



Photo: Sacha Myers / Save the Children Zimbabwe

# GUIDANCE ON ANTICIPATORY ACTION IN EDUCATION

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## INTRODUCTION

The purpose of this document is to explain how Save the Children's approach to Anticipatory Action can be applied to our education programming. Understanding how we can apply the AA Framework to the education sector will enhance our child-centred approach to AA, support the provision of timely and quality education in emergencies, strengthen our education advocacy work, and contribute to nexus-focused programming. We also explore opportunities to link our organisational ambition on Anticipatory Action to our leadership role in the education sector.

Better defining Anticipatory Action in the education sector will also support SC's climate resilience and adaptation work. Anticipatory action can be an important tool within broader efforts to support climate adaptation and resilience. 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 is our current understanding of Anticipatory Action in Education and will be used as a starting point for discussion, planning and preparedness with Regional and Country Office colleagues and cross-sectoral work in the Center. It will also be shared as a contribution to the work of the Global Education Cluster's Task Team on Preparedness and Anticipatory Action to initiate inter-agency work on a coordinated approach to AA in the Education sector. It will be updated as we learn of emerging work in this area and capture additional examples, good practice and opportunities to collaborate.



*Atar\*, 16, a member of the DDR Club in a class at his school in Maban. Save the Children provided funding to ten schools in Maban under an Anticipatory Action Project funded by DANIDA. The DRR Clubs conduct peer education and awareness on early warning signs for flooding and other risks facing their communities. Bebe Joel / Save the Children South Sudan.*

# 1. HOW DOES SC DEFINE ANTICIPATORY ACTION?

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 for children. **Anticipatory Action means acting on the basis of risk rather than needs.**



Save the Children defines Anticipatory Action as acting ahead of a predicted hazard to prevent or reduce the impacts on communities before they fully unfold.

SC's approach to Anticipatory Action encourages dynamic thinking about risks, seeks to improve linkages across humanitarian, development and peacebuilding sectors, and recognizes the agency of communities and children. Through Anticipatory Action, SC aims to prevent and reduce the impact of predictable crises on children, so that they can survive, learn, and be protected.<sup>1</sup>



SC's short video explainer of Anticipatory Action [here](#).

To do this, SC is developing our culture, practice, and partnerships to enable us and the communities we work with to proactively anticipate, plan for, and respond earlier to protect children from predictable hazards, while also influencing and supporting governments, donors, humanitarian coordination, and the broader international community to adopt anticipatory action best practices for children.

SC views AA as relevant to all programme sectors, and our work on Anticipatory Action in education will necessarily 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, and WASH, and CVA are particularly key sectors for integrated approaches to AA in Education.

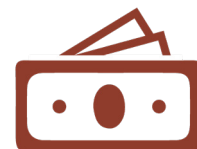
Anticipatory Action relies on three key components:



Information about risk and vulnerability



Technical and operational plans



Pre-defined resources

Determining education risk information, technical and operational education programme planning, and financing is addressed in [Section 5](#) below.

## 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 that not only does Anticipatory Action save lives and livelihoods, but it also saves money; mitigating the economic, political, social and security impacts of compounded crises.<sup>2</sup> Given the impacts of COVID-19, 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.<sup>3</sup> 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- or conflict-induced emergencies, the risk



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**Saving lives, saving money:** Anticipatory action can bring substantial savings

when compared to traditional response. For example, a 2017 SC study in Ethiopia found that for every 1£ spent acting earlier in an emerging slow-onset food crisis, targeted households received £2.58 in social value (maintained income, dietary diversity, food consumption, maintained school attendance etc.) as compared to traditional response.<sup>4</sup>

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of dropping out of school and never returning dramatically increases. Work 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.

**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.<sup>5</sup> Crises of all kinds increases 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.<sup>6</sup> 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.<sup>7</sup> 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, ensuring that risk analysis considers information from all parts of the community, 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.<sup>8</sup>

**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.<sup>9</sup> 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:** SC's approach to AA clearly 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.

**We can drive coordinated approaches to AA in Education through our Global Education Cluster leadership role:** While our programmatic work on AA in Education is a priority for the reasons highlighted above, we also have an opportunity to support thought leadership and coordination of AA in Education due to our coordination roles at global and national levels in the education sector. The role of Education Clusters is explored more in Section 8 below, including how SC can facilitate the role of local and national actors in leading AA efforts in Education sector coordination, and opportunities to encourage a more child-centered approach to AA at the inter-cluster level.

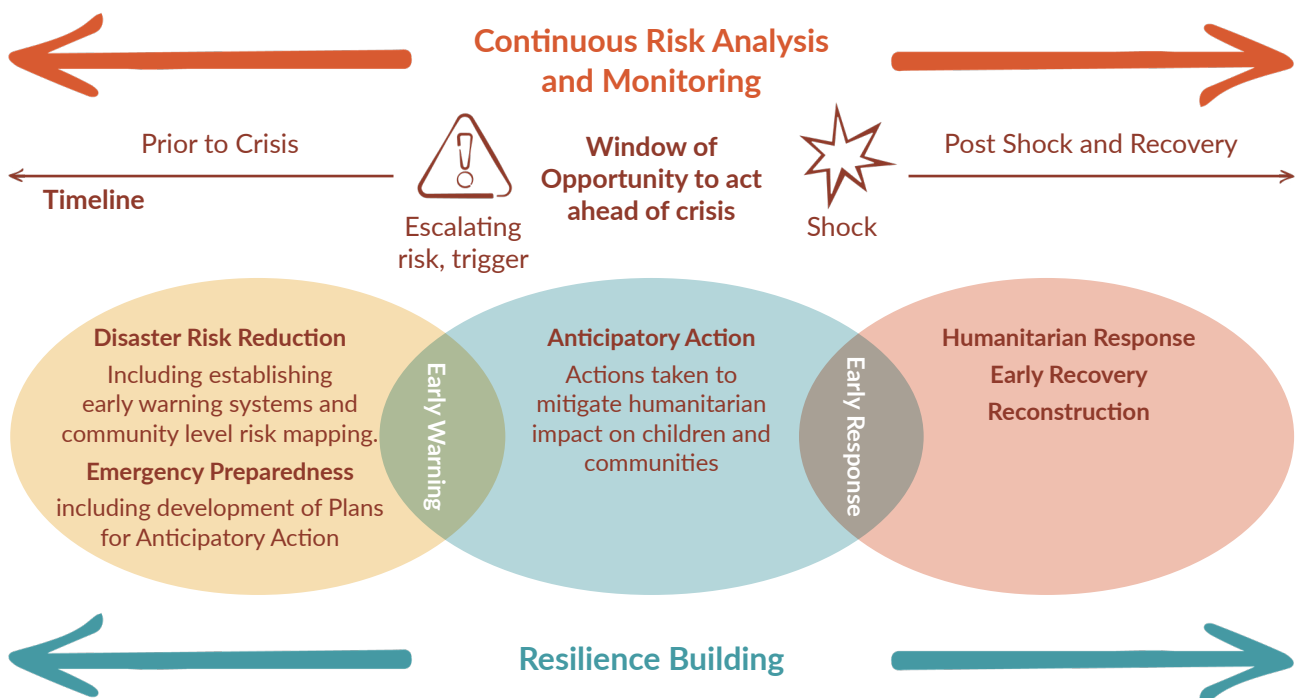
### 3. ISN'T AA JUST ANOTHER ACRONYM FOR DRR AND PREPAREDNESS?

