GUIDANCE ON COORDINATED ANTICIPATORY ACTION IN EDUCATION
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For further support or guidance relating to any of the information in this document, please contact the GEC Helpdesk: help.edcluster@humanitarianresponse.info

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INTRODUCTION

There are global commitments to scale up and systematize anticipatory approaches in the humanitarian system: the third iteration of the Grand Bargain (June 2023) sets the scale-up of AA as one of its strategic sub-objectives and OCHA commits to ‘facilitate a systemic shift to coherent and embedded anticipatory approaches, including anticipatory action’ in its 2023-26 strategic plan. OCHA and CERF have rolled-out coordinated work on Anticipatory Action to several country contexts, but there has been relatively little engagement of Education Clusters in these initiatives.¹

The purpose of this document is to define the Global Education Cluster’s (GEC) approach to Anticipatory Action. Understanding how education clusters can coordinate inter-agency efforts on Anticipatory Action in education will enhance sector preparedness, support the provision of rapid and quality education in emergencies, strengthen our education advocacy work, and contribute to nexus-focused programming.

Better defining GEC’s approach to Anticipatory Action in the education sector will support the GEC’s recent efforts to strengthen country clusters’ approach to and work on preparedness and rapid response. It will also support GEC’s climate resilience and adaptation work. Anticipatory action can be an important tool within broader efforts to support climate adaptation and resilience. Work on Anticipatory Action will also ensure the Cluster is at the forefront of coordinated efforts to use predictive data to anticipate conflict and resulting displacement. Anticipatory action in the education sector can help reduce the impacts of predictable crises on children's education and wellbeing. Children and school communities can also play a critical role in supporting anticipatory action.

This document presents our current understanding of Anticipatory Action in Education and will be used as a starting point for discussion, planning and preparedness with country clusters and key partners through the GEC’s Task Team for Preparedness and Anticipatory Action. It will be updated as we learn of emerging work in this area and capture additional examples, good practice and opportunities to collaborate.

Access the GEC Preparedness Toolkit (page 4-5) for a glossary of key terms.

¹ CERF does not publish disaggregated funding allocations for AA within its Rapid Response Window, but from initial analysis of funds spent on AA by CERF in 2020, it seems that around 3% were allocated to education activities, and only in one of their pilot locations (Ethiopia).
1. HOW DOES THE GLOBAL EDUCATION CLUSTER DEFINE ANTICIPATORY ACTION?

Anticipatory Action is acting ahead of a predictable hazard to prevent or mitigate the impact of the shock on communities before they fully unfold, or to improve the response. Anticipatory Action takes place upon issuance of a warning or activation of a trigger and means acting on the basis of risk and expected needs rather than actualised needs.²

Anticipatory Action offers the potential to address humanitarian crises in a way that is proactive rather than reactive, to save lives and reduce the impact of hazards on education infrastructure, education personnel, learners and their communities. Anticipatory Action leverages a window of opportunity: using the time between when an early warning or forecast is available and before the full-blown crisis to use pre-positioned resources and plans to take protective action. Anticipatory Action means acting on the basis of risk and expected needs rather than actualised needs.

Anticipatory Action relies on three key components: ³

The model
Triggers for action based on Information about risks and vulnerability

The delivery
Pre-agreed technical and operational action plans to deliver activities

The money
Pre-defined resources or fast-release financing

Determining education risk information and agreeing triggers, technical and operational planning to agree anticipatory education activities, and financing is addressed in Section 5 below.

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² Preparedness Toolkit for Education Clusters and Child Protection Working Groups (GEC and CPAoR, 2023)
³ https://www.unocha.org/anticipatory-action
The Global Education Cluster’s Strategy 2022-25 puts renewed emphasis on the importance of anticipatory action, preparedness, preventative measures, rapid response⁴ and the need for building more crisis-sensitive systems⁵. Strengthening local and national capacity in preparedness, response, coordination and contingency planning is one of seven core functions of the Cluster Approach and is seen as cross-cutting throughout all stages of the Humanitarian Programme Cycle. OCHA encourages clusters to ‘plan for preparedness’ with capacity development of their partners [and the humanitarian coordination system] as the main foundation. However, despite its centrality to the cluster system, preparedness is considered the weakest core cluster function as assessed by members of country education clusters.⁶

The GEC’s approach to Anticipatory Action encourages dynamic thinking about risks, seeks to improve humanitarian-development coherence, and recognizes the agency of children and their communities. It complements preparedness actions by being based on a trigger that helps us understand when to act. It should also be adaptable and tailored to the local context. Through Anticipatory Action, Education Clusters aim to prevent and reduce the impact of predictable crises on children, so that they can continue to learn and be protected. To do this, education clusters are encouraged to develop a culture and practices to enable them to proactively anticipate, plan for, and respond earlier to protect children and their right to education from predictable hazards, while also influencing and supporting governments, donors and cluster partners to adopt anticipatory action best practices for children. Education Clusters’ work on Anticipatory Action will need to be integrated with other sectors, as sequencing education actions with other activities will ensure a holistic response that addresses the range of risks faced by children and their communities. Child Protection, MHPSS, WASH, and CVA are particularly key areas for integrated approaches to AA in Education.

⁴ Strengthening Rapid Education Response Toolkit (GEC and partners 2022)
⁵ GEC 2022-2025 Strategy, Strategic Objective 3 (page 23)
⁶ Preparedness Toolkit for Education Clusters and Child Protection Working Groups (GEC and CPAoR, 2023)
2. WHY ANTICIPATORY ACTION FOR EDUCATION?

AA will help us more efficiently address the increasing severity of risks and scale of needs: 1 billion children live in countries facing extreme climate risks and many million are directly impacted by conflict and other complex crises. There is growing recognition that we need to do things differently and shift from reactive to proactive approaches if we are to address the scale of humanitarian needs globally, and in relation to children’s learning, protection and wellbeing in particular. It is well documented that the cost of responding to crises is far higher than the cost of being prepared. There is also growing evidence from AA pilots that not only does Anticipatory Action save money; it also saves lives and livelihoods and mitigates the economic, political, social and security impacts of compounded crises. Given the impacts of COVID-19 and epidemics, conflicts in every continent, and the climate-driven crises that are increasing in number, scope, frequency and intensity, we need to act more, better, and earlier.

