

Module 12: Risk Reduction including Emergency Preparedness

“The Before”

 **Time: 3 hours**

Learning Objectives

At the end of this session participants will be able to:

1. Understand what is meant by Risk Reduction, Emergency Preparedness, and Contingency Planning and their place in the broader picture of sustainable development
2. Understand priority actions identified under Hyogo Framework for Action with a focus on education related measures
3. Identify risk reduction and preparedness activities that will reduce vulnerability, mitigate the impact of emergencies and support efforts to prevent conflict and civil unrest
4. Create contingency plans based on likely emergencies in their country/district

Key Messages

- Preparedness actions coordinated and completed prior to an emergency are essential in order to enhance the effectiveness of the response.
- Risk Reduction interventions are cost effective, greatly reducing the cost of an emergency response, they also save lives.
- Contingency planning identifies vulnerabilities and likely emergencies in a geographic location and requires that the education sector prepare to respond based on capacities of agencies and impact of the likely emergency.
- Emergency preparedness involves everyone at all levels.
- Education can play a role in increasing awareness to likely hazards and the development of basic skills to reduce the impact of hazards.
- Education can play a role in promoting peace, non-violent conflict resolution and understanding in conflict affected situations.
- The INEE Minimum Standards can be used for emergency preparedness and contingency planning

Session Outline

Content	Approx. Time	Instructional Activity
1. Introduction to Risk Reduction – The Before	45 minutes	Slide show and Brainstorm exercise
2. Emergency Preparedness (including Contingency Planning)	60 minutes	Slide show and Group work
3. Disaster Risk Reduction	60 minutes	Slide show and Group work
4. Risk Reduction for Conflict and Complex Emergencies	45 minutes	Slide show, Brainstorm exercise and Group work
Total Time	3.5 Hours	

Preparation, Resources and Support Materials

Resources / Materials needed:

- Flipcharts, markers
- Copies of Handouts for each participant.
- Several copies of sample contingency and preparedness plans for use with group work for supplementary exercises if required.
- Copies of **12.12 Integrating DRR into CCA UNDAF** for each participant if optional exercise is to be undertaken.
- Copies of **12.13 Education Cluster Guidance Note on DRR** for group work. (Each group will need several copies of either the national level, sub national level or community/school level activities).

Preparation for this session:

- Review Session slide presentation
- Copies of 12.1 Mozambique Contingency plan (In the final sectors section print only the Education Sector to keep the handout to a reasonable size)

CD:

- 12.1 Mozambique Contingency Plan (2008) doc
- 12.8 IASC Contingency Planning Guidelines for Humanitarian Assistance (2007) pdf
- 12.9 Sample Contingency Plan SCN Somalia (2007) doc
- 12.10 Sample Education Cluster Preparedness Plan Uganda (2008) doc
- 12.11 UNISDR-terminology-2009-eng pdf
- 12.12 Integrating DRR into CCA UNDAF
- 12.13 Education Cluster Guidance Note on DRR

Toolkit:

- *For local adaptation*

Acknowledgements -The following materials were utilised for the construction of this module:

- Introduction to Disaster Preparedness – Federation of the Red Cross/Red Crescent Societies (2000)
- UNISDR Terminology on Disaster Risk Reduction (2009)
- IASC Contingency Planning Guidelines for Humanitarian Assistance (2007)
- ECU - Disaster Risk Reduction in Education in the Emergency Context. (2010).

1. Introduction to Risk Reduction – The Before

45 minutes

Important note to facilitators: This module covers a number of topics around Risk Reduction (both for disasters and in conflict situations), including emergency preparedness and contingency planning. It should be contextualised for the audience. There is often a division between disasters (covered by the Hyogo framework) and crisis caused by conflict; and also between contingency planning/response and prevention/mitigation. This module looks at the whole of risk reduction, although the emphasis is on preparedness activities as this is where the mandate of humanitarian response mostly falls.

There are several additional exercises provided at the end of this module in the supplementary materials section and an additional set of power point slides.

Objectives

- Understand what is meant by **Risk Reduction, Emergency Preparedness, and Contingency Planning** and their place in the broader picture of **Sustainable Development**
- Understand priority actions identified under **Hyogo Framework for Action** with a focus on education related measures
- Identify risk reduction and preparedness activities that will reduce vulnerability, mitigate the impact of emergencies and support efforts to prevent conflict and civil unrest
- Create contingency plans based on likely emergencies in participants countries/districts

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What are Emergencies

- Natural/manmade
 - Rapid onset, slow onset, chronic, complex.
 - Can cause displacement, both refugees and IDPs
- 
- Security situation can be volatile, especially when there is conflict
 - Varying Degrees of predictability

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Crisis and Emergencies

- **Crisis:** An event or series of events representing a critical threat to the health, safety, security or wellbeing of a community, usually over a wide area. Armed conflicts, epidemics, famine, natural disasters, environmental emergencies and other major harmful events may involve or lead to a humanitarian crisis.
- **Emergency:** A sudden occurrence demanding immediate action that may be due to epidemics, to natural disasters, to technological catastrophes, to strife or to other man-made causes.

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1. Run through the objectives of the session.
2. Display the second slide and ask the participants to name different types of emergency. Ask participants the following questions and fill in any of the points below that are not raised in the discussion.
 - What makes an event a disaster/emergency?
 - Ask for examples of rapid onset and slow onset emergencies
 - Ask for examples of natural and manmade emergencies
 - Ask for examples of chronic and complex emergencies

Note to facilitators: This first section is covered is similar to the introduction to module 1: Why education in emergencies. If this material has already been seen by the participants use the slides and text below as a quick refresher.

A **disaster** is a serious disruption of the functioning of a community or society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using only its own resources.

Events such as earthquakes, floods, and cyclones, by themselves, are not considered disasters. Rather, they become disasters when they adversely and seriously affect human life, livelihoods and property (A cyclone that surges over an uninhabited island does not result in a disaster; however, it would be a disaster if it hit the populated coast of Bangladesh and caused extensive loss of lives and property).

A **rapid onset** disaster refers to an event or hazard that occurs suddenly, with little warning, taking the lives of people, and destroying economic structures and material resources. Rapid onset disasters may be caused by earthquakes, floods, storm winds, tornadoes, or mud flows.

Slow onset disasters occur over time and slowly deteriorate a society's and a population's capacity to withstand the effects of the hazard or threat. Hazards causing these disaster conditions typically include droughts, famines, environmental degradation, desertification, deforestation and pest infestation.

Manmade disasters can include chemical and nuclear leaks, deforestation and environmental degradation.

Natural disasters include volcanoes, earthquakes, flooding etc.

Armed conflict – Conflict in the 1990s and early part of this century have been characterised by an increase in civil war and conflict within states (as opposed to between states). States experiencing ongoing

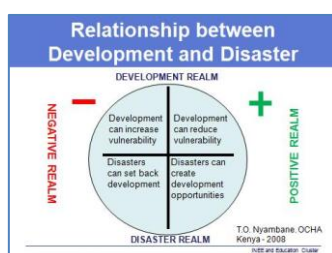
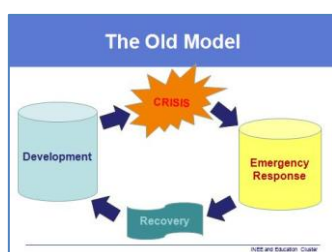
'fragility' (highlight that the use of term fragile-state is contentious issue with many objecting to this "labelling") include Afghanistan, Iraq and the Democratic Republic of Congo. Examples of recent countries recently experiencing civil war include Colombia, Nepal, Sri Lanka, Rwanda and Ivory Coast.

Chronic and Complex emergencies have elements of conflict and/or the breakdown of law and order and often occur over long periods of time with spikes of activity. Examples include the situations in Somalia, DRC and Darfur. Natural disasters occurring in conflict zones are particularly challenging in terms of response.

Quick Brainstorm Exercise in Plenary:

Ask participants to share what the different challenges are in terms of **predictability of emergencies** and **security**.

- Some areas have hurricane seasons and rainy seasons so these are in some way predictable.
- Outbreaks of civil unrest can occur after elections or certain religious festivals. However they can also be unexpected, for example caused by rising food prices, or the sudden death of a political leader.
- Refugee crises can present different problems to internal displacement as there can be issues around culture, language and ability and willingness of the host government to respond.



3. Display the **Big Picture** slide and explain to the participants that the next section will look at how the approach to **Emergency Preparedness** and **Risk Reduction** has changed and been integrated into a wider development framework. With issues such as climate change and initiatives like the Hyogo Framework there is now more focus on linkages between development and humanitarian response.
4. In the **old model** development and emergency response were effectively in silos. Emergency response happened in the event of a crisis, this was followed by a period of recovery and then the resumption of development. Each area tended to focus on its own specialism's.
5. With the wider adoption of the **Emergency Management Cycle**, humanitarian response was viewed as being part of a continuous process that included prevention, mitigation and preparedness.

Note to facilitators: Remind students of the phases of emergency response as covered in module 3: Education in emergencies technical components.

Whilst distinct phases in the cycle require different strategies and responses, it is important that emergency response is integrated into development and risk reduction; and for all development and humanitarian activities to complement and support each other.

