Education Sector
RAPID NEEDS ASSESSMENT REPORT
KHATLON FLOODINGS, 2021
May 20-27, 2021

Acronyms and Abbreviations

ECD	Early childhood development
EMIS	Education Management Information System
DED	Districts of Education
DRR	Disaster Risk Reduction
HH	Households
ICT	Information and communication technology
IPC	Infection Prevention Control
MOES	Ministry of Education and Science
NSED	National Strategy for Education Development
PDNA	Post-Disaster Needs Assessment
RED	Regional Education Directorate
SDG	Sustainable Development Goal
WASH	Water, Sanitation and Hygiene

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Executive Summary: Findings and Recommendations

> *"We have lost all the uniforms and textbooks. We do not have anything left to send our children to school with" – parents of Ittifoq village, Khuroson District.*
>
> *"I wish there was a toilet so we would feel comfortable going to school" – girl in 11th grade, at School (lyceum) #1, A. Jomi district.*
>
> *"We do not have enough space to conduct good quality lessons, only small rooms with no laboratories, and toilets with no latrines" – teachers currently conducting 'triple shifts' in temporary space rented for School #38 in A. Jomi district.*

The education rapid needs assessment provides an overview of key indicators related to access to quality, inclusive and protective education services among communities affected by the flooding in Khatlon Region which occurred between May 7 and May 13, 2021.

While focusing on the short-term impact of the recent flooding that has affected seven districts of Khatlon Region, this report also provides an analysis of the long-term education challenges encountered by the communities affected in light of the recurrent flooding and natural disasters affecting the Republic of Tajikistan. The 2021 flooding has directly affected 22,000 people (including an estimated 6,504 school-aged children), causing nine deaths, the loss of 70 homes, and extensive destruction to cattle and agriculture. Within the education sector, a total of seven schools have been directly impacted by the disaster. Although this represents a relatively small number, the findings of this assessment show there is a significant long-term impact on education within these communities, particularly when considering the recurrent nature of such incidents. In this regard, the longitudinal analysis of the impact on education among affected districts clearly highlights the long-term disaster risk exposure, which exacerbates the vulnerability of the already fragile education infrastructure. The latest flooding, in fact, follows a series of flooding events that have affected the majority of the target districts. A clear example is provided by the extensive damage incurred by school #12 of N. Asadullo village in Khuroson district, which was severely damaged between May 14 and May 16, 2020, by flooding and has not yet been reconstructed in a safe location, exposing 730 school-age children to an unsafe learning environment.

The methodology for data collection and analysis is provided in Annex 1. A mixed approach has been adopted, including both quantitative and qualitative data collection methods conducted through local education authorities. Quantitative findings have been further triangulated with key informants and focus group interviews, along with direct observations from joint UNICEF-MoES field visits conducted between May 17 and May 23, 2021. The summary of the main findings includes voices from the communities affected by the disaster.

1.1 Short-term impact: Disruption of education services and material loss

- A total of seven schools have been directly affected by the recent flooding, including a total of 6,504 children (3,138 girls).
- The response from local education authorities (DEDs) has been rapid and effective in minimizing disruptions to education services among affected school communities. Within one week of the incident occurring, all schools except School #52 in Kulob District were cleaned, and are no longer experiencing disruptions. School #52 in Kulob District is undergoing rehabilitation to repair the damaged school yard, as well as other damaged infrastructure.
- The loss of education supplies including stationary, textbooks and school uniforms has created additional stress and impacted affected communities, particularly children and their households. An estimated 500 households and 380 school-age children of Ittifoq village in Vakhsh district and 1,569 school-age children in Kulob District have been directly impacted by the disaster.
- The psychosocial wellbeing of the children involved remains a concern, as the disruption of livelihoods has impacted the ability of children to study and attend/participate at school in such a way as they would usually do.
- The impact on teachers has been notable. While there are no reported casualties among teaching personnel, the homes of 20 teachers from School #52 in Kulob District have been either fully or partially destroyed.

1.2 Long-term impact: Lack of a quality, inclusive and protective learning environment

- Existing WASH infrastructure is not conducive to quality teaching and learning, as all schools assessed are lacking adequate water and sanitation facilities. WASH facilities in School #52 in Kulob have sustained significant damage; handwashing facilities have been destroyed, and toilets have been flooded.
- The lack of up-to-standard school buildings combined with the conditions of existing infrastructure in assessed locations hinders the access of local communities to quality and inclusive education. Examples include the long distances that students are required to travel to reach general secondary schools #10, 13, 14, 21, 70 around Ittifoq village (Vakhsh District), the general condition of School #12 in N. Asadullo village (Khuroson district) which was severely damaged by the May 14-16 2020 flooding (not yet rehabilitated), and issues associated with temporary education facilities and schools being required to conduct three shifts a day in some affected districts.
- In terms of disaster risk reduction, communities are unprepared. Existing infrastructure is often located in areas exposed to recurrent flooding, and there is a need to establish disaster-risk management committees involving staff, students, parents, and community stakeholders.

