

# ECCN'S SAFER LEARNING ENVIRONMENT ASSESSMENT TOOLKIT



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# WHAT IS DISTINCT ABOUT EDUCATION IN CRISIS AND CONFLICT CONTEXTS?

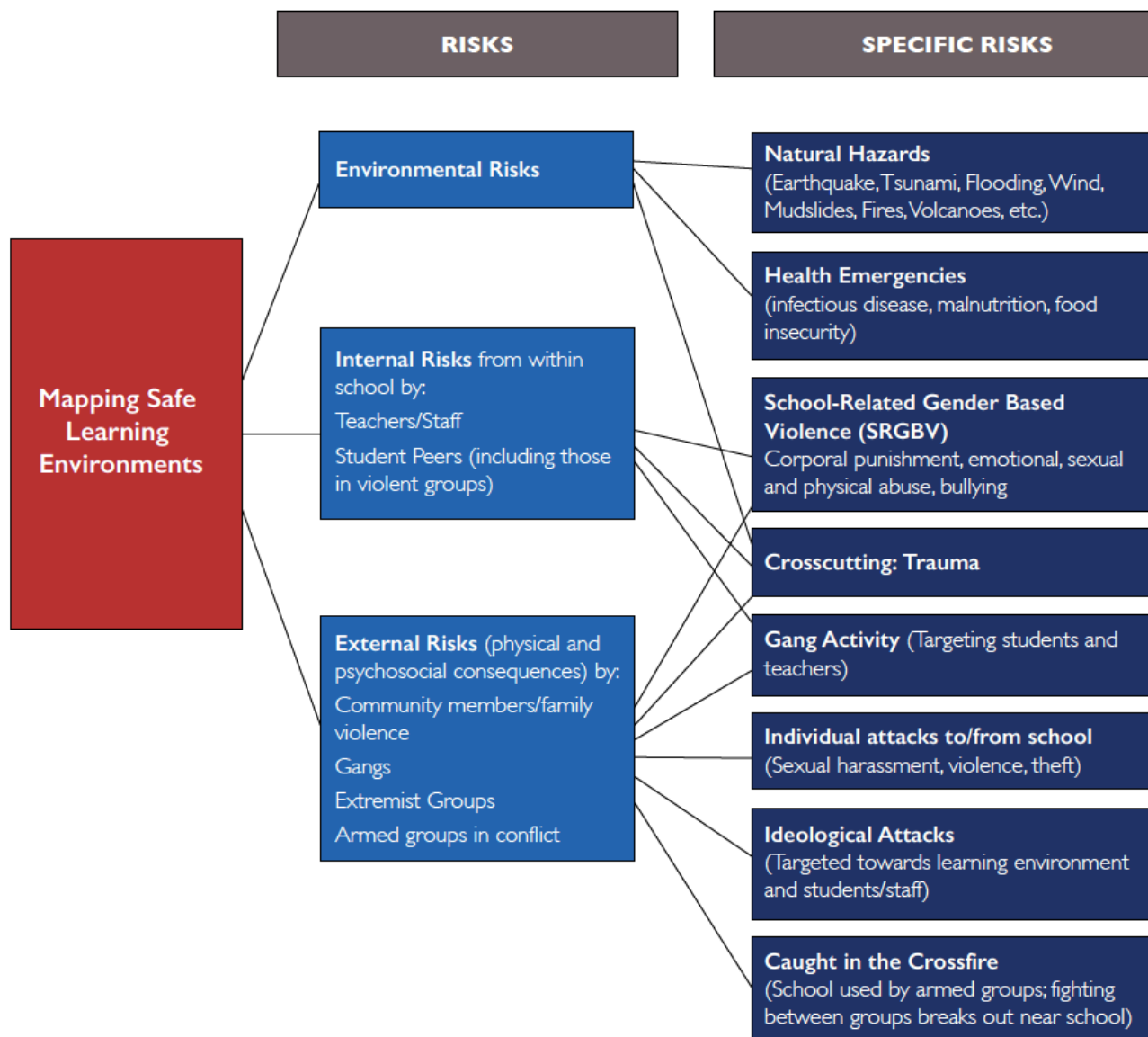
- Multi-risk / multi-hazard
- Rapidly changing environment
- Difficulty gaining access
- Low capacity

