

# IASC Education Cluster

## Emergency Preparedness Plan

### National Framework

#### 2008

#### 1. Background

From June to September 2007 much of the northern part of Uganda was afflicted by major flooding with resultant loss of lives, damaged infrastructure, homes, schools and health centers, flooded roads, loss of crops, etc. The Government was unable to cope with the disaster and consequently humanitarian agencies were called upon to assist the government to respond to the emerging humanitarian needs on the ground. Several agencies responded to the floods and provided the much-needed relief in different Clusters/Sectors.

Some interventions worked well in the field, but significant issues surfaced. After the emergency waned in December 2007, OCHA conducted a Lessons Leant workshop in January with UN agencies, NGOs and relevant Government counterparts to review the general humanitarian response. One of the major recommendations was for each cluster to review their efforts further and to draw up an effective framework for future responses, within the Hyogo Framework for Action 2005-2015. It is within this mandate, particularly Priority Action 5, Strengthening Preparedness for Response, that this Framework is being developed. However, it must be emphasized that although floods were the trigger, an adequate Emergency Preparedness Plan for Uganda should cater for all potential emergencies. The present framework has the specific aim of:

- Ensuring better preparedness plans to minimize the adverse effects of natural disasters, particularly floods, and other potential emergencies.

This aim recognizes explicitly that:

- Natural disasters are increasing globally
- 40 percent of natural disasters are floods
- Preparedness reduces costs

While this framework for an Emergency Preparedness Plan focuses on floods, since history shows that this is the most likely natural disaster to strike, the broad principles remain the same for all natural disasters. Indeed, the framework has been so structured that it can be used equally with any natural disaster. It must also be emphasized that the plan below is essentially a framework of action that each individual district is expected to use to develop further concrete action plans which include exact figures for planning, identification of emergency stock and detailed budget planning.

## 2. Overall Objective

The overall Objective of the plan is to have an:

**Improved Emergency Preparedness Framework of Operation, via the following:**

*Specific Objectives:*

1. To ensure continuous access to quality basic education for all school-age children
2. Improved clarification of roles and responsibilities of all stakeholders.
3. Improved data management.
4. Enhanced coordination and partnership.
5. Establishing standards and general forums for undertaking response.

## 3. Emerging Flood Scenario in the Flood-Prone Districts

The following variables were identified as constituting the scenario governing the 2007 floods and are likely to prevail in any new flooding situation:

### 3.1 Visible Changes in the Environment

1. Loss of lives.
2. Massive displacement and destruction of households and other structural buildings.
3. Collapsed buildings due to poor construction, including classrooms, teachers' houses, latrines, and health centres.
4. Contaminated water sources, especially fecal contamination.
5. Change/increase in disease patterns (diarrhoea, cholera).
6. Loss of animals.
7. Food shortage.
8. Road access impossible.
9. Lack of structural mitigation measures against flooding.
10. Land slides/land cracking.
11. Overflowing rivers.

### 3.2 Issues Inhibiting Response

1. District Disaster Management Committees (*DDMCs*) were *constrained* in their efforts to lead overall coordination by policy gaps, lack of technical support from line ministries, lack of resources.
2. *Inaccurate data* both on affected population and their needs – caused by logistical constraints in accessing cut-off areas; lack of agreement on standard assessment formats; uneven skill-sets between the various actors who participated in the assessment process; tendency to inflate figures due to personal and political interests.
3. *Budget constraints* – low budget allocations and unwieldy and complex mechanisms for districts to access central funds; exacerbated by increase in prices of supplies.
4. Lack of *beneficiary participation* in the assessment, design and implementation of response strategies created resentment and misunderstanding.
5. Lack of adherence to *standards* and use of *quality control* mechanisms.

At least some of these issues can be tackled by better preparedness!

### **3.3 Emergency Triggers**

The Office of the Prime Minister (OPM) is the agency given the mandate to declare emergency states or disasters. Usually, this is done through the Department of Relief and Disaster Preparedness and Refugees.

Clusters are usually triggered by the Humanitarian Coordinator.

### **3.4 Early Warning**

Early Warning Systems (EWS) are an integral aspect of disaster preparedness. In fact, Priority Action 4 of the Hyogo Framework for Action 2005-2015 is titled *Improving Risk Information and Early Warning*. Early Warning cuts across all Clusters and Sectors. As such, it is not a specific responsibility of the Education Cluster. However, the issue should be addressed briefly in this Draft Framework.