1.3 Short-term and long-term prevention response: Recommendations

Immediate Response (6 months):

- Provision of gender and age-appropriate mental health and psychosocial support programmes in schools and learning environments, including the training of teachers on psychosocial support, use of the 'peer-to-peer approach' and the establishment of child friendly spaces.
- Provision of supplies such as textbooks and school uniforms for the full resumption of teaching-learning processes, given the reported damage to textbooks and teaching/learning materials in the districts.
- Rehabilitation of WASH facilities in the damaged schools.

Medium-term Response (1 year):

- Conduct a localized school vulnerability assessment to identify additional infrastructural gaps and the availability of potential sites to relocate high-risk schools. Such an assessment will require school inspections beyond the EMIS inventory, with associated costing and financing gaps informing future school construction projects.
- Support the MoES in rehabilitating school infrastructure, including new school buildings to mitigate occupancy issues in temporary spaces and 'three shift' schools, currently quantified in 2 schools/communities.
- Strengthen the soft component related to community awareness on water and sanitation, including localized support to revise Infection Prevention Control (IPC) standards.
- Strengthen school-based Disaster-Risk Management (DRM) guidance at central and localized level. Support is needed for a) the creation of disaster-risk management committees; b) a review of standard operating procedures; and c) practicing and improving response preparedness with regular school-wide and community-linked simulation drills.

Required Budget:

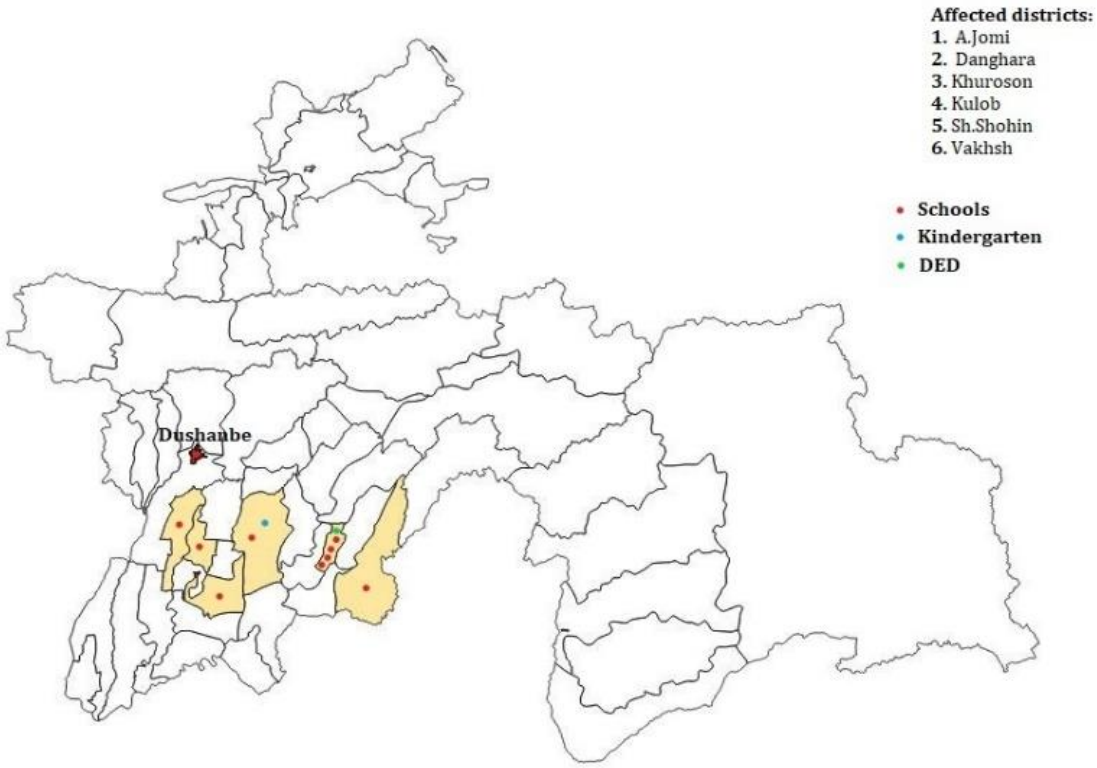
An investment of an estimated 2,639,230 USD is required to support the MoES in addressing the immediate needs as well as the medium-term disaster risk preparedness of identified local communities. A detailed budget is provided in Annex III.