AA will help us meet children’s right to uninterrupted learning: Forecastable humanitarian crises are disrupting children’s access to quality education and their achievement of essential learning and wellbeing outcomes globally. A recent study found that at least half of all humanitarian crises are somewhat predictable, meaning risks can be planned for and managed in advance. And yet more than 175 million children are out of school due to climate disasters, and many more due to cyclical conflict and displacement. We know that when children and their families are displaced – whether due to climate, conflict-induced or other complex emergencies, the risk of dropping out of school and never returning dramatically increases. Working on AA in the education sector will mean we can potentially prevent, mitigate, and reduce the impact of forecastable humanitarian crises and work together to ensure that education is viewed as a critical service and education facilities as critical infrastructure.

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7 One billion children at ‘extremely high risk’ of the impacts of the climate crisis - UNICEF, 2021
8 Preparedness Toolkit for Education Clusters and Child Protection Working Groups (GEC and CPAoR, 2023), page 19
**AA in Education contributes to Protection outcomes:** We know that the least educated children are more likely to be displaced, and children from families with lower levels of education are more likely to be removed from school to work when disasters strike.\(^{10}\) Crises of all kinds increase the incidence of negative coping strategies, including child marriage, child labour, violence and exploitation of children and youth. A recent study confirms the association between climate-related events and child marriage where historical data of unexpectedly high or low levels of rainfall, showed that a 10 per cent deviation in either direction is associated with a 1 per cent increase in levels of child marriage.\(^{11}\) We also know that access to education delays early marriage - most girls drop out of school and then get married, not the other way around.\(^{12}\) Education actors, working closely with child protection colleagues, must ensure that there is an intersectional approach to understanding the needs, strengths, and vulnerabilities of different groups of boys, girls, and women and men involved in education, including children and persons with disabilities, ensuring that risk analyses centers information from girls and boys themselves, including children and youth not currently accessing education opportunities. Working in an integrated way to reduce the impact of predictable humanitarian crises on children’s access to education through AA will not only contribute to education outcomes but will also help keep all girls and boys safer and healthier in the face of growing risks.\(^{13}\)

**Education can help strengthen our child-centered approach to AA:** To date, much of the work on AA in the humanitarian sector has been focused on food security, livelihoods, and WASH, often without specific consideration of the needs and priorities of children.\(^{14}\) As one of the few clusters/ AoRs focused primarily on serving children, the education cluster is ultimately accountable to girls and boys. Strengthening our work on AA in education will not only ensure we better meet children’s rights to education and protection, but will also help promote children’s participation rights and engage children as key actors in locally-led approaches to AA. Children are experts in their own lives, and they are best placed to identify their own solutions and inclusive approaches to action to support their resilience and protection. Building AA into our education programming will help ensure our AA work meets children’s specific needs, preferences, and priorities, and improve the quality of our work in the education sector, and potentially beyond.

**Schools can serve as a community hub for AA:** Education Clusters’ approach to AA acknowledges that communities and local actors prepare and take action to manage risks well ahead of national and international bodies in many contexts. Building on and supporting local knowledge and locally led early action when we work on AA will be critical across sectors. Schools are child-focused community structures that often serve as a highly localized hub for organizing community-led disaster risk reduction and response efforts. Working with and through schools on AA will therefore be a key priority and opportunity to further support through our education programming and partnerships with local civil society and education authorities.

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10 The climate crisis is a child rights crisis: Introducing the Children’s Climate Risk Index (UNICEF 2021) UNICEF Climate Change Index (UNICEF, 2021)
11 Is an end to child marriage within reach? Latest trends and future prospects (UNICEF, 2023)
13 Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies (IFRC, 2021)
14 1% of the Start Fund Anticipatory Window was spent on Education 2016-17. CERF does not publish disaggregated funding allocations for AA within its Rapid Response Window, but from initial analysis of funds spent on AA by CERF in 2020, it seems that around 3% were allocated to education activities, and only in one of their pilot locations (Ethiopia).
**3. ISN’T AA JUST ANOTHER ACRONYM FOR DRR AND PREPAREDNESS?**

Anticipatory Action as a bridge between Disaster Risk Reduction, Preparedness and Crisis Response

### Escalating Risks

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Preparedness</th>
<th>Anticipatory Action</th>
<th>Rapid EiE Response</th>
<th>Longer-term EiE Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to crisis</td>
<td>Preparedness Planning • Contingency Planning</td>
<td>Anticipatory Action is acting ahead of a predictable hazard to prevent or mitigate the impact of the shock on communities before they fully unfold, or to improve the response.</td>
<td>Providing rapid humanitarian assistance at the onset of a new emergency or the escalation of an existing humanitarian crisis. (GEC’s Strengthening Rapid Education Response Toolkit)</td>
<td>The purpose of a coordinated EiE response is to meet the needs of affected children and school communities by means that are reliable, effective, inclusive, and respect humanitarian principles.</td>
</tr>
<tr>
<td>Window of opportunity to act ahead of a crisis</td>
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<tr>
<td>Post shock and Recovery</td>
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**Preparedness** builds the advance readiness of country teams, and strengthens their ability to respond before or during a crisis, as conditions deteriorate or new shocks occur.

**Preparedness** should be ongoing and includes any action or capacity development that is introduced before an emergency to improve the timeliness and quality of response and recovery.

**Resilience Building**
Anticipatory Action is part of the Disaster Risk Management cycle and is linked but distinct from Disaster Risk Reduction. AA sits between preparedness and response, in a window of opportunity between an early warning (or another trigger for action) and the onset of disaster. In the education sector, the objectives of Disaster Risk Reduction are to 1) protect learners, educators and staff from death, injury, violence and harm in schools and other learning spaces, 2) to plan for education and protection continuity, and limit disruptions to learning in the face of shocks, stresses, hazards and threats of all kinds and 3) to promote knowledge and skills of learners and duty-bearers, to contribute to risk reduction, resilience building, and sustainable development. DRR is an ongoing process of identifying, assessing and reducing the risks of a disaster, it's not forecast-based and is a longer term process. Anticipatory Action also aims to prevent and mitigate the impact of hazards but is narrower in scope as it refers to the activities to prevent or mitigate potential disaster impacts directly before a specific predicted shock, or before acute impacts are felt or fully unfold.

