**EDUCATION SECTOR SNAPSHOT for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES**

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**[TEMPLATE 2014 02/COUNTRY NAME]**

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**EDUCATION SECTOR SNAPSHOT for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES**

**–**

**[COUNTRY NAME]**

**INSTRUCTIONS for EDUCATION SECTOR SNAPSHOT**

**for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES**

*This template is to be used for both electronic and hard-copy (ring-binder) versions of this document, which consists of separately updated sections. The body of the document should include succinct summaries and aim to be* ***no more than 20 pages*** *(number of pages are indicated for each section). Detailed information and extended tables should be organized in the Appendices.*

*On the cover, place a relevant photo (of good practice). Place title page next. On the inside cover, please acknowledge the contributions of the Ministry of Education, Save the Children, UNICEF, UNESCO, and other working group or cluster partners. Also add partner and donor logos as appropriate. At the end of each section or appendix add the following information:*

*Last Updated: [Date] By: [Organisation]*

*Next Update Due: [Date] By: [Organisation]*

*Please print the body of the document on two sides of paper, starting with Purpose /Table of Contents page.*

*If you have an Education & DRR Working Group, Task Force, or Education Sector 'cluster', the members should be asked to each take responsibility for updating the different sections of the Snapshot as appropriate. Ideally each section should be reviewed annually, and updated as needed. This document should reflect your collective in-depth knowledge of your specific context. If there are things you don't know, this is a good opportunity to find them out. This is also the place where you can keep key documents such as Terms of Reference and Workplan, Group Membership/Contact list, Stakeholder and Program Mapping,*

*There are many potential sources of information. Start with the easiest. Use the most recent data available from these sources:*

*• Ministry of Education statistics (for refugee situations, from both host and affected countries)*

*• National Disaster Management Organization, National Platform for DRR*

*• UNESCO statistics*

*• Reports of disaster and emergency impacts on education (eg. from Global Education Cluster, INEE and similar)*

*• Key informant interviews*

*• Project proposals and reports*

*• Case studies*

*• Records of Education/DRR or EiE working groups, task forces and clusters. (eg. ToR, workplan, emergency preparedness and contingency plans, training logs).*

Created: By: Save the Children

Education in Emergencies Capacity-Building Project



**Education Sector Snapshot**

**for Comprehensive School Safety**

**and Education in Emergencies**

**PURPOSE**

*The “Education Sector Snapshot for CSS and EiE is intended to serve as essential background for the following purposes:*

*• As a shared, factual starting point for advocates, program planners, mangers and team members, and policy-makers wanting to support comprehensive school safety and education sector development and strategic planning in your country.*

*• As ‘denominator’ information, providing a baseline against which to assess the adequacy, scalability and sustainability of efforts to integrate drr/cca into education sector development efforts.*

*• What you would want any humanitarian contributors to the education sector to read before their helicopter lands.*

*• As an appendix to an appeal for funding for either education in emergencies or disaster risk reduction in the education sector.*

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**7. Pillar 2: School Disaster Management & Educational Continuity: Policies, Practices & Programs**

**8. Pillar 3: Risk Reduction and Resilience in Education: Policies, Practices & Programs**

**9. Appendices: [**Examples - add others as appropriate]

Appendix 1: Comprehensive School Safety Framework (National language & English)

Appendix 2: National Hazard Map(s)

Appendix 3: Education Sector Sub-National Demographics

Appendix 4: Cluster, Working Group or Task Force Terms of Reference and Workplan

Appendix 5: Cluster, Working Group, or Task Force Members Roster

Appendix 6: National Contingency Plans

Appendix 7: National/Sub-national Capacity-Building Trainings log

Appendix 8: Programs, Projects and Activities Mapping

Appendix 9: National Consultation / Priority-Setting (if applicable)

Appendix 10: EiE Provisions Stockpiles

Appendix 11: EiE Provisions Suppliers and Framework Agreements

Appendix 12: EFA Global Monitoring Country Statistics 2013/4

[Others, as appropriate]

**1. INTRODUCTORY DEMOGRAPHICS** (1 paragraph maximum)

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| ***Geography and population overview:*** *Describe geography of country and population.* |