2. Background and Education Sector Overview

The large-scale flooding that affected Khatlon region between May 7 and May 13, 2021, is the latest of a series of incidents which have affected the Republic of Tajikistan as a result of the country's geography and high-risk exposure to natural disasters. Tajikistan is the most vulnerable country to climate change in the Europe and Central Asia region – a situation which is exacerbated by its limited capacity to adapt and respond to repeated shocks.[1]

This report explains the short-term and long-term consequences of the recent flooding as well as the immediate needs which have arisen as a result of the disaster. The education rapid needs assessment was conducted including extensive coordination with the MoES at central and local level, including data collection from EMIS administrative data, reports from school inspections conducted by local education authorities, key informants and focus groups interviews, along with a series of field missions conducted across affected districts. The map below provides a snapshot of the school communities impacted by the disaster.

Figure 1 - Map of affected districts and school location



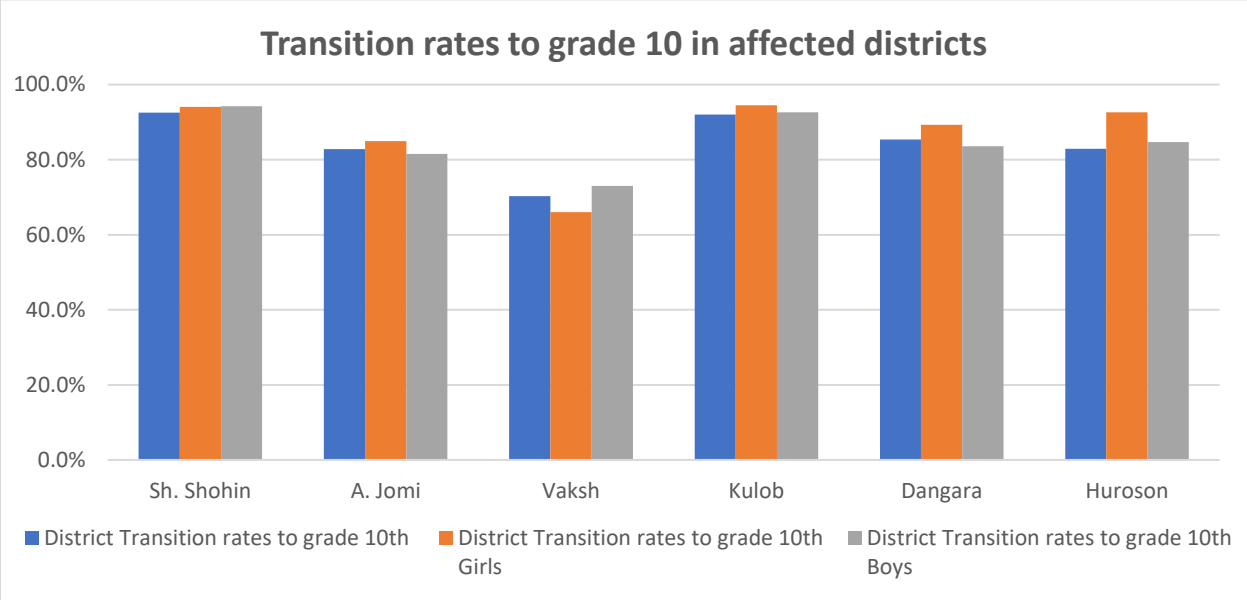
At policy level, it is important to note that the National Strategy for Education Development (NSED) of the Republic of Tajikistan for 2021-2030 takes into account the needs of ensuring comprehensive school safety, and of further mainstreaming Disaster Risk Reduction (DRR) across education reform interventions. In particular, the NSED includes provisions related to 1) safe

[1] World Bank. "Climate Change Adaptation in Europe and Central Asia," 2009.

learning facilities, 2) school disaster risk management, and 3) risk reduction and resilience education.

Despite policy commitment, however, compliance with international standards[2] remains a challenge. The recurrence of natural disasters indicates that there is a need to address the root causes behind these vulnerabilities, including through assessments of the risks associated with various kinds of hazards; strengthening the capacities of at-risk children and systems of their protection; identifying safety priorities in schools (safe school facilities, disaster management in schools, and risk reduction and resilience training);[3] and ensuring the meaningful participation of children in decision-making processes.

Increasing vulnerability in terms of education standards of affected communities is also evident when comparing performance against selected education indicators. In this regard, while grades 1-10 are compulsory, data from the affected districts shows even lower coverage of pre-primary education and rates of transition to upper-secondary level when compared to the national average, particularly in Vaksh and A. Jomi districts. Quality of learning opportunities and Inclusive Education also remain a priority.



