**Education in Emergencies (EiE): Needs Assessment**

Survey for Key Stakeholders

This form intends to understand the key educational, protection and psychosocial needs in target communities and can be adapted based on the specific context and timeframe for data collection.

The form can be used **before** a project begins and at the **mid-term** of a project to check for any changing or developing needs. Questions related to formal education should refer to ‘schools’; non-formal education projects using learning centres should refer to ‘centres’.

This Survey should be supported by the following tools during the project period:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Tool** | **Purpose** | **Person Responsible** | **Frequency**  |
| 1 | Baseline, mid-term and endline Survey | i) understand relevance, efficiency, effectiveness, impact and sustainability of project, (ii) rate performance of project against project’s Objectives, Outputs and Indicators (as per project Logframe and PIN Global Indicators) and (iii) measure level to which project meets INEE Minimum Standards for EiE | M&E Dept. | Baseline, Mid-term & Endline |
| 2 | Key Informant Interview (KIIs) | Understand more nuanced information about educational access, quality, PSS and systems strengthening from key stakeholders in order to be able to address gaps and increase impact | M&E Dept. | Baseline, Mid-term & Endline |
| 3 | FGDs |
| 4 | Strengths and Difficulties Questionnaire (SDQ)  | Assess student behavior and psychological attributes including:1. Emotional Symptoms,
2. Conduct Problems,
3. Hyperactivity/Inattention,
4. Peer Relationship Problems
5. Prosocial Behaviour
 | M&E Dept. | Baseline, Mid-term & Endline for impact evaluation, or monthly tracking of individual student progress  |
| 5 | ASER testing | Assess the learning levels of students in relation to literacy and numeracy and measure impact of the project on learning | Edu Dept. | Baseline & Endline or beginning & end of each school year |
| 6 | Child-Functioning Questionnaire | Assess levels of children’s physical and learning abilities to understand vulnerabilities and ensure education is inclusive | Edu Dept. & teachers | Baseline, Mid-term & Endline |
| 7 | Barriers Analysis | Understand the barriers to children accessing and attending education and how they change over the project period | Edu Dept. & M&E Dept. | Baseline, Mid-term & Endline |
| 8 | Quality Standards Checklists (QSC) for (i) School Rehab/Safety, (ii) Child Friendly Spaces (CFS), (iii) Psychosocial Support (PSS) | Assess (i, ii) school/centre safety and improvements needed to ensure the learning environment is safe, inclusive, learning conducive, child friendly and promotes the well-being of students and educational personnel and (iii) assess quality of PSS activities in schools/centres and understand gaps in service provision | (i, ii) M&E Dept., Access Dept. and PIN Engineer, (iii) PSS Officer / Facilitator | (i, ii) Every 6 months, (iii) Every quarter for each school/centre |
| 9 | Classroom Observation Form | Assess teaching practices in the classroom and understand progress made over the project period | Edu Assistants | Monthly |
| 10 | Child Satisfaction Survey | Understand children/student’s satisfaction with educational service provision at the baseline, mid-term and endline of the project, through a child-friendly approach to data collection. | M&E Dept. | Baseline, Mid-term and Endline |

This form should be completed by PIN’s M&E team. Sections marked with an asterisk (\*) can also be used as the basis of Key Informant Interviews (KIIs). All data should be disaggregated by gender, age and diversity (women, men, boys, girls, older people, persons with disabilities, displaced persons and context specific vulnerable groups)

Explanation to respondents: Good morning/afternoon. My name is [insert name] from People in Need (PIN). We are conducting this survey to better understand the educational needs in *[insert name of community/school/camp]* in order to understand how PIN might be able to support education activities in your community. Participation in this survey is entirely voluntary. Information provided in this survey will be kept confidential; no names of personal details will be shared with anyone outside of PIN. Participation in this survey does not guarantee any direct support from PIN. Are you willing to participate in this survey?