**Anticipatory Action is a distinct part of longer-term Disaster Risk Reduction work.** 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. Like DRR, 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 providing a head start and huge amounts of learning on which to build approaches to Anticipatory Action. The newly updated 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.<sup>10</sup> Save the Children's extensive work on child-led and school-based approaches to disaster risk reduction, including establishment of local early warning systems, 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 safety, wellbeing and educational continuity. Through preparedness work, SC and partners are better prepared to take humanitarian action (including anticipatory action) when needed. As part of our Preparedness work, we need to plan in detail what specific Anticipatory Action will be taken in the event that a specific hazard is forecasted.<sup>11</sup> SC's EiE Day 1 Technical and Operational Preparedness Approach is therefore an excellent entry-point for AA in education, discussed in more detail in Section 6.

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



## 4. WHAT DOES AA LOOK LIKE WITHIN EDUCATION PROGRAMMING?

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 grey areas - activities don't always neatly fall into AA or DRR or response, and might be labelled differently depending on when they take place, who they target, or the processes or events that trigger the action.

Mapping against SC's [Quality Learning Framework](#), here is a non-exhaustive list of types of anticipatory action to take to prevent and mitigate the impact of hazards on education:

Quality Learning Framework	Example education anticipatory action activities
1. Emotional and Psychosocial Protection	<ul style="list-style-type: none"> <li>Action to deliver key services through schools to prevent or mitigate impact of a particular hazard, such as advance provision of mental health and psychosocial support information, action to develop children's interpersonal skills to identify and support peers in distress, child protection messages and update of referral protocols and refresher trainings.</li> </ul>
2. Physical Protection	<ul style="list-style-type: none"> <li>Actions to prevent or mitigate damage or destruction of schools and other learning spaces due to hazard or impact of hazard, including through use of cash.</li> <li>Actions to identify or establish alternative and accessible learning spaces in advance of crisis if schools risk being used as shelters.</li> <li>Action to deliver key services through schools to prevent or mitigate impact of a particular hazard, such as provision of water, food, or update of health and protection referral protocols and refresher trainings. Ensuring an inclusive approach that includes all girls and boys and children with disabilities.</li> </ul>
3. Teaching and Learning	<ul style="list-style-type: none"> <li>Cash, voucher or supply items to prevent or mitigate learning loss and ensure continuity of learning in relation to the specific hazard;</li> <li>Actions to establish provision of remote learning materials if schools risk being used as shelters.</li> <li>Risk information and lifesaving messages to ensure teachers and children have updated knowledge and skills to keep themselves, families and communities safe in relation to the specific hazard;</li> </ul>
4. Parents and Community	<ul style="list-style-type: none"> <li>Cash, voucher or other direct assistance provided to families ahead of a crisis to prevent or mitigate the risk of children dropping out of school due to a forecasted risk.</li> </ul>
5. School Leadership and Management	<ul style="list-style-type: none"> <li>School leadership and management support identification of children most at risk of dropping out due to a forecasted risk and provide or refer them for targeted support.</li> <li>School management identify, release and monitor use of funds or other resources to support actions identified above.</li> <li>School management identify teachers at risk or with particular support needs.</li> </ul>

To further demystify Education Anticipatory Actions, this Section outlines some specific examples of what AA in Education programming looks like:<sup>12</sup>

- **Within a Risk-Informed Programming Continuum:** An overview of how Education Anticipatory Action sits within the continuum of risk-informed education programming
- **By hazard type:** A list of example Education Anticipatory Actions by hazard type and window of opportunity (lead time) available to act.
- **In practice:** Case studies from Madagascar, South Sudan on approaches to AA in Education programming, and from Ethiopia on education outcomes of a livelihoods and WASH AA intervention