6. **Linkages between humanitarian response, recovery and development:** It was realised that significant input before an emergency in preparedness and risk reduction activities would both reduce the impact of emergencies and ensure a better and more effective response. This is allied to an increased understanding of the role of early recovery in emergency response (focused on speeding up and smoothing the transition from humanitarian assistance back to development) were now part of an integrated strategy to tackle crises and emergencies.
7. **The relationship between Disasters and Development.** In general one of the aims of development is to reduce vulnerability; however it can have the opposite effect with activities such as intensive farming and environmental degradation putting communities more at risk. Disasters and crises can have an enormously negative impact on development programmes; however they can also be an opportunity for effecting change.

Risk Reduction in Development

- Disasters caused by vulnerability to natural hazards exert an enormous toll on development
- They pose significant threats to poverty alleviation and the achievement of the MDGs
- The solution to this challenge is to make a concerted effort towards integrating Risk Reduction interventions into development planning and programming in countries at risk
- United Nations Development Assistance Framework (UNDAF) now integrates DRR

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Sustainable Development

- Sustainable development** is seeking to meet the needs of the present without compromising those of future generations. We have to learn our way out of current social and environmental problems and learn to live sustainably.
- Sustainable development** is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc.

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Key Concepts and Scope



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Key Terminology

- Hazard:** A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.
- Vulnerability:** The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.
- Risk:** The combination of the probability of an event and its negative consequences

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8. **Risk Reduction in Development:** Disasters caused by vulnerability to natural hazards exert an enormous toll on development. They pose significant threats to poverty alleviation and the achievement of the Millennium Development Goals (MDGs) and this challenge is likely to be exacerbated as the impacts of climate change are increasingly felt. The solution to this challenge is to make a concerted effort towards integrating disaster risk reduction (DRR) interventions into development planning and programming in countries at risk. An important step towards this is for the United Nations Country Teams (UNCTs) to integrate disaster risk reduction (DRR) as part of the Common Country Assessment (CCA) and United Nations Development Assistance Framework (UNDAF).

9. **Sustainable development** is seeking to meet the needs of the present without compromising those of future generations. We have to learn our way out of current social and environmental problems and learn to live sustainably.

Sustainable development is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc.

Note to facilitators: The next section focuses on understanding key terminology in Risk Reduction activities and the scope of initiatives such as the Hyogo Framework. Again the key terms (hazard, vulnerability and risk) were covered in module 1 so use the slides as a brief reminder).

10. Three key terms are used when looking at how communities are affected by emergencies:

Hazard: A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Hazards arise from a variety of geological, meteorological, hydrological, oceanic, biological, and technological sources, sometimes acting in combination. In technical settings, hazards are described quantitatively by the likely frequency of occurrence of different intensities for different areas, as determined from historical data or scientific analysis.

Disaster Risk Reduction under the Hyogo Framework does not include conflict, but risk reduction principles can also be applied to contexts involving conflict and civil unrest.

Vulnerability: The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

There are many aspects of vulnerability, arising from various physical, social, economic, and environmental factors. Examples may include poor design and construction of buildings, inadequate protection of assets, lack of public information and awareness, limited official recognition of risks and preparedness measures, and disregard for wise environmental management. Vulnerability varies significantly within a community and over time. This definition identifies vulnerability as a characteristic of the element of interest (community, system or asset) which is independent of its exposure. However, in common use the word is often used more broadly to include the element's exposure.

Risk: The combination of the probability of an event and its negative consequences.

Risk

Risk = Hazard x Vulnerability

- **Hazard:** The more severe the hazard, and the more likely it is to occur, the **greater** the risk.
- **Vulnerability:** The more vulnerable a community is (the less capacity it has to respond to a crisis) the **greater** the risk.

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Risk Reduction

Risk Reduction involves measures designed either to **prevent hazards from creating risks** or to **lessen the distribution, intensity or severity of hazards** (known as mitigation). It also includes improved **preparedness** for adverse events.

Prevention
Mitigation
Preparedness

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Prevention/Mitigation

Prevention/Mitigation Examples:

- Flood defences, stronger buildings
- Appropriate land use, environmental awareness
- Health and life skills education
- Relocation or protection of vulnerable populations or structures
- School evacuation plans
- Child protection networks
- Community participation in risk analysis

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Emergency Preparedness

- Programme of long-term activities whose goals are to strengthen the overall capacity and capability of a country or a community to manage efficiently all types of emergencies. (These measures should be monitored and evaluated regularly).
- Supports an orderly transition from relief through recovery, and back to sustained development.
- Includes the development of emergency plans
- Training of personnel at all levels and in all sectors be trained
- Awareness raising for at risk communities

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Example Activities

- Ongoing risk and vulnerability assessments,
- The development or enhancement of an overall preparedness strategy including preparedness and/or contingency planning, field exercises and drills.
- Knowledge development and capacity building, including education, training, research and public information/awareness programmes.
- Creation and maintenance of stand-by capacities and stock-piling of supplies.
- Early warning systems, cyclone and earthquake resistant buildings.

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Key Points

- Includes everyone, takes place at many levels and is a continuous process
- Builds capacities to deal with all types of emergencies
- Attempts to achieve fast and orderly transitions from response through to sustained recovery
- Based on a sound analysis of disaster risks and where possible early warning systems



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The word “risk” has two distinctive connotations: in popular usage the emphasis is usually placed on the concept of chance or possibility, such as in “the risk of an accident”; whereas in technical settings the emphasis is usually placed on the consequences, in terms of “potential losses” for some particular cause, place and period. It can be noted that people do not necessarily share the same perceptions of the significance and underlying causes of different risks.

11. The relationship between **vulnerability** and the likelihood and severity of **hazards** is often represented using an equation. It is clear that the **worse** the **hazard** the **more risk**, likewise the **more vulnerable** a community is also **increases** the **risk**.

12. **Risk Reduction – Prevention and Mitigation:** involves measures designed either to prevent hazards from creating risks or to lessen the distribution, intensity or severity of hazards. These measures include flood mitigation works and appropriate land-use planning. They also include vulnerability reduction measures such as awareness raising, improving community health security, and relocation or protection of vulnerable populations or structures.

13. **Risk Reduction - Emergency Preparedness:** This is a programme of long-term activities whose goals are to strengthen the overall capacity and capability of a country or a community to manage efficiently all types of emergencies and bring about an orderly transition from relief through recovery, and back to sustained development. It requires that emergency plans be developed, personnel at all levels and in all sectors be trained, and that communities at risk are educated in reduction. All these measures be monitored and evaluated regularly.

Contingency planning for likely crises is a key part of emergency preparedness.

14. **Example Activities:** Run through the activities listed below and ask the participants if they can suggest other **education focussed** activities.

- Ongoing risk and vulnerability assessments.
- The development or enhancement of an overall preparedness strategy including preparedness and/or contingency planning, field exercises and drills.
- Knowledge development and capacity building, including education, training, research and public information/awareness programmes.
- Creation and maintenance of stand-by capacities and stock-piling of supplies.
- Early warning systems, cyclone and earthquake resistant buildings.

15. **Key Points.**

- Risk Reduction and Preparedness activities include everyone. Child led DRR activities have been successful in identifying vulnerabilities and raising public awareness.
- Capacities at all levels (for education - school, community, agency, ministry both district and central) needs to be increased to ensure effective emergency response.
- Preparedness and response plans should be integrated with longer term development planning to support a fast and orderly transition back to recovery.
- Development of early warning systems and access to information (such as weather reports).
- Preparedness measures based on sound analysis of disaster risks and impact.

DRR, Conflict and Civil Unrest

- **Disaster Risk Reduction** deal with **hazards** defined with the **Hyogo framework** (hazards of natural origin and related environmental and technological hazards and risks). This does **not** include **conflict**.
- **Risk Reduction** activities can also be undertaken for the mitigation and prevention of crises caused by conflict and civil unrest.
- **Emergency Preparedness** (of which **Contingency Planning** is a part) is relevant to both **conflict** and **disaster** scenarios and often uses a multi hazard approach.

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16. **Disaster Risk Reduction** deals with **hazards** defined with the **Hyogo framework** (hazards of natural origin and related environmental and technological hazards and risks). This does **not** include **conflict**.

Risk Reduction activities (such as peace building and conflict resolution) can also be taken in and prior to conflict situations.

Contingency Planning is a process of preparing for likely emergencies and is relevant to both disaster and conflict situations. Countries are often exposed to more than one hazard so a multi-hazard analysis and response plan is needed.

17. Conclusion

There are three further sections to this module:

1. **Disaster Preparedness** (including **contingency planning**) is the main focus for Humanitarian response and is covered in the next section (section two).
2. **Disaster Risk Reduction**, based on the **Hyogo Framework** for action and focussing on **education** is covered in section three.
3. The final section focuses on **education sector risk reduction** activities for countries affected by **conflict** and **civil unrest**.

Note to facilitators: An optional exercise is provided below. The above session was quite heavy, so if you want to get the participants involved in some group work and start thinking for themselves about interventions and implementation of risk reduction activities in education utilise the following slide.