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Assessor** |  | **Date** |  |
| **Location** |  |
| **Type of Assessment**  | o Before project startso Mid-term of project |
| **Person Assessed** | o Parent/caregivero Teachero Community membero Studento Out of school childo Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | o Male o Femaleo Age \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_o Person with disability? Y/No Type of disability |
|  |  |  |  |
| **1: Access to Education** |
| **Indic & INEE MS** | **Q. #** | **Survey Questions** | **Response** | **Comments** |
| Student Enrolment and Attendance (INEE MS 2.1: Equal Access) | 1 | How many school-aged children (5-18 years old) are there in the community? | Male: # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Female: # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **\*** |
| 2 | What proportion of school-aged children are displaced?*Please specify gender ratio* | Host community: %\_\_ (m: /f: )IDP: %\_\_\_\_\_\_\_\_\_ (m: /f: )Refugee: %\_\_\_\_\_\_\_\_ (m: /f: )Returnee: %\_\_\_\_\_\_\_ (m: /f: ) | **\*** |
| 3 | What proportion of school-aged children are considered vulnerable? Why are they considered vulnerable? *E.g. access/ discrimination etc**Please tick most common types of vulnerability. Specify gender ratio.* | Total vuln. children: %\_\_\_ # \_\_\_\_* Children w disabilities
* Child headed HH
* Orphans
* Low income HH
* Minority group
* Other vuln. group:\_\_\_\_\_\_\_\_
 | **\*** |
| 4a | What % or # of school-aged children in the community are out of school?*Please specify gender ratio* | Total %Total # | **\*** |
| 4b | What proportion of out-of-school children are displaced?*Please specify gender ratio* | Host community: %\_\_ (m: /f: )IDP: %\_\_\_\_\_\_\_\_\_ (m: /f: )Refugee: %\_\_\_\_\_\_\_\_ (m: /f: )Returnee: %\_\_\_\_\_\_\_ (m: /f: ) |  |
| 4c | For what reason(s) are most children out of school?*This can be asked as an open ended question rather than reading each option.* *Please tick all that apply (if possible please rank, with 1 = most common reason)**Please specify and gender and age differences* | * Displacement
* Earning money for the family
* Distance from home to school
* Fear of danger on way to school
* Fear of danger in school
* Bullying in school
* Physical disability
* Mental disability
* Learning disability
* Education not a priority
* Getting married/married
* Pregnant
* Lack of documentation
* Distress
* No space in school
* Tuition fees/costs of education
* Insufficient teaching staff
* Poor quality of learning
* Child not motivated to attend
* Child is behind in education
* Language barrier
* Join armed group

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 4d | Many children have been out of school for long periods of time. The majority of out-of-school children in this community have been out of school for: | * 1 month
* Between 2 - 6 months
* Between 7 months and 1 year
* More than 1 year
 |  |
| 5a | How many schools are there in the community (village, town, define specific area)? How many are accessible to IDPs/refugees? | Pre-schools: #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Primary schools: #\_\_\_\_\_\_\_\_\_\_\_\_Secondary schools: #\_\_\_\_\_\_\_\_\_\_Non-formal learning centres: #\_\_ | **\*** |
| 5b | Have these schools received any of the following assistance in the past year? *Please tick all that apply* | * Education materials
* Furniture
* School tents
* Rehabilitation
* Teacher training
* Psychosocial support
* Other (please specify) \_\_\_\_\_\_\_
 |  |
| 6 | What educational support is most essential for these schools? | * Repairing damaged infrastructure
* Establishing temporary spaces for learning
* Ensuring safety of children and education personnel
* Replacing school materials
* Finding teachers
* Psychosocial support to students and teachers
* Teacher training
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |  |
| 7 | How often do most children attend school/learning centres? *Also ask for girls, boys, children with disabilities and record answers in comments.* | * Every day
* At least twice/week
* Once/month
* Less than once/month
* Never
 | **\**** Most children \_\_\_\_\_\_\_
* Girls \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Boys \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* CWD \_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| 8a | I am aware of children who have dropped out of school within the last year. If yes, how many? | * Yes
* No