Under the Hyogo Framework, the major purpose of Priority Action 2 is to:

*Identify, assess and monitor disaster risks and enhance early warning*

To implement this priority action effectively requires at least four major tasks:

1. *Establish an initiative for countrywide risk assessments*

Risk assessments identify both the hazards to which the country is exposed and the country's vulnerabilities, enabling understanding of the geographic and sectoral distribution of risk.

2. *Review the availability of risk-related information and the capacities for data collection and use*

This task aims to identify capacities and gaps in existing processes for gathering, analyzing and disseminating data on hazards and vulnerability, which will build understanding of existing and potential risks to different social groups, and enable the development of a baseline to monitor progress on risk assessment and early warning.

3. *Assess capacities and strengthen early warning systems*

This task seeks to assess existing capacities for early warning and, based on that assessment, to develop a strategy to strengthen the country's early warning systems.

4. *Develop communication and dissemination mechanisms for disaster risk information and early warning.*

Effective communication of disaster risk information, including early warning, enables people to act to reduce their risk and safeguard their lives and livelihoods.

Uganda has begun these tasks but still has some way to go before the tasks are achieved in their entirety. Information on hazards is strong, on vulnerabilities it is reasonable, enabling some sort of risk assessment to be done, but there is still significant work to be done on dissemination of this information into an effective people-centred early warning system. The Ministry for Relief and Disaster Preparedness & Refugees within the Office of the Prime Minister is the key agency responsible for these tasks, but the Department of Meteorology also plays an important role in identifying triggers. Education Cluster partners can also play a small role in at least two fora: firstly, by feeding in their expertise

at the national level on the role of education in information dissemination and behaviour change; and secondly, at the local level by working with communities.

### **3.5 Disaster Risk Reduction**

DRR falls under Priority Action 3 of the Hyogo Framework: Building a Culture of Safety and Resilience. The major purpose of this priority action is to:

*Use knowledge, innovation and education to build a culture of safety and resilience at all levels*

There are at least four critical components of disaster-resilient education and safe schools:

#### **1. School Safety**

Selecting appropriate school sites (based on an initial assessment taking into account local physical and social realities) and building or retrofitting school structures to be disaster-resilient (international rule of thumb: buildings designed to be 1.5 times stronger than normal).

#### **2. School Disaster Management**

Involving school communities in ongoing planning and action for disaster risk reduction, preparedness (including disaster response drills), response and school resumption.

This also includes sharing information about the potential effects of known hazards and the wide variety of measures to reduce these effects.

#### **3. Education in Disaster Risk Reduction**

Teaching school communities the skills and competencies for risk awareness, risk reduction and response preparedness.

It is critical to integrate DRR into formal and non-formal curricula. And it is equally important NOT to leap from hazard awareness to response preparedness. Include the critical intermediate steps of risk identification, risk reduction and disaster prevention. Broad-based coverage of DRR includes understanding the essential principles of disaster-resilient design and construction, measures to reduce the risks of being injured or killed by building contents or building non-structural elements, skills for during a disaster (e.g. swimming or donning life jacket, drop, cover and hold, evacuation) and response skills including fire repression, first aid, communications and response organization.

#### **4. Building a Culture of Safety**

Perhaps the most important aspect of this concerns the critical link between school and community.

Most of these aspects of effective DRR are longer term strategies and some of them are not feasible at the present time. For instance, disaster-resilient school construction and retrofitting seems a wild dream in the current context where there are massive infrastructure shortages – of classrooms, latrines and teachers' houses etc. However, it is vital that this component is addressed in the long term if we are to save lives and prevent injuries. Similarly, integrating DRR into curriculum is a longer term measure, but again, equally critical. School disaster management and building a culture of safety are more achievable aims in the short term.

The Education Cluster, however, can play an important role at this time. Firstly, we can advocate with both government and donors and lobby for funds to ensure that school sites are safe from all hazards and that old schools are retrofitted and new schools are constructed to be disaster-resilient. Secondly, we can lobby the MoES to include DRR into formal school curriculum. Thirdly, we can encourage our agencies to support DRR projects, particularly those related to school disaster management and involvement of communities in DRR measures.