Education Sector Risk Reduction and Preparedness

- MoU or ToR between government and education partners on roles and responsibilities for emergency education
- Annual funding allocations for emergency education in sector and emergency education focal points in MOE
- School emergency preparedness plans and school safety guidelines including building standards that are disaster resistant
- Disaster risk reduction curricula mainstreamed in the national syllabus and teacher education
- Utilisation of the INEE Minimum Standards for emergency preparedness

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18. Exercise in Education Sector Risk Reduction and Preparedness Measures.

Divide the participants into five groups. Give each group one of the key points listed on the slide to consider. Ask the groups what needs to be done at the National, District, Community and School level to ensure these measures are effective:

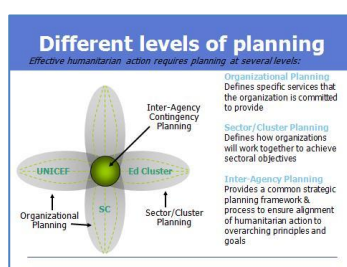
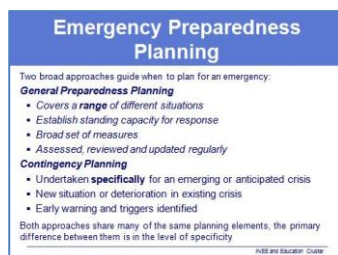
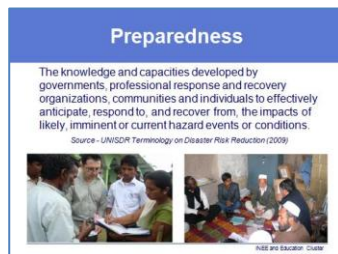
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- School emergency preparedness plans and school safety guidelines including building standards that are disaster resistant
- Disaster risk reduction curricula mainstreamed in the national syllabus and teacher education.
- Utilisation of the INEE Minimum Standards for emergency preparedness

Give the groups **10 minutes** to brainstorm what measures should be taken and then feedback to the plenary (try to keep to 2 minutes feedback per group, more in depth group work will follow).

2. Emergency Preparedness (including Contingency Planning)

60 minutes

Note to facilitators: Much of this section is derived from the *Inter-Agency Contingency Planning Guidelines for Humanitarian Assistance (2007)*. (This section is also drawn from *Module 9: Contingency Planning*, which can be used if a full session on risk reduction is not required).



1. What is Preparedness

Preparedness: The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.

Preparedness action is carried out within the context of **risk management** and aims to build the capacities needed to efficiently manage all types of emergencies and achieve orderly transitions from response through to sustained recovery.

Preparedness is based on a **sound analysis** of **disaster risks** and good linkages with early warning systems, and includes such activities as contingency planning, stockpiling of equipment and supplies, the development of arrangements for coordination, evacuation and public information, and associated training and field exercises. These must be supported by formal institutional, legal and budgetary capacities. The related term “readiness” describes the ability to quickly and appropriately respond when required.

2. Emergency Preparedness Planning.

Two broad approaches guide when to plan for an emergency:

- **General preparedness** planning aims to establish a standing capacity to respond to a range of different situations that may affect a country or region by putting in place a broad set of preparedness measures. General preparedness planning is a continuing activity which all Humanitarian Country Teams are expected to undertake and maintain. These plans and systems should be assessed and reviewed regularly.
- **Contingency planning** is undertaken specifically for an emerging or anticipated crisis. This may be a new situation or a potential deterioration in an existing situation to which the international humanitarian community must respond. Early warning is an important tool to help determine when to engage in a more detailed contingency planning process. Humanitarian agencies/organizations are encouraged to establish or create linkages between existing early warning systems and their contingency planning processes.

While these two approaches share many of the same planning elements, the primary difference between them is in the level of specificity – with the former outlining preparedness actions to respond to a range of threats and the latter focusing on the preparedness and response capacities required for a specific situation.

3. Planning at all levels: A holistic approach to disaster preparedness will involve many agencies and organisations across many different sectors. Additionally planning must take place at a number of different levels from central planning at national level down through to preparedness planning in the home and at school.

Individual agencies will develop their own preparedness and contingency plans. Within the cluster system or as part of a national preparedness initiative these agency plans will form part of a sector wide preparedness plan in partnership with the relevant local authorities such as the MOE.

The education sector plan will then form part a complete multi-sector preparedness plan.

Links between the agencies and sectors need to be made to ensure consistency of approach in areas such as health and hygiene messaging, early warning and evacuation plans. Schools and the education system can act as a key conduit to providing this information.



4. Within the **education sector** it is important to address preparedness at all levels. Support from the national level includes policy changes and guidance, down to provincial and district level capacity building of key personnel and culminates in the support of communities and schools in taking preparedness measures.

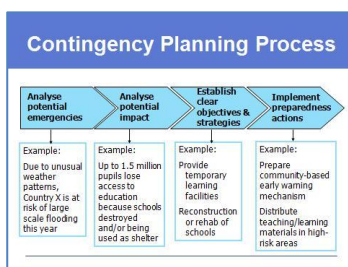
5. Display the definition for contingency planning. Explain this session will begin by looking at the contingency planning process at a national level.

Ask the participants:

- *Has anyone participated in contingency planning?*
- *Who were their partners? Within the education sector? Outside of the education sector?*

Take 2 or 3 examples. It is likely that participants may have dealt with contingency planning through the consolidated appeals process (CAP).

Explain that Contingency Planning deals with expected disasters and emergencies and examines ways to ensure a rapid and effective response to these events, lessening the negative impact on those affected. It involves preparedness planning for most likely emergencies, based on vulnerability and risk analyses



6. Use the second slide to outline the process of contingency planning
 - Firstly identify potential emergencies and hazards, such as flooding, or civil unrest if a flashpoint is scheduled (such as an election). Determine the geographical area the emergency will affect.
 - The possible impact of the emergency is then investigated, how many people affected, damage to infrastructure and livelihoods etc.
 - Next the response objectives should be agreed upon. Provision of temporary schools, or supporting to schools to host IDP/Refugee children etc.
 - Finally determine the actions need to be taken. These will include actions before the emergency (e.g. stockpiling), as well as those for during and after the emergency.



7. Present the slide outlining the contents of a contingency plan (provided by UN OCHA). Inform the participants that an actual contingency plan, developed for Mozambique in 2007/08 will be used to illustrate the process of creating a national level contingency plan.

Note that the format of the plan can be used for an agency, and can be used for district or provincial level planning. National plans are usually created through the consolidation of a number of regional and agency plans

Direct the participants to look at their hard copy of **Handout 12.1 Mozambique Interagency Contingency Plan**. Explain that the hard copy only includes the education section in the annexes, but they have a full copy of the plan on the course CD/Flash Drive.

Examine the following points as you move through the plan with the participants

- i. **The Title:** It is good practice in the title to indicate the geographical area, whom the plan is for, and the timeframe:

ii. Executive Summary: Many of those looking at the plan will not have time to read it in detail. This is especially true when the plan is used for high level advocacy. A good executive summary will contain:

- Summary of the situation/crisis
- Summary of the contingency scenarios
- Intervention strategy
- Summary of the management & coordination arrangements

iii. Context Analysis & Risk Assessment:

- Area information & context analysis
- Events (hazards) likely to occur, magnitude, humanitarian consequences, current situation, trends & underlying factors
- Background and current situation of other contingencies
- Summary of Contingencies

iv. Scenarios:

- Plans usually include a most likely scenario, best case scenario, worst case scenario. In some cases a single scenario can be presented with comments linked to changes should the severity of the emergency be larger or smaller than that expected.
- What is the number of people and sectors likely to be affected in each scenario
- What will be the needs per respective scenario

In the Mozambique plan a section on lessons learned from recent disasters was included. This can function as a useful check list for guiding future action as well as for advocacy purposes in requesting resources, policy changes and different approaches to the emergency response.

v. Overall Management and Coordination:

- How the participating partners intend to work together by assigning roles and responsibilities, common services & coordination arrangements
- (Information management, relief food, non-food items, WASH, education, safety & security, appeals etc)

vi. Strategies and Objectives:

- Common objectives & direction of overall response,
- Ensure linkages to other sectors, long term development and early recovery.
- Intervention-entry /exit strategy
- Operational objectives by sectors (should be S.M.A.R.T) and agency contribution.
- Level of preparedness required (e.g. 20,000 blankets to be stockpiled, 1000 Education Kits, 1000 School Tents, 5000 Mosquito Nets...etc)
- Other resources (Human, cash, material) on stand-by

vii. Sector and Agency Response Plans:

- Humanitarian response in the event of a particular scenario
- Takes into account Immediate Response, Emergency Needs Assessment & monitoring arrangements, & summary of sectoral responses
- Outlines what is done before, during and after an emergency.
- Should contain agency and personnel contact lists

You should now have reached the end of the Mozambique contingency plan.

Risk Analysis

Identify Hazards and possible Crises

Estimate the likelihood, severity and trigger for each hazard/crisis

Flooding
Triggered by over average rainfall in Jan – Mar (Wet Season)
Happens every 3-5 years

Civil Unrest
Triggered by elections, or high food prices
Unlikely in 2011 as no elections

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Location and Impact

- Where is the emergency likely to happen?
- Which communities will be affected?
- Estimate numbers of people, children.
- Describe the impact.