The education sector has decades of experience in DRR and huge amounts of learning on which to build approaches to Anticipatory Action. The Comprehensive School Safety Framework, which aims to reduce risk and increase resilience of the education sector globally, is a key tool to inform a holistic approach to education sector Anticipatory Action. Education Clusters and their partners have worked on child-led and school-based approaches to disaster risk reduction, including establishment of local early warning systems, which will serve as an entry-point and foundation for operationalization of AA approaches in education.

Preparedness is foundational for AA. Preparedness aims to improve our capacity to respond to a range of common hazards, ensuring we have the technical and operational knowledge, skills, systems and resources to support children’s and teacher’s safety and wellbeing as well as educational continuity and education systems resilience. Through preparedness planning, education clusters and our partners are better prepared to take humanitarian action (including anticipatory action) when needed. Preparedness refers to specific actions to ensure readiness to respond to disasters, and includes such activities as contingency planning, the stockpiling of equipment and supplies, the development of capacities among coordination teams and partners in preparedness. As part of our preparedness work, we need to plan in detail what specific Anticipatory Action(s) will be taken in the event that a specific hazard is forecasted.

Finally, in humanitarian contexts, we tend to focus on response and be reactive. As climate change becomes a greater risk in more and more places, education clusters and our partners need to focus on mitigation and adaptation, and AA is an important way for us to contribute to preventing or reducing climate- induced risks and their impact on the education response.

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16 Comprehensive School Safety Framework | GADRRRES. The CSS Framework intends to strengthen our approaches to fulfilling the Sendai Framework for DRR (SFDRR) goals as we interpret the global targets and the four SFDRR priorities for risk reduction and resilience in the education sector.
17 Preparedness Toolkit for Education Clusters and Child Protection Working Groups (GEC and CPAoR, 2023), page 5
Anticipatory Action is a relatively new approach, and considering how to take anticipatory action in the education sector is newer still; it can therefore feel quite challenging and overwhelming. However, while the activities within anticipatory action will vary according to context, type of hazard, populations most at risk, and many other factors, many of the activities will probably be familiar, drawing from and aligning to response plans, programmatic approaches, and targeting strategies that we use during other phases of humanitarian action. There are also many gray areas – activities don’t always neatly fall into AA or DRR or response, and might be labeled differently depending on when they take place, who they target, or the processes or events that trigger the action.

The purpose of this section is to give education cluster coordinators an idea of what anticipatory actions within education may look like before we go deeper into the opportunities for coordinated approaches to AA.
The examples below map out EiE Anticipatory Action within a wider framework of risk informed education programming - adapted from SC’s AA Framework

Integration of risk management and anticipatory capacities across humanitarian, development, and adaptation programming

<table>
<thead>
<tr>
<th>Objective</th>
<th>Planning</th>
<th>Funding</th>
<th>Timing focus</th>
<th>Certainty of impacts</th>
<th>Education Examples</th>
<th>Systems Development</th>
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<tbody>
<tr>
<td>Reduce Impact of Disaster</td>
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<td>Establishing plans and activities for AA:</td>
<td>Pre-positioning of anticipatory financing</td>
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<td></td>
<td></td>
<td>• Prepositioning EiE stocks and agreements/MoUs with partners, suppliers, government</td>
<td>Support to national DRR systems and policies</td>
</tr>
<tr>
<td></td>
<td>Proactive: Activities planned before the crisis, based on most common hazards</td>
<td>Proactive: Activities planned before the crisis, based on data from forecasts and projections</td>
<td>Intervention is implemented before a crisis emerges, based on most common hazards</td>
<td>Some uncertainty in planning as risk assessment often based on historical profile of previous crises and evolving understanding of current and future trends</td>
<td>'No regrets' activities with the intent to prevent or mitigate the impact of potential crisis on education:</td>
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<td>• Distribution of hazard-specific EiE kits to schools ahead of anticipated hazard</td>
<td>Development of shock-responsive actions / crisis modifiers</td>
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<td></td>
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<td>• Refresher trainings on psychological first aid (PFA), Lifesaving messages, and referral pathways for teachers</td>
<td>Pre-positioning of anticipatory financing</td>
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<td>• Cash-transfers to HH ahead of anticipated hazard (e.g to support education continuity for at risk groups)</td>
<td>Support to national DRR systems and policies</td>
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<td>• Cash-transfers to school communities ahead of anticipated hazard (e.g to assist learning continuity and protective actions for school infrastructure and supplies)</td>
<td>Development of shock-responsive actions / crisis modifiers</td>
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<td></td>
<td>• Targeted WASH provision in schools ahead of drought-induced crisis or cholera alert</td>
<td>Development of early warning systems</td>
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<td>• Passive security measures to schools</td>
<td>Contingency planning and/or developing Early Action Protocols</td>
</tr>
</tbody>
</table>

| | Respond to Impact of Disaster | | | | | |
| | Rapid Response | Longer-term Response and Early Recovery | | | | |
| | Respond to crisis from 72 hours up to 3 months following a shock or deterioration | Restore essential services and assets | | | | |

Certainty as planning based on existing impacts and real-time needs (e.g crisis declared by the government)
### Education Anticipatory Action Examples by Hazard Type