#### 4. Programming and Standards

Two documents have been critical in the preparation of this plan:

1. INEE (Inter-Agency Network for Emergency Education): Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE).
2. Education in Emergencies: A Resource Tool Kit, UNICEF Regional Office South Asia (2006)

Area	Preparedness Activity	Responsible Personnel/Roles
<b>Framework for Rapid Education Response</b>	<ul style="list-style-type: none"> <li>• Complete annual education sector Emergency Preparedness and Response Plan (EPRP) with all elements identified in this table</li> <li>• Make an emergency curriculum and training plan with counterparts based on likely emergency scenario</li> </ul>	MOES (Chris Okecho, Emmanuel Kusemererwa); Education Cluster; OPM – Ministry of Disaster Management (MDM) Kyambogo University; MOES (Chris); Cluster
<b>Rapid Education Assessment</b>	<ul style="list-style-type: none"> <li>• Ensure that pre-crisis data has been gathered (disaggregated for gender and socially excluded groups)</li> <li>• Identify appropriate Rapid Assessment of Learning Spaces (RALS) tools in advance with MOE partners</li> <li>• Make agreements in advance with counterparts and partners about assessment roles and responsibilities in preparation prior to an emergency</li> <li>• Ensure that adequate attention is devoted to community participation and analysis (see INEE MSEE, Standards Common to all Categories)</li> </ul>	MOES (Asst Commissioner EMIS – Albert Byamugisha); DES  MOES (Chris; Emmanuel; Construction Unit – Eng. Akakwasa); Education Cluster; Ministry of Health (MOH) – Dept Water  MOES (Asst Commissioner EMIS – Albert Byamugisha; Chris; Emmanuelle); DES; Education Cluster
<b>Temporary Learning Spaces</b>	<ul style="list-style-type: none"> <li>• With government and partners, ensure that pre-crisis baseline data is collected on number and location of schools and number of teachers and students in vulnerable areas</li> <li>• Determine essential supplies needed for temporary learning spaces, including weather appropriate tents, tarpaulins, etc., and determine options of procurement</li> <li>• Identify relevant standby agreements with local suppliers and consider warehousing essential supplies as the situation warrants</li> </ul>	MOES (Asst Comm EMIS); MPs for affected regions  Local Governments; DEOs; Ministry of Relief & Disaster Preparedness; Uganda revenue Authority; WFP; UNICEF  ↓
<b>Pre-Packaged Kits</b>	<ul style="list-style-type: none"> <li>• With MOE and partners, use Curriculum and Training Plan to determine the essential education supplies based on likely emergency scenario</li> <li>• Determine options for local, regional and international procurement of supplies</li> <li>• Identify standby agreements with local suppliers</li> </ul>	Kyambogo University; MOES (Chris; Asst Comm. Instructional Materials – Sam Tukei); UNICEF; Education Cluster; Mango Tree  Kyambogo University; MOES(TE; Asst Comm. Instructional Materials – Sam Tukei); UNICEF; Mango Tree  MOES (Asst Comm. Instructional Materials – Sam Tukei); UNICEF; Mango Tree  Kyambogo University; MOES (TE;