Flooding likely in eastern province, rural areas mainly affected

- 20-50,000 people will be displaced, schools will be damaged, materials destroyed
- Communities will be displaced for several months

Major offensive in the north likely sometime in 2011

- 150-200,000 people displaced
- Unlikely to return home for sometime
- Communities, children and teachers will suffer trauma

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Three Scenarios

- Develop most likely, best and worst case scenarios – identify triggers

Worst-case scenario	Most likely scenario	Best-case scenario
Elaborated in the contingency plan	Planning assumption for the humanitarian response in 2011	To be elaborated: if happens, we can revise / downscale the Response Plan
Response to this scenario is guided through the contingency plan		

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Consolidated Plan

- Identify coordination mechanisms and links to national contingency planning and response
- Identify organisations, communities, local government and MOE offices and their response capacity. (Capacity Mapping)
- Consolidate agency, organisation and government response plans (including stockpiles, key contacts, coverage etc) into a sector plan.
 - Activities to be undertaken **before** an emergency
 - Activities to be undertaken **during** an emergency
 - Activities to be undertaken **after** an emergency

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Exercise: Developing a Contingency Plan

- Use the **sample contingency plans** provided as guides (Mozambique, ...)
- Select and consider one hazard, outline the best, worst and most likely scenario's for the coming year.
- For the most likely scenario make a list of necessary preparedness actions to be taken before the emergency.
 - Who needs to be part of the contingency planning process?
 - Consider what supplies are needed. Do you need to request extra funding?
 - What coordination mechanisms will be in place? How will the MOE, agencies and communities interact?
 - What training and capacity building needs to take place?

UNEP and Education Cluster

Summary

Emergency Preparedness Planning

- On going process and is often reviewed on a yearly basis or in the case of significant change of circumstances (more common in conflict situations)
- Development of a preparedness plan for likely emergencies
- Involved national and local levels, government, agencies and communities.
- Often sector focused utilising technical specialists

UNEP and Education Cluster

Use the following slides to summarise what was discussed using the Mozambique plan.

8. Remind participants that the first step is risk analysis, identifying potential hazards and triggers for emergencies and disasters to occur.

9. The next step is to examine what the impact of these emergencies would be, what areas and people would be affected.

10. For each hazard/emergency determine the most likely scenario. Also determine a worst case scenario, and the situation if the emergency was not as bad as expected.

These are known as the most likely, best and worst case scenarios (this methodology is used in the CAP process amongst others).

11. Response plans must then be developed for each case. This will include:

- Identifying the coordination and management mechanisms for emergency response.
- Identifying the capacity of communities, government and agencies to respond.
- Clearly setting roles, responsibilities and areas of operations.
- Outlining preparedness actions such as stockpiling, training and drills
- Identifying actions to take place during and after the emergency.

Important note to facilitators: *The following exercise is relatively short and is designed to give participants a brief practical experience of developing a contingency plan. There are a number of supplementary exercises provided that can be used if a more in-depth contingency planning sessions is required.*

12. Contingency planning exercise:

For this exercise participants should be in country groups, or group national level staff together and district staff into their respective district groups. (If the group are mostly national level then distribute several of the national level staff to the district groups).

Have each group identify a hazard or possible emergency (e.g. flooding/civil unrest) to consider. They must then develop the 3 possible scenarios for the coming year (best case, worst case, most likely) and start looking at preparedness measures. The groups should concentrate on the most likely scenario.

It is possible to use case studies or scenarios (such as the Momaland scenario) as the basis for the planning process if this is more suitable.

Give the groups **25 minutes** to complete the plan and report back to plenary. Restrict groups to outlining the most likely scenario and the actions to be taken.

13. Summary:

Contingency Planning: an on-going process led by key stakeholders to reflect upon and prepare for various emergency scenarios. A Contingency plan is often led by technical clusters and should include the active participation and leadership of the appropriate government ministry. One of the key outputs of the contingency planning process is the development of a contingency planning document, which should be reviewed and updated regularly, at least annually. The plan itself serves as a record of agreements reached during the contingency planning process, and can be used as a basis for managing follow-up actions and communicating results to others.

3. Disaster Risk Reduction (DRR)

60 minutes

Disaster Risk Reduction

The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events - UNISDR Terminology on Disaster Risk Reduction (2009)

Every US\$1 invested in pre-disaster risk management in developing countries can prevent losses of US\$7
- UNDP Human Development Report 2007-08

INEE and Education Cluster

What is DRR

- Aims to minimize vulnerability and impact of disasters.
- Utilises both prevention and mitigation measures
- Strengthens communities capacity and resilience
- Conducted within the broad context of sustainable development



INEE and Education Cluster

Hyogo Framework for Action 2005 - 2015

Five goals and priorities for action on Disaster Risk Reduction over the next 10 years:

1. Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation
2. Identify, assess and monitor disaster risks and enhance early warning
3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels
4. Reduce the underlying risk factors
5. Strengthen disaster preparedness for effective response at all levels

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Note to facilitators: Explain to participants that disaster preparedness and contingency planning are two aspects of risk reduction. This session will look at other activities, some of which are more development focused. The section also looks in more detail at education sector DRR activities. Draw participant's attention to the Education Cluster Guidance on DRR that is provided on their CD/Memory Stick.

1. Display the first slide showing the definition of Disaster Risk Reduction. Explain that according to a variety of sources including the 2007 UNDP Human Development report investment of one dollar in DRR can prevent losses of seven dollars.

Explain that DRR involves a variety of activities aimed at reducing the impact of disasters

2. One focus is on minimising the vulnerability of communities and this reducing the impact of disasters.

Ask the participants what they think vulnerability means and to give examples.

Examples may include:

- Dependence on one crop or livelihood (such as fishing)
- Poor quality or location of housing
- Lack of information about the risks of emergencies or knowledge of what to do when disaster strikes
- Lack of power, voice or access to services
- Poverty can increase the longer term impact of disasters on communities, where recovery will take longer and be more difficult for those who do not have the money to rebuild assets, livelihoods and homes.

3. In **January 2005** a **World Conference on Disaster Risk Reduction** was held in **Hyogo, Japan**. The conference provided a unique opportunity to promote a strategic and systematic approach to reducing vulnerabilities and risks to hazards. It underscored the need for, and identified ways of, building the resilience of nations and communities to disasters.

The outcome of this meeting became known as the **Hyogo Framework for Action**. The framework outlined five key goals and priority actions.

1. Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation
 2. Identify, assess and monitor disaster risks and enhance early warning
 3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels
 4. Reduce the underlying risk factors
 5. Strengthen disaster preparedness for effective response at all levels
4. Reiterate that knowledge and education are a key part of the priority actions identified by the Hyogo framework and thus the education sector plays a central role in the promotion of DRR

Sustainable Development is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. Avoiding deforestation, desertification, over fishing, or removal of natural defences (such as mangrove swamps) all tie in with the ideals of sustainable development. Disaster Risk Reduction activities support development but in a way that does not increase vulnerability and risk.

DRR in Education

- A systematic approach to incorporating the analysis of disaster risks and disaster risk reduction measures in education sector development planning.
- It is a combination of actions, processes and attitudes necessary for minimising underlying factors of vulnerability, improving preparedness and building resilience of the education system.
- It enables an uninterrupted development trajectory of the education system and continued access of all learners to quality education.


INEE and Education: Course

DRR in Education in Emergencies

- Is a systematic attempt to analyse and reduce disaster risks to enable the education system to provide, learners to continue, and out-of-school children to access, quality education both during and after emergencies.
- Helps to minimise underlying factors of vulnerability, prevent disasters and improve disaster preparedness.
- Is the combination of actions, processes and attitudes to achieve resilience

INEE and Education: Course

DRR in Education



Teachers and pupils in an evacuation drill

Children from the Mopeia Child Parliament (Mozambique) learn about flood risk reduction and preparedness using a board game - 2007

INEE and Education: Course

5. **Disaster risk reduction in education** is a systematic approach to incorporating the analysis of disaster risks and disaster risk reduction measures in education sector development planning.

Disaster risk reduction is a combination of actions, processes and attitudes necessary for minimising underlying factors of vulnerability, improving preparedness and building resilience of the education system.

It enables an uninterrupted development trajectory of the education system and continued access of all learners to quality education.

6. **Disaster risk reduction in education in emergencies** is a systematic attempt to analyse and reduce disaster risks to enable the education system to provide, learners to continue, and out-of-school children to access, quality education both during and after emergencies

Disaster risk reduction helps to minimise underlying factors of vulnerability, prevent disasters and improve disaster preparedness

DRR is the combination of actions, processes and attitudes to achieve resilience.

Ask the participants what the difference is between prevention and mitigation and to give examples from the education sector:

- **Prevention:** Activities undertaken to avert disasters, e.g: carefully locate and build hazard-resistant schools; change attitudes and behaviour through raising risk-awareness and the benefits of environmental protection. An inclusive, good quality education in itself can reduce risks of disasters (and conflicts).
- **Mitigation:** Measures undertaken to minimise the adverse impact of potential natural and man-made hazards, e.g: retrofit schools according to multi-hazards resistance standards; educate learners, teachers, education personnel and community members on hazards and risk reduction; promote inclusive education and participation; establish a child protection network ahead of the typhoon/flood season.

