

Inter-Agency Contingency Plan: Education (updated on 23 January 2012)

The cluster has developed a specific Gaza contingency plan based on 7 possible scenarios. The MoEHE is currently developing their internal education contingency plan based on the same 7 scenarios. In the below table you will find the mitigating responses agreed on by the cluster per possible scenario:

	Scenario	Mitigating responses
1	Slow burn deterioration of the humanitarian situation	1. Train teachers on the use of the remedial education folders; 2. Strengthen existing alternative and non-formal education institutions; 3. School personnel trained to watch for indicators/signals of signs of malnutrition; 4. Increase school feeding coverage; 5. Build and renovate (temporary) classrooms in order to cater for the growing school going population.
2	Local military incursions and/or activities	1. Conduct INEE minimum standards training for all schools in the Gaza strip including the development of school emergency plans which focus on coordination mechanisms between the school and the home; 2. Preposition sufficient emergency educational materials including temporary classroom spaces and remedial education materials to ensure adequate response to the emergency; 3. Conduct training for school counsellors and school health staff; 4. Train teachers on the use of remedial education materials; 5. Awareness training for children and teachers on UXOs (UNMAT).
3	Civil instability	1. Conduct INEE minimum standards training for all schools in the Gaza strip, including the development of school emergency plans which focus on coordination mechanisms between the school and the home; 2. Preposition sufficient emergency educational materials including temporary classrooms spaces and remedial education materials to ensure adequate response to the emergency; 3. Conduct training for school counsellors and school health staff; 4. Train teachers on the use of remedial education materials; 5. Each cluster member has a clear emergency response plan, linked to the cluster wide plan, with sufficient personnel to implement the emergency response.
4	Full scale military activities	1. Conduct INEE minimum standards training for all schools in the Gaza strip, including the development of school emergency plans which focus on coordination mechanisms between the school and the home; 2. Preposition sufficient emergency educational materials including temporary classroom spaces to ensure adequate response as soon as children are able to go back to school; 3. Conduct training for school counsellors and school health staff; 4. Train teachers on the use of the remedial education materials; 5. Each cluster member has a clear emergency response plan, linked to the cluster wide plan, with sufficient personnel to implement the emergency response; 6. Create safe spaces during full scale military activity (recreational and educational).
5	Flooding	1. Preposition sufficient emergency educational materials including temporary classrooms spaces and remedial education materials to ensure adequate response to the emergency; 2. Conduct INEE minimum standards training for all schools in the Gaza strip, including the development of school emergency plans which focus on coordination mechanisms between the school and the home; 3. Conduct training for school counsellors and school health staff; 4. Disaster risk reduction training for children and teachers in flood prone areas; 5. Train teachers on the use of the remedial education materials.
6	Earthquake	1. Preposition sufficient emergency educational materials including temporary classrooms spaces and remedial education materials to ensure adequate response to the emergency; 2. Conduct INEE minimum standards training for all schools in the Gaza strip, including the development of school emergency plans which focus on coordination mechanisms between the school and the home; 3. Conduct training for school counsellors and school health staff; 4. Disaster risk reduction training for children and teachers; 5. Train teachers on the use of the remedial education materials.
7	Pandemic	1. Preposition remedial education materials; 2. Train teachers on the use of the remedial education materials; 3. Conduct teacher training for newly hired teachers; 4. Conduct school based health awareness campaigns and training.

The above mentioned mitigating responses will be based on lessons learned from and best practises in the response to previous similar scenarios, amongst which Operation Cast Lead. Best practices and lessons learned focus on 8 main themes: i) Emergency Preparedness Planning; ii) Capacity Building of Human Resources; iii) Coordination and Cluster Functioning; iv) Rapid Assessment; v) The collection and use of available baseline data; vi) Pre-Positioned Supplies; vii) school Based Preparedness: and viii) Immediate Response.

The education contingency plan for Gaza includes baseline data on students, aggregated according to gender, for each type of education provider (government / UNRWA / Private / Special Needs / Kindergartens) and per Gaza directorate. In addition the contingency plan contains a list of pre-positioned supplies. Currently the cluster is working on updating this list and including resources available in Gaza itself, since importing resources into Gaza during a crisis will be limited due to the constant blockade of Gaza Strip.

No	Item Description	Quantity	Unit
UNICEF			
1	Tent, Rectangular, 72M ²	6	EA
2	Recreation Kit	225	Kit
3	School Bags	19,927	EA
4	Math Kit	75	Kit
5	Science Kit	75	Kit
6	School in a Box	300	Kit
7	ECD Kit	49	Kit
8	Tarpaulin, reinforced, polyether, roll, 4x50M	80	Roll
9	Plastic Mat, 1.8M x 0,9M	800	EA

The education contingency plan will use a Rapid Assessment Tool for data gathering during a crisis, which is adopted from the INEE toolkit and modified to the Gaza situation. The assessment form will be used to gather basic school data, data on sustained damages and on the main needs of each school as a result of the crisis.

Finally, the plan includes a partner mapping, describing what kind of intervention each partner can provide in times of crisis and in which geographical location.