analyse student/classroom and student/teacher ratios by different geographic regions**

► Student/classroom ratios can indicate whether schools are overcrowded in some areas. Overcrowded schools may indicate that access to education is denied to some children and may also be an indicator of lower-quality education. Either situation may be a potential source of grievance for a community.

► High student/teacher ratios can indicate understaffing and usually result in reduced education quality. However, it is important also to look carefully at areas with low student/teacher ratios. This is not necessarily an indicator of 'good' quality. For example, schools in rural areas may have low student/teacher ratios due to smaller population sizes or because not all children are enrolled. If the latter, the analysis should look at reasons why children are not enrolled. For example, is the quality of education poor, so that families do not enrol their children in school?

QUALITY

- **In multilingual contexts, analyse the language of instruction used in schools in different parts of the country**

- ▶ Language policies that are inclusive and allow for mother-tongue instruction in early primary grades can improve educational outcomes and foster social cohesion. In countries where language policies exist, the EMIS should capture the primary language of instruction used in different schools throughout the country. To determine whether language policies are being implemented, information related to the number of schools using particular languages can be correlated with information about language use in different areas of the country, or with census data, if available.

- **Analyse the distribution of qualified teachers throughout the country and at different levels of the system**

- ▶ If the 'best' or most-qualified teachers are all located in urban areas, or in particular regions of the country, then this may perpetuate educational inequality. The existing EMIS, or a human resource management information system (HRMIS), if one exists, will have data related to teacher qualifications, teacher pay, and gender, by location.

- **Analyse the availability of educational infrastructure and resources**

- ▶ The EMIS may contain current data (at least at a general level) about school infrastructure. In most cases, the number of schools will be known, but there may also be information related to classrooms, water and sanitation facilities, furniture, science labs, computer labs, textbooks, and other teaching and learning materials. Advanced systems may also capture information related to the condition of schools and classrooms, including whether there is a need for repair, retrofit, or replacement of classrooms.

- **Disaggregate and analyse examination results by region and gender**

- ▶ Such data may indicate disparities in the quality of educational results as well as disparities in equality of opportunities for learners from different areas. The information can be further analysed as to the likely cause of differences, such as poor-quality teaching environments or less-qualified teachers in areas with poor results. Consistently poor examination results in certain areas may be a source of grievance for communities.

QUALITY

- **Analyse repetition, dropout, and transition rates (disaggregated by location and gender)**
 - ▶ Transition rates from one level of education to the next should be analysed (by gender and by region) to determine whether disparities exist. In addition, if data exist related to the employment of students who have successfully completed specified levels of education, these should also be analysed to determine whether students from all parts of the country have access to quality and relevant education. If education does not prepare young people well enough to get jobs, there is the potential that this could lead to frustration, crime, and violence.

MANAGEMENT

- **Analyse the characteristics of school principals (or head teachers) and education managers working in different geographic areas**
 - ▶ Depending on the context in a particular country, it may be useful to analyse the qualifications and experience of education managers, though this type of analysis requires care. In situations where certain cultural, ethnic, or religious groups have historically suffered discrimination, the more relevant unit of analysis might be ethnic group, for example, to see whether past inequities are being addressed. If there is an HRMIS, these types of data may be available, though in some situations, it may be too sensitive to collect such data. For example, in post-genocide Rwanda, and in Burundi, data on ethnic origin are no longer collected.
- **Analyse education expenditure per pupil/student in different parts of the country (disaggregated by primary and post-primary levels)**
 - ▶ Analysing the distribution of education expenditure can also be a useful means to determine inequities within the system. It should be noted though that if a government has consciously legislated to redress previous imbalances in education spending, then previously disadvantaged regions may now receive more funding. The specific context of the country will determine how to analyse this type of information.
- **Analyse school safety data (if available)**
 - ▶ In situations of insecurity, or where natural hazards are prevalent, it is possible that an education ministry (or a development partner organization) will have a school safety office that routinely collects information related either to school days lost due to natural hazards, or to attacks on education (such as direct attacks on schools or attacks on teachers or students at school or on the way to or from school). If such data exist they should be analysed to identify trends – increasing or decreasing numbers of attacks, locations of attacks, targets of the attacks, etc.