	<ul style="list-style-type: none"> <li>• With MOE and partners, localize, adapt and translate (if necessary) guidelines, teacher training and curriculum materials to be used in conjunction with each pre-packaged kit</li> <li>• Safeguard copies of school and teacher training curricula</li> <li>• Develop an inventory of available stocks of educational materials, supplies and human resources</li> </ul>	<p>Asst Comm. Instructional Materials – Sam Tukei); UNICEF; Mango Tree; DES (Regional Offices); DLG (Education Dept.)</p> <p>Kyambogo University; MOES (TE); NCDC; BRAC Kyambogo University; MOES (TE); NCDC</p>
<b>Supplementary Packages</b>	<ul style="list-style-type: none"> <li>• With MOE and partners, use Emergency Curriculum and Training Plan to determine the types of supplementary packages and materials appropriate for likely emergency scenario</li> <li>• With MOE and partners, identify, localize, adapt and translate guidelines, teacher training and curriculum materials for likely emergency themes</li> <li>• Prepare or adapt appropriate emergency preparedness curricula and implement in schools</li> </ul>	<p>MOES (Chris Okecho, Santa Ojok); Kyambogo University; OPM (MDM); Education Cluster</p> <p style="text-align: center;">↓</p>
<b>Teacher Mobilization, Identification and Training</b>	<ul style="list-style-type: none"> <li>• With MOE and partners, use the Emergency Curriculum and Training Plan to outline teacher training and mobilization plans appropriate for likely emergency scenario, including roles and responsibilities of all partners</li> <li>• With MOE and partners, identify, localize, adapt and translate teacher training materials for pre-packaged kits, psychosocial support materials, and other training materials for emergency themes and ensure that copies are available</li> </ul>	<p>Kyambogo University: MOES (TE); Education Cluster</p> <p style="text-align: center;">↓</p>
<b>Supplies and Operations</b>	<ul style="list-style-type: none"> <li>• With MOE and partners, determine essential education and school shelter supplies for emergency scenario, including costs</li> <li>• Determine options for local, regional and international procurement</li> <li>• Identify relevant standby agreements with local suppliers if appropriate</li> <li>• If situation warrants, procure and warehouse education supplies</li> </ul>	<p>Kyambogo University; MOES (Chris; TE; Asst Comm. Instructional Materials – Sam Tukei, Construction Dept. Eng. Akakwasa); UNICEF; Education Cluster; Mango Tree; DES (Regional offices); DLG (Education Dept.); NCDC; BRAC</p>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>• Identify human resource needs for minimum level of readiness in each core area of response – assessment, children, teachers, learning spaces, teaching and learning materials, coordination and management</li> <li>• Determine how staff will be recruited and deployed</li> <li>• Have TORs ready to adapt</li> </ul>	<p>MOES (Director of Education, Dept. Personnel); Education Cluster; District Service Commission</p>
<b>Resource Mobilization</b>	<ul style="list-style-type: none"> <li>• Work with partners to determine likely funding needs for potential emergency scenario, including materials supplies and human resources</li> <li>• Become familiar with funding mechanisms, including CERF and CAP</li> </ul>	<p>OPM; MOES; OCHA; UNICEF; WFP</p>

	<ul style="list-style-type: none"> <li>• Become familiar with formats for fundraising proposals for education sector</li> <li>• Maintain and strengthen relationships with donors at country level</li> </ul>	
<b>Reintegrating Students</b>	<ul style="list-style-type: none"> <li>• Become familiar with curriculum materials and strategies appropriate for reintegrating students, including accelerated education programs, curriculum for social inclusion and special needs</li> <li>• Work with MOE and partners to address needs of socially excluded students in a development context, which will provide a foundation for reintegration of students in emergency contexts</li> </ul>	Kyambogo University (Faculty of SNE& Rehabilitation);BRAC; MOES (TE; Asst Comm. Instructional Materials – Sam Tukei); UNICEF; Mango Tree; DES (Regional Offices); DLG (Education Dept.)
<b>Rehabilitation and Construction of Schools</b>	<ul style="list-style-type: none"> <li>• Encourage the MOE to develop construction standards that reduce the risk of damage to schools and children in the event of an emergency</li> <li>• Work with MOE and partners to develop child friendly approaches to education to ensure quality education is implemented prior to emergencies</li> <li>• Encourage the improvement of girl-friendly water and sanitation facilities prior to emergencies to ensure that these standards are a priority in emergency situations</li> </ul>	MOES (Construction Unit Eng. Akakwasa); DES; UNICEF; Ministry of Water, Environment and Lands
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>• Work with MOE to improve existing curriculum, addressing gender issues, child friendly spaces and strategies, and politically or culturally sensitive areas if appropriate, to address divisive or discriminatory content that may contribute to existing conflicts</li> <li>• Work with MOE and partners to ensure that disaster preparedness is included in the ongoing curriculum</li> </ul>	Kyambogo University; MOES (TE; Asst Comm. Instructional Materials – Sam Tukei); UNICEF; Mango Tree; DES (Regional Offices); DLG (Education Dept.)
<b>Teacher Reintegration and Training</b>	<ul style="list-style-type: none"> <li>• As part of regular programming, work with MOE and partners to increase recruitment, training and certification of female teachers</li> <li>• Work with partners to train teachers in multigrade teaching, accelerated learning, and life skills to expand the base of experienced teachers in these areas</li> </ul>	Kyambogo University; MOES (TE); Education Cluster
<b>Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>• With government and partners, ensure that pre-crisis baseline data is collected on number and location of schools and number of teachers and students in vulnerable areas</li> <li>• Identify local education authorities and partners in zonal areas that are able to be part of data collection and monitoring team</li> <li>• With partners, pre-position monitoring tools and have them ready at the onset of an emergency</li> </ul>	MOES (Chris Okecho, Emmanuelle Kusemererwa); Education Cluster; OPM – Ministry of Disaster Management (MDM) Kyambogo University; MOES (Chris); Cluster MOES (Chris; Emmanuel Asst Commissioner EMIS – Albert Byamugisha); DES; Education Cluster
<b>Coordination, Partnerships and Leadership</b>	<ul style="list-style-type: none"> <li>• All partners review their existing bilateral agreements and clarify roles and responsibilities</li> <li>• Liaise, coordinate and make agreements with</li> </ul>	All partners  MOES; OPM-MDM; LG; MOH;