The limited availability of school infrastructure remains of particular concern. Among the seven affected schools, five schools run on double shifts and two schools have to accommodate triple shifts, which compromises the right of these children to a quality education. Against this backdrop, the impact of the latest flooding has been analyzed based on defined assessment categories related to access, teaching and learning, education service delivery and infrastructure.

[2] Sustainable Development Goals in Education (SDG 4) and the Sendai Disaster Risk Reduction Framework for Priority Actions and Indicators for the Education Sector. Source: https://www.unisdr.org/we/coordinate/sendai-framework.

[3] Comprehensive School Safety Targets. Source: https://www.preventionweb.net/files/55548_cssframework2017.pdf.

3. Access to education among affected communities

The floodings has led to localized disruptions to education services which have negatively impacted the learning environment of affected schools. In Khatlon Region, an estimated 6,790 school-age children have been directly affected by these disasters and are currently in need of support. The majority of children in flood-affected areas have not been able to attend school since the flooding began. Attendance was also reported as a challenge in localized communities of Kulob and Vaksh districts at the time of assessment through feedback provided by parents/caregivers. In response to these challenges, the central and local education authorities have taken immediate action to clean the affected schools, relocate households to nearby safe locations and transfer students to safe education institutions.

In addition to damaged infrastructure, decreases in school attendance has been prompted by the loss of properties among affected households. The assessment interviews conducted in Kulob and Vaksh districts have demonstrated that some children are unable to attend school due to a lack of uniforms, clothes, and textbooks. Some parents/caregivers noted that they do not consider it a priority to send their children to school, due to the fact that it is the end of the school year and there are 'other priorities' to be considered.

Parents/caregivers expressed concern regarding the schoolbooks which are usually kept on school premises, since these have all reportedly been misplaced or damaged as a result of the flooding.

Pic. 1. Learning materials damaged by the mudflow

Quote from a caregiver in Kulob: *"We really want our children to go back to school and back to life as usual, but circumstances and other complex issues including the absence of proper housing, the loss of schoolbooks and clothing are creating a barrier for my children's ability to go back to school after this flooding."*

While no casualties have been reported among teaching personnel, the homes of 20 teachers from school #52 in Kulob district have been either fully or partially destroyed. Teachers in affected districts have expressed their concerns over the difficulties associated with working multiple shifts and having high teaching workloads. Children from severely affected communities attending schools in the non-or marginally affected communities have also expressed their concerns, saying that the capacity of schools to accommodate those children is insufficient. Furthermore, the existing schools are not able to accommodate all children and meet the learning needs of the affected populations. 'Triple shift' schools cannot support children with extra-curricular or recreational activities, nor can they provide additional academic support which is now required due to the negative impact of the flooding.

Moving children to new school premises also presents various risks, including increases in the prevalence of children dropping out of school. Disruptions to learning, even if they are temporary, impact children's school performance and learning outcomes. For socio-economically disadvantaged children, ethnic minorities, children with special needs, and for children struggling academically in school, such disruptions could increase the likelihood of decreased school attendance.

Unsafe and damaged school buildings are also major obstacles for children's access to education, which is exacerbated by the long distances many children are required to travel to reach some schools in affected districts. Students and staff with limited mobility would also require additional assistance. There are also reports of parents not allowing girls to attend school if they have to travel to travel long distances to reach temporary or replacement schools, especially if they are in the afternoon cohort and have to return home in the evenings.

4. Overview of existing school infrastructure

According to the data collected from the MoES, RED/DEDs and Development Partners, seven schools in Khatlon have been affected by the 2021 flooding, with damages affecting WASH facilities, furniture, science labs, ICT equipment, libraries, textbooks, and other relevant teaching and learning materials.

Some of the schools/areas affected by the recent flooding were also affected by the May 2020 mudflow. The educational and infrastructural recovery needs caused by the first disaster were not addressed prior to the occurrence of the second disaster. This left children and teachers exposed to unconducive and at times unsafe teaching and learning environments.

Pic. 2. School destroyed in May 2020 and in need of a complete reconstruction

Most of the needs reported are related to the rehabilitation of WASH infrastructure, ceilings, ICT laboratories and school libraries. The most urgent needs among the schools are as follows:

- School #52 in Kulob District - as a result of a mud flow on May 11, 110 meters of the school wall was destroyed; two entrance doors and toilets are not in working order; 60-70m² of the school's yard was washed away; and 30-40 per cent of the roof has been destroyed.
- School #50 in Kulob District – as a result of the mud flow over May 11 and 12, 60m² of the school's wall were destroyed, mud covered 60m² of the school yard; and the roof of the building has been severely damaged.
- School #51 in Kulob District – as a result of the mud flow over May 11 and 12, the school's roof is now damaged.