# \_\_\_\_\_\_\_\_\_\_\_ (m: /f: ) | **\*** |
| 8b | If yes, for what reason? *This can be asked as an open ended question rather than reading each option.* *Please rank top 5 reasons: 1 = most common**Please specify any gender and age differences* | * Left the community
* Earning money for the family
* Distance from home to school
* Fear of danger on way to school
* Fear of danger in school
* Bullying in school
* Physical disability
* Mental disability
* Learning disability
* Education not a priority
* Getting married/married
* Distress
* No space in school
* Tuition fees/costs of education
* Insufficient teaching staff
* Poor quality of learning
* Child not motivated to attend
* Child is behind in education
* Language barrier
* Join armed group
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | **\*** |
| 9 | Are there any groups who do not have access to schools/learning centres?*This can be asked as an open ended question rather than reading each option.* Why do they not have access? *Add notes in comments*What could be done to include them? *Add notes in comments* | Gender:* Males
* Females

Age: * Youth

Residency Status:* Internally Displaced Persons
* Returnees

Minority:* Ethnic minority groups
* Specific language speakers

Specific Protection issues:* Children with disabilities
* Children with learning difficulties
* Low income families
* Child or female-headed households
* Orphans
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | \* |
| Adequate School Infrastructure (INEE MS 2.3: Facilities and Services) | 10 | There are an adequate number of accessible schools/centres in our communityIf Disagree/Strongly Disagree, please explain why | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 | \* |
| 11 | Schools/centres are safe for learning to take placeIf you Disagree or Strongly Disagree, please explain why. *Please explain gender and age differences*  | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| 12 | The journey to and from school/centre is safeIf you Disagree or Strongly Disagree, please explain why. *Please give details of distance and means of transportation, explain gender and age differences* | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| 13 | Schools/centres have adequate space for classes and recreational activities to take placeIf you Disagree or Strongly Disagree, please explain why.If cultural norms require, are there separate spaces for girls in the area?Are these spaces accessible for persons with disabilities?  | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
* Yes
* No
* Yes
* No
 | \* |
| 14 | Schools’/centres’ sanitation facilities are adequate to the needs If you Disagree or Strongly Disagree, please explain why. Do schools have separate and locked sanitation facilities for girls?Are the sanitation facilities accessible for persons with disabilities?*Please explain gender and age differences* | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
* Yes
* No
* Yes
* No
 | \* |
| 15 | Schools/Centres have reliable access to clean drinking waterIf you Disagree or Strongly Disagree, please explain why | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| Teaching and Learning Materials (INEE MS 3.2: Training, Prof. Dev. and Support) | 16 | Student materials are sufficient for learning to take placeIf Disagree/Strongly Disagree, what is missing? | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 | \* |
| 17 | Teaching materials are sufficient for teaching to take placeIf Disagree/Strongly Disagree, what is missing? | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| **2. Quality Education** |
| **Indic. & INEE MS** | **Q #** | **Survey Questions** | **Response** | **Comments** |
| Teacher Training and Professional Development (INEE MS 3.2: Training, Professional Development and Support & INEE MS 3.3: Instruction and Learning Processes) | 18 | There are a sufficient number of teachers and other educational staff available at schools/learning centresAre there enough female teachers? What is the ratio? Is it sufficient? | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
* Yes
* No
 | 1 teacher: \_\_\_\_\_ students1 male teacher: \_\_\_\_\_ female teacher Sufficient? Yes/No |
| 19 | Teachers are trained/have adequate knowledge and skills to deliver lessons effectivelyIf disagree/strongly disagree, please explain.*Prompt: Which trainings / knowledge would be required to deliver lessons effectively?* | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 | \*  |
| 20 | Lessons are learner-centred (i.e. based on student participation) | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| 21 | Teachers treat all students equallyIf you Disagree or Strongly Disagree, please explain who is not treated equally and why | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| Teacher and Parent Interaction (INEE MS Foundational Standard 1: Participation) | 22 | Structured meetings between teachers and parents happen on a regular basisIf you Disagree or Strongly Disagree, please explain why and what you think can be done to change this | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 | \* |
| **3. PSS, Protection and Wellbeing***Psychosocial Support (PSS): activities conducted in school aimed at supporting children’s psychological and social wellbeing* |
| **Indic. & INEE MS** | **Q #** | **Survey Questions** | **Response** | **Comments** |
| Participation in PSS Activities (INEE MS 2.2 Protection and Wellbeing) | 23 | I am concerned about children’s physical wellbeing and safetyIf agree/strongly agree, why? *Please explain gender and age differences and the type of violence* | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 | \* |
| 24 | Children are suffering from trauma (*signs of psychosocial distress such as crying/shouting/insomnia/ aggressive or antisocial behavior*)/I am concerned about children’s mental or psychological wellbeingIf agree/strongly agree, why?*Consider gender and age differences* | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| 25 | Children have somewhere safe and accessible to play and socialise in the communityIf agree/strongly agree, where?*Consider gender and age differences* | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| 26 | Recreational/PSS activities are available in schools/learning centresIf yes, give details of the service provider if possible.  | * Yes
* No
* Not sure
 | \* |
| 27 | There are specialist psychological service providers in/accessible to communityIf yes, where? Give details of the service provider if possible | * Yes
* No
* Not sure
 | \* |
| Child Protection (INEE MS 2.2 Protection and Wellbeing) | 28 | Teachers and other educational personnel do not physically harm studentsIf disagree/strongly disagree, why? Who is most at risk? | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| **4. Systems Strengthening** |
|  |  | **Survey Questions** | **Response** | **Comments** |
| Educational Capacities (INEE MS Foundational Standards: Participation, Resources, Coordination) | 29 | Education authorities are able to provide adequate support to schools/centresIf disagree/strongly disagree, why? | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 | \* |
| 30 | There are systems in place for displaced children to enroll in formal schooling | * Yes
* No
 |  |
| **5. Cross-cutting and Inter-Sector** |
|  |  | **Survey Questions** | **Response** | **Comments** |
| Health | 31 | Trained health care providers and/or primary health care facilities are available to schools/centres in target areas?Please explain | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| 32 | Teachers are able to detect, respond to and refer cases of violence, abuse, exploitation or neglectPlease explain | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| 33 | Confidential referral systems are in place for health-related services?* Primary health services
* targets of abuse for post-rape care