Ask the participants to give examples of strengthening communities resilience and capacity:

- Resilience can include having a variety of crops and livelihoods which can reduce the impact of disasters. Social safety nets to help those affected recover quicker also make communities more resilient.
- For education this can include: a functional early warning communication mechanism; evacuation drills; skills in fire suppression, first aid and light search and rescue; stockpiling of food, water and educational supplies ahead of the drought/ hurricane season; safe keeping of records, teachers' guides and curriculum materials; a national emergency preparedness and response plan; a provincial contingency plan and a school safety/preparedness plan.

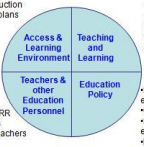
Note to facilitators: Run through the next two slides fairly briskly as participants will be designing possible interventions in the group exercise. This is just a list to "kick start" the process.

7. The following two slides use the INEE Minimum Standards Framework to outline a number of possible interventions. As you cover each area as the participants if they can suggest additional activities.

Access and Learning Environment

- Safe School Construction, earthquake/cyclone resistant.
- School evacuation plans and routes
- Schools closer to communities and further from risks such as flooding/tsunami

Education Activities



- Safe School Construction
- School evacuation plans
- Access & Learning Environment
- Teachers & other Education Personnel
- Teachers trained in DRR
- School safety officers
- First aid training for teachers
- DRR in curriculum
- Environmental impact in curriculum
- Rapid learning/home based study materials
- Education Policy
- Support for emergency education throughout MOE
- Contingency planning
- Special regulations for emergency situations
- Requirements for school evacuation and preparedness plans

INEE and Education: Course

Teaching and Learning

- DRR in curriculum
- Environmental impact in curriculum
- Rapid learning/home based study materials available

Teachers and other Education Personnel

- DRR as part of teacher training curriculum
- Appointment of school safety officers/emergency focal points
- Teachers trained in first aid
- Capacity building for MOE provincial and district staff

Education Policy

- Support for emergency education throughout MOE, including focal points and funding.
- Appropriate policies to deal with emergency situations such as schools admission for displaced children, relaxing of enrolment criteria (e.g. birth certificate), etc.
- Regulations for school building, preparedness and evacuation planning

Community

- Children as agents for changing in promoting and undertaking DRR.
- Parent/Teacher Associations and School Development Committees involved in DRR and environmental activities
- Hazard and risk mapping at community and household level

Coordination

- Conduct capacity mapping of all partners to ascertain gaps
- Establish coordination mechanism with partner agencies and MOE
- Establish coordination structures at local levels
- Establish clear communication and information sharing channels from local to national level and back
- Ensure that district education office is member agency of district disaster management committee
- In addition to training, run emergency simulations for education sector
- Capacity building within MOE at all levels
- Establish coordination mechanisms with other sectors/Government dept's

Analysis

- Agreed standardised assessment and data collection tools
- Baseline data collected

Education Activities cont.

- **Community**
 - Children as agents for promoting DRR
 - PTAs and School Development Committees involved in DRR and Environmental projects
 - Hazard and Risk mapping
- **Coordination**
 - Capacity building within the MOE
 - Setup coordination mechanisms amongst UN, INGOs and local INGOs
 - Coordinate with other sectors and government depts
- **Analysis**
 - Agreed standardised assessment and data collection tools
 - Baseline data collected

INEE and Education Cluster

Exercise – Design of DRR Activities

In groups, focus on designing DRR interventions for each of the following levels:

1. For children, teachers and communities at school level
2. At sub-national level in disaster-prone areas
3. For the Education Sector at national level

INEE and Education Cluster

8. **Exercise – Designing DRR Activities.** Divide the participants into at least three groups. More groups are possible but you will need to assign the same task to more than one group. Have each group identify a **country** or **region** as a **context**. (Give each group copies of the relevant section from **12.13 Education Cluster Guidance Note on DRR** to use as a guide).

- **Group 1: Teachers, children and communities.** What DRR activities can take place at **school level**? What needs to be done to support these activities? Who needs to support this process? How will the communities be involved
- **Group 2:** What DRR activities can be implemented in **disaster prone districts**? How will the districts link down to the schools and up to national level? Who needs to be involved?
- **Group 3:** What DRR activities need to take place at **national level** within the MOE, education sector and government? How will this process proceed? Who are the responsible parties?

Encourage the participants to use the INEE Minimum Standards Handbook to generate ideas. Give the groups **30 minutes** to complete the task. If there are 3-4 groups report back in a plenary with each group giving a presentation. If there are more than 4 groups consider conducting a gallery walk in the interests of time. The feedback/gallery walk should take **15 minutes**.

In summary bring the group back to plenary. Remind participants that DRR activities can greatly reduce the costs of disasters, and that everyone should be involved from national level to schools, communities and households. Finally point out that the Hyogo framework recognises education's key role in the promotion of DRR.

9. **Optional Exercise – DRR in the development framework.** Distribute the ***Handout 12.8 Integrating DRR into CCA UNDAF***. Ask the participants to read the brief case studies and for their country/district:
 - Outline the key hazards facing the area.
 - Brainstorm ideas for which key DRR activities should be encouraged in the education sector.

Examples could include environmental awareness in the curriculum, better building regulations and inspections, school evacuation plans, early warning systems etc.

Have the participants give a short report back to plenary.

4. Risk Reduction for Conflict and Complex Emergencies

45 minutes

Risk Reduction in Conflict Situations and Complex Emergencies

50% of world's 100 million out-of-school children are living in conflict/post conflict countries

"It's far better to learn life skills and lessons than the education of war. If we all go to school maybe there will be no more war."

Sarah, 15, South Sudan

Source – Rewrite the Future. Save the Children

INEE and Education Cluster

Challenges of Education in Conflict Zones

Each group brainstorm the challenges conflict and civil disorder pose to education for one of the INEE Minimum standards Domains.

Foundational Standards – Community Participation, Coordination and Analysis

- Access and Learning Environment
- Teaching and Learning
- Teachers and Other Education Personnel
- Education Policy

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The Impact of Conflict

Operational issues

- The volatile nature of conflict can mean rapid changes to the situation.
- Difficulty negotiating with armed groups.
- Access and security issues for aid workers and MOE staff.

Access

- Schools closed due to insecurity, destroyed or used as makeshift shelters for IDPs. Equipment, books and school records can be damaged.
- No official education provision for refugees or less directly through prejudice or threat.
- Parents maybe fearful of sending children to school.

Teachers

- Teachers can be targets for political violence or forced to teach political indoctrination (Zimbabwe is a recent example).

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The Impact of Conflict cont.

Children's well being

- Schools can be a target for child soldier recruitment.
- Children can suffer physical and emotional trauma.
- Without education children are more vulnerable (to exploitation, abduction, recruitment and gender-based violence).
- Lack of important information around health and other issues.

Children's development

- Conflict can increase poverty with the destruction of livelihoods and economic opportunities.
- Lack of education compromises children's future.
- The school curriculum may exacerbate stereotyping of certain groups and people.

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Note to facilitators: Explain to participants that all the principles so far apply equally to countries experiencing conflict and civil unrest. Complex emergencies can occur where communities are affected by natural disasters and conflict. This section looks specifically at risk reduction activities that attempt to prevent and mitigate the effects of conflict.

1. Show the first slide, explain that to meet the goals of EFA a way must be found to provide access to education for large numbers of children affected by conflict.
2. **Brainstorm Exercise:** To begin this session split the participants into five groups. Each group is going to brainstorm the challenges that conflict and civil disorder pose to education. Assign each group one of the four domains, the remaining group will consider the foundational standards. Give each group **10 minutes** to list the challenges on a piece of flipchart. This is a brainstorming exercise, so solutions are not being considered at this point, but the group should be able to explain the reasons behind each challenge given

After 10 minutes bring the groups back to plenary and let them present the challenges they have come up with. Use the following slides to supplement the challenges.

Operational Issues

- The volatile nature of conflict emergencies means the situation can change rapidly many times.
- Coordination of education programmes can be problematic when having to deal with armed groups.
- Access and security issues for aid workers and ministry of education staff

Access

- Schools can be closed because of insecurity or destroyed during fighting. Schools can also be used as makeshift shelters for IDPs. In addition equipment, books and school records can be damaged.
- Certain groups may be denied education in conflict situations, either explicitly (refugees may not be provided schools in host countries), or less directly through prejudice or threat.
- In conflict situations parents maybe fearful of sending children to school

Teachers

- Teachers can be targets for political violence or forced to teach political indoctrination (Zimbabwe is a recent example)

Children's well being

- Schools can be a target for child soldier recruitment.
- Children can suffer physical and emotional trauma including children forcibly recruited.
- Without education children are more vulnerable to exploitation, including abduction, recruitment as child soldiers and gender-based violence. They may lack important information around health and other issues.

Children's development

- Conflict can increase poverty with the destruction of livelihoods and economic opportunities
- Lack of education compromises children's future; they may not learn the skills needed to contribute to society's peaceful reconstruction.
- The school curriculum may exacerbate stereotyping of certain groups and people.