<table>
<thead>
<tr>
<th>Forecasted Hazard Type</th>
<th>AA trigger Timeframes</th>
<th>Examples of Education Anticipatory Actions</th>
</tr>
</thead>
</table>
| Rainfall flooding                                            | Typically days        | • Use of sandbags to mitigate flood damage to education facilities  
• Provision of waterproof bags/float bags or tarps to protect teaching and learning supplies  
• If not already done as part of school-based DRR: identification of alternative locations for learning on high ground  
• Cash-transfers to school communities and/or teachers to assist protective actions for schools WASH messaging to ensure children and communities know how to access safe drinking water and reduce likelihood of water-borne and other diseases.
| River or river basin flooding                              | Typically days to weeks |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Heatwaves / Coldwaves                                       | Typically days        | • Distribution of prepositioned hazard-specific EiE supplies, such as solar panels and solar fans, heaters for classrooms in affected areas, or cold weather kits for learners at risk of drop-out or absence  
• Identification of alternative locations/calendars for learning that are cooler / warmer.  
• Salting roads to schools for ice/snow  
• Winterization items to students.
| Cyclones / Typhoons / Hurricanes                           | Typically days        | • Reinforcing roofs, doors and windows and use of sandbags  
• Provision of waterproof/float bags or tarps to protect teaching and learning supplies  
• Cash-transfers to school communities for protective actions for school infrastructure and supplies  
• Sharing life saving messages for children to stay safe during the weather hazard.
| Disease outbreaks                                           | Typically days*       | • Targeted hardware and software WASH and health provision in schools ahead of disease alert (e.g. Ebola response in DRC, distribution of thermometers and other material needed to put the SOPs into practice).  
• School-level standard operating procedures agreed  
• Communicate life saving messages to prevent disease spread  
• Refresh referral pathways and protocols between school and health facilities.
| Conflict (including conflict-induced displacement)          | Typically days to weeks* | • Provision of essential learning materials to reduce loss of learning materials  
• Provision of radios/tablets/learning packs to support distance learning if access is reduced or teaching is high-risk  
• Provision of cash assistance to teachers  
• Provision of temporary learning spaces (tents or alternatives) and teaching and learning materials to schools in communities likely to host displaced populations to increase absorption capacity  
• Training for teachers on teaching large (mixed) classes  
• Activation of roster of mobile or volunteer teachers to teach extra classes in host community schools  
• Provision of MHPSS activities in collaboration with Child Protection actors  
• Passive protection measures to schools (sandbags, anti-blast film for windows, generators)
| Drought and Food Insecurity                                | Months, up to 12 months | • Targeted WASH provision in schools ahead of drought-induced crisis  
• Targeted school feeding interventions to supplement other food security interventions  
• Provision of cash assistance to teachers to mitigate likelihood that teachers stop attending schools to source food or water.
| ALL HAZARDS                                                |                       | • Teacher training and sharing of updated information on risks, mitigation, and protection measures for learners, teachers, caregivers and community members, including refreshers on PFA and referral pathways  
• Cash-transfers to HH to support education continuity for groups at risk of drop-out  
• Other actions defined by children as priorities during consultation processes in establishment of the AA system  
• Activate agreed continuity of learning protocols if schools are closed.

*Anticipating disease outbreaks and conflict and conflict-induced displacements is significantly more challenging than anticipating hydro-meteorological shocks since forecasting for epidemics and conflict are still a relatively new areas of work. However, considering Early Actions for these kind of hazards, even if reactive rather than anticipatory in practice, can still reduce the impact and loss of life and other education, protection and wellbeing risks faced by children.
5. HOW CAN WE INCLUDE EDUCATION IN INTER-SECTOR ANTICIPATORY ACTION WORK?

Now that we have some examples of what AA might look like in Education programming, we will consider three key components of anticipatory action that make it different from general preparedness and response efforts, and the how the education cluster fits into broader inter-sector initiatives in each step:

- **The model:** Triggers for action based on Information about risks and vulnerability
- **The delivery:** Pre-agreed technical and operational action plans to deliver activities
- **The money:** Pre-defined resources or fast-release financing

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5.1 The Model: Information, Forecasting, Early Warning and Triggers

Anticipatory action is based on forecasts and/or analysis of a predictable imminent or future crisis event and therefore relies on information that attempts to model the future. Forecasts can flag an imminent hazard (such as drought) or warn of the impact of hazards (such as acute food insecurity associated with drought).

**The bad news?** The risk analysis that underpins much AA work is often complex, drawing on meteorological data, risk modeling, scientific expertise and often local, national and regional data sets, knowledge, and monitoring. **The good news?** This means, as education actors, we don’t do this work alone – this information gathering, analysis, development of triggers for action and early warning alerts requires collective approaches to be effective.
This work will often be led by OCHA, governmental disaster risk management departments, etc. while Education Clusters should be aware and linked-in to the inter-sector efforts and information flows. Risk information, forecasting and early warning material from government or scientific sources should not be the only source of information when undertaking AA planning. Local knowledge and perspectives of risk and indigenous forecast indicators and early warning systems provide valuable insights and sometimes new perspectives on risk analysis. Education Clusters can support making these critical links to the most local systems and knowledge through linking coordinated AA work to school-level DRR programming on risk identification and early warning. For more information on how Clusters can access, use and contribute to this part of AA work, see Section 6 below – Anticipatory Action in HPC – Needs Assessment and Analysis.

What is an Anticipatory Action Trigger?

Triggers or thresholds for anticipatory action can be both firm or more subjective (referred to as ‘hard’ or ‘soft’ triggers). An example of a hard trigger could be a 50% probability that a category 4 cyclone or higher will hit a particular area. A hard trigger works well when there is a fairly high degree of confidence in the forecast and potential consequences. A softer trigger is usually more subjective, based on expertise and experience and might be a humanitarian team reviewing early warning information and deciding that a particular population is at risk of a disease outbreak.

OCHA’s Anticipatory Action Toolkit goes into further details on how to develop a trigger mechanism: https://anticipatory-action-toolkit.unocha.org/first-steps/

5.2 The Delivery: Participatory Planning, Identifying Actions, Operational Readiness

The window of opportunity between an early warning and a predicted crisis occurring can be very short (for example 5-10 days for a flood, or a matter of months for a drought-induced food crisis), which means that readiness and planning action ahead of time is important to avoid any delay in the short implementation phase.

The preparedness process to develop the plan is as critical, if not more critical, than the plan itself, as the process allows opportunity to coordinate across sectors, as well as with Education Cluster partners and key stakeholders.

OCHA-Led: In an increasing number of contexts, OCHA is leading inter-sector processes to determine AA Frameworks, which define triggers for action, and map out key sectors to respond to identified risks. Where these processes are already underway, Education Cluster teams should actively engage and ensure that education actions are included in the planning and are eligible for financing (see section 5.3 below). Where consultation with affected populations feeds into inter-sector planning, Education Cluster teams can advocate for boys, girls, including children with disabilities to be included in these consultations and make sure that their perspectives are reflected in the AA Frameworks.
**Education Cluster-Led:** Where there is no inter-sector AA Framework in place, Education Cluster teams can determine triggers and monitoring, define anticipatory actions, and pre-identified funding independently. Consider using the Education Cluster’s Contingency Planning template as a starting point.

Whether contributing to an OCHA-led process, or leading education-specific AA planning, Cluster teams should ensure the inclusion of boys and girls, as well as all cluster partners including local partners, Ministries of Education, Local Education Group (LEG), school safety committees, MHPSS and CP coordination groups, and school communities in at-risk areas ahead of time. This planning in advance allows all actors to take advantage of short windows of opportunity when they emerge before a crisis strikes. However, such plans also required greater investment ahead of time.