Please explain | * Strongly Agree
* Agree
* Neutral
* Disagree
* Strongly Disagree
 |  |
| Nutrition | 34 | What percentage of children have a meal before coming to or at the learning site?What type of food? | % |  |
| Coping Strategies | 35 | Are households with children in this community relying on coping strategies to meet food needs? | * Yes
* No
* Don’t know
 |  |
| 35a | If yes, which strategies are commonly practiced?*This can be asked as an open ended question rather than reading each option.*  | * Rely on donations of food or basic goods from relatives/ community/ mosque
* limit portion size at mealtime (different from number of meals)?
* restrict consumption by adults in order for small children to eat?
* spent savings to purchase food or basic goods such as hygiene items, water, baby items, etc.?
* buy basic needs on credit or borrow money to purchase?
* reduce essential non-food or basic need expenditures such as hygiene items, water, baby items, etc.?
* sell household items or assets (car, sewing machine, etc.)  to be able to buy food or basic goods?
* send children (under 18) to work?
* seek or rely on aid from humanitarian agencies?
* skipped paying rent to meet other needs?
 |  |
| 35b | If yes, what % of households do you estimate to be using one of more of the above practices in the last month? Are some groups more affected than others? Which groups? |  |  |
| 35c | If yes, what % of households do you estimate to have had to send children (under 18) to work in the last month?  |  |  |
| Emergency Shelter | 36 | What percentage of sites/classrooms/facilities are taking place in temporary facilities?Please give details of facilities | % |  |
| 37 | If learning is taking place within a temporary structure, can it be easily, quickly and safely dismantled and re-erected if relocation is needed? | * Yes
* No
 |  |
| Preparedness and Disaster Risk Reduction (DRR) | 38 | Are there emergency preparedness plans or special policies in place by the government to respond to and provide education in emergencies? | * Yes
* No
 |  |
| 39 | Have education personnel received training on: * disaster risk reduction?
* mine risk education (if relevant)?