# SLE Assessment Toolkit - Snapshot



- **Primary research:** Identifies quantitatively and/or qualitatively specific risks and assets to safer learning in **specific program areas,**
- **Diagnostic toolkit** to help inform specific program designs and adaptations.
- **Appropriate for junior** to expert researchers
- **Rapid:** Process can be done within a month
- **Fit for purpose**

# SLE CONCEPTUAL FRAMEWORK



# QUESTIONS (QUALITATIVE)

1. Scale / nature of risk
2. Student response to risk
3. School response to risk

Q. Code	Risk Category	Question Set
A.1	<b>A. Internal: SRGBV:</b> These questions address issues within the school environment that are gender dependent. Boys and girls may experience these issues differently. While some of the items may be similar to later questions, the purpose of this question is to probe for gender-specific information.	<b>Of the following types of SRGBV, which occur at this school regularly?</b> Bullying between students? A student sexually abusing another student? Corporal punishment? Teachers abusing students (emotional, physical, sexual) or vice versa? <i>[Blind vote: Have group respond with heads down and hands up. Write answers on flip chart and invite participants to discuss their answers if they wish, but do not pressure them to do so.]</i>
A.2		<b>If you hear about a student victim of SRGBV, how do you report it (or, if you haven't ever heard of one, what would you do)?</b> Is the reporting mechanism different depending on the type of abuse or who is involved? What response is supposed to occur? What response actually occurs? What communication gaps might prevent resolution of this problem?
A.3		<b>What is the school doing to reduce the incidence of SRGBV?</b> Please be specific when talking about the types of SRGBV already discussed. Are these actions successful? What would it take for them to be more successful? How can others help? What communication gaps might prevent resolution of this problem?