	MOE and all partners (UN agencies, NGOs, CBOs) about roles and responsibilities in emergency assessment, temporary learning spaces, supplies, emergency curriculum planning, teacher training, monitoring, and reintegration of students in emergencies	Ministry of Water, Lands and Environment
<b>Gender and Social Exclusion</b>	<ul style="list-style-type: none"> <li>• Address barriers to girls' education and other excluded groups prior to emergencies to ensure that strategies to improve access to education are being implemented</li> <li>• Advocate with MOE for policy changes to increase girls' enrolment, gender-sensitive curricula and teacher training, access to girl-friendly water and sanitation facilities, flexibility in school calendars and fee policies</li> <li>• Increase community and child participation in education policy and promotion of the education of girls and others prior to emergencies</li> </ul>	Head of National Council for Children (NCC); MoGLD; Ministry of Karamoja Affairs; Education Cluster
<b>Minimum Standards for Education in Emergencies</b>	<ul style="list-style-type: none"> <li>• Review MSEE prior to emergencies and determine how standards align with government standards and those of other organizations</li> <li>• Ensure that agreements with partners about roles and responsibilities prior to emergencies address the standards established for Community Participation and Analysis</li> <li>• Conduct workshops with partners on the MSEE and UNICEF's CCCs and make agreements on roles and responsibilities in order to meet appropriate standards in emergencies</li> </ul>	DES; UNICEF; Education Cluster; LG; OPM-MDD

## 5. Roles and Responsibilities of Different Stakeholders

### 5.1 Different Tiers of the Government.

### 5.2 Humanitarian Agencies

### 5.3 Other Stakeholders, Communities, Private Sector, Media and Donors.

#### 5.1 Roles and Responsibilities of Government

Government Stakeholders	Roles	Level	Responsibilities	Contact Persons	Remarks
V.H.Ts	Early warning and data primary collection.	Village	N/A	LC1	LC1 should be trained and empowered to be able to fulfill their roles and cooperate with PDCs and VHTs as well.
Parish Development Committee	Population Data Information gathering and dissemination Planning Unit	Parish	Early warning Keep and update information on population affected Create lists for the sub county DMC	Parish Chief	
Sub county local government	Planning, budgeting and implementation Formulation of by laws.	Sub county	Data management To establish and support the DDMC Coordination Monitoring Advocacy	Sub county chief	To prepare and update the disaster and preparedness plan. DDMC needs to be empowered at this level
District local government	Chairman of the DDMC Approve and correct the DDP at district level Coordination Budget allocation Technical support Resources allocation Ordinances	District	Resources mobilization and allocation Coordination with the OPM Maintain the by flow of information. Implementation of policies on disaster preparedness and mitigation. Monitoring and evaluation	Chief Administrative Officer	DDPC is the representative of the GOU at district level

<b>Government Stakeholders</b>	<b>Roles</b>	<b>Level</b>	<b>Responsibilities</b>	<b>Contact Persons</b>	<b>Remarks</b>
Central government	Strategy Policy formulation Funding Control Planning Capacity building	Country	Quality assurance	Ministry of Education  Ministry of Health  Ministry of Disaster Preparedness  Ministry of Water and Environment  Ministry of Agriculture  Ministry of Transport and Works  Ministry of Gender and Social Development  Ministry of Information  Ministry of Land and Housing	Minister of Disaster and Preparedness should be able to cross cut through different ministries to coordinate, plan and implement long term Disaster Risk reduction strategies from the onset.