Intervention Aims

- Ensuring access to education during and after armed conflict
- Incorporating peace building, conflict resolution and peace education into school curricula
- Emphasis on education to provide future economic benefits and stronger social cohesion, breaking the cycle of poverty and conflict

INTE and Education: Overview

- Present the slide in **intervention aims** and describe the three strategies shown.

Good preparedness measures can provide for education access during and after armed conflict. In Palestine distance learning materials were created and teachers/MOE staff trained so children could continue study at home during conflict. Providing education closer to communities in volatile situations is another solution.

Peace education, incorporating conflict resolution and breaking down stereotypes and animosity can also prevent conflict. In Kenya children from different tribal groups were brought together for 'peace building and common understanding' events following the 2008 election violence. The hope is that by building relations between groups, learning peaceful conflict resolution techniques and breaking down prejudices future conflict can be averted.

While the fact that war causes conflict may be obvious there is mounting evidence that poverty itself can increase the likelihood of civil war, creating what has been termed a 'conflict trap'. Education is often prioritised by communities affected by conflict and can be seen as a 'peace dividend'.

Operational Considerations

- Security
- Access
- Logistics
- Communications
- Perceptions
- Impact and unintended consequences



INTE and Education: Overview

- Operational Considerations.**

To work in conflict zones and volatile environments NGOs, UN Agencies and Government Staff need to deal with a number of operational challenges.

Staff Security. Regular security briefings, evacuation and plans, clearly laid out policy and procedures are all necessary when working in a volatile environment. The basis of any programme work is ensuring the safety and security of staff.

Access. How will access to beneficiaries be affected by the emergency? Planning for alternative access routes, liaison with the military, good relations with local military leader are all important to ensuring that organisations have access to carry out programme work. In eastern Sri Lanka only agencies that had built a strong relationship with the local military were given access to the beneficiaries in the resettlement areas.

Logistics: In conflict and civil unrest aid vehicles can be targeted. It may be difficult to get supplies into certain areas. Stock piles, appropriate transport vehicles, letters and agreements of permission to transport and supply certain goods, if secured before the outbreak of an emergency can greatly speed up the response.

Communications: Getting information in a rapidly changing/deteriorating situation will vital to both supporting programme work in assessing need and for security situations. Having phones charged, spare batteries, alternative communications equipment (radio's, satellite phones) are all useful. In addition procedures for supplying mobile phone credit to field staff and texting data/reporting over the phone may be necessary if staff cannot travel to field offices

Perceptions: It is important to provide clear and transparent information to the government and beneficiaries into what help is being provided to whom. In conflict situations aid to the other side ("the enemy"), or lack of aid can undermine security and reduce the likelihood of cooperation.


Impact and unintended consequences: In a conflict situation the impact of any aid should be assessed, and unintended consequences considered. Often large quantities of aid can have an effect on local economies. Also how can you ensure that materials provided for school reconstruction are not used for military purposes?



Preparedness Measures to support Education in Conflict Zones

Each group to come up with three strategies within their assigned INEE Minimum Standards Domains to support education in the case of conflict / civil disorder.

- Foundational Standards – Community Participation, Coordination and Analysis
- Access and Learning Environment
- Teaching and Learning
- Teachers and Other Education Personnel
- Education Policy



INEE and Education Cluster

5. Exercise: Preparedness Measures to support Education in Conflict Zones

Create 5 groups. Assign each group one of the INEE Minimum Standard Domains, and the fifth group the foundational standards. Task each group with developing 3 interventions based in that area. Thought should be given to operational considerations as outlined in the previous slide. Each scenario presented has several operational challenges that must be addressed in the intervention plan.

Groups are invited to develop interventions in one of the following contexts:

- Fears of an outbreak of civil unrest due to election results.
 - Travel restrictions, police and army checkpoints.
 - Accusations of NGOs 'buying votes' made by both sides.
- An uneasy peace after a lengthy civil war where there is fear that violence could break out again.
 - High instances of carjacking and armed robbery in certain areas.
 - Lack of maps, many roads/bridges damaged, unexploded ordnance and minefields a concern.
- Resettlement of large numbers of refugees/IDPs after the end of civil war, many had been displaced for several years.
 - Local politicians accuse NGOs and the UN of supporting the other side and demand more aid for "their people".
 - Sporadic outbreaks of violence in and around camps over distributions to IDPs, (a perception that there is nothing for locals)


Direct participants to **Handout 12.6** which provides a summary of possible interventions and a case study from Nepal. Give the groups **30 minutes** to come up with their plans. In plenary let the each group report back on one of their planned interventions. Again encourage the participants to use the INEE Minimum Standards Handbook for ideas.

Operational Contexts

- Fears of an outbreak of civil unrest due to election results.
 - Travel restrictions, police and army checkpoints.
 - Accusations of NGOs 'buying votes' made by both sides.
- An uneasy peace after a lengthy civil war where there is fear that violence could break out again.
 - High instances of carjacking and armed robbery in certain areas.
 - Lack of maps, many roads/bridges damaged, unexploded ordnance and minefields a concern.
- Resettlement of large numbers of refugees/IDPs after the end of civil war, many had been displaced for several years.
 - Local politicians accuse NGOs and the UN of supporting the other side and demand more aid for 'their people'.
 - Sporadic outbreaks of violence in and around camps over distributions to IDPs, (a perception that there is nothing for locals).

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Policies Safeguarding Children's Right to Education



- 1996:** Graca Machel's report on the *Impact of Armed Conflict on Children* at the 51st session of UN General Assembly
- 1998:** Rome Statute for ICC to adjudicate crimes against humanity and war crimes against children
- 2005:** UN Security Council Resolution 1612 monitoring and reporting mechanism on children affected by conflict
- 1996:** UNICEF's *The State of the World's Children* on children in war, with the first child-based anti-war agenda

6. Documents, policy milestones and UN Resolution 1612

Ask participants if they know what policy documents are intended to safeguard children in conflict situations. Take 2-3 responses. Then review the following policy milestones from among those listed on **Handout 12.7: Policies and Decisions for Safeguarding Children Affected by Armed Conflict** and show the corresponding slide:

- 1995:** UNICEF's *The State of the World's Children* on children in war, with the first child-based anti-war agenda
- 1996:** Graça Machel's report on the *Impact of Armed Conflict on Children* at the 51st session of UN General Assembly
- 1998:** Rome Statute for the International Criminal Court (ICC) to adjudicate crimes against humanity and war crimes against children
- 2005:** UN Security Council Resolution 1612 monitoring and reporting mechanism on children affected by conflict

7. Explain the particular importance of UN Security Council Resolution 1612 and show the corresponding slide. The Resolution:

- Identifies violations against children
 - Killing or maiming of children
 - Recruiting or using child soldiers
 - Attacks against schools or hospitals
 - Rape or other sexual violence against children
 - Abduction of children

UN Resolution 1612

Violations

- Killing or maiming of children
- Recruiting or using child soldiers
- Attacks against schools or hospitals
- Rape or other sexual violence against children
- Abduction of children
- Denial of humanitarian access for children

Monitoring and reporting mechanism on children affected by conflict

Action against parties that continue to violate children's security and rights

Concrete time-bound Action Plans for ending violations

Targeted measures against the offending parties

INEE and Education Cluster

- Denial of humanitarian access for children
- Establishes a monitoring and reporting mechanism on children affected by conflict
- Provides for action against parties that continue to violate children's security and rights
- Calls for concrete, time-bound Action Plans for ending violations
- Provides for targeted measures against the offending parties if sufficient progress is not made.

Supplementary Exercises

Exercise – Contingency Planning - Lessons Learned

60 minutes

Note to facilitators: This exercise can be done if the participants have already responded to an emergency. If they have not responded to an emergency, this exercise will not be as useful. If the participants have responded to many emergencies, it is recommended to review the lessons learned from the most recent or largest emergency. This exercise is designed to be over 60 minutes, but it can be expanded depending on how much time you have and would like to focus on this particular. For example for a broader ranging experience consider assigning each group 2 of the INEE domains to discuss.

Exercise: Lessons Learned

Directions:

1. Split the participants into 5 groups of approximately 5-6 people.
2. Each group will work on 2 of the INEE Minimum Standards domains
 - Group 1: Foundational Standards and Access and Learning Environment
 - Group 2: Access and Learning Environment and Teaching and Learning
 - Group 3: Teaching and Learning and Teachers and other Education Personnel
 - Group 4: Teachers and other Education Personnel and Education Policy
 - Group 5: Education Policy and Foundational Standards
3. Reflect upon and answer the following questions (write response on flip chart) (20 minutes)
 - a. Did the previous emergency response meet the standards in that domain?
 - b. If yes, could this be improved upon? How?
 - c. If no, do they think it is realistic in the context to reach the standard if there were another emergency? How?
4. Gallery Walk (20 minutes)

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1. Split the participants into 5 groups of approximately 5-6 people

Note: The number in each group can change based on the total number of participants, but should not exceed 6 so there is greater opportunity for all members to actively participate. (If the numbers are large have 2 groups look at the same domain).

