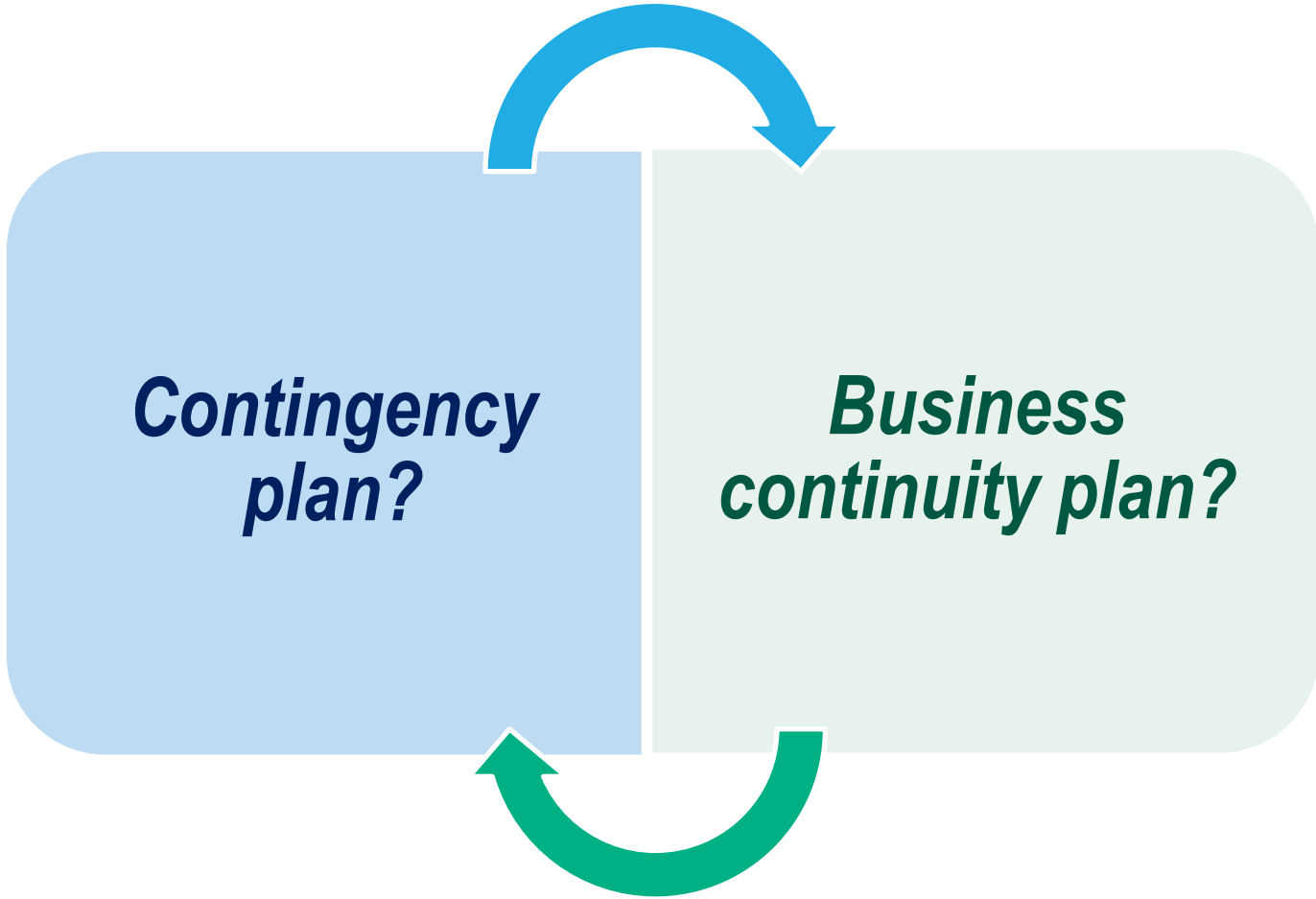


EDUCATION IN EMERGENCIES



Introduction to Contingency Planning in the Education Sector

Content based on: INEE Harmonized Training Package www.inee.org,
UNICEF First Line Responder Training