## 5.2 Roles and Responsibilities of Humanitarian Agencies

Roles	Responsibilities	Contact List	Remarks
<p><b>Overall outcome:</b> Ensure that Education coordination exists in the district, in lines with the IASC guidance notes</p>	<ul style="list-style-type: none"> <li>• Coordinate district cluster meetings in conjunction with districts officials</li> <li>• Ensure that all stakeholders attend meetings</li> <li>• Establishes and maintains an effective Cluster information management system</li> <li>• Ensures that all members are adequately informed of all matters arising</li> <li>• Disseminates, international and Government standards to members</li> <li>• Advocates and where possible participates in capacity building of members.</li> <li>• Participates in advocacy efforts with the donors</li> <li>• Work hand in hand with the National Education Cluster in Kampala.</li> </ul>	<p>National Education Cluster Lead</p> <p>Local Education Cluster lead</p>	<ul style="list-style-type: none"> <li>• Undertakes Cluster implementation under the guidance of the National Education Cluster</li> </ul>
<p><b>Specifics:</b> 1. Co-Chair Cluster meetings with the government</p>	<ul style="list-style-type: none"> <li>• Attend meetings and share experiences, best practice, identify bad practices</li> </ul>	<p>Education Cluster members</p>	<p>It's an effective means of coordination and information sharing</p>
<p>2. Ensures that an effective information management system is in place</p>	<ul style="list-style-type: none"> <li>• Participate in assessment</li> <li>• Provide activity reports</li> <li>• Post-Activity Monitoring</li> </ul>	<p>Education Cluster members and the other clusters and Central Government</p>	
<p>3. Ensures that emerging gaps in the field are filled by members</p>	<ul style="list-style-type: none"> <li>• Identify gaps in the plans and even out the distribution of resources</li> <li>• Provide electronic and 'hard copy' of annual work-plans to District</li> </ul>	<p>Programme Co-ordinator / Manager &amp; DWO/DHI/DEO/CAO</p>	<p>Dependent upon size of programme</p>

	<ul style="list-style-type: none"> <li>Identify the technical gaps in the field staff</li> </ul>		
4.Ensures that an effective monitoring and evaluation scheme is in place	<ul style="list-style-type: none"> <li>Encourage district officials and members to undertake joint monitoring</li> </ul>		
5. Ensures that members and government undertake joint work-planning	<ul style="list-style-type: none"> <li>Encourage partners to share key activity budgets to indicate scale of project</li> <li>Possible oversight of major purchases or bids (at request of NGO)</li> </ul>	Programme Co-ordinator/Manager	
5. Participates in the district budget framework planning process	<ul style="list-style-type: none"> <li>NGOs to provide input at budget conference on NGO activities, or when applicable</li> <li>Inform of any potential budget support</li> </ul>	Programme Co-ordinator/Manager & Finance/Administration Officer	
6. Adhere to all International and national standards and guidelines such as INEE Minimum Standards, etc.	<ul style="list-style-type: none"> <li>Ensure partners undertake implementation in accordance with the INEE Minimum Standards</li> <li>Roll out all Global Education guidance tools to partners</li> <li>Government construction standards/specification to members</li> <li>Education Sector Strategies for Improving operation and maintenance</li> </ul>	Programme Manager/ Co-ordinator & Technical Staff	

### 5.3 Roles and Responsibilities of Communities, Media, Private Sector, and Donors

Stakeholder	Roles	Responsibilities	Contact Person	Remarks/ Constraints
Community	Provide accurate and timely information signals of an early impediment	<ul style="list-style-type: none"> <li>• Need to be conscious of their changing environment</li> <li>• Provide a series of early warning information using indigenous knowledge about the environmental changes</li> <li>• Need for compliance to emergency interventions</li> </ul>	Parish Development Committee	<ul style="list-style-type: none"> <li>• Need training on basic disaster preparedness and response including modern methods of data collection</li> <li>• Provide tools and techniques for data collection</li> </ul>
Media	Increase public awareness on the impending disaster	<ul style="list-style-type: none"> <li>• Disseminate accurate information through the press</li> <li>• Advocate for flood victims</li> <li>• Support Hygiene promotion activities and other services via the media, radio, TV, film shows, etc.</li> </ul>	Media Houses	<ul style="list-style-type: none"> <li>• Need training on disaster preparedness and response to enhance responsible and professional reporting</li> </ul>
Private Sector	Prioritize disaster response activities	<ul style="list-style-type: none"> <li>• Provide timely and quality goods and services</li> <li>• Enhance the spirit of corporate social responsibility</li> <li>• Should be accountable for their activities in provision of quality services</li> </ul>	<ul style="list-style-type: none"> <li>• UMA</li> <li>• PSF</li> <li>• UