
Module 9: Contingency Planning

 **Time: 4 hours 45 minutes**

Learning Objectives

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

1. Understand what is contingency planning and why it is important.
2. Understand the key components of the contingency planning process.
3. Understand how to develop a contingency planning document.
4. Begin the contingency planning process.

Key Messages and Learning Points

- Contingency planning is an on-going process to reflect upon and prepare for various emergency scenarios. The process occurs over a period of time with participation of key stakeholders.
- Developing a contingency plan for the education sector is a key preparedness activity.
- A contingency plan can be developed at the national and/or local levels with key stakeholders that may be involved in emergency response. For the education sector, this can include Education Cluster members, Ministry of Education staff at the national and local levels, community-based organisations, teachers, youth etc...
- Contingency planning should always include the Ministry of Education, preferably in a leadership role.
- A contingency plan document is one of the key results of the process. It is a living document whose activities should be implemented as part of emergency preparedness. The document's plan should be reviewed and revised regularly, usually on an annual basis.
- It is important that even though contingency plans are developed for individual sectors, there needs to be coordination with other sectors to ensure there is not an overlap or gap in service provision.

Session Outline

Content	Approx. Time	Instructional Activity
1. Introduction to Contingency Planning	20 minutes	Presentation
2. Lessons Learned	60 minutes	Group work
3. Developing a Contingency Plan	2 hours 30 minutes	Group work
Total Time	4 hours 45 minutes	

Note to Facilitator: *The first part of this module, which provides an introduction to Contingency planning provides an overview of the process and so can be relevant for all possible trainees (i.e. implementing agencies, UN, Ministry of Education, donors, students). The subsequent exercises should be conducted at the country or local level for key education stakeholders (i.e. Education Cluster, Ministry of Education). If the training is a regional training, it is recommended to only review the first part of the module and let participants know that the rest of the module would be most useful if conducted in their respective countries.*

Preparation, Resources and Support Materials

Resources / Materials needed:

- Handout 9.1: Contingency Planning Worksheet.
- Handout 2.1: Summary of INEE Minimum Standards
- INEE handbook - Minimum Standards for Education: Preparedness, Response and Recovery
- Flipcharts, markers
- Module 9 slide presentation

Preparation for this session:

- Review Session slide presentation
- Copies of Handouts 9.1, one per participant
- Copies of Handouts 2.1, one per participant (if not previously provided to participants)
- Prepare flip charts for exercises

Additional Resources:

- 3.5 Inter-Agency Contingency Planning Guidelines for Humanitarian Assistance, November 2007 (Available in English Spanish, French and Arabic)
- 9.2 Nepal Education Cluster Contingency Plan, 2009
- 9.3 Nepal National Contingency planning workshop report, 2009
- 9.4 Nepal District level Multi-sectoral Contingency planning workshop agenda

Via the internet:

- IASC Sub-Working Group on Preparedness and Contingency Planning. Challenges and Suggestions for Enhancing Inter-Agency Contingency Planning: Report of the 1st Global Consultation of Contingency Planners in Humanitarian Agencies. 2-4 July, 2007
www.reliefweb.int
- Hoularton, Richard. Contingency Planning and Humanitarian Action: A Review of Practice. HPN Network Paper No. 59, March 2007. www.odihpn.org

Toolkit:

- *For local adaptation*

Supplementary Material:

- **None**

1. Introduction to Contingency Planning

45 minutes

Objectives

- Understand what is contingency planning and why it is important.
- Understand the key components of the contingency planning process.
- Understand how to develop a contingency planning document.
- Begin the contingency planning process.

UNEP and Education Cluster

What is Contingency Planning?

Contingency planning is an on-going process led by key stakeholders to reflect upon and prepare for various emergency scenarios

- Often led by technical clusters (i.e. Education cluster)
- Should include active participation and leadership of government ministry (i.e. Ministry of Education)
- One of the key outputs of contingency planning is the development of a contingency planning document.

UNEP and Education Cluster

Why Contingency Planning?

- It's a key to preparing for emergencies.
- It provides an opportunity to identify constraints and focus on operational issues prior to the on-set of a crisis.
- Strengthens coordination and relationships by working together to conduct this process.
- A common understanding of agencies' capacities and challenges helps facilitate effective collaboration in a crisis. Ensures no overlap or gap of services provided.



UNEP and Education Cluster

Who should be involved?