**2. EDUCATION SECTOR OVERVIEW** (2-3 pages maximum)

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| ***Structure of the Education System:*** *Briefly describe divisions, grade levels (eg. pre-school/ECCD (incl. K), lower primary (1,2,3), upper primary (4,5,6), lower secondary (7,8,9), upper secondary (10,11,12)). Description types of schools and proportion of these (private, public, religious, formal, non-formal etc.). Which grades/levels/forms are compulsory? Which are free? What fees or costs do families pay?* |

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| ***Number of Schools, Students and Teachers****: disaggregated by type (with sub-national numbers in appendices). What is the range of size of schools? Type of residential schools?* |

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| ***School Enrolment and Completion Rates and Literacy rates:*** *disaggregated by level, gender; students with disabilities (where possible)* |

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| ***School Year:*** *Beginning / end of school year and major breaks; normative number of school days per year; number of student/teacher contact hours per school day;* |

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| ***Organization of Education Sector:*** *organogram; policy/management at what levels; any school-based management; drr focal points at what levels; focal points for 1. safe school facilities 2. school disaster management 3. drr education; key policies or standards for school safety in general* |

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| ***Education Management Information Systems:*** *current capacity (digital, spatial data on digital map; type of data, community-accessibility if any; public networks for crowd-sourced geo-spatial data; including any maintenance or school needs data; vulnerability or capacity data; including ability to include damage assessment data;* |

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| ***School population:*** *Integration or segregation girls and boys, minority language groups, and children with disabilities; Any structural inequities in distribution of education resources (including urban and rural and conflict-affected vs. non-affected areas)..* |

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**3. HAZARDS AND RISKS OVERVIEW** (2 pages maximum)

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| ***Natural and human-created hazards:*** *List and describe scope and severity of each hazard referring both to calendar of season threats and in relation to different sub-national jurisdictions (include maps in Appendix) (eg: floods, earthquakes, tropical cyclones, landslides, droughts and food insecurity, pandemics, conflict and violence and other risks).* |

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| ***Historical impacts of disasters and conflict on schools and related child-protection:*** *specific and general, including near-misses; impact of recurrent as well as low frequency/high impact events; dynamics or issues related to host community/refugee populations or internally displaced persons.* |

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**4. DISASTER RISK MANAGEMENT OVERVIEW** (2 pages maximum)

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| ***Political*** *: What are the disaster management structures at national, province/district and community levels? How involved is government at each level? What is the political will?* |

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| ***Economic****: Is government and/or are donors supporting DRM? If so, how?* |

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| ***Social / Cultural:***  *What are the cultural practices in the country/region with respect to disaster risk reduction?  Are local schools and communities involved and/or interested? If so, how? What are the current entry points?* |

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| ***Technological:***  *What kind of early warning systems are in use with schools and local communities and how effective are these? What types of communication technology are available to support these systems?**Any sub-national support mechanisms available to schools?* |

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**5. COMPREHENSIVE SCHOOL SAFETY OVERVIEW** (1 page)

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| ***Integration and coordination mechanisms****: What mechanisms, efforts, and partnerships support disaster and conflict risk reduction in the education sector? How is progress monitored and evaluated? Briefly describe any coordination and collaboration mechanisms. (Eg. DRR/CSS working groups, task forces, clusters and other mechanisms).* |

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**6. PILLAR 1: SAFE SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS** (2-3 pages maximum)

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| ***New school construction:*** *What existing policies, programs and norms govern safe school site selection, disaster-resilient school design and safer school construction? Who pays for schools? Who has what role in building them? How is school construction monitored? What are current status, quality, and needs? Are almost all new schools built to be disaster-resilient?* |
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| ***School retrofit, rehabilitation and replacement:*** *What existing policies programs and norms govern school retrofit, rehabilitation and replacement? What are the current status, quality and needs for school retrofit, rehabilitation and replacement:* |
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| ***Non-structural mitigation:*** *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation. What are current status, quality, and needs?* |
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| ***Safe access:*** *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation, and what is needed?* |
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| ***School maintenance, water and power:*** *What policies and norms govern school maintenance, how is it funded, and who does it? How adequate are school classroom and water and sanitation facilities in general? Do schools have adequate water and power?* |
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| ***IDPs & refugees:*** *Describe adequacy of schools in IDP or refugee camp situations, where they exist. Where IDP or refugee camp situations exist, describe adequacy of space available for schools, safe access. Who are key stakeholders and administrators?* |
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**7. PILLAR 2: SCHOOL DISASTER MANAGEMENT (SDM) & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS** (2-3 pages maximum)