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

	Reduce Impact of Disaster		Respond to Impact of Disaster		
	DRR	Emergency Preparedness	Anticipatory Action	Timely Response	Early Recovery
Objective	Reduce likelihood and impact of possible disasters	Strengthen Save the Children and partner response capability	Take action to mitigate impact of predicted crises	Respond to crisis and avoid further losses	Restore essential services and assets
Planning	<b>Proactive:</b> Activities planned before the crisis, based on most common hazards		<b>Proactive:</b> Activities planned before the crisis, based on data from <b>forecasts and projections</b>	<b>Reactive:</b> activities usually planned after the crisis emerges, based on needs of the <b>real-time situation</b>	
Funding	Funding is secured during normal times		Funding secured during normal times & accessed based on pre-agreed triggers or protocols	Funding is sought once crisis has been declared	
Timing focus	Intervention is implemented <b>before</b> a crisis emerges, based on most common hazards		Intervention implemented <b>before</b> a crisis emerges (or a spike in an existing crisis), based on <b>forecasted hazard/ event</b> indicating potential for humanitarian impact	Intervention is implemented <b>after</b> a crisis emerges, based on real time events	
Certainty of impacts	<b>Some uncertainty</b> in planning as risk assessment often based on historical profile of previous crises and evolving understanding of current and future trends		Depending on quality of data/forecasts and lead time various levels of <b>uncertainty</b> in estimating needs/ severity of imminent crisis.	<b>Certainty</b> as planning based on existing impacts and real-time needs (e.g crisis declared by the government)	
Education Examples	<b>Safe Schools Common Approach:</b> <ul style="list-style-type: none"> <li>Participatory risk assessment</li> <li>School community infrastructure improvements – strengthening roofs, improving WASH facilities.</li> <li>Training of teachers on risk-informed key safety messages</li> </ul>	<b>Day 1 activities and establishing plans for AA:</b> <ul style="list-style-type: none"> <li>Prepositioning EiE stocks and agreements/MoUs with partners, suppliers, government</li> <li>Conducting cash feasibility assessment for school supplies and infrastructure and other ed expenses</li> <li>Work with CVA colleagues to keep up to date economic barriers and expenditure assessment for education</li> <li>Capacity building edu staff and partners</li> </ul>	<b>'No regrets' activities with the intent to prevent or mitigate the impact of potential crisis on education:</b> <ul style="list-style-type: none"> <li>Distribution of hazard-specific EiE kits to schools ahead of anticipated hazard</li> <li>Refresher trainings on PFA, Lifesaving messages, and referral pathways for teachers</li> <li>Cash-transfers to HH ahead of anticipated hazard (e.g to support education continuity for at risk groups)</li> <li>Cash-transfers to school communities ahead of anticipated hazard (e.g to assist protective actions for school infrastructure and supplies)</li> <li>Targeted WASH provision in schools ahead of drought-induced crisis or cholera alert</li> </ul>	<b>Multi sectoral humanitarian response, for example:</b> <ul style="list-style-type: none"> <li>Setting up integrated safe spaces for affected children</li> <li>Distribution of EiE supplies</li> <li>Training of teachers on lifesaving messages and ensuring referral pathways for CP and MHPSS services</li> </ul>	<b>Restoring infrastructure, basic services and livelihoods, for example:</b> <ul style="list-style-type: none"> <li>Supporting returns</li> <li>School rehabilitation and repair</li> <li>Building back better</li> </ul>
Systems Development	Ongoing Risk analysis and integration of risk frameworks into programming		Development of early warning systems		
	Pre-positioning of anticipatory financing		Development of shock-responsive actions / crisis modifiers		
	Contingency planning and/or developing Early Action Protocols				

## Education Anticipatory Action Examples by Hazard Type

Forecasted Hazard Type	Timeframes	Examples of Education Anticipatory Actions
Rainfall flooding River or river basin flooding	Typically days Typically days to weeks	<ul style="list-style-type: none"> <li>• Use of sandbags to mitigate flood damage to education facilities</li> <li>• Provision of waterproof bags/floating bags or tarps to protect teaching and learning supplies</li> <li>• Identification of alternative locations for learning on high ground</li> <li>• Cash-transfers to school communities to assist protective actions for school infrastructure and supplies</li> <li>• WASH messaging to ensure children and communities know how to access safe drinking water and reduce likelihood of water-born and other diseases.</li> </ul>
Heatwaves / Coldwaves	Typically days	<ul style="list-style-type: none"> <li>• Provision of hazard-specific EiE supplies, such as solar panels and solar fans, heaters for classrooms, or cold weather kits for learners at risk of drop-out or absence</li> <li>• Identification of alternative locations for learning that are cooler / warmer.</li> </ul>
Cyclones / Typhoons / Hurricanes	Typically days	<ul style="list-style-type: none"> <li>• Reinforcing roofs, doors and windows and use of sandbags</li> <li>• Provision of waterproof/floating bags or tarps to protect teaching and learning supplies</li> <li>• Cash-transfers to school communities for protective actions for school infrastructure and supplies</li> <li>• Sharing lifesaving messages for children to stay safe during the weather hazard</li> </ul>
Disease outbreaks	Typically days*	<ul style="list-style-type: none"> <li>• Targeted hardware and software WASH provision in schools ahead of disease alert</li> <li>• School-level standard operating procedures agreed and communicated to prevent disease spread</li> <li>• Refresh referral pathways and protocols between school and health facilities</li> </ul>
Conflict (including conflict-induced displacement)	Typically days to weeks*	<ul style="list-style-type: none"> <li>• Provision of school bags to reduce loss of learning materials</li> <li>• Provision of radios to support distance learning if access is reduced or teaching is high-risk</li> <li>• Provision of cash assistance to teachers</li> </ul>
Drought and Food Insecurity	Months, up to 12 months	<ul style="list-style-type: none"> <li>• Targeted WASH provision in schools ahead of drought-induced crisis</li> <li>• Targeted school feeding interventions to supplement other food security interventions</li> <li>• Provision of cash assistance to teachers</li> </ul>
ALL HAZARDS		<ul style="list-style-type: none"> <li>• 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</li> <li>• Cash-transfers to HH to support education continuity for groups at risk of drop-out</li> <li>• Other actions defined by children as priorities during consultation processes in establishment of the AA system</li> </ul>

\*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.

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## EXAMPLE OF AA IN EDUCATION FROM MADAGASCAR DURING CYCLONE FREDDY 2023

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. In line with the contingency planning developed by the National Bureau for Disaster Risk Management and the Ministry of Education, START Ready provided prefinancing to support pre-identified Anticipatory actions and first response in the education sector.

Save the Children piloted the distribution of 1,500 multisectoral kits aimed to respond to immediate needs of vulnerable population in WASH, protection, shelters. Save the Children also helped more than 50 schools in western regions of Madagascar to be better prepared to cope with natural hazards by reinforcing roofs and doors and windows. Ahead of cyclone Freddy that hit the south-eastern region of Madagascar, Save the Children also distributed sandbags and tools to school committees to reinforce roofs at the level of primary public schools and waterproof bags to keep the pupils' supplies protected from the rain. Save the children also dispatched communication materials in schools and villages enhancing recommended behaviours for children during the three-day window before the cyclone made landfall and child-friendly messages for children to stay safe.