Pic. 3. Lyceum for gifted students in Kulob district being cleaned after the mudflow

- School #29 and Kindergarten #1 in Dangara District – as a result of the mudflow, the school building is in need of repair and several windows have been damaged along with 66m² of wall and 68m² of the school's roof.

The reported damage has been further assessed with field visits in relevant districts. The full list of school buildings and related infrastructure in need of repair is reported in table #1 below. The table highlights the number of schools and education buildings affected by the disaster, as well as the number of children (disaggregated by gender and additional vulnerabilities) who usually attend those schools.

Table 1. List of reported affected schools/education infrastructure and total number of school children

District/City	Jamoat/Community	# Schools	Total # of schoolchildren	# of schoolchildren studying		# of school children with disabilities
				Boys	Girls	
Sh. Shohin	Chagam village	Public school # 30	446	230	216	8
Vakhsh	20-Istiqloliyat Jamoat, Ittifoq village	Request to build new school	380	261	119	8
Kulob	Sodikov district	School # 52	1,569	786	783	32
Kulob	District # 8	School # 50	1,449	743	706	9
Kulob	I. Somoni str.	School # 51	1,283	674	609	44
Kulob	District # 13	School for gifted children	286	211	75	-
Kulob	Kulob city	DED in Kulob	-	-	-	-
Dangara	Navobod and Sangtuda villages	School # 29 and Kindergarten # 1	647	331	316	-
Khuroson	Jamoat S.Ayni, N.Asadullo village	School # 12	730	341	389	2
TOTAL			6,504	3,366	3,138	103

The lack of adequate school buildings and the high-risk locations of existing infrastructure hinders the access of local communities to quality and inclusive education. Key documented bottlenecks include the long distances some children are required to walk in order to reach general secondary schools #10,13,14,21 and 70 around Ittifoq village (Vakhsh district); the general condition of school 12 in N. Assadullo village (Khuroson district) which was severely damaged by the May 14-16 2020 flooding (and is yet to be rehabilitated); three-shift schools and temporary education solutions in affected districts.

As a result of flooding which occurred between the 14th and 16th, May 2020, a total of 105 students continue to attend lessons on a temporary basis at a local mosque. This venue has recently been assessed as unsuitable for teaching and learning, and these children (and their wider community) have been affected twice by flooding in the last twelve months.

5. Inclusive and protective learning environments

Disruptions to education caused by both the 2020 and 2021 mudflows, including the relocation of children to new school premises, have negatively affected internal efficiency and equity in education and led to a decrease in the quality of education and an increase in the number of children not attending classes. The mudflow has also led to a rise in the number of children with disabilities, for whom the host schools or the temporary education centers are less accessible.

With increased demand for labor at home, it is also likely that some children, particularly in higher grades, are now attending school less regularly and are now more likely to eventually drop out of school altogether. Teachers and school principals reported that lessons in host schools are being taught in multiple shifts, which has resulted in reduced overall in-class time for students. This is exacerbated by the schools' lack of adequate teaching and learning materials, lab equipment and sports facilities.

While the loss of in-class learning and teaching time has been minimal, children who have been impacted by the flooding are likely to have experienced socio-emotional distress and to require additional psycho-social support. It is, therefore, likely that the schools in question might experience a decline in students' learning outcomes in the short to medium term.

Furthermore, children and families affected by the disaster require professional psycho-social support from experienced staff, such as psychologists, teachers, and social workers to help identify appropriate coping mechanisms. The need for psycho-social support has been identified as an important intervention by the MoES and local authorities in addressing the immediate needs of children which have developed as a result of the flooding. While school psychologists and social workers have been providing some psycho-social counselling to children, there is a need for additional teacher training and mentoring in this area.

6. Recommendations

The response to the identified needs requires coordinated interventions with the MoES at central and local level as well as the extensive engagement of local communities and households. Identified interventions are based on short-term and medium-term reconstruction to mitigate the exposure of affected communities to the flooding which affects the Khatlon region on a recurrent basis.

A systemic response is therefore recommended both in terms of a) undertaking an in-depth vulnerability assessment of all schools against safety standards, risk profiling and WASH infrastructure; and b) increasing long-term school-based preparedness and capacity through disaster risk reduction.

Immediate Response (6 months):

- Provision of gender- and age-appropriate mental health and psychosocial support programmes in schools and learning environments, including the training of teachers on psycho-social support, the peer-to-peer approach and the establishment of child friendly spaces.
- Provision of supplies such as textbooks and school uniforms for the full resumption of teaching and learning (as a response to the reported damage to textbooks and teaching-learning materials in the affected districts).
- Rehabilitation of WASH facilities in schools affected by the flooding.