- All those required to work together in the event of an emergency
 - Should also include coordination with other sectors (e.g. WASH, Child Protection)
- Those affected by the response (e.g. students, teachers)
- Education authorities at the national and local levels
- Experts on areas covered in the plan (e.g. engineers to help with school re-construction)

UNEP and Education Cluster

Uses of a Contingency plan

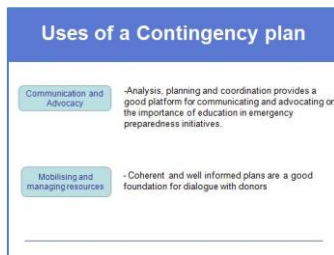
Emergency Risk Reduction	<ul style="list-style-type: none">- Analyse risks, vulnerability and response capacity- Identify preparedness measures- Provides a joint platform for involved actors
Capacity Development	<ul style="list-style-type: none">- Has agreed upon capacity development plan- Increase participants awareness of, access to, and use of existing tools (e.g. best practices, templates)
Monitoring Preparedness	<ul style="list-style-type: none">- A framework for monitoring progress, outcomes, and impact of preparedness measures.

UNEP and Education Cluster

1. Introduce the session by running through the sessions objectives.
2. Ask participants if any of them have participated in contingency planning. If so ask them to explain: “**What is contingency planning?**”
3. **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.

For the education sector, the Education Cluster (including the Ministry of Education) usually lead this process.
4. Ask participants “**Why should we do contingency planning?**”
 - Experience shows that emergencies can be avoided or their effects can be mitigated when preparedness measures are taken. Contingency planning is a key to preparedness.
 - Contingency planning provides an opportunity to identify constraints and focus on operational issues prior to the on-set of a crisis.
 - An active, joint contingency planning process also enables involved actors to establish working relationships that can make a critical difference during a crisis.
 - A common understanding of common challenges and of each other's capacities and organizational requirements helps to facilitate effective collaboration in a crisis and adds better predictability, coherence, coordination and professionalism to a response. It ensures there is no overlap or gaps in service provided.
5. Ask participants “**Who should be involved in the contingency planning process?**”
 - Contingency planning is most effective when it is a participatory process that includes all those that will be required to work together in the event of an emergency. Who depends on the level of the contingency planning, whether national, regional, local/school.
 - Some examples include: Education cluster members, Ministry of Education staff from national and local levels, INGOs and United Nations agencies, NGOs and community-based organisations including parent-teacher associations, teachers, teachers' unions, students.
 - It is important to include experts at different stages in the planning process (i.e. engineers for safe school construction, national disaster management authorities to ensure coordination with other sectors).
6. Uses of contingency plans
 - **Emergency risk reduction**
 - ✓ A framework for analyzing risks, vulnerability and response capacity, as well as identify preparedness measures to prevent or alleviate the impact of emergencies
 - ✓ Provides a joint platform for involved actors



- Capacity development

- ✓ Contingency planning can be a helpful framework to increase participants' awareness of, access to, and use of existing tools, e.g. best practices, templates, sample projects, multi sectoral rapid assessment forms, agency specific toolkits etc.

- Monitoring and review of preparedness measures

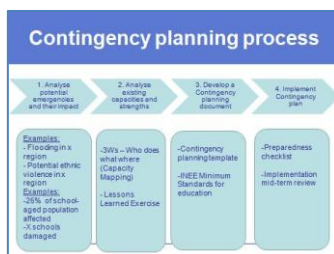
- ✓ Objectives and indicators, defined during the contingency planning process, provide an effective framework for monitoring progress, outcomes, and impact.

- Communication and Advocacy

- ✓ A robust analysis of risks and hazards and appropriate strategies to address them is a good basis for communication and advocacy on the importance of education in emergency preparedness initiatives

- Mobilising resources

- ✓ The role of preparedness in becoming slowly, but increasingly recognized by donors. Donors will also expect to see coherent and well informed plans;
- ✓ Inadequate analysis or documentation of needs and priorities can lead to wasted investments as resources might be allocated in ways that leave significant gaps unfilled.



7. Contingency planning process

Analyse potential emergencies and their impact:

This should include the possible emergency scenarios and the possible impact (i.e. number of families and children affected, number of houses/schools affected). This can be done as part of a workshop or at a meeting of key education stakeholders. An example of this is provided in the sample contingency plans provided.

Analyse existing capacities and strengths:

Conduct a **Who's Doing What Where** exercise to map the current services provided by key education stakeholders. This will ensure that during the contingency planning process, there is not overlap or gaps in service provision. This can be done as part of a workshop, at a meeting of key education stakeholders or through email. An example is provided.

Lessons learned exercise:

This is a reflection exercise and can help key education stakeholders understand what they did in a previous emergency and what can be improved upon if another emergency occurs. This ideally should be done as part of a workshop before the development of a contingency plan.

Develop a Contingency planning document:

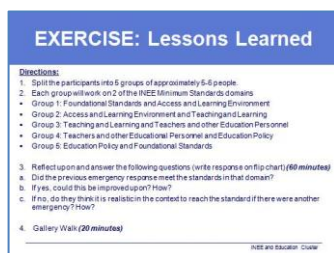
This is a written plan that includes clear objectives and strategies for the sector, various emergency scenarios, capacity of key stakeholders, preparedness and response activities. This written document is important to ensure the implementation of preparedness activities and it provides a written agreement between key education stakeholders. This can be done through a multi-day workshop at the national and/or local levels.