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| ***School-based risk assessment and planning for risk reduction and educational continuity:*** *Briefly describe policies, practices and programs at sub-national, and school level for school-site level. Is SDM part of school-based management? To what extent do these involve children?* |
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| ***Physical and environmental risk reduction in schools:*** *To what extent are schools involved in physical and environmental risk reduction? (eg. implementation of early warning system, rainwater harvesting, non-structural mitigation, flood mitigation, cyclone mitigation, re-forestation, safeguarding materials, school gardens, solid waste management.)* |
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| ***Response-preparedness in schools:*** *To what extent are standard operating procedures provided and practiced for building and area evacuation, lockdown, shelter-in-place, and family reunification? What is the scope and quality of guidance for school drills, and how often are drills generally held? Do administrators and teachers have skills for organisation of post-disaster response?* |
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| ***Administrator and teacher capacity for school disaster management:*** *What type of education and training is available to teachers and administrators as far as school disaster management and what proportion have access to this? Are education personnel expected to be disaster service workers? Do they undertake their own household disaster preparedness?* |
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| ***Education in emergencies capacity:*** *Do tools exist for rapid damage and needs assessment for the education sector? Who is familiar with and can implement these tools? Do contingency plans exist for alternative sites, methods, and days of instruction to assure educational continuity? Are schools expected to be temporary shelters/collective centers? If so what are the limits on this, and what kind of support do schools get to cope with this? Are temporary learning facilities available, and if so, to what extent? Are alternative methods of learning available for disasters and emergencies? Is training available for psychosocial support?* |
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**8. PILLAR 3: RISK REDUCTION AND RESILIENCE EDUCATION: POLICIES, PRACTICES & PROGRAMS** (1 page)

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| ***Formal education:*** *Briefly describe any laws, policies or practice, and current status, quality and needs in relation to climate change adaptation, disaster risk reduction in curriculum. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education?* |
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| ***Informal education:*** *Briefly describe any laws, policies or practices and current status, quality and needs in relation to risk reduction and resilience in informal education. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education.* |
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**9. APPENDICES:**

**EFA Global Monitoring Report 2013/4 Country Statistics**

(Country Data from statistical tables available at:

http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/statistics/statistical-tables/

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| **BACKGROUND** |  |
| **DEMOGRAPHY** |  |
| **HIV & AIDS** |  |
| **GNP, AID AND POVERTY** |  |
| **ADULT ILLITERATES (15 and over)** |  |

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| **EARLY CHILDHOOD CARE AND EDUCATION** |  |
| **CHILD SURVIVAL** |  |
| **CHILD WELL-BEING** |  |
| **WOMEN'S EMPLOYMENT AND MATERNITY LEAVE** |  |
| **ENROLMENT IN PRE-PRIMARY EDUCATION** |  |
| **GROSS ENROLMENT RATIO (GER) IN PRE-PRIMARY AND OTHER ECCE PROGRAMS (%)** |  |
| **NET ENROLMENT RATION (NER) IN PRE-PRIMARY EDUCATION (%)** |  |
| **PRE-PRIMARY EDUCATION ADJUSTED NET ENROLMENT RATIO (ANER) (%)** |  |
| **PRE-PRIMARY SCHOOL LIFE EXPECTANCY** |  |
| **NEW ENTRANTS TO THE FIRST GRADE OF PRIMARY EDUCATION WITH ECCE EXPERIENCE (%)** |  |

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| **ACCESS TO PRIMARY EDUCATION** |  |
| **LEGAL GUARANTEE OF FREE EDUCATION** |  |
| **OFFICIAL PRIMARY SCHOOL AGE ENTRY** (2011) |  |
| **NEW ENTRANTS (000)** |  |
| **GROSS INTAKE RATE (GIR) IN PRIMARY EDUCATION** (%) |  |
| **NET INTAKE RATE (NIR) IN PRIMARY EDUCATION** (%) |  |
| **PRIMARY EDUCATION ADJUSTED NET INTAKE RATE (ANIR)** (%) |  |
| **SCHOOL LIFE EXPECTANCY** |  |