2. Give each group flip chart paper, markers and ask them to take out **Handout 12.4** (the same as that in module 2 that summarises the INEE Minimum Standards for Education: Preparedness, Response, Recovery).
3. Each group should use the INEE Minimum Standards as a framework with which to reflect on lessons learned. Assign each group one of the INEE Minimum Standards domains as below :
 - Group 1:** Foundational Standards and Access and Learning Environment
 - Group 2:** Access and Learning Environment and Teaching and Learning
 - Group 3:** Teaching and Learning and Teachers and other Education Personnel
 - Group 4:** Teachers and other Educational Personnel and Education Policy
 - Group 5:** Education Policy and Foundational Standards
4. The groups should consider:
 - Did the previous emergency response meet the standards in that domain?
 - If yes, could this be improved upon? How?
 - If no, do they think it is realistic in the context to reach the standard if there were another emergency? How?

The instructions and setting up the groups may take around **10 minutes**. Give each group **30 minutes** for the group work, this will leave 15 minutes for the gallery walk and 5 minutes for a brief plenary.

5. After each group is finished, they should put their flip chart paper on the wall for other groups to see and provide comments through a 15 minute Gallery Walk. The Gallery Walk is also an opportunity for people from other groups to add to any lessons learned that are not already reflected in the flip charts.
6. Bring the groups together for a brief plenary. Try and draw a lesson/make a point from each group's findings.

Exercise – Contingency Planning - Creating a Contingency Plan

90 minutes

Exercise: Developing a Contingency Plan

- Directions:**
1. Split the participants into 6 groups based on the following categories:
 - Group 1: Assessment, Monitoring, Evaluation and Information Management
 - Group 2: Cluster coordination/management and Human Resources
 - Group 3: Teacher Recruitment, Mobilisation, Training, Compensation
 - Group 4: Temporary Learning Spaces and Psychosocial support strategies
 - Group 5: Education supplies and logistics and Emergency Education Curricula (formal and non-formal education)
 - Group 6: Rehabilitation and Construction of schools and Resumption of formal education
 2. The groups will have 60 minutes to complete the Contingency plan worksheet for their group (see Handout 12.2). This includes completing the plan for preparedness and response.
 3. Large group presentation and discussion (30 minutes): Each group presents their ideas to the rest of the group.

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Contingency planning worksheet

Activity category	Response activity	Preparedness activity	Link with INEE Minimum Standard	By Whom	By When
Teacher Recruitment, Mobilisation, Training and Compensation					
Education supplies and logistics and Emergency Education Curricula					

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Note to facilitators: This exercise should ideally be done for each of the possible emergency scenarios. However, if you have identified 4 emergency scenarios and do not have the time to develop a plan for each scenario or these emergencies are not very likely, you can start by doing this exercise for the most likely emergency scenario. Some of the preparedness and response activities will be the same for the various emergency scenarios so even developing a contingency plan for 1 scenario is taking steps toward preparing for other scenarios.

This exercise can be done in 2 ways. If the group is large (such as for a national contingency planning process), you can split the participants into groups as shown below. If the group is small (such as for a local contingency planning process), they can all work together on all of the components

1. Split the participants into 6 groups based on the following categories
 - I. Assessment, Monitoring, Evaluation and Information Management
 - II. Cluster coordination/management and Human Resources
 - III. Teacher Recruitment, Mobilisation, Training, Compensation
 - IV. Temporary Learning Spaces and Psychosocial support strategies
 - V. Education supplies and logistics and Emergency Education Curricula (formal and non-formal education)
 - VI. Rehabilitation and Construction of schools and Resumption of formal education
2. Each person can choose the group he/she wants to participate in based on his/her or the organisation's area of expertise. It is important however to ensure there are not too many people in one group and too few people in another groups

Note to facilitators: The above-mentioned groups are examples of groupings based on the key education in emergencies technical components. You can change these groupings based on your specific context or if you anticipate a particular action that is not included above. The number of people per group will vary depending on the overall size of the group. If the contingency planning is happening at the national level, there may be 50-60 people, but if it is happening at the local level, there may be fewer people for the education sector.

3. Give each groups flip chart paper and markers and the **Handout 12.5 Contingency planning worksheet**. They should use the format provided in the worksheet and write their ideas. The groups have **60 minutes** to complete the contingency plan worksheet.
4. After the groups have completed their plans bring them back to plenary. Have each group present their plan (3-4 minutes each), then spend around 10-15 minutes in plenary discussion. Examine:
 - How easy will it be to get the resources for the planning
 - Are their advocacy points/policy changes necessary
 - Is there an appropriate balance of Community/MOE/Agency representation in the plan and how can that be achieved if not?

Exercise – Contingency Planning – Starting the Planning Process

60 minutes

Starting the Contingency Planning Process

1. Utilise the **sample contingency plans** and **Handout 12.3 contingency plan template** provided.
2. Make a plan for how you will proceed with contingency planning within your Country/Ministry/District/Agency.
 - Identify the actors to be involved in the planning process.
 - What will each actor do to ensure that a plan is created?
 - What will be each actor's responsibilities?
 - What is the time line for undertaking contingency planning?
 - How will you involve the community?
 - What links to other sectors/agencies/government departments need to be made

INSEE AND EDUCATION CHARTER

Note to facilitators: This aim of this exercise is for country, district or agency teams to begin their own contingency planning process, hence the groups should be arranged accordingly.

1. Organise the participants into their country/agency/district groups. In this exercise they will begin the contingency planning process. It is not necessary to go into great detail at this stage, but more important to identify steps that need to be taken.
 - Identify the actors to be involved in the planning process.
 - What will each actor do to ensure that a plan is created?
 - What will be each actor's responsibilities?
 - What is the time line for undertaking contingency planning?
 - How will you involve the community?
 - What links to other sectors/agencies/government departments need to be made
2. Give each group flip chart paper and markers and make sure they have copies of the sample contingency plans and **Handout 12.3 – Contingency Plan Template**. The groups have **45 minutes** to make a start on their plans.
3. After the groups have completed their plans bring them back to plenary. As the groups work will be specific to their own context/area do not have them report back in full. Instead have each group report three key actions they will take regarding contingency planning. (If time is short this can be reduced to 1 or 2 key points).

Encourage the participants to follow up on their plans as soon as possible upon their return to their jobs.

<p align="center">HANDOUT 12.2: Education in Emergency Preparedness and Policy Planning Checklist</p>
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Components of Education in Emergencies	Preparedness Actions	Who is Responsible?	By When?	Policy Goal
1. Cluster/sector coordination mechanism at country and local levels				
2. Education assessment including information management system				
3. Response planning				
4. Human and financial resources				
5. Education Supplies				
6. Temporary learning spaces				
7. Psychosocial support and strategies				
8. Emergency education curricula				
9. Mobilising and training teachers and education personnel				
10. Rehabilitation and construction of schools				
11. Resumption of formal education				
12. Monitoring and evaluation				

HANDOUT 12.3: Education Cluster Contingency Plan Template

(Emergency profiles to be attached)

Overall Objective

Specific objectives

Planning Assumptions

Requirements

Activities to be undertaken before an emergency

#	Activities	By whom	When
1.			
2.			
3.			
4.			
5.			
6.			

Activities to be undertaken during an emergency

#	Activities	By whom	When
1.			
2.			
3.			
4..			
5.			
6.			

Activities to be undertaken after an emergency

#	Activities	By whom	When
1.			
2.			
3.			
4.			
5.			
6.			

Resources required

Education materials/supplies:

Human resources:

Funding:

Disaster mitigation activities to be undertaken

#	Activities	By whom	When
1.			
2.			
3.			
4.			
5.			
6.			

EDUCATION CLUSTER MEMBER PROFILES				
ROE/Organisation	Contact person and contact details	Education activities	Geographic coverage	Resources available

HANDOUT 12.4: Summary of Minimum Standards for Education

Foundational Domains: Community Participation, Coordination, Analysis	
<p>1. Community Participation Standard 1: Participation. Community members participate actively, transparently, and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses. Standard 2: Resources. Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.</p> <p>2. Coordination Standard 1: Coordination. Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.</p> <p>3. Analysis Standard 1: Assessment. Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner. Standard 2: Response Strategies. Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers. Standard 3: Monitoring. Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out. Standard 4: Evaluation. Systematic and impartial evaluations improve education response activities and enhance accountability.</p>	
Domain: Education Policy	Domain: Teaching and Learning
<p>Standard 1: Law and Policy Formulation. Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling. Standard 2: Planning and Implementation. Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>	<p>Standard 1: Curricula. Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners. Standard 2: Training, Professional Development and Support. Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances. Standard 3: Instruction and Learning Processes. Instruction and learning processes are learner-centred, participatory and inclusive. Standard 4: Assessment of Learning Outcomes. Appropriate methods are used to evaluate and validate learning outcomes.</p>
Domain: Access and Learning Environment	Domain: Teachers & Other Education Personnel
<p>Standard 1: Equal Access. All individuals have access to quality and relevant education opportunities. Standard 2: Protection and Well-being. Learning environments are secure and safe, and promote the psychosocial well-being of learners, teachers and other education personnel. Standard 3: Facilities and Services. Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>	<p>Standard 1: Recruitment and Selection. A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity. Standard 2: Conditions of Work. Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated. Standard 3: Support and Supervision. Support and supervision mechanisms for teachers and other education personnel function effectively.</p>

HANDOUT 12.5: Contingency Planning Worksheet

Activity Category	Response activity	Preparedness activity	Link with which INEE Minimum Standards domain and standard	By Whom	By When
1. Assessment, Monitoring, Evaluation and Information Management					
2. Cluster coordination /management and Human Resources					
3. Teacher Recruitment, Mobilisation, Training and Compensation					
4. Temporary Learning Spaces and Psychosocial support strategies					
5. Education supplies and logistics and Emergency Education Curricula (formal and non-formal) (i.e. school-in-a-box kits; photocopy textbooks)					
6. Rehabilitation and Construction of schools and Resumption of formal education					

HANDOUT 12.6: Policies and Decisions for Safeguarding Children Affected by Armed Conflict

December 1995: UNICEF publishes *The State of the World's Children 1996* on children in war, with the first child-based anti-war agenda.