**Example timeline for Anticipatory Action showing the role of Anticipatory Action Framework**

19 When referring to partners, the GEC puts emphasis on local and national organizations including Women Led Organizations, Youth Led Organizations, Organizations of Persons with Disabilities
5.3 The Money: Pre-Agreed Financing

The short windows of opportunity for anticipatory action mean that sources of funding should be identified and pre-arranged ahead of time. Funding for the pre-work to establish AA may be separate from funding to activate systems. While the number of funding sources for AA is currently limited, donors are committed to scaling up these approaches. Clusters should discuss funding options for AA with key donors including crisis modifiers in cluster-facilitated funding such as ECW MYRPs, and encourage partners to include the identified preparedness/contingency and AA budgets in their funding applications. There are increasing opportunities to include AA for Education in inter-sector and OCHA-led AA initiatives. CERF allocations provide funding for OCHA-facilitated anticipatory action pilots and could be complemented by CBPF. See Resource Mobilization in Section 6 below for more donor-specific guidance.
Here are some initial ideas for coordinated approaches to Anticipatory Action in Education within the Humanitarian Programme Cycle (HPC). For further support or guidance, please contact the GEC Helpdesk: help.edcluster@humanitarianresponse.info

<table>
<thead>
<tr>
<th>Cluster Humanitarian Programme Cycle</th>
<th>Preparing for Coordinated Anticipatory Action</th>
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<tbody>
<tr>
<td>Needs Assessment and Analysis</td>
<td>Where inter-sector AA processes are functional, Education Clusters Teams and partners may contribute to the process of gathering risk information (including from children), forecasting and early warning to ensure education data, analysis, and historical impact information from prior emergencies is captured in risk monitoring processes. This can be especially important for slow-onset disasters where early warning indicators linked to children (e.g. decreasing school attendance rates for girls and boys) are typically not included in early warning systems. Secondary Data Reviews, and the summary analysis captured in the Humanitarian Needs Overview, can serve as a starting point for much of the work to determine risks and forecast impacts.</td>
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<td>• <strong>Inclusion of education data in risk monitoring and impact analysis</strong>: Ensure that education-related data and indicators are included in the analysis used to design AA approaches. Indicators related to monitoring signs of deterioration in a particular context such as disruptions to the functioning of schools, increased teacher or student absenteeism, children dropping out of school or coordinating with Child Protection colleagues to monitor increases in child marriage or other negative coping strategies that affect school attendance in slow onset crises. Local and national education authorities will often track this data.</td>
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<td>• <strong>Identification of at-risk children</strong>: Work with child protection colleagues to identify categories of children likely to have high protection risks and/or education needs through consultations with children and other key community stakeholders, review existing data and trends, and gather data from past emergencies to determine the most vulnerable groups, e.g. boys and girls with disabilities. Advocate for these children to be prioritized in Anticipatory Action.</td>
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<td>• <strong>Drawing on children’s expertise and school-level data and knowledge</strong>: Where they exist, build on school-based risk reduction or safe schools activities to use participatory processes at school level to determine local early warning indicators and triggers for action. Consulting with children through school-based structures (like student councils) to better understand how particular hazards will affect them and identify their priorities for anticipatory action is critical. Education partners can play a role in supporting school-based locally-led analysis and early warning to be shared at sub-national and national levels for inclusion in more formal early warning systems. Children have a key role to play in early warning – they can (literally!) sound the alarm in the case of imminent hazards and ensure whole communities are informed of impending risks.</td>
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<td>• <strong>Survey communities on existing AA</strong>: Communities often hit with a disaster or crisis might have existing measures in place which can be scaled to other areas or hazards, or supported better with additional funding and support. Education Cluster Teams should work with partners to agree on and ensure education early warning indicators for the sector are integrated into partner-specific anticipatory action operational and technical planning processes.</td>
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<tr>
<td>Strategic Planning</td>
<td>Education Cluster Teams are responsible for preparedness planning (overall, continuous process, suggested as a chapter within or annex to the Education Cluster Strategy) and developing contingency plans specific to regions and risks. Strategy development processes can be a key moment to work with all members of the cluster, especially with local and national partners and government counterparts, to ensure a common understanding of Anticipatory Action and education, and to build on local knowledge, processes and leadership already in place.</td>
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As part of Strategic Planning, Education Clusters can lead coordination to agree on triggers for action (The Model) and defining the pre-agreed technical and operational plans (The Delivery). This could be done as part of a detailed Contingency Planning process, as a stand-alone activity, or part of inter-sector AA Framework development, led by OCHA. Education-specific examples of coordinated approaches to AA aren’t yet available, but for OCHA-led multi-sector AA Framework country-level examples, see [here](#). Children’s perspectives on priority activities should be reflected in the plans, to keep the education sector accountable to them as the affected population. Ideally triggers and priority activities will be pre-agreed together with governments to facilitate coordinated action together with national and local education authorities. The Education Cluster Team and partners should develop clear technical standards for planned anticipatory action activities. Sub-national contingency planning, identifying areas of extreme risk within a country may be a useful approach to more targeted anticipatory action processes if building AA into a full Strategic Planning process at the national level isn’t possible or appropriate.

The Cluster’s strategic approach to anticipatory action, including a brief analysis of capacity and gaps, should be captured in the Education Cluster Strategy and Humanitarian Response Plan, drawing on risks and analysis identified in the Humanitarian Needs Overview.
Preparing for Coordinated Anticipatory Action

**Resource Mobilisation**

While AA is still an emerging area of work for many Clusters, Education Cluster Teams can help make the case to education donors that AA is an efficient and effective way to prevent and mitigate the impact of crises on the education system. Similarly, Education Cluster teams can make the case to humanitarian donors who are already funding AA, that education AA contributes significantly to community resilience and is critical for children's protection and wellbeing.

Encourage partners to make the case for AA and include budget in their organizational fundraising.

Where donors have agreed to fund AA in Education, work with them to identify the modality to operationalize this: is it through crisis modifiers on existing grants? Would the donor explore releasing additional funding at pre-agreed triggers to activate AA? Where Cluster teams have a role to play in prioritizing pooled fund allocation and shaping response plans, AA or crisis modifiers enabling AA could be included as an element of the scoring criteria for partner project submissions.