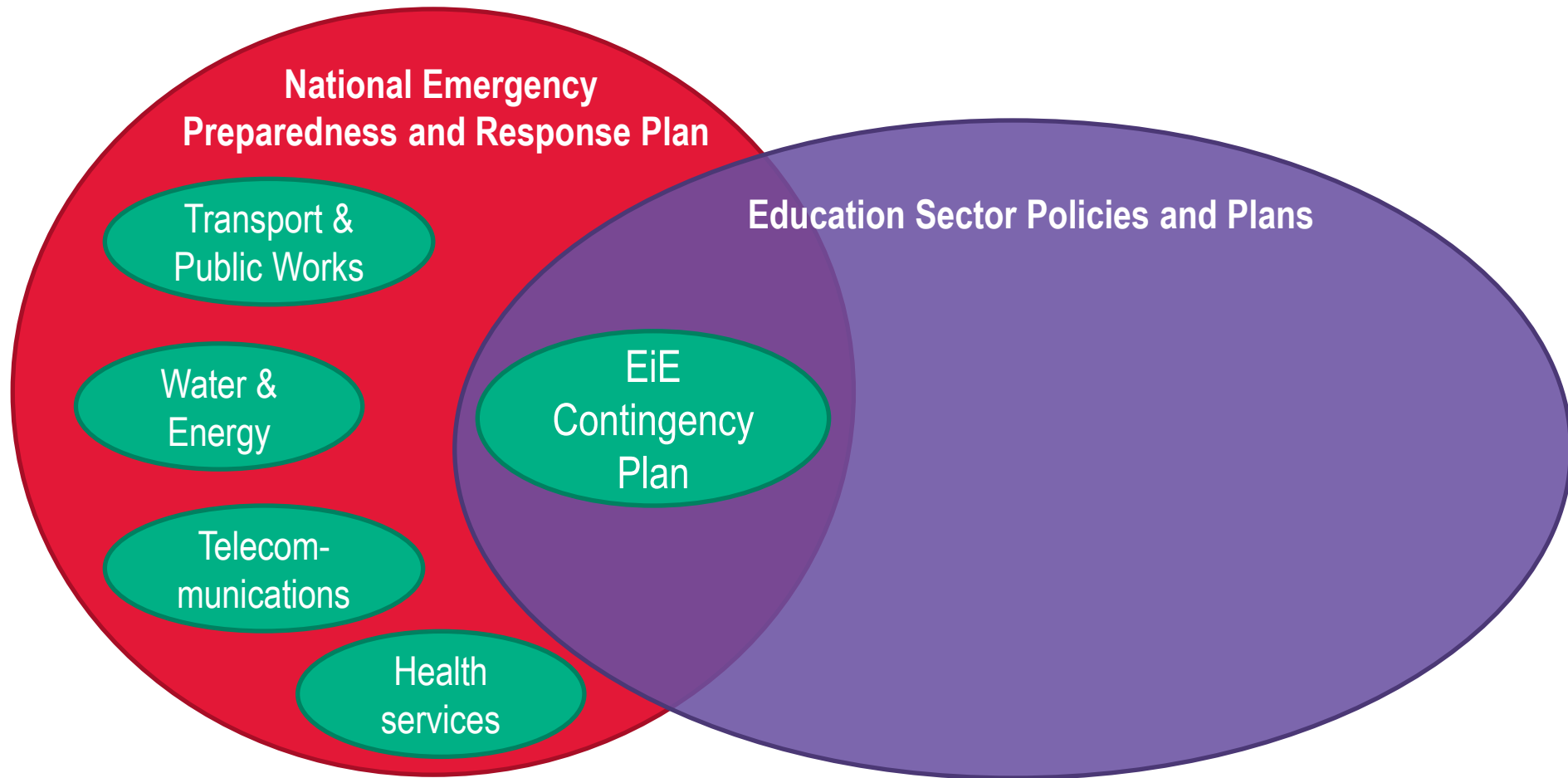


CONTINGENCY PLAN

A Contingency Plan describes what will probably be needed if there is an emergency.

It is a management process that analyzes specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.

NATIONAL VS. EDUCATION RESPONSE



EDUCATION SECTOR CONTINGENCY PLAN

Purpose of Contingency Planning for EiE:

Improve the *quality* and *timeliness* of the education response to support better emergency preparedness.



WHO SHOULD BE INVOLVED?

National Level

- National Disaster Management body (for example, Civil Protection)
- Education authorities
- National NGOs and community-based organisations
- DRR specialists
- Experts in specific areas, such as safe school construction, disaster risk management approaches, logistics, information management and security
- Experts in other sectors for cross-sectoral coordination, such as health, nutrition, water/sanitation/hygiene promotion (see also Annex 4, Key areas of education contingency planning for other sectors)
- Funding agencies
- Researchers and academics
- International NGOs and United Nations agencies

WHO SHOULD BE INVOLVED?

Sub-national Level

- Education authorities and, where appropriate, NEMO
- Teachers, other education personnel and teachers' unions
- National NGOs and community-based organisations
- International NGOs and United Nations agencies
- DRR specialists
- Experts in specific areas, such as safe school construction, disaster risk management approaches, logistics, information management and security
- Experts in other sectors for cross-sectoral coordination—health, nutrition, water/sanitation/hygiene promotion

WHO SHOULD BE INVOLVED?

Sub-national Level

- Learners, especially youth and young adults
- Parents
- Teachers, other education personnel and teachers' unions
- Community representatives (for example School Management Committee, Parent Teacher Association, Mother Student Association)
- Community-based organisations

WHAT CONTENT SHOULD BE INCLUDED?

01

Background



02

Who, What,
Where, When



- Risk Analysis Findings
- Three scenarios (best, worst, probably)
- Education Programmes to be Continued
- Education Programmes for Response

- Education staff leadership, roles, accountability, contact details and systematic way to update this information
- Critical education staff list and education partner organizations (for short- and medium-term interventions)
- Process for conveying alert notification to education staff
- Coordination roles: who, what, where, when, why, how

Linkages & Existing Plans

03



- Linkages with existing CO, education unit, MoE, GEC, and/or development partner plans and processes
- Preparedness plan to implement the contingencies: what can be done with what you have; what is needed in order to do more (stockpiles, equipment, resources on standby)

WHAT CONTENT SHOULD BE INCLUDED?

04 Strategies, Triggers, & M&E



- **Trigger for activation** of the contingency plan (with clear activation guidance)
- Schedule and accountability for practicing, reviewing and **updating** the contingency plan and the scenarios on which it is founded
- **Monitoring and reporting** on the planned activities and anticipated results
- **Trigger for return to normal** programming and reviewing lessons learned (with clear guidance and indicators outlined signaling when to return to normal programming)

05 Budget & Operations



- **Budget** and financing options
- **Critical office operations** needed to support the contingency plan (e.g. fuel, IT, communications, human resources, security)
- Critical **partners, vendors and procurement processes** to implement the Contingency Plan.

EXERCISE

Let's look at some education sector preparedness and response actions.

- 2 groups
- Work on **Jamboard**
- Scenarios:
 - Group 1: **Hurricane Cat. 2-3**
 - Group 2: **COVID-9**
- Kerry-Ann and Marcel will **start** the group exercise
- Afterward each **group will choose a moderator** to continue the discussion
- Each **group will choose a rapporteur** to present feedback afterwards
- **40 minutes** for group work

THANK YOU

Marcel Goyeneche