A country's EMIS might not have all the information needed to conduct a conflict and disaster risk analysis or to monitor the specific indicators for safety, resilience, and social cohesion mentioned in *Booklet 6*. If this is the case, additional information can be obtained from external resources or, when needed, gathered through a supplementary data collection exercise, as discussed below.

Collect and review education reports written by researchers or external actors

Relevant reports, for example those written by the ministry's research and evaluation unit, should be reviewed as part of the conflict and disaster risk analysis. It may also be useful for education officials to review reports written by external actors to gain an external perspective on how the education system is operating and how it contributes to disaster risk reduction or conflict mitigation. Possible reports to review include those written by:

- Universities and research institutes (national or international) focused on education research;
- Multilateral finance institutions such as the World Bank or the African/Asian Development Bank;
- Bilateral donors that fund or are considering funding education in the country;
- United Nations organizations such as UNICEF, UNESCO, the United Nations High Commissioner for Refugees (when refugees are present in the country), the UN World Food Programme (when school feeding programmes exist in the country), the UN Special Rapporteur on Children and Armed Conflict (when there are attacks on education), the Office of the UN High Commissioner for Human Rights (when the Convention on the Rights of the Child has been violated), and the UN International Strategy for Disaster Reduction;
- The Global Partnership for Education (GPE), if a sector review or fragility analysis has been conducted by a country applying to join the GPE;
- Non-governmental organizations that work and are providing services in the country;
- Advocacy organizations (such as Amnesty International or Human Rights Watch) that may have analysed the situation in that country;
- Other groups, such as the International Network for Education in Emergencies (INEE), that have an interest in conflict-sensitive education or education in situations of fragility or emergency. Other examples include the Global Coalition to Protect Education from Attack (GCPEA) and the International Crisis Group.

These reports can be requested from the organizations working in the country or, increasingly, they can be accessed via the internet, for example through the websites of the World Bank or the UN Office for Disaster Risk Reduction. The IIEP Documentation Centre and the INEE site also collect and make available thousands of publications, as does the IIEP-PEIC website on education systems for safety, resilience, and social cohesion.

Collect additional or supplementary data as needed

In most education ministries, there are limited resources for commissioning new studies, and the added value of collecting original new information can seem negligible. Yet, when the collection of new information is necessary, a small sample-based study, rather than a large-scale survey, can be more efficient, in terms of both time and money. Systematic field observation of a few cases, combined with in-depth interviews or focus groups with a limited number of knowledgeable specialists and stakeholders using clearly defined questions (such as those listed above), can help planners to clarify unresolved issues and understand specific education problems and realities. In conflict- and disaster-affected countries (where basic statistical information is often scarce), such interviews will be particularly important. See *Annex A* for examples of different types of consultation methods.

Purposive sampling, where the researcher decides the units to be studied (for example, people, organizations, or pieces of data), is one option in focusing on areas of the country that have historically been neglected. These areas typically have the lowest social indicators and the worst inequities, as well as being more prone to conflict, or, in some cases, being the scene of active, ongoing conflict. The data collected depend on the country's context and those variables that are most significant in terms of analysing the education sector's role in contributing to peace or, conversely, to conflict.

Another option is to start with a brief 'snapshot' of the education sector, using existing data gathered by a researcher, under the guidance of an education sector task force or 'cluster' (see, for example, Save the Children, 2014). In all countries, information can be collected on the:

- number of days of school closure due to hazard impacts and conflict;
- safety assessment of school facilities and prioritization for retrofit or replacement of buildings/classrooms;
- engagement of schools in risk reduction and response-preparedness.

In conflict-affected countries, information can be collected on school safety and security issues such as attacks on schools, teachers, other education personnel, or learners (if this is not already done, for example in the GCPEA's Education

Under Attack report). Similarly, it will be useful to analyse the effects of violent conflict on the education sector, for example by collecting and analysing information related to the:

- displacement of education personnel and learners;
- refugee flows into or out of the country;
- constraints on human and financial resources;
- destruction and neglect of classrooms, school facilities, and education equipment and supplies;
- capacity of teachers, education, and MoE personnel to respond effectively to education in emergency/refugee settings;
- numbers of children and youth who may have dropped out of school or not entered school due to the conflict;
- psycho-social impact of disasters or conflict on children and teachers;
- correlating inequities in education with frequency of conflict on a geographic basis.