The list below gives some examples of where funding for AA might be found, but is not exhaustive – opportunities to link funding of AA within nexus-focused development programming will be key to funding AA at scale for the education sector:

- **CERF:** Allocations provide funding for OCHA-facilitated anticipatory action frameworks. In 2023, CERF has committed to allocate up to 10% to AA, which could be complemented by CBPF. OCHA is currently facilitating coordinated anticipatory action in over 20 countries, many of which are complex emergencies. Education-focused activities - such as cash transfers, rehabilitation of water facilities, teacher incentives etc. - were part of some of these frameworks (e.g., Ethiopia, Niger, Somalia etc.).

- **Education Cannot Wait:** ECW's strategy 2023-2026 includes AA as a key part of its work across the continuum of work on EIE in humanitarian and development contexts. The Strategy notes that the requirement for AA is one possible criteria for triggering First Emergency Response (FER) funding, though to date we are not aware of this trigger being activated in any context. ECW has recently approved Multi-Year Response Programmes (MYRPs) that include crisis modifiers, so this window for funding would also be a strategic and longer-term way to build AA into education sector plans and programming. ECW's MYRP Manual includes the following on their AA Approach: To ensure the availability of fast and flexible financing available for preparedness, early action/mitigation, early response, and early recovery, a sub-widow for financing anticipatory actions is available under the MYRP window to allow for funds to be raised and allocated to the AA Plans in qualifying countries. This approach is aligned with UN General Assembly Resolution 74/118 and ECOSOC Resolution E/Res/ 2019/14.17 The MYRP Plans can be used to deliver funding for activities related to identified needs triggered through the AA Approach, as described in APPENDIX 4.19.

- **USAID Bureau of Humanitarian Assistance** (under Protection, Child Protection sector): BHA is currently developing an AA framework or strategy. They've indicated that while there is unlikely to be new money for Anticipatory Action, we can consider working this into other programs. In particular, BHA has a Strategic Framework for Early Recovery, Risk Reduction, Resilience (ER4) (published October 2022): USAID/BHA ER4 Framework. This is focused on DRR rather than AA, but there may be opportunities for country and regional teams receiving or prospecting BHA funding to explore if ER4 activities could include support to schools or education (under the Protection, Child Protection sector). This might be particularly strategic where USAID is funding ‘development’ education programming. We should in any case continue to advocate for AA.

- **ECHO:** ECHO have integrated AA into their annual HIPs and have created strategic funding partnerships with several organizations leading AA. The HIP 2024 Thematic Policies Annex explicitly includes Anticipatory Action for the first time, noting “DG ECHO will increasingly place an emphasis on Anticipatory Action as a means to reduce the impact of shocks on vulnerable people, their livelihoods and systems” ECHO’s approach to AA can be most clearly found in their Disaster Preparedness guidance from 2021. In this document there is a short session on AA and Annex 1 of the document provides more detailed information regarding mainstreaming preparedness into response and risk-proofing response operations for DG ECHO’s main sectors of intervention including Education.

- **START Network:** The network has grants to support the development of risk analysis and/or protocols for AA. The Start Fund is open to ad-hoc requests from members for anticipatory funding for small to medium scale crises. Start Ready is a financing window that provides pre-arranged financing for pre-agreed NGO-led plans when trigger thresholds are met.

- **Private Donors:** The innovative nature of anticipatory action is appealing to many private donors and opportunities to act early, flexibly, with no regrets should be explored with actors in private philanthropy and foundations- locally and internationally.

- **Crisis modifiers in other development or humanitarian awards:** Many donors – including education development actors – are increasingly open to the design of crisis modifiers as part of programming, either as a percentage set aside as contingency, or as a percentage flexibility on overall budget lines. Examples of donors accepting crisis modifiers include, but not limited to, ECHO, GPE, EU, USAID. These can be designed in a light-touch way to be released when specific triggers are met. Crisis modifiers can be considered for both humanitarian and development awards in risk-prone contexts.
### Implementation and Monitoring

Education Cluster teams can play a key role in implementing coordinated AA, though the core work of coordination and information management:

- Sharing information (including information gathered directly from girls and boys), assessment data, forecasts and analysis with Cluster partners, and highlighting geographic areas and population groups particularly vulnerable of emerging or escalating risks;

- Supporting cluster member organizations to act early to address these risks in advance of crisis through promoting technical and operational preparedness self-assessments among partners operating in identified risk-prone areas (see GEC’s preparedness diagnostic tool to assess sector preparedness capacities and can support individual organizations in their preparedness and AA efforts) and coordinating cluster members in the implementation of AA plans/frameworks;

- Strengthening the sector’s gaps in capacity to prepare for and deliver AA.

Education Cluster Teams and partners should have identified key indicators and/or risks to monitor, have a system in place to monitor risk information, triggers and early warning indicators, and have a clear plan for communication.

Monitoring work on AA in education will depend on the actions agreed and the context. However, indicators that might be relevant to track at the Cluster level are:

- Number of schools/child service centers implementing early warning systems/practices
- Number of/duration of disruptions to education services
- Number of learners and teachers killed or injured
- Number of learners and teachers experiencing severe distress (only to be collected in coordination with MHPSS actors)
- Number of education facilities damaged or destroyed
- Number of students/teacher who dropped out of school

### Operational Peer Review and Evaluation

Cluster teams could consider a formative evaluation to establish preparedness baselines and identify priority areas for action as part of a systematic approach to preparedness and anticipatory action. Measuring the impact of AA on education facilities, learners and teachers, and service provision could be considered, using monitoring indicators and/or more qualitative approaches such as outcome harvesting. Some sample impact evaluation questions are noted on pg. 18.

Finally, less formal learning and peer-to-peer exchanges, whether as part of a regular annual cluster meeting, or a stand-alone after-action review, is an excellent opportunity to reflect on the intended and unintended results of education AA. Some example evaluative questions are available in the GEC’s Preparedness Toolkit for Humanitarian Coordination.

### Key enablers for AA in Education Clusters

#### Localisation

Communities and local actors are first to respond before and after a crisis and should be at the forefront of our work on AA to put local and national actors in the driving seat of humanitarian response and ensure our actions are safe for and accountable to children. Analyzing risks and pre-agreeing actions ahead of a crisis with these stakeholders should enable communities and local responders to take more of a leadership role in prioritizing risks and deciding what assistance is needed, when, where and for whom.