# QUESTIONS (QUANTITATIVE)



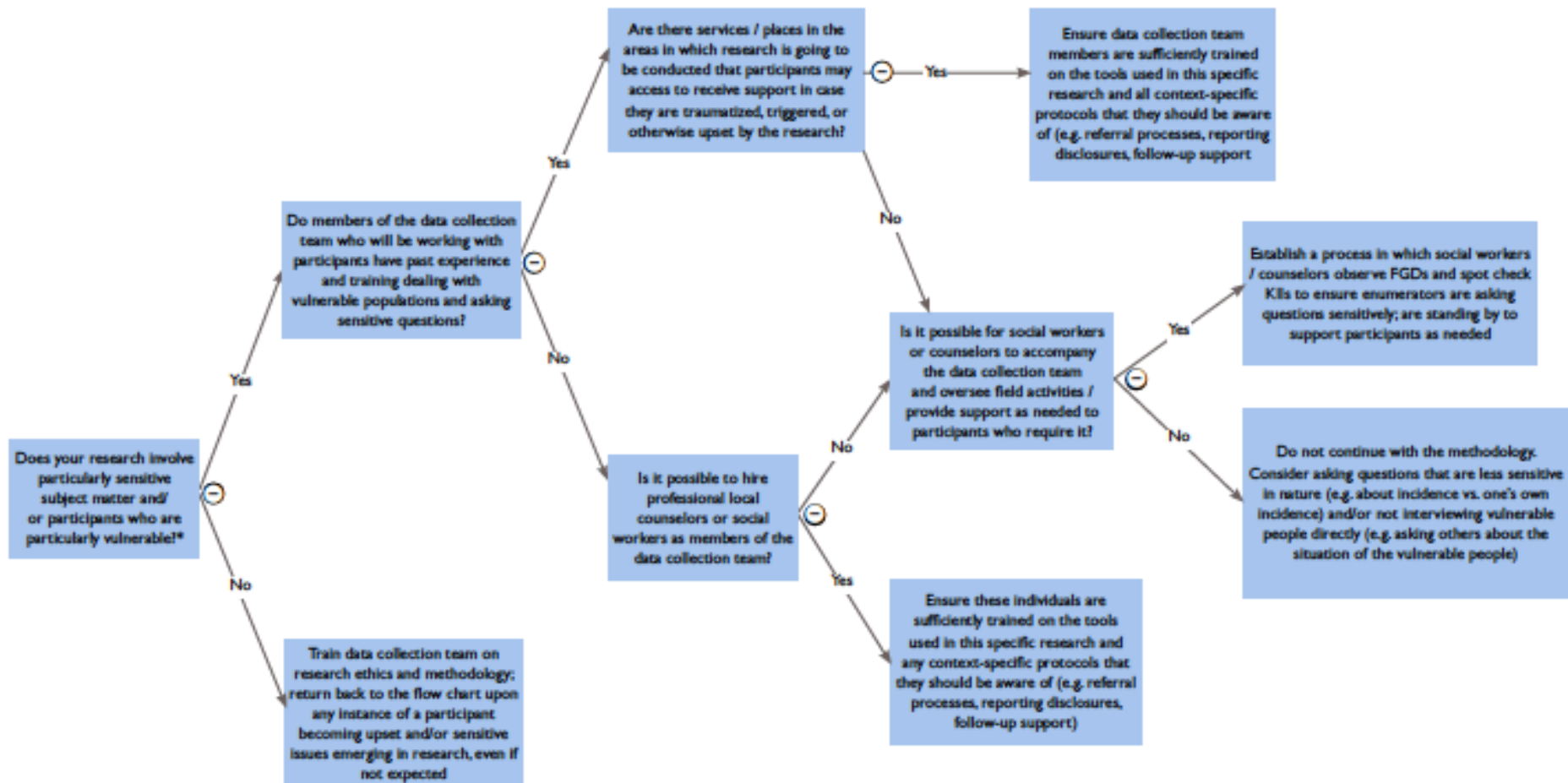
TOOL	Risk type	Title of Tool / Org Link
A	SRGBV	USAID Conceptual Framework for Measuring SRGBV
B	Gangs	National (US) Gang Center Assessment Guide
C	School Climate	USAID Conceptual Framework for Measuring SRGBV
D	Education Under Attack:	Global Education Cluster Joint Education Needs Assessment Toolkit
D		CARE Int'l Knowledge on Fire
D		GCPEA Preventing Military Use of Schools Checklist
H	Environmental – Natural Hazard	RiskRed.org School Disaster Reduction and Readiness Checklist
M	Environmental - Health	WHO KAP Guidance for Oral Cholera Vaccine Stockpile Campaigns
O	Trauma	Global Education Cluster Joint Education Needs Assessment Toolkit
O		National Center for PTSD: Brief Trauma Questionnaire