Is mine risk education included in the educational activities? | * DRR
* MRE
* Yes
* No
 |  |
| 40a | Are there risks from natural disasters?*This can be asked as an open ended question rather than reading each option.*  | * flooding or landslides
* severe heat or cold
* tornados, sand storms, or severe thunderstorms
* earthquakes
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |  |
| 40b | Have any of the above occurred in the last 12 months? | * Yes
* No
 |  |
| 40c | If yes, were education activities affected?If yes, please explain how they have been affected | * Yes
* No
 |  |
| 40d | If yes, have education activities fully recovered?If no, please explain why | * Yes
* No
 |  |
| 50 | If a natural disaster did occur in the target area, how many children (6-18 years old) are likely to be affected and who would be most at risk? Why? | #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Males
* Females
* Infants/young children
* Internally Displaced Persons
* Returnees
* Children with disabilities
* Low income families
* Child or female-headed households
* Orphans

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| 51 | If a natural disaster did occur in the target area, how might education be affected?Prompts: damage to school infrastructure / materials, displacement |  |  |
| Conflict Sensitivity | 52 | Did pre-conflict education have features that may have contributed to conflict? If yes, please explain how | * Yes
* No
 |  |
| 53 | Does current curriculum include content related to conflict-resolution skills, and/or peace-building orientation and values?If yes, please explain | * Yes
* No
 |  |
| 54 | Are there risks from social or political unrest? If yes, please explain what the risks are | * Yes
* No
 |  |
| 55a | Has education been disputed for any period due to social or political unrest in the last 12 months?If yes, please explain | * Yes
* No
 |  |
| 55b | If yes, have education activities fully recovered?If no, please explain why not | * Yes
* No
 |  |

The below information on PIN indicators is for the reference of PIN Education Programme Manager and M&E Manager. All projects should include collection of the below data to support PIN’s Global Education Strategy.

PIN’s Global Indicators:

|  |  |  |
| --- | --- | --- |
| **ACCESS AND INCLUSION** | **QUALITY EDUCATION** | **LEARNING OUTCOMES** |
| # of learners who have gained access to education/training | # of teachers/trainers who successfully completed a training programme  | # of learners who have gained the required knowledge and skills in the given field and period |
| # of schools/learning spaces with rehabilitated infrastructure | # of teachers/trainers using learner-centred and inclusive teaching methods |  |
|  | # of supported schools whose teachers and students are aware of Teachers’ Code of Conduct and/or school child protection policy |  |

Education Indikit Indicators:

|  |  |  |
| --- | --- | --- |
| **ACCESS AND INCLUSION** | **QUALITY EDUCATION** | **EDUCATION CAPACITY/SYSTEMS** |
| Student enrolment | Locally relevant learning content | Code of Conduct for teachers | Sustainable involvement of local authorities/education actors in activities |
| Student attendance rate (and gender ratio) | Learner-centred teaching methodologies | Students’ Understanding of Teachers’ Code of Conduct | Capacity building of local authorities/education actors regarding implementation of education activities |
| Dropout rate (and gender ratio) | Positive discipline practices   | Complaint reporting mechanism |  |
| Average class size  | Trained teachers | Psycho-social wellbeing of children |
| Equitable educational participation  | Teacher supervision | Reading with comprehension  |
| Access to scholastic materials  | School-based teacher professional development | National exam results |
| Adequate school infrastructure | Extra-curricular activities |  |
| Access to safe water at schools | Parent engagement in education |
| Beneficiaries’ satisfaction | Minimum educational standards |