Medium-term Response (1 year):

- Conduct a localized school vulnerability assessment to identify additional infrastructure gaps and assess the availability of potential construction sites for the relocation of high-risk schools. Such an assessment will require school inspections beyond the EMIS inventory as well as an assessment of costing and financing gaps to inform future school construction projects.
- Support the MoES with the rehabilitation of school infrastructure, including new school buildings to mitigate occupancy issues in temporary premises and three-shift schools, currently quantified in 2 schools/communities.
- Strengthen the soft component related to community awareness on water and sanitation, including localized support to revise Infection Prevention Control (IPC) standards.
- Strengthen school-based Disaster-Risk Management (DRM) guidance at central and localized level. Support is needed for a) the creation of disaster-risk management committees; b) a review of standard operating procedures; and c) practicing and improving response preparedness with regular school-wide and community-linked simulation drills.

Annexes

Annex I. Methodological Note

Scope and Objectives

The methodology adopted for the rapid needs assessment builds on the Post-Disaster Needs Assessment (PDNA)[4] approach for the education sector. It uses a mixed approach, using both quantitative and qualitative assessment methods. Quantitative methods relate to an analysis of administrative data provided by local DEDs and the MoES. Qualitative analysis on the other hand includes the findings of consultations with key informants and affected communities through a series of field visits to affected school communities. The objectives of the field visits are the following:

- Document the way in which access to education and learning environments have been affected beyond the destruction of infrastructure and physical assets;
- Confirm and validate the damage reports received from local authorities;
- Gain a deeper understanding of the impact the disaster has had on teaching and learning, focusing on teachers and education personnel;
- Identify what is immediately needed to facilitate access to education and quality education, and to mitigate potential threats that may develop in future as a result of the disaster;
- Gain local perspectives on how the education system can be 'built back better' to mitigate future multi-hazard risks;
- Apply equity, disability, age and gender lenses to explore the specific educational needs of marginalised groups who may have suffered disproportionately compared to others.

Field missions

The field visits were conducted between the 14th and 22nd of May, 2021. UNICEF staff along with representatives from the MoES conducted field trips to selected districts as per the following table:

District	Team	Key tools used	Date
Kulob	Jamshed Hasanov (UNICEF), Ruslan Ziganshin (UNICEF)	KIIs and observations	13-14 ay 2021
Kulob	Salohiddin Shamsiddinov (UNICEF), Komili Ibrohim (RCST Kulob)	HH questionnaires	21 May 2021
Khuroson	Sobirzoda Nurali Mirali (MoES) Alberto Biancoli (UNICEF), Rauf Yuldashev (UNICEF) Hurmat Dushanbiev (UNICEF)	Observations and Post-Disaster Needs Assessment (PDNA)	22 May 2021
Kulob zone of Khatlon: Kulob (1), Muminobod (2), Shamsiddini Shohin (3), Vose (4), Dangara (5), Bokhtar zone of Khatlon: Qushoniyon (6), Yovon (7) Khuroson (8), Vaksh (9), Jomi (10), Dusti (11)	For the WASH Rapid Needs Assessment in affected districts: Ammar Orakzai (UNICEF), Ruslan Ziganshin (UNICEF), GNT (8 staff) and WB PMU (2 staff) and RCST Team (16 staff) in Kulyab	Questionnaires using KOBO for HHs and schools, Observations, FGDs and KIIs	22 – 25 May 2021

[4] The methodology adapts the post disaster needs assessment (PDNA) tools for education developed by the EU, WB, and UNDG.

DRS: Hissar (12)	RCST staff (at least 18 enumerators + RCST support staff in the field offices) in the rest of 11 districts.		
Abdurahmoni Jomi	Sobirzoda Nurali Mirali (MoES) Alberto Biancoli (UNICEF), Rauf Yuldashev (UNICEF) Hurmat Dushanbiev (UNICEF)	Observations and Post-Disaster Needs Assessment (PDNA)	22 May 2021
Vakhsh	Sobirzoda Nurali Mirali (MoES) Alberto Biancoli (UNICEF), Rauf Yuldashev (UNICEF) Hurmat Dushanbiev (UNICEF)	Observations and Post-Disaster Needs Assessment (PDNA)	22 May 2021

QUESTIONNAIRE

Building on PDNA tools and methodology, qualitative research has been employed in consultations with stakeholders through semi-structured focus group discussions and key informant interviews with open-ended questions that encourage probing and detailed discussions of challenges related to education. The questionnaire was designed to be used more as guidance during the interviews and was not shared during the field visits. The interviewer used a selective approach and chose different questions, adjusting them as necessary during the discussions and interviews depending their location. The findings of the visits and interviews are included in the rapid education assessment report, along with photos of the selected locations. Names of the interviewees are not included in the report and their opinions have been consolidated as part of the key recommendations. In cases where contradicting reports were obtained, the assessment team have triangulated the information with the factual data from MoES official sources and various documented resources collected from local authorities.