Given the very localized nature of education provision in almost all contexts, the Education Cluster is well placed to support this localized approach to anticipatory action – drawing on the expertise that school communities and the local networks and organizations that support them already have. Supporting local and national organizations to engage with AA systems and AA financing, facilitating links to ensure their knowledge and information on past hazards, early warning signs, and effective early action are heard and built upon. As crises may vary by location within a country, sub-national Education Cluster may engage groups of different local actors in their locality to ensure local knowledge feeds into AA and preparedness.

A key role for the Cluster will be to ensure that the language of anticipatory action – forecasts, triggers, protocols – is communicated in a way that is accessible for all partners. Additionally, these forecasts, triggers and protocols should also be communicated with the affected communities where possible and relevant.

#### Child Participation

Children are experts in their own lives, and they are best placed to identify their own solutions and inclusive approaches to action to support their resilience and protection. The Education Cluster team can help ensure children’s voices are heard in discussions of anticipatory action in education – children can provide vital information to inform risk analysis, help determine what the trigger for action should be, and shape the actions to be taken. Ensuring children are also considered as early warning information is shared, as they have specific information needs and can be instrumental in ensuring early warning information is shared throughout communities. In some cases, anticipatory action also provides more time to consult with people at risk and ask them what they need and when (OCHA AA Toolkit).

Cluster Teams should draw on cluster partners who have particular expertise in participatory risk identification and engaging children, teachers and school communities directly in emergency preparedness planning and response.

<table>
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<tr>
<th>Key enablers for AA in Education Clusters</th>
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<td><strong>Localisation</strong></td>
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<td><strong>Child Participation</strong></td>
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7. MONITORING, EVALUATING AND LEARNING SO WE CAN DO MORE, BETTER, EARLIER?

As discussed throughout, this document is an articulation of our early understanding of how to take anticipatory action to ensure children can safely continue learning. Across all sectors, more work is needed to determine how best to measure the impact of investments in AA and the effectiveness of interventions designed to minimize the impacts of predictable crises on children. Learning processes, including after action reviews and lessons learned workshops, will be key to refining approaches before taking them to scale. Education actors will also need to consider which research questions to prioritize to examine the role education AA can play in mitigating and responding to the climate and other predictable crisis risks faced by children.

The Anticipation Hub has compiled tools and guidance on AA monitoring, evaluation, accountability and learning (MEAL) which can be found here.

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Example Impact Assessment Questions from Sudan AA Evaluation (not education specific)

Following the end of the flood season, Save the Children and Islamic Relief Worldwide (IRW) with funding and support from the Start Fund Learning Grant of approx. GBP 14,000, conducted an impact assessment using the counterfactual approach, to assess the overall impact of the multi-sectoral interventions on crisis-affected communities, and to understand how effective the overall AA approach was. The assessment constituted a mixed methods approach of both quantitative and qualitative data in 13 communities where AAs were implemented and 3 communities as a control sample. Specifically, this assessment sought to determine the following:

1. How effective were the actions undertaken in mitigating the impact and consequences of flooding?
2. Specifically, how effective were the actions undertaken and modalities adopted in empowering local communities to lead mitigation and preparedness actions?
3. Which actions were most valuable and least valuable to local communities and had the greatest effect in safeguarding lives, property, and livelihoods?
4. Which additional / alternative actions should be considered for future intervention?
5. What was the level of engagement of community members in the completed anticipatory action and were there differences between men's and women's engagement?
6. What was the level of child participation and what is the best mechanism for child participation in future anticipatory actions?
7. Was everybody in the community equitably empowered / reached, and what impact did that have, and what could be improved?
8. Was the action appropriately timed to meet the need? What benefit if any does a short-term (45 day) anticipatory action have in comparison to longer-term Disaster Risk Reduction actions?
9. Did the intervention enable community members to take different measures to prepare for/manage the emergency (either to measures they took in 2020, or that they would normally take)?
10. Was any harm or loss avoided?

Refer to the Impact assessment report here (link).

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We now need to continue to gather more examples of AA in practice in school communities and our education programming, documenting results and learning - fails as well as wins. If you would like to share feedback on any parts of this document, share work you are doing on anticipatory action), or explore how to build AA into your education programming or coordination work, please reach out to the GEC to discuss and collaborate.

Key Resources and Links

• Preparedness Toolkit for Education Clusters and Child Protection Working Groups (GEC and CPAoR, 2023)

• Strengthening Rapid Education Response Toolkit (GEC and partners 2022)

• OCHA Resources on Anticipatory Action, including example Inter-sector AA Frameworks from a range of countries.

• Save the Children Anticipatory Action Framework (SC, 2022); Guidance on Anticipatory Action in Education (SC, 2024) - much of the technical AA content included above is directly taken or adapted from this key resource; Anticipatory Action: A Child-Centered Programme Guide (SC, 2024); and AA in Education Brief (SC, 2023)

• UNICEF Anticipatory Action Framework (UNICEF, 2023) and AA Overview (UNICEF, 2023)

• IFRC Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies (IFRC, 2021)

• Integrating child protection, education and gender-based violence in anticipatory action (Anticipation Hub, 2023)
Example of AA in Education from Fiji Tropical Cyclones AA Framework:

Tropical storms in Fiji have a wide-ranging impact on various sectors, often making it challenging for people to resume their daily routines after the shock. For instance, in 2016, Tropical Cyclone Winston damaged or destroyed at least 240 schools, with many of these schools being used as temporary evacuation centers. As a result, thousands of children were left without access to education before, during, and after the storm made landfall. An evaluation on educational response conducted by the Australian government following Tropical Cyclone Winston found that most school communities had managed to return to their pre-disaster attendance levels within a year, with attendance rates largely returning to normal within the first 3-5 months.

In 2023, OCHA developed a multi-sectoral AA framework. In line with best practices for anticipatory action to minimize and address the impact of sudden onset climate-related disasters, this framework for coordinated anticipatory action to tropical cyclones in Fiji pre-agrees when and on what basis there will be a trigger ahead of a specific storm; how much pre-arranged financing will go to whom; and for what pre-agreed activities the funding will be used for. Upon the trigger for a cyclone being met to activate this framework, it has been agreed and pre-financed by CERF that for Education AA, UNICEF will distribute school-in-the-box and other educational kits in an anticipatory manner. This initiative aims to ensure that children have continuous access to education before a cyclone, and months after the cyclone has passed.