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| **PARTICIPATION IN PRIMARY EDUCATION** |  |
| **AGE GROUP 2011** |  |
| **SCHOOL-AGE POPULATION (000)**  2011 |  |
| **ENROLMENT IN PRIMARY EDUCATION** |  |
| **ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT** |  |
| **GROSS ENROLMENT RATIO (GER) IN PRIMARY EDUCATION** (%) |  |
| **NET ENROLMENT RATIO (NER) IN PRIMARY EDUCATION** (%) |  |
| **ADJUSTED NET ENROLMENT RATIO (ANER) IN PRIMARY EDUCATION** (%) |  |
| **OUT-OF-SCHOOL CHILDREN** (000) |  |

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| **INTERNAL EFFICIENCY:**  **REPETITION IN PRIMARY EDUCATION** |  |
| **DURATION OF PRIMARY EDUCATION** |  |
| **REPETITION RATES BY GRADES IN PRIMARY EDUCATION** (%) |  |
| **REPEATERS, ALL GRADES** (%) |  |
| **NUMBER OF REPEATERS, ALL GRADES**  (000) |  |

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| **INTERNAL EFFICIENCY:**  **PRIMARY EDUCATION DROPOUTS AND COMPLETION** |  |
| **DURATION OF PRIMARY EDUCATION** |  |
| **DROPOUT RATES BY GRADE IN PRIMARY EDUCATION** (%) |  |
| **DROPOUTS, ALL GRADES** (%) |  |
| **NUMBER OF EARLY SCHOOL LEAVERS, ALL GRADES** (000) |  |
| **SURVIVAL RATE TO GRADE 5** (%) |  |
| **SURVIVAL RATE TO LAST GRADE** (%) |  |
| **GROSS INTAKE RATE TO LAST GRADE** (%) |  |
| **PRIMARY COHORT COMPLETION RATE** (%) |  |

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| **PARTICIPATION IN SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION** |  |
| **TRANSITION FROM PRIMARY TO SECONDARY GENERAL EDUCATION** (%) |  |
| **AGE GROUP:** 2011 |  |
| **SCHOOL-AGE POPULATION** (000): 2011 |  |
| **TOTAL ENROLMENT IN SECONDARY EDUCATION** |  |
| **ENROLMENT IN PRIVATE INSTITUTIONS AS % OF TOTAL ENROLMENT** |  |
| **ENROLMENT IN TECHNICAL AND VOCATIONAL EDUCATION** |  |
| **GROSS ENROLMENT RATIO (GER) IN SECONDARY EDUCATION** (%) |  |
| **NET ENROLMENT RATIO (NER) IN SECONDARY EDUCATION** (%) |  |
| **ADJUSTED NET ENROLMENT RATIO (ANER) IN SECONDARY EDUCATION** (%) |  |
| **OUT-OF-SCHOOL ADOLESCENTS** (000) |  |
| **INTERNAL EFFICIENCY** |  |
| **POST-SECONDARY NON-TERTIARY EDUCATION** |  |

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| **TEACHING STAFF IN PRE-PRIMARY**  **AND PRIMARY EDUCATION** |  |
| **PRE-PRIMARY EDUCATION** |  |
| **PRIMARY EDUCATION** |  |
| **PUPIL/TRAINED TEACHER RATIO** |  |

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| **TEACHING STAFF IN SECONDARY EDUCATION** |  |
| **SECONDARY EDUCATION** |  |

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| **FINANCIAL COMMITMENT TO EDUCATION: PUBLIC SPENDING** |  |
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| **TRENDS IN BASIC OR PROXY INDICATORS TO MEASURE EFA GOALS 1, 2, 3, 4, AND 5** |  |
| **GOAL 1** |  |
| **GOAL 2** |  |
| **GOAL 3** |  |
| **GOAL 4** |  |
| **GOAL 5** |  |
| **GOAL 6** |  |