FIELD TRIP QUESTIONNAIRES[5]

Stakeholders / Domains	i. Effects on Access and Learning Environment	ii. Effects on Teaching and Learning	iii. Effects on Teachers and Education Personnel	iv. Effects on service delivery and governance mechanisms
Scope	*This domain refers to how the education system ensures that girls and boys of all ages have access to quality and relevant education. Not just aiming to restore, but to rebuild in resilient ways and with strengthened equitable access to quality education and life-long learning.*	*This domain refers to how the curricula, training, professional development and support, instruction, learning processes and assessment of learning outcomes have been affected by the disaster. In doing so, it is critical to explore the needs for psychosocial, life-skills and DRR support to teachers and students and the ways to strengthen resilience and DRR.*	*This domain refers to how the disaster has impacted the human resources within the education system. Attention must be paid to the condition under which education personnel work, noting the conditions for female and male personnel will most likely be distinct.*	*This domain concerns the regular framework, education laws and education policy formulation. Most authorities prioritise continuity and recovery of quality education, which often include free and inclusive access to schooling or suspending school fees or associated costs during the recovery period. Besides, this domain involves planning and implementation of educational activities that help integrate the local, national and international standards, laws, policies and plans for learning that is delivered for the disaster-affected population.*
Local Education Authorities (DEDs)	1. What groups are likely to be more disadvantaged in terms of access to education after the mudflow? (gender/disability/ethnicity/location/socio-economic status)? 2. Have schools been temporarily used for other purposes, like shelter and relocation? 3. Are children from the severely affected communities attending the schools in the non- or marginally affected communities? If so, what	5. Has the mudflow caused disruption of education services? If yes, for how many days (disaggregate by public and private and levels of education) 6. What are the examinations that have been disrupted (if any) and rescheduling plans (if any)? 7. Are teachers (M/F) attending school regularly? 8. What is the new requirement for additional textbooks and TLM?	10. How many teachers have been affected by the disaster? Have they been relocated to host schools? What % in host schools? 11. What % of teachers affected by the disaster in terms of being injured or displaced? 12. Have teachers been receiving monthly salaries regardless of the fact that schools were closed? If not, have they been receiving any compensation? Transportation allowances?	15. What are the effects on service delivery of local education offices and others? (e.g., physical damages to building/office, disruptions in lines of communication, access, etc.) 16. What are immediate risks to education access and quality after the mudflow? 17. What mechanisms need to be in place to resume education service delivery and (relocation to other schools, multiple shifts, transportation expenses?)

[5] Adapted from PDNA tools used in the Post Disaster Needs Assessment for the Education Sector

	are the capacity of schools to accommodate those children? 4. Are parents sending their children to preschool/ECD services? What are the reasons for non-access (if any)?	9. What are the plans for training of teachers to resume the education process (i.e. psychosocial support, DRR and others)?	13. Do you think the disaster will affect female teachers disproportionately compared to male teachers? 14. Has any teacher in private schools been laid off or will be laid off as a result of the disaster? If so, how many?	18. What are local policies, plans in place for prevention of and responding to and recovering from emergencies in the education sector?
Teachers	19. What non-formal activities have been offered to support children to return to a learning environment (recreational activities, drawing, dancing)? 20. Are the host schools sufficient in size and number to meet the learning needs of the affected populations? 21. Is there equal access to schools/learning centres for boys and girls, different ethnicities, disability and others? Are there safety issues in getting to school?	22. Has the mudflow caused disruption of education services? If yes, for how many days (disaggregate by public and private and levels of education) 23. What is needed for you and the school to continue an uninterrupted provision of learning? 24. What measures (teaching/learning), if any, had the schools taken to reduce the risks posed by mudflow as well as other disasters? 25. Is P-S support provided? If so, was this according to your needs?	26. How many teachers have been affected by the disaster? Have they been relocated to host schools? 27. Do teachers, which are not from the area, feel their work will be complicated because of the fact they are not from the community? 28. Have you been receiving your monthly salaries regardless of the fact that schools are closed? If not, have you received any compensation? Have you been receiving transportation allowances?	29. Have you received any guidance and instructions from municipal education offices? What kind of instructions? 30. Thinking back, what would have reduced the impact of the disaster on you, the school and teaching and learning (DRR classes, structural non-structural mitigation/?
Schoolchildren	31. Are you going to school? 32. Are you willing to go to school? If not, why? 33. Are your friends willing to go to school? If not, why? 34. Do you think someone would not come back to school? Who and why not?	36. Do you still have all necessarily learning materials for you to go back to school? If not, what are you missing? 37. What support do you need to be able to go to school again? 38. What activities had the schools conducted to reduce the risks posed by mudflow as well as other disasters?	39. Has anybody from the school come to you after the disaster and if so, who? And, for what purpose?	40. What is required to resume schools? 41. Thinking back, what would have reduced the impact of the disaster on you and the school? 42. What is required to protect schools from future disasters?