# HOW CAN WE ASK YOUNG PEOPLE ABOUT SUCH SENSITIVE ISSUES ETHICALLY? **IN A MONTH?**

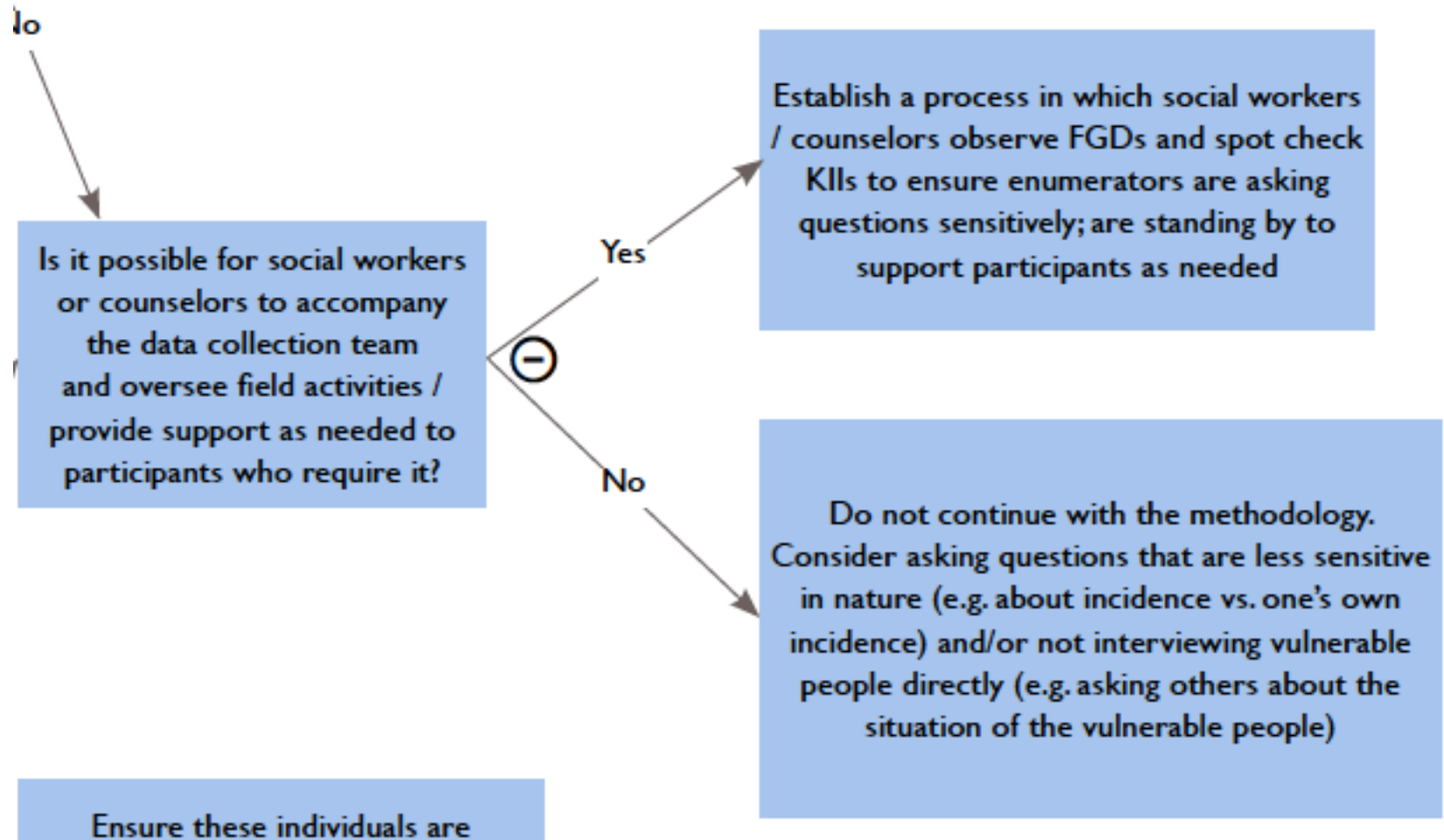
# ETHICAL PROTOCOLS DECISION TREE

- Field team has done this type of research on this topic
- Field team / someone trained to identify traumatized participants
- Known and effective resources / referrals for traumatized participants
- Disclosures process established