Though the above list is not exhaustive, and will change depending on the context, such data can be used for the conflict and disaster risk analysis. They can inform the policy revision and development process (see *Booklet 3*), provide a baseline for future analyses, and help with the identification of priorities (see *Booklet 4*).

Step Three

Analyse and process information

The analysis of statistical data should be conducted on the basis of a limited number of carefully selected indicators and should correspond with the questions prioritized for the disaster and conflict risk analysis (see *Step One*). It involves drawing up tables, computing means, ratios, and growth rates, measuring disparities, and so on.

Where possible, the analysis of disaggregated indicators by sub-national geographic regions and by group characteristic (for example, religious, ethnic, linguistic, displaced, refugee or gender) should be used to reveal differences or inequities that may require different education strategies. In all cases, the use of graphs and maps is highly recommended to make statistical information more easily understandable.

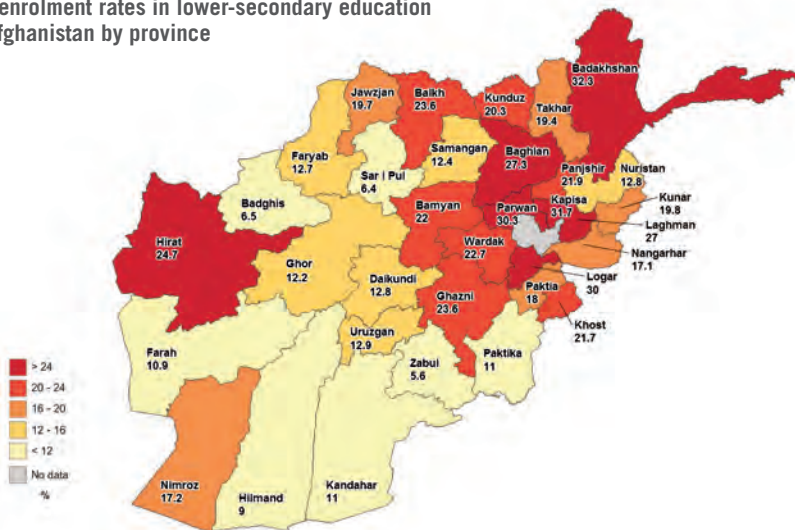
Geographical mapping can highlight differences in educational opportunities between regions, districts, or sub-districts of a country. This is especially important if there is tension between ethnic or other groups that live in a culturally or ethnically distinct part of the country. Geographical region can serve as a proxy for a particular group. Using location as a proxy variable is the only option if data on ethnicity or religion, for example, are unavailable or too sensitive to collect. Maps can show input levels and school provision by locations, as well as enrolment (as in *Figure 2.1*) and achievement levels and transitions rates between levels.

A map like *Figure 2.1* can illustrate discrepancies. However, it does not in itself explain why enrolment rates are high in some provinces and low in others. Further analysis is required to determine why the discrepancies exist. In some cases, differences in enrolment rates may be due to lack of access to facilities or teachers. In this case, however, there are ethnicity issues and a reluctance to accept 'Western' education among some of the population, especially in the southern provinces. Other reasons include the ongoing armed conflict and attacks on education itself, which are visualized in *Figure 2.2*. Dark blue coloured provinces experienced many attacks, while light blue saw relatively few. Geographical maps can visualize certain issues but need

to be complemented by analysis of specific contextual factors. Once that is done, planners can get a picture whether local grievances are genuine and can help plan ways to remedy bias towards favoured areas.

Analysing *non-statistical* information is not as easy. The volume of documents and reports can be heavy, and their information can be complex, redundant, or contradictory. Nevertheless, a detailed screening of documents must be conducted to identify the major issues discussed, to check coherence between sources, and to regroup and order the information by theme and level of education. This can be done by using the agreed structure for the conflict and disaster risk analysis. Collecting reliable information when analysing conflict and disaster issues is known to be difficult, so it is critical to triangulate or compare the information from a variety of sources to identify common patterns or inconsistencies in the data.