	35. Have any children left the community after the disaster? Do you know where they went? Do you think they will come back?			
Parents and PTAs *(if possible, during the field visits)*	43. Are parents willing to send children to school? If not, what are the challenges to sending children to school? (i.e. security, safety, distance, disability, socio-economic status) 44. Are parents sending their children to preschool services? What are the reasons for non-access? 45. What kind of support / contribution for rehabilitation / reconstruction of classroom can be done from community?	46. What support is needed to resume teaching and learning?	47. What are challenges faced by teachers? 48. What support have you provided for teachers, especially for those who have been relocated to your school after the disaster?	49. What is the extent of effects to PTAs in schools and other management committees of affected schools and colleges? 50. What could be done to reactivate PTA and other management committees? What support mechanisms are required for their proper functioning? 51. What mechanisms need to be in place protect the education system from future shocks and strengthen the resilience of children, teachers and communities?
Central Level (MoES)	52. For comprehensive mid-term and long-term planning of education reconstruction and recovery, what aspects need to be considered?	53. Have education/ examinations been disrupted? (schools, colleges, VET, HE)	54. What have been the effects of the disaster on teachers (M/F)? 55. Are teachers (M/F) receiving compensation for their work (overtime payments or transportation allowances to travel to relocated schools)? 56. What are the strategies to promote the return of teachers to duty?	57. What contingency mechanisms need to be in place to better prepare for emergencies? 58. Have provisions been made to revise the academic calendar to compensate for missed classes or exams? 59. What are the effects on service delivery of administrative buildings in the education sector? 60. What mechanisms need to be in place to resume service delivery and to protect the education system from future shocks and strengthen the resilience of the system?

CODE OF CONDUCT

Given that the field visits are taking place in a post-disaster context, the consultations should be undertaken with the consideration of 'do no further harm' principles and with sensitivity to the physical and psycho-social impact that the disaster has had on people. To that end, teams participating in field visits and interacting with key informants should follow the below principles:

Flexibility: As there might be many urgent and emerging needs, the schedule that was agreed upon might need to be revised once arriving in the municipality. In these cases, the team should not put any pressure on education offices or communities to pursue the initial schedule and try to avoid stakeholders feeling obliged to redirect their time away from emerging priorities to accommodate the team or planned activities.

Sensitivity I: Please respect that people might not be in the right mental capacity or mindset to interact or reflect during the consultations. Do not pursue asking questions or posing any pressure on having people answering if they are unwilling to. However, this does not mean you could not check whether people have understood the question.

Sensitivity II: Please refrain from taking pictures unless people have explicitly given consent for this.

Ethical considerations: The PDNA process (data collection, analysis and consultations) involves all affected groups. It is particularly important to reflect the voice of children. In doing so, make sure that ethical considerations are adhered to avoid putting the affected groups, especially children, at risk. For surveying children, we have to ensure an appropriate approach and consent procedures are established. Remember that we are dealing with children in a post-traumatic stress context. Children will likely engage in a random conversation upon which it would be good to talk to them on whether they have been going to school or not.

Annex II. Estimated budget

Total estimation by MoES on the amount of damage to infrastructure and educational resources

#	ESTIMATED BUDGET (USD)				
		Quantity	**Unit**	**Unit cost**	**Total**
1	**Short term response**				
1.1	Provision of school supplies/uniforms	3500	students	70	245,000
1.2	Recreational Kit	6	districts	500	3,000
1.3	Training on psychosocial/mental health support	6	districts	10,000	60,000
1.4	Emergency Renovation in schools	5	schools	7,800	39,000
	Total estimated for short term support				**347,000**
2	**Medium and Long term response**				
2.1	Full DRR Assessment	1	assessment	150,000	150,000
2.2	Construction of school building in Sh. Shohin, Chagam village school #30 (446 seats)	1	school	372,000	372,000
2.3	Construction of a school in Vakhsh, 20-Istiqloliyat Jamoat, Ittifoq village (380 seats)	1	school	372,000	372,000
2.4	Construction of a new building for school Huroson School # 12, Jamoat S. Ayni, N. Asadullo village (730 seats)	1	school	1,398,230	1,398,230
	Total estimated for mid/long term response				**2,292,230**
	GRAND TOTAL				**2,639,230**