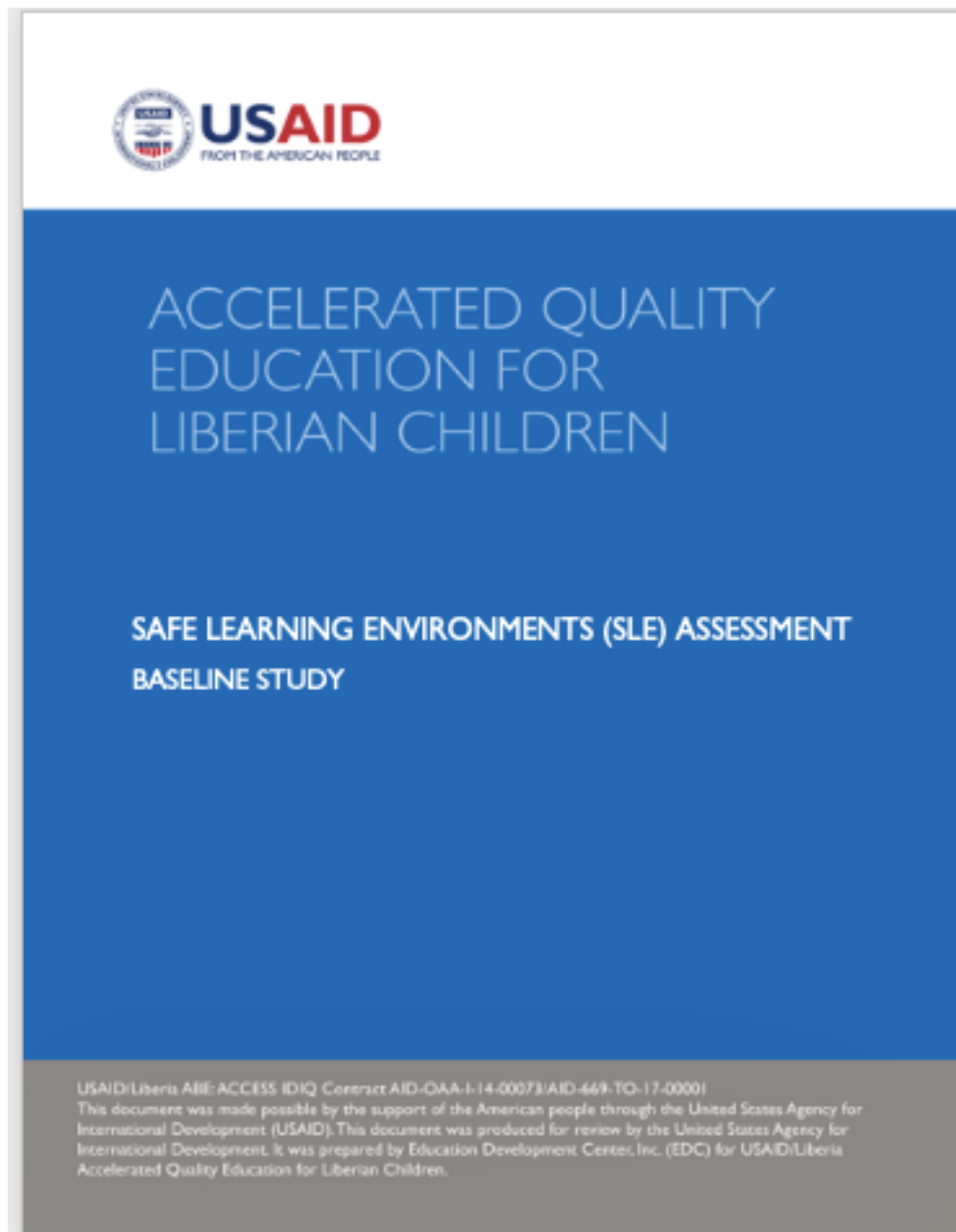


# ETHICAL PROTOCOLS DECISION TREE



# EXAMPLE - Liberia

**6 months**



# EXAMPLE - Uganda

1 month

2018

## A study on Risks associated with learning environments in Kiryandongo Refugee Settlement, Uganda



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MEASUREMENT IS DIFFICULT, BUT NECESSARY  
ETHICS FIRST



# VISIT ECCNETWORK.NET FOR



- [Rapid Education and Risk Analysis](#)
- Safe Learning Environments: [Evidence Gap Maps](#) and [Toolkit](#)
- Searchable [Resource Repository](#) (over 900 vetted resources)
- Webcasts - recent examples:
  - [Improving SEL Measurement for Children in Crisis](#)
  - [Measuring Equity of Access to Education in Crisis & Conflict](#)