Implement Contingency plan:

This is the most important part of the contingency planning process. If the plan is developed, but not implemented, there will be no emergency preparedness. This is where often follow-through does not happen. It is advisable to have someone who can keep the process moving and hold members who committed to certain work to get them done. Often this job falls to the Education Cluster Coordinator. A preparedness checklist can be used and a mid-term review of the implementation of this plan can be conducted.

2. Exercise: Lessons Learned

90 minutes



Note to Facilitator: 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 90 minutes, but it can be reduced to 60 minutes or expanded to 120 minutes depending on how much time you have and would like to focus on this particular exercise.

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

1. Split the participants into 5 groups of approximately 5-6 people.
2. Give each group flip chart paper, markers and ask them to take out **Handout 2.1** from module 2 that summarises the INEE Minimum Standards for Education and the INEE Minimum Standards handbook.
3. Assign each group 2 of the INEE Minimum Standards domains so each group can reflect upon the emergency response in 2 different domains.
Example:
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. Each group should use the INEE Minimum Standards as a framework with which to reflect on lessons learned.
 - 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?
5. The instructions and setting up the groups may take about **10 minutes**. So, the groups will have about **60 minutes** to work in their group.
6. 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 **20 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.

3. Exercise: Developing a Contingency Plan

2 hours 30 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 **90 minutes** to complete the Contingency plan worksheet for their group (see Handout 9.1). This includes completing the plan for preparedness and response.
3. Large group presentation and discussion (**60 minutes**): Each group presents their ideas to the rest of the group.

HR and Education Cluster

Contingency planning worksheet

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

HR and Education Cluster

Note to Facilitator: 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:
 - 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. Try to allow people the choice of which group to join, but ensure that groups are not too small or large.

Note to Facilitator: The above-mentioned groups are examples of groupings based on the key education in emergencies technical components. You can change these 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 as many as 50-60 people, whereas at local level there will be fewer

3. Give each group flip chart paper and markers and the Contingency planning worksheet. They should use the format provided in the worksheet (**Handout 9.1**) and write their ideas.
4. The groups will have **90 minutes** to complete the Contingency plan worksheet for their group. This includes completing the plan for preparedness and response activities. If an agency is not able to give a firm commitment during this process, they can give a tentative commitment and then confirm as the plan is being finalised. The group should give as much detail as possible so the document can be used.
5. Large group presentation and discussions (**60 minutes**): Each group will then present their ideas to the rest of the group. This will provide a chance for the whole group to discuss the ideas the group came up with, add activities, commit to activities, take activities out etc... During this discussion, one person should be elected to type up all of these ideas and send them around to the whole group for feedback before finalising. (Note: Often a person from the cluster coordinating agencies will take on this task).

Finish by Directing participants to the reports and sample contingency plan from Nepal included on their CD. In addition there is a copy of the IASC guidelines for developing contingency plans

Handout 2.1 – Minimum Standards for Education - Summary

Foundational Standards: Community Participation, Coordination, Analysis

Community Participation Standard 1: Participation Community members participate actively, transparently, and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

Community Participation Standard 2: Resources Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

Coordination Standard 1: Coordination Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

Analysis Standard 1: Assessment Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

Analysis 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.

Analysis Standard 3: Monitoring Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Analysis Standard 4: Evaluation Systematic and impartial evaluations improve education response activities and enhance accountability.

Domain: Access and Learning Environment	Domain: Teaching and Learning
<p><u>Standard 1: Equal Access</u> All individuals have access to quality and relevant education opportunities.</p> <p><u>Standard 2: Protection and Well-being</u> Learning environments are secure and safe, and promote the psychosocial well-being of learners, teachers and other education personnel.</p> <p><u>Standard 3: Facilities and Services</u> 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><u>Standard 1: Curricula</u> Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p> <p><u>Standard 2: Training, Professional Development and Support</u> Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> <p><u>Standard 3: Instruction and Learning Processes</u> Instruction and learning processes are learner-centred, participatory and inclusive.</p> <p><u>Standard 4: Assessment of Learning Outcomes</u> Appropriate methods are used to evaluate and validate learning outcomes.</p>
Domain: Teachers and Other Education Personnel	Domain: Education Policy
<p><u>Standard 1: Recruitment and Selection</u> 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.</p> <p><u>Standard 2: Conditions of Work</u> Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p><u>Standard 3: Support and Supervision</u> Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p><u>Standard 1: Law and Policy Formulation</u> Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p> <p><u>Standard 2: Planning and Implementation</u> Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>

Handout 9.1: 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					

Supplementary Exercises

Exercise - None

0 minutes

Note to facilitators:

1. -