Figure 2.1
Net enrolment rates in lower-secondary education
in Afghanistan by province



Source: StatSilk, 2012 using EMIS data from the Ministry of Education, Afghanistan: www.statsilk.com

Key Resources

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Annex A

Consultation methods

When analysing conflict and disaster issues, qualitative information is equally as important as quantitative. The perceptions, beliefs, and attitudes of diverse groups can be powerful drivers of violence or peace. Other information may need to be collected through additional field consultation methods. The following methods can assist in gathering qualitative information, though their use will vary according to context, timeframe, and budgetary constraint:

- **Key informant interviews:** Structured discussions with individuals identified as representatives of key stakeholder groups in order to collect information on a particular topic.
- **Focus groups:** Structured discussions with groups of individuals identified as representatives of key stakeholder groups in order to collect information on a particular topic.
- **Workshops:** Structured participatory activity with multiple individuals identified as representatives of key stakeholder groups in order to share and collect information on a particular topic.
- **Survey:** List of specific questions administered in the same way to each individual in order to collect information on a particular topic.

About the programme

This series of booklets arose from a collaboration between the Protect Education in Insecurity and Conflict (PEIC) programme, and two of UNESCO's education agencies, the International Institute for Educational Planning (IIEP) and the International Bureau of Education (IBE). This collaboration, and the overall framework which developed from it, build on the efforts and momentum of a wide range of stakeholders.

These booklets outline a planning process that serves to strengthen education systems so that they are better equipped to withstand shocks such as natural and man-made disasters, insecurity, and conflict, and, where possible, to help prevent such problems. They are the outcome of a programme which aims to support ministries of education, at central, provincial, and district levels, to promote education systems that are safe and resilient, and to encourage social cohesion within education policies, plans, and curricula. As *Education Cannot Wait*, a campaign launched as part of the UN Secretary General's Education First Initiative, recognized: 'No matter where a country is in its planning cycle there are opportunities to determine its priorities for conflict and disaster risk reduction and to integrate them into annual or sector plans'.

More specifically, the programme's objectives are:

- For a core team to catalyse collaboration between partners in order to consolidate approaches, materials, and terminology on the topics of planning and curriculum to promote safety, resilience, and social cohesion;
- To strengthen cadres, first, of planning, research, and training specialists (from ministries of education as well as international experts) in preparing for conflict and disaster risk reduction through education, and, second, of curriculum developers (again, from ministries of education as well as international experts) experienced in integrating cross-cutting issues into school programmes;
- To strengthen national training capacities through institutional capacity development with selected training institutes and universities.

The programme offers the following materials and booklets for ministries to consult:

- ***An online resource database/website*** containing resources on a range of related topics;
- ***Booklets and training materials on planning and curriculum to promote safety, resilience, and social cohesion;***
- ***Policy briefings*** for senior decision-makers;
- ***Case studies and practitioner examples***, which form part of the online database;
- ***A self-monitoring questionnaire*** to enable ministries of education to determine the degree to which conflict and disaster risk reduction are integrated into their current planning processes.

The booklets can be read independently. Readers seeking clarification on terminology, or the rationale for undertaking a process of promoting safety, resilience, and social cohesion, should refer to *Booklet 1: An overview of planning for safety, resilience, and social cohesion* and the accompanying *Glossary*.

Education for safety, resilience, and social cohesion

With nearly 50 per cent of the world's out-of-school children living in conflict-affected countries, and an estimated 175 million children every year in this decade likely to be affected by disasters, there is a growing sense of urgency to support strategies that reduce the risks of conflict and disasters. Educational planning for safety, resilience, and social cohesion is increasingly recognized by the international community and national education authorities as an important strategy in many countries.

These booklets provide step-by-step advice for educational authorities on how to address safety, resilience, and social cohesion in education sector planning processes. Organized into six booklets and a glossary, these materials present each step of the planning cycle and suggest concrete actions to ensure that safety, resilience, and social cohesion are an integral part of each step.

ANALYSIS

Where are we now?

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