August 1996: Graça Machel's report on the *Impact of Armed Conflict on Children* is introduced in the fifty first session of the United Nations General Assembly.

September 1996: Olara Otunnu is appointed to the position of Special Representative of the Secretary-General for Children and Armed Conflict.

July 1998: Adoption of the Rome Statute for an International Criminal Court, to adjudicate, inter alia, crimes against humanity and war crimes against children and women.

February 2000: The Secretary-General releases child-focused guidelines on the *Role of the United Nations Peacekeeping in Disarmament, Demobilisation and Reintegration*.

May 2000: Adoption of an Optional Protocol to the Convention on the Rights of the Child establishing 18 as the minimum age for children's participation in hostilities.

February 2002: The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict enters into force on 12 February 2002.

May 2002: Security Council meeting on children and armed conflict, on the occasion of the General Assembly special session on children.

UN Security Council Resolution 1612

In July 2005, the United Nations Security Council (UNSC) established a comprehensive monitoring and reporting mechanism on children affected by conflict in Resolution 1612. The monitoring and reporting mechanism is coordinated by UNICEF in cooperation with the Office of the Special Representative to the Secretary General for Children and Armed Conflict (OSRSG). Violations to be monitored include:

- Killing or maiming of children
- Recruiting or using child soldiers
- Attacks against schools or hospitals
- Rape or other sexual violence against children
- Abduction of children
- Denial of humanitarian access for children

The resolution establishes a Security Council Working Group, mandated to review the data submitted through the monitoring and reporting mechanism and to make concrete recommendations for action against parties that continue to violate children's security and rights. The monitoring and reporting mechanism is a formal, structured mechanism coordinated by UNICEF in cooperation with the Office of the Special Representative to the Secretary General for Children and Armed Conflict (OSRSG). The work is conducted at the country level to begin with and in coordination with NGO's and other international organisations on the ground. The findings are then reported back to headquarters and on to the Security Council Working Group. The Resolution also includes continued naming and listing of all offending parties and directs UN country teams to enter into dialogue with the offending parties in order to implement concrete time-bound Action Plans for ending violations of SCR 1612. The Resolution also authorises the Security Council to consider targeted measures against the offending parties where insufficient progress has been made.

Handout 12.7: Approaches to ensuring access to education during and after armed conflict*

Education Approaches

- **Distance learning programmes** use a variety of media, including print and radio, to provide education to a large number of students. In a refugee context, they are primarily used for secondary schooling and teacher training. During armed conflict they can ensure access to education during school closures
- **Accelerated learning programmes and summer camps** condense the formal curriculum (e.g. from 6 years to 3) to accommodate children who have missed years of education due to chronic crises.
- **Open learning/individual learning programmes** do not require constructing schools or employing full time or highly skilled teachers. Sets of teaching materials can often be produced locally and replace the need for expensive textbooks (within copyright limitations). Students can enrol any time and study at their own pace.
- **Community involvement in curricula content and school governance** mobilises community members to defend children's right to education by providing opportunities to be involved in school management and content. Religious leaders can participate in identifying and teaching religious curricula and thwarting opposition to education on ideological grounds.
- **Alternative venues for education** to reduce the risk of targeting schools. Taking education out of traditional buildings and moving to safe spaces such as homes, cellars, and other gathering places can reduce the threat of attacks.
- **Peace and reconciliation promotion.** Education can have a vital role in facilitating reconciliation between children with the potential of having a wider impact in the community. In Mozambique, teachers had an important role to play in working with parents and children to help reintegrate children who had been recruited into the guerrilla army. In the refugee camps for Somalis in Yemen, the camp schools worked effectively to promote reconciliation between people from different tribal groups, providing a "free zone" despite the existence of tribal conflicts within the community. (ARC Training 2008)

Other Approaches

Community engagement in protection and defence of schools. Communities can be mobilised against attacks and organise positive responses in their aftermath. In Afghanistan religious and political leaders are trained to be vigilant against attacks, re-open schools and persuade parents to send their children to school. School protection committees have been created. They will be supported by a national system for gathering information on security related incidents, with the help of military and local leaders.

Engagement with non-state entities to pursue its humanitarian activities. UNICEF and other UN agencies need to engage and negotiate with non-state entities, typically insurgent groups, to ensure the provision of assistance and protection to children and security for humanitarian workers, and includes, inter alia, negotiations for access and advocacy for the respect of children's rights. In some instances, 'corridors' of peace 'and "days of tranquillity' have been designated to allow the delivery of food, medicine and other supplies. These measures are limited and temporary in scope and cannot replace the broader protection, namely the end of conflict. In Nepal the Schools as Zones of Peace initiative was able to prevent some attacks on school and students through negotiations with the army and insurgents.

Monitoring and reporting. The UN Resolution 1612 requires both governments and armed groups to use time-bound plans of action to end the use and recruitment of child soldiers; it requires the UN system to monitor and report on six grave violations against children, including attacks against schools. Greater effort by the UN system and the human rights movements to press for the application of rights instruments to cases involving these particular groups might result in significant progress across the range of attacks on education. In Nepal, the Education Journalists Association

* Information adapted from Education Under Attack, UNESCO, 2007

had members in all conflict affected districts and regularly reported attacks by insurgents and the army on schools, teachers and students to UN agencies.

Advocacy and international pressure on the part of the international community.

The UN should work with Member States to eradicate impunity in the case of attacks on education staff, students, trade unionists, officials and institutions.

Greater resources should be given to the International Criminal Court to bring more cases to trial to widen its deterrent effect.

Governments should use every opportunity to set conditions of adherence to human rights norms, with particular reference to the rights of children, the right to education and protection of both education institutions and the process of education when entering trade or aid agreements with parties in conflict. Special attention should be paid to the violation of girls' right to education and women's right to teach, given the increased targeting of girls' education in some countries.

UN agencies, NGOs and teachers unions should campaign for international solidarity with targeted groups and institutions to raise pressure for human rights instruments to be applied more widely to attacks on education and for impunity to be eradicated.

The international community, UN agencies and NGOs should work with governments of conflict-affected states and governments that are assisting in preventing or limiting conflict to develop mechanism to protect threatened students, teachers, academics, education trade unionists, and officials and to assist them in relocating internally or externally where appropriate.

The UN should demonstrate its commitment to the right to education by setting up a global system for monitoring violent attacks on education. It should support the establishment of a publicly accessible, global database to keep track of the sale of the attack, types of attack, perpetrators, motives, impact on education provision and the nature and impact of prevention and response strategies.

The international media should recognise their critical role and responsibility in bringing to the world's attention the targeting of education and its impact on children.

Case Study: Schools as Zones of Peace in Nepal

Nepal experienced a 10-year Maoist insurgency in which schools were literally and ideologically caught in the crossfire of the Maoists and the army. Maoists introduced curriculum that was in conflict with the state curriculum. Schools were taken over by army to use as military staging grounds, and students were taken for Maoist indoctrination and recruited to join the insurgency. Strikes and occupation closed the schools for prolonged periods. 344 students and 145 teachers were killed in the conflict.

UNICEF, in partnership with local administrators, parents, community leaders, trained community facilitators, and local NGOs and INGOs, developed the Schools as Zones of Peace (SZOP) initiative. The partners mobilised community support to keep the conflict out of the schools. Community facilitators trained by UNICEF conducted back-door negotiations with the Maoists to respect the concept of zones of peace. Open negotiations with all parties were not possible because they could have compromised the negotiators. The components of the programme included: 1) Analysis by parents, teachers, and community members about how the conflict affects the school and how the school can contribute to peace; 2) Negotiation of a codes of conduct with all parties to keep the conflict out of the schools; 3) Provision of psychosocial counselling for students and teachers to support them in dealing with the impacts of violence; 4) Provision of land mine awareness activities to protect students and teachers from unexploded ordinance (UXOs).

After the peace accord and elections, new violence and political unrest broke out among groups claiming exclusion from the political process in the Terai plains region, causing additional school closures, harassment of teachers, and recruitment of students for political purposes.

A reformulated SZOP programme was initiated in 2008 targeting 9 districts which includes 1) National and district level advocacy and media campaigns; 2) Negotiation of national codes of conduct and statements supporting SZOP; 3) Negotiation of district codes of conduct and 4) Negotiation of school codes of conduct embedded in child friendly school initiative.

source: UNICEF Nepal