As a result of these actions, most households and school roofs have held up thanks to materials and prevention messages disseminated ahead of cyclone Freddy. Children were able to resume school quickly with temporary learning spaces. Most materials and equipment were purchased and prepositioned before the beginning of the cyclone and rainy season thanks to diverse sources of funding (including Start Ready, ECHO) and optimal coordination and pooling of resources with the MoE and UNICEF. Greater awareness and capacities of how to mitigate the effects of natural hazards on school facilities and assets at community level was evident in the Cyclone Freddy response due to lessons learned from cyclones

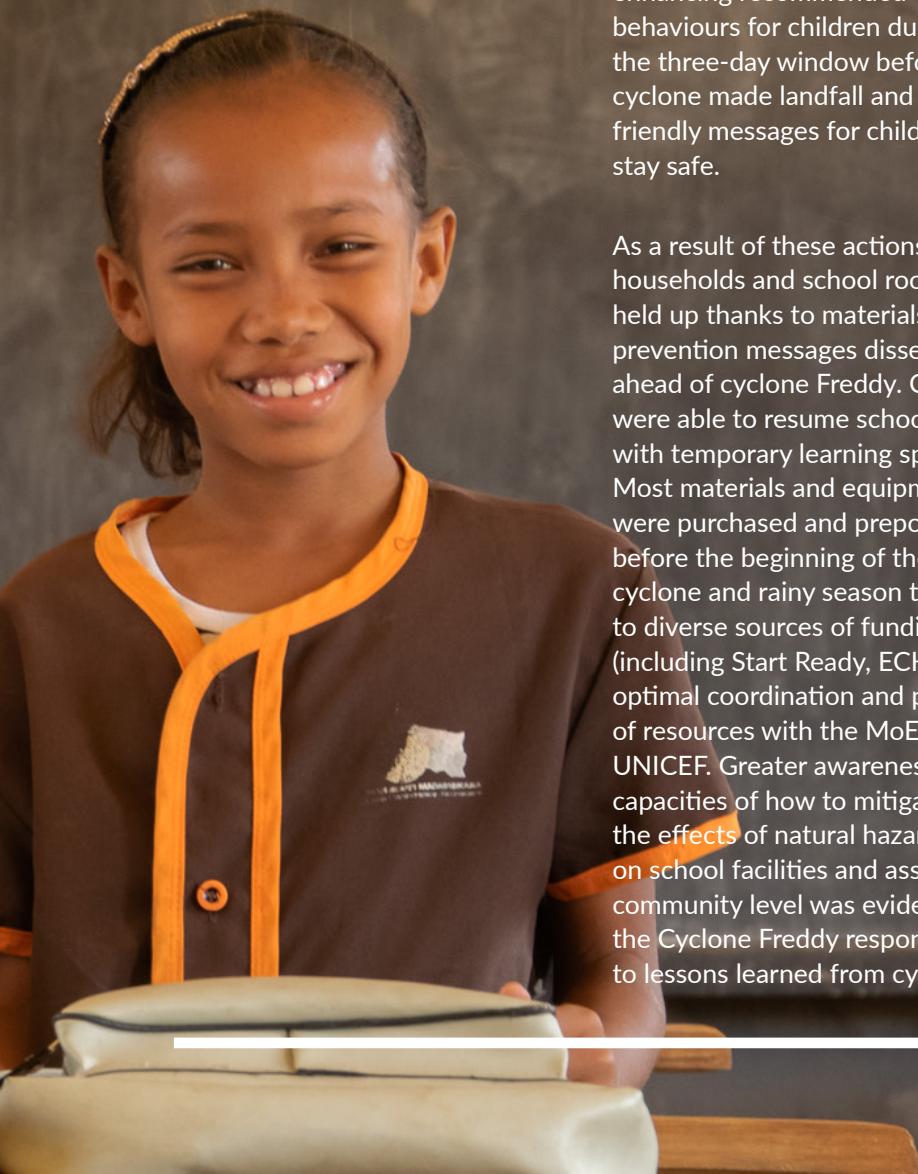
Batsirai and Emnati in 2022. There were a number of concrete lessons learned from this intervention:

- Improve the quality of waterproof bags for keeping pupils' supplies safe (consider pouches that are reusable and long-lasting over time).
- Provide all schools with metallic boxes to keep teaching materials and strategic documents safe from the wind and the rain.
- Combine the distribution of materials to children with messaging on child protection during emergency.
- Include pre-positioning stock of materials (ie. Metal sheets, nails, tools) to help communities to repair schools with moderate damages (especially for community schools where the community is responsible for construction and maintenance of school facilities)
- Adapt audio sessions on socio-emotional learning and dissemination in south-eastern regions of Madagascar during contingency planning (prior to the cyclone and rainy season) to maximise its use after cyclone.
- Greater involvement of teachers in preparedness activities (ie. Training on how to use audio sessions) and in identification and implementation of anticipatory actions.

Source: Save the Children Madagascar

Photo: Narindra Rakotonanahary / Save the Children

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## EXAMPLE OF EDUCATION OUTCOMES FROM AN AA INTERVENTION IN ETHIOPIA

Overall, this study found that for every £1 spent on the EAF, 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 F 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 EAF interventions enabling children to stay in school.

Source: [Social Cost Benefit Analysis of the Early Action Fund](#) (Atkinson, Emily, Save the Children UK, 2018)

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## RESEARCH EXPLORING OPPORTUNITIES FOR COMMUNITY-LED AA IN MABAN, SOUTH SUDAN

Research in South Sudan has recently been completed that consulted children and their communities on their existing protective actions, identifying local understanding of flood triggers and action taken. Findings from this research will be combined with weather data to inform participatory anticipatory approaches such as community grants (including to schools) and 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 schoolteachers 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 years 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 locally led anticipatory response to flooding in Maban in the context of the current climate emergency. This project is built on the assumption that people's agency has 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 the communities' agency and views

relating to anticipatory action, 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.

Source: [Towards an anticipatory and localized humanitarian response: Finding of community consultations on flooding in Maban, South Sudan](#) (Save the Children and Rift Valley Institute, 2023)

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## EXAMPLE OF EDUCATION IN AA IN ANTICIPATION OF VOLCANO RUIZ ERUPTION IN 2023

*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. The volcano did not erupt, but the anticipatory actions taken*

*had a direct impact on improving school safety planning in the schools targeted and strengthened the collaboration between SC and the local education authorities in relation to emergency preparedness and response.*

*Source: Save the Children Colombia*

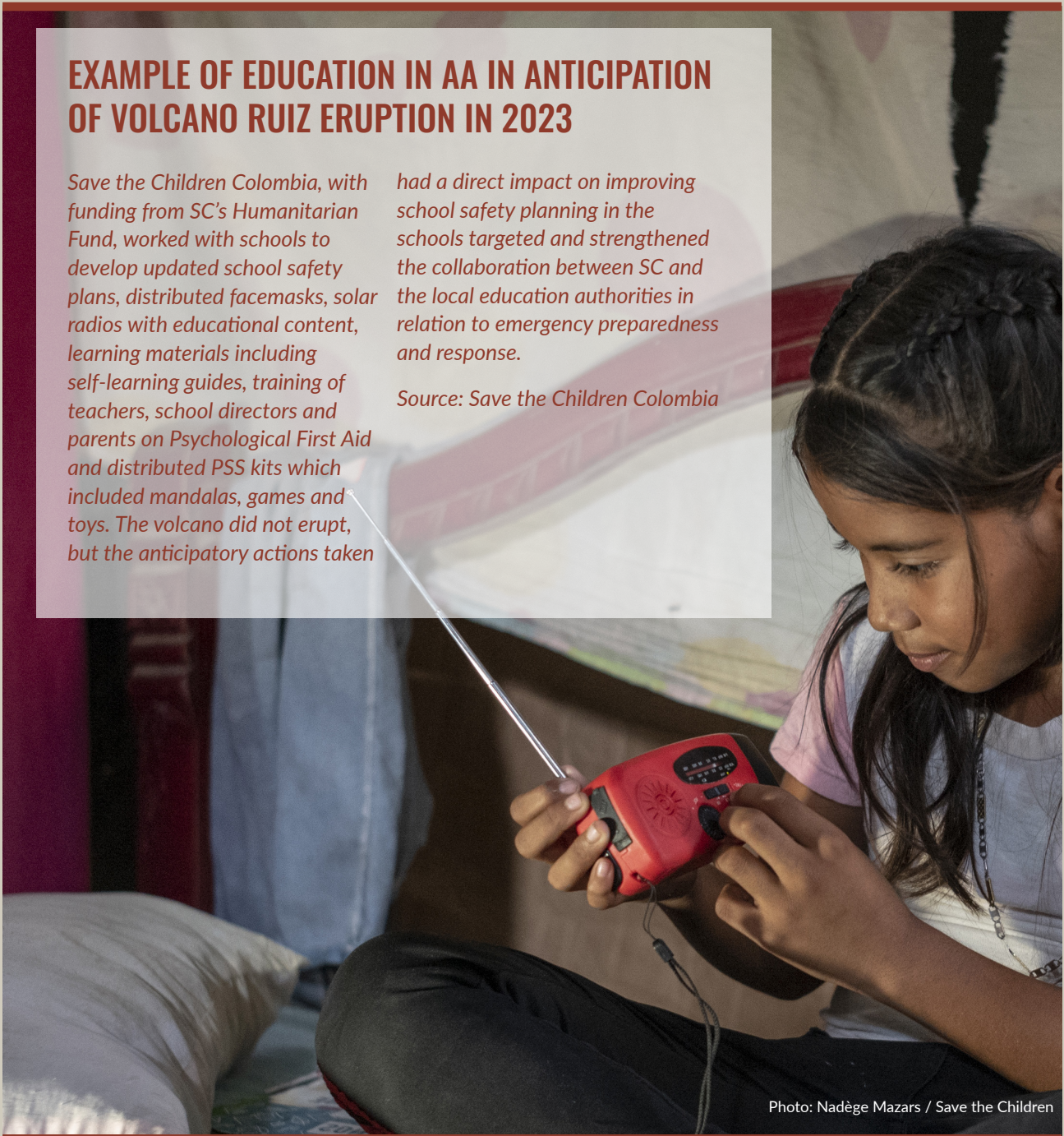


Photo: Nadège Mazars / Save the Children

While most of the examples provided in this section 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.

With a better understanding of **what** anticipatory action in education looks, the next section tackles the challenges of **when** these activities are delivered on the basis of data and evidence and the preparedness planning needed to determine in advance **who** will do **what**, **where**, and **how** it will be paid for.

## 5. HOW CAN WE INCLUDE EDUCATION IN SC'S ANTICIPATORY ACTION WORK?

Now we have some examples of what AA might look like in Education programming, we will consider how to build it into SC's AA work. SC's Anticipatory Action Framework outlines three key components:



### 5.1 Information, Forecasting and Early Warning

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 modelling, 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.

Within SC, this work will be led by the Humanitarian Team. Education teams may also engage in inter-agency AA work, and seek to contribute to a coordinated AA initiative. In either case, there are some key opportunities for education actors to contribute to the process of gathering risk information, forecasting and early warning:

- **Inclusion of education data in risk monitoring and impact analysis:** 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 increases in child marriage or other negative coping strategies in slow onset crises. Local and national education authorities will often track this data.

- **Identification of at-risk children:** 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. Advocate for these children to be prioritized in Anticipatory Action.
- **Drawing on children’s expertise and school-level data and knowledge:** Use participatory processes at school level to determine local early warning indicators and triggers for action. Consulting with children through schools to better understand how particular hazards will affect them and identify their priorities for anticipatory action is critical. Education teams 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.



### 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.



## 5.2 Planning, Operations and Delivery

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 planning action ahead of time is important.

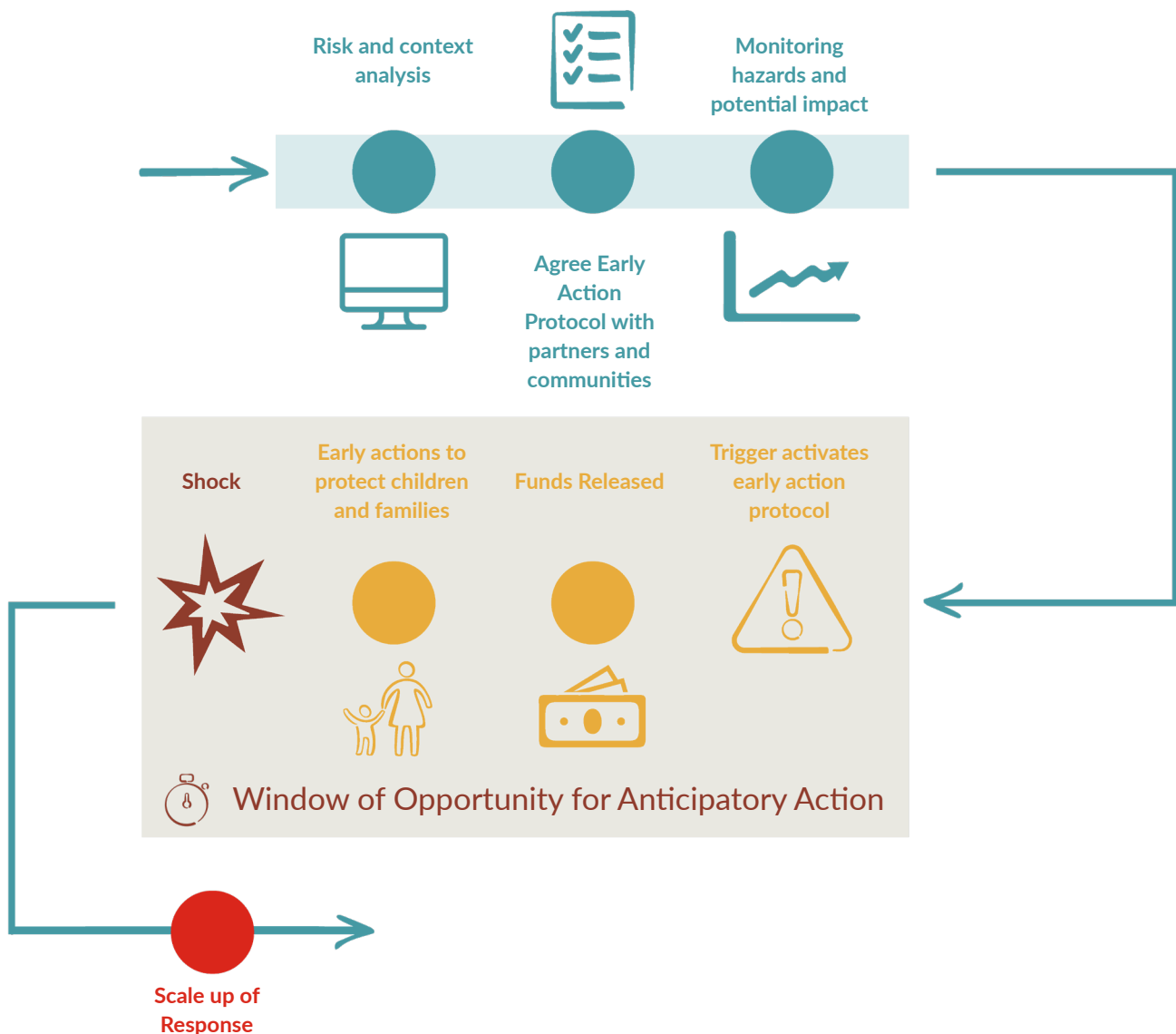
Plans can take various forms depending on the mode of delivery for the anticipatory action; whether it is a stand-alone humanitarian programme that is mobilised when thresholds are met, a scale-up of an existing development programme (for example through anticipatory crisis modifiers) or a collective plan pre-agreed with other actors such as OCHA or through the Cluster system. The preparedness process to develop the plan is as if not more critical than the plan itself, as the process allows opportunity to coordinate with Ministries of Education, other education actors through the Cluster, Local Education Group (LEG), school safety committees, MHPSS and CP coordination groups, disabled people’s organisations, local partners and school communities in at-risk areas ahead of time. This preparedness 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.

**Linking AA plans to the Save the Children Emergency Preparedness Procedure (EPP):** The EPP already includes a national humanitarian risk analysis, ranking of hazards, defining indicators and triggers for early response and humanitarian intervention, and an increasing focus on monitoring of forecasts. **Education teams can build on the EPP process through EiE Day 1**, using our technical and operational preparedness approach as an opportunity to deepen the planning in the EPP to determine potential anticipatory action activities and triggers for Education. More information on using EiE Day 1 to support AA planning, operations, and delivery is in Section 6 below.

**Is it a bird? Is it a Plane? No, it's an Early Action Protocol...**

An Early Action Protocol is a plan that outlines roles and responsibilities for monitoring of forecasts, when to act (the thresholds), the specific actions that will be needed to support communities at risk, who will implement the activities and over what timeframes.

Example timeline for Anticipatory Action showing the role of Early Action Protocol







## 5.3 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. Budget lines for crisis modifiers within multi-year development or resilience-building programmes also present an opportunity to integrate anticipatory action linked to forecast-based triggers and action plans.

The table 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:

Donor	Opportunity
SC's Humanitarian Fund	Save the Children has committed to allocating 13-15% of its Humanitarian Fund (HF) to support Anticipatory Action and Emergency Preparedness in advance of predicted hazards. <sup>13</sup> While South Sudan successfully applied for HF to support their EiE Day 1 preparedness work, to date, limited if any HF funding has been allocated for education AA specifically. Let's try to change this!
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 (including Save the Children) 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.
Education Cannot Wait	ECW's strategy 2023-2026 includes Anticipatory Action 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.
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): <a href="#">USAID/BHA ER4 Framework</a> . 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 organisations 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 <a href="#">Disaster Preparedness guidance from 2021</a> . 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.
DANIDA	SC Denmark has set aside some of its flexible humanitarian funding to be available for Anticipatory Action.
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.
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.

## 6. HOW DOES AA LINK TO SC'S EIE DAY 1 APPROACH?

Anticipatory Action relies on preparedness, and as such SC's [EiE Day 1 Preparedness Approach](#) is an excellent entry-point for AA in Education.

The Education in Emergencies (EiE) Day 1 Approach has been developed by Save the Children (SC) to increase the speed and quality of initial humanitarian responses in EiE. It outlines what is needed for SC and partners to prepare for and deliver an education response, which ensures that all children's learning and wellbeing needs are prioritized from the outset of every acute humanitarian crisis.

Like Anticipatory Action, Day 1 is a strategic priority for SC and a key component of [SC's Humanitarian Plan](#). The approach is aimed at bringing together both operational and technical workstreams to strengthen EiE preparedness, complementing the existing Country Emergency Preparedness Planning (EPP) processes. Education teams in Country Offices work together with their operations and technical counterparts to ensure SC and partners are fully prepared to deliver a quality EiE response at speed.

The EiE Day 1 Approach outlines Advanced Preparedness Actions that contribute to preparedness across five categories of preparedness. For each category of preparedness, there are potential steps to support Anticipatory Action, depending on the context, priorities of the CO, and ongoing work on AA:

EiE Day 1 Preparedness Categories	Preparing for Anticipatory Action
<b>1: Risk informed methods to deliver EiE</b>	SC Education team work together with partners and the Humanitarian Team to determine which risks might be suitable for education anticipatory action, what the action would be (see Section 4 above for ideas), and to understand the trigger and early action protocols to determine who does what, when and where (see Section 5).
<b>2: Localised response capacity</b>	Work with local 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, including work done at the school level as part of safe schools programming (see below).
<b>3: Sectoral coordination accountabilities</b>	Raise AA within the Cluster or other coordination group and explore opportunities for coordinated approaches to AA for education (see Section 8 for more guidance)
<b>4: Financial Mobilisation</b>	As part of the review of funding available for EiE, determine which donors may consider funding anticipatory action as part of crisis modifiers or other budget lines.
<b>5: Operational Linkages</b>	Cash can be a key programmatic approach for the delivery of education anticipatory actions. Work with CVA colleagues to consider if and how demand-side support for education continuity might be targeted and delivered.  Explore the provision of cash to school communities to support anticipatory actions to protect school infrastructure and supplies. Where cash is not feasible, determine protocols for the release of supplies in advance of a crisis, as part of the CO's Early Action Protocol or other inter-agency approach to education AA.

EiE Day 1 uses the CO EPPs as a starting point for risk-informed preparedness, therefore will build on efforts where Anticipatory Action has already been identified within EPP processes. Where AA is not already considered within CO EPPs, sector-specific and/or inter-agency opportunities can be explored by Education Teams.

Additional guidance on Anticipatory Action within EiE Day 1 will be outlined in a Tip Sheet, with links to specific Indicators, Advanced Preparedness Actions, and Preparedness Outputs after work with Country Offices leading on EiE Day 1 and AA is further advanced.

## 7. HOW DOES AA LINK TO SC'S SAFE SCHOOLS COMMON APPROACH?

The Safe Schools Common Approach is an all-hazards and integrated approach to keeping children safe in and around school and is applicable to both development and emergency settings. The all-hazards approach includes: violence, natural and everyday hazards, and conflict. The Safe Schools Common Approach guides school-level risk identification and mitigation, school-level preparedness planning, safer school facilities, and provides sample teacher and children activities which are critical to keep children safe in and around schools.

Using the participatory, child-focused and community-led approach of Safe Schools to supplement work on Anticipatory Action in Education has the potential to result in more effective and accountable approaches to AA in the education sector and potentially beyond.

The Safe Schools Common Approach is currently being updated and will include further guidance on Anticipatory Action. Here we capture some initial ideas for integrating Anticipatory Action into Safe Schools Common Approach Programming, and opportunities for Safe Schools Programming to support SCI's broader work on AA:

Safe Schools Action Pack	Preparing for Anticipatory Action through the Safe Schools Common Approach
<b>1. Policies and Systems</b>	Building on SC's understanding of child-centred Anticipatory Action, ensure the National Safe Schools Agenda and Collective Action Plan consider the steps needed to strengthen anticipatory action at a national level. Defining Anticipatory Action in this process will further strengthen the education system's preparedness and allow for a better understanding of the role of government, civil society, school communities, and children themselves in early action. Making key linkages to other relevant national processes and policies as well as national DRRM system or Child Protection systems is also key.
<b>2. Safe School Management</b>	<p>Participatory hazard identification and preparedness planning that takes place as part of Safe Schools programming should include school level anticipatory action plans linked to specific risks: identifying sources of information (local, national, regional), triggers, and agreed actions to support plans for educational continuity.</p> <p>Working directly with schools on the role the school community can play in Anticipatory Action, both in terms of protecting education and also in terms of leveraging school networks and recognizing and building on the valuable role of children in risk reduction.</p> <p>School-level anticipatory action plans should be shared by the Education Team with the Humanitarian Team and used to inform SC, government, and partners in their child-centred AA preparedness planning.</p>
<b>3. Safer School Facilities</b>	Taking action to prevent or mitigate damage to school facilities due to a forecasted risk is a key part of education anticipatory action. Ensuring school communities are aware of how to safely reinforce and protect school buildings and surrounding areas from the impact of hazards is vital for ensuring educational continuity and reducing damage and loss as a result of emergencies.
<b>4. Teachers and Children</b>	This Action Pack can be used to support work directly with teachers and children to identify risks and prepare to take anticipatory action. Adapting the Teacher Training modules and children's activities in the Safe Schools Common Approach to respond to particular forecasted risks could be an anticipatory action CO teams prepare for.

## 8. WHAT ABOUT AA AND EDUCATION CLUSTER COORDINATION?

The Global Education Cluster’s Strategy 2022-25 puts renewed emphasis on the importance of anticipatory action, preparedness, and preventative measures, and the need for building more crisis-sensitive systems. 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 Cluster’s Humanitarian Programme Cycle. OCHA defines preparedness responsibilities in terms of capacity building, including the capacity of the humanitarian coordination system, and the capacity of cluster members, and Clusters are encouraged to ‘plan for preparedness’ with capacity development 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.<sup>14</sup>

The Global Education Cluster has recently launched a Task Team on Preparedness and Anticipatory Action, and a draft Toolkit on Humanitarian Preparedness is being developed. However, detailed work on coordinated approaches to Anticipatory Action are still in the very early stages, and there is a role for Save the Children’s to support thought leadership on this emerging area, building on our agency expertise and learning on AA and related good practice at country level including work on EiE Day 1 and the Safe Schools Common Approach. 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.<sup>15</sup>

Here are some initial ideas for coordinated approaches to education Anticipatory Action within the Cluster system:

Cluster Humanitarian Programme Cycle	Preparing for Coordinated Anticipatory Action
<p><b>Needs Assessment and Analysis</b></p>	<p>Education Cluster Teams should work with partners to agree on and ensure education early warning indicators are integrated into agency-specific anticipatory action operational and technical planning processes. Where inter-sector AA processes are functional, Cluster teams should similarly work 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.<sup>16</sup> 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.</p>
<p><b>Strategic Planning</b></p>	<p>Education Cluster 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. Coordinating Early Action Protocols – where triggers for action, and the actions themselves, are agreed – is also a key part of strategic planning. Ideally triggers and priority activities will be pre-agreed together with government to facilitate coordinated action together with national and local education authorities. Sub-national strategic planning, identifying areas of extreme risk within a country may be a useful approach to more targeted anticipatory action processes.</p> <p>The Cluster’s strategic approach to anticipatory action, including a brief analysis of capacity and gaps, should be captured in the Humanitarian Response Plan, drawing on risks and analysis identified in the Humanitarian Needs Overview.</p>

<b>Resource Mobilisation</b>	<p>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.</p> <p>Where Cluster teams have a role to play in prioritizing pooled fund allocation and shaping response plans, AA could be included as an element of the scoring criteria for partner project submissions.</p>
<b>Implementation and Monitoring</b>	<p>Education Cluster teams can play a key role in implementing coordinated AA, though the core work of coordination and information management – sharing information, assessment data, forecasts and analysis with Cluster partners, and highlighting geographic areas and population groups particularly vulnerable of emerging or escalating risks, and supporting partners to act early to address these risks in advance of crisis.</p> <p>Monitoring work on AA in education will depend on the actions agreed and the context. However, two indicators that might be relevant to track at the Cluster level are:</p> <ul style="list-style-type: none"> <li>• Number of schools/child service centers implementing early warning systems/practices</li> <li>• Number of/duration of disruptions to education services</li> <li>• Number of learners and teachers killed or injured</li> <li>• Number of learners and teachers experiencing severe distress (only to be collected in coordination with MHPSS actors)</li> <li>• Number of education facilities damaged or destroyed</li> </ul>
<b>Operational Peer Review and Evaluation</b>	<p>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.</p> <p>Finally, peer review, 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 draft Preparedness Toolkit for Humanitarian Coordination.</p>
<b>Areas of SC Cluster Complementarity</b>	
<b>Localisation</b>	<p>Communities and local actors are first to respond before and after a crisis and should be at the forefront of our work on AA in line with our overall Shifting Power ambition 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 should enable communities and local responders to take more of a leadership role in prioritizing risks and deciding what assistance is needed, where, when and for whom.<sup>17</sup></p> <p>At the sector level, Clusters can play a key role in ensuring this shift in power takes place. 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 organisations that support them already have. Supporting local organization to engage with AA systems, facilitating links to ensure their knowledge and information on past hazards, early warning signs, and effective early action heard and built upon.</p> <p>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.</p>
<b>Child Participation</b>	<p>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.</p> <p>Cluster Teams should draw on local partners, as well as Save the Children programme staff, who have particular expertise in participatory risk identification and engaging children, teachers and school communities directly in emergency preparedness planning and response.</p>

## 9. SO WHAT'S NEXT? MEAL AND HOW CAN WE 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. Save the Children's guide for Anticipatory Action MEAL is currently being finalized to support monitoring, evaluation and learning around this relatively new area of work. Collating sector-specific indicators that will help us systematically measure the effectiveness of education anticipatory actions and their impact will be needed. SC's collation of AA indicators commonly used does not yet include any education or child protection specific examples.

In addition to programme monitoring and evaluation, learning processes at the country level, including after action reviews and lessons learned workshops, will be key to refining approaches before taking them to scale – Education Clusters could play a key role here. 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.

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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 14K, 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 EAs 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 your Regional EiE TA and the Center Humanitarian Education Team (CHET) [Day 1 team](#), to discuss and collaborate.

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### Key Resources and Links

[SC's Anticipatory Action Framework](#) – much of the technical AA content included above is directly taken or adapted from this key resource

[SC's EiE Day 1 Technical and Operational Preparedness Approach](#) – including Case Study, Toolkit, Webinars

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

[Climate Resilience in Education Programme Offer](#) (SC, 2023)

[Preparedness Toolkit for Humanitarian Action](#) (GEC and CPAoR, 2023)

[Anticipatory Action MEAL Framework](#)

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## ENDNOTES

- 1 SC's Principles for Anticipatory Action and areas of ambition are further outlined in [SC's Anticipatory Action Framework](#).
- 2 [Preparedness Toolkit for Education Clusters and Child Protection Working Groups](#) (GEC and CPAoR, Draft, Forthcoming)
- 3 Weingärtner, L. and Spencer, A. (2019) [Mapping financial flows to humanitarian crises. Financial flows mapping: The potential for a risk finance facility for civil society](#). Paper 2. London: ODI and Start Network
- 4 Atkinson, Emily. (2018) [Social Cost Benefit Analysis of the Early Action Fund](#). Save the Children UK
- 5 [UNICEF Climate Change Index](#) (UNICEF, 2021)
- 6 [Is an End to Child Marriage Within Reach](#) (UNICEF, 2023)
- 7 Malhotra, A., and Elnakib, S., 2021, "Evolution in the evidence base on child marriage: 2000-2019", UNFPA-UNICEF Global Programme to End Child Marriage.
- 8 [Anticipatory Action and Child Protection: Acting Early to Better Protect Children in Emergencies](#) (IFRC, 2021)
- 9 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).
- 10 The [Comprehensive School Safety 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
- 11 See [SC's Anticipatory Action Framework](#) for definitions and further explanations of the links between Disaster Risk Reduction, Emergency Preparedness, Climate Resilience, and Climate Change Adaptation.
- 12 As our work on AA in Education continues to develop, we will add to this Section, and encourage colleagues to share further examples.
- 13 Guidance on how to use SC's Humanitarian Fund for Anticipatory Action can be found [here](#).
- 14 [Preparedness Toolkit for Education Clusters and Child Protection Working Groups](#) (GEC and CPAoR, 2023)
- 15 Ref Ethiopia CERF-funded Education AA Example. 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).
- 16 [Research Query: GBV and Anticipatory Action Approaches](#) (GBVAoR, 2021)
- 17 SC's Principles for Anticipatory Action and areas of ambition are further outlined in [Framework for Anticipatory Action](#)