Example of Education in AA in anticipation of Volcano Ruiz eruption:

Save the Children Colombia, with funding from SC’s Humanitarian Fund, worked with schools to develop updated school safety plans, distributed facemasks, solar radios with educational content, learning materials including self-learning guides, training of teachers, school directors and parents on Psychological First Aid and distributed PSS kits which included mandalas, games and toys.
Example of AA in Education from Madagascar:

All regions of Madagascar are frequently exposed to cyclones and floods which are intensifying. Hazards are often interdependent, requiring a comprehensive multi-hazard approach. ECHO DRR consortium partners are undertaking a range of activities to strengthen DRR. ECHO funded strengthening of early warning systems, local and school-based preparedness, activation of early measures identified in DRR plans. START Ready supported co-development of cyclone Early Action Protocol (EAP) and pre-financing of pre-identified Anticipatory Actions.

Save the Children prepared 1,500 multisectoral kits (wash, protection, households, shelter), helping schools by reinforcing roofs and doors and windows, distribution of bags at the level of primary public schools to keep the pupils’ supplies with drops and dispatching of communication materials in schools and village.

Furthermore, UNESCO-IIEP has supported the Ministry of Education to identify, institutionalize and implement emergency preparedness activities in its policies and procedures in conjunction with partners. In the case of cyclones, the National Office for Risk and Disaster Management issues alerts on the basis of Meteorological Department warnings: green alert (five to two days before the disaster); yellow alert (48 hours to 24 hours before the impact); red alert (12 hours before the impact); blue alert (a tropical cyclone has crossed the country). On the basis of these alerts, the Ministry of Education complies with the anticipatory actions set out in the emergency protocol (for example, organizing preparedness meetings; sharing weather forecasts; updating contact lists and equipment; closing schools; etc.).

Example of Education in AA in anticipation of Nepal’s cold waves and floods

People in Need Nepal, with funding from UKAID, worked with schools to develop school improvement plans, incorporating disaster preparedness to mitigate or respond to emergencies effectively, safeguarding the learning environment, teachers and students.

To mitigate the effects of extreme cold during the winter season, which regularly causes school closures or reduced attendance (particularly among girls), as an anticipatory action the project distributed cold-weather essentials to students (woolen caps, sweaters, scarfs, socks, woolen gloves, and jackets) and winterization materials to learning centers (thick mats and blankets).

To mitigate the impacts of recurring floods during the monsoon season, the project mapped flood-prone zones to identify areas at highest risk and developed contingency plans. In response to the imminent flood risk, the project took proactive steps to relocating learning centers that were initially situated in flood-prone areas, protective materials distributed, and workshops prepared school communities on use of the flood contingency plan, ensuring that everyone is well-prepared to respond effectively in case of a flood emergency.
Research exploring opportunities for community-led AA in Maban, South Sudan:

An ongoing pilot led by Save the Children in South Sudan is consulting children and their communities on their existing protective actions, identifying local understanding of flood triggers, and combining this with weather data to support action-planning and piloting anticipatory approaches such as community grants (including to schools), community led action plans. The study found that recent floods have had a devastating impact on education in the affected areas of Maban. School facilities were flooded, and those that weren’t were used as shelter. Children and teachers struggled to reach school buildings, learning materials were lost and furniture used as firewood. Schools were closed for more than three months, and even when waters receded, and schools reopened many children did not return to school due to the impact on families livelihoods. There was an increase in child marriage.

Some schools did take some anticipatory action. Based on their experience of flooding since 2019, some school teachers assumed that classes would stop altogether and tried to find ways for students to continue receiving some education. As Peikeji Primary School teachers explained, “we identified educated families and gave books so that they could teach kids at home. In the last flood, we did a mapping among pupils; if there is anyone to help them at home, we would give a package and books. It had good results.” However, with flooding becoming increasingly severe over the last four years, PTAs and school management need additional support to adequately prepare and take necessary anticipatory action in advance of next year’s rains to better prevent such severe disruption to education provision – and the associated protection risks - in the affected communities.

This research makes the case for a localized and anticipatory response to flooding in Maban in the context of the current climate emergency. This project is built on the assumption that people’s voices have an intrinsic value, which is often overlooked in the all-too-common reduction of South Sudanese as “people in need.” In order to capture and make sense of the complex nature of these voices, the team used a flexible approach that combined different qualitative research methods and spent what by humanitarian standards amounts to a considerable amount of time simply talking with communities.

This project was also based on the understanding that contextual knowledge is essential to humanitarian work. As crucial as technical knowledge on anticipatory action and emergency preparedness are to help communities manage the impact that climate change is having on their lives, interventions need to be firmly rooted in in-depth knowledge of the local context and how the specificities of a given location shape the intervention. In this sense, this report’s main objective has been to make a case for a response that is not only locally led and anticipatory, but also grounded on local contextual knowledge.
While most of the examples provided in this annex have focused on education actions, this last case study from Ethiopia, demonstrates that anticipatory actions focused on not directly related sectors to education (household WASH and livelihoods) had a direct impact on education outcomes. Anticipatory action lends itself to integrated, holistic programming, and as education actors we need to establish strong collaboration and integrated programmatic approaches if we are to effectively prevent or mitigate the impact of hazards on children.

Research on Education Outcomes from an AA intervention in Ethiopia:

Overall, this study found that for every £1 spent on the Early Action Fund, target households received £2.58 in social value when compared to a humanitarian response that did not include early action.

The programmes impact evaluation found a range of positive outcomes resulting from the Early Action Fund intervention, including improved income and reduced expenditure, access to food and clean water, improved health of livestock, improved hygiene, healthier children and maintained school attendance. Although the funding was focused on support to livelihoods (cash for work), cattle health, and WASH provision, negative coping mechanisms such as migration and child labour were avoided due to the Early Action Fund interventions enabling children to stay in school.


A project in Ethiopia found “Anticipatory Action reduced school drop out before the eruption of the climate shock... reduced impact on education disruption.” The project, implemented by UNICEF and World Vision and funded by CERF, aimed to mitigate the potential impacts caused by extreme drought shocks in two districts to mitigate the humanitarian impact of projected drought and ensure school attendance and mitigate potential drop out. The anticipatory actions, including the provision of cash interventions and water in schools, were reported to have positive impacts on education (school retention): households with school children which were provided with cash for school fees or priority purchases had reduced school dropout rates and lowered protection risks (child labour); and providing adequate water supplies in schools also lowered the risk of children dropping out, in particular adolescent girls and thereby mitigated protection risks.

AT1GP41_Anticipatory_Action.pdf (sdg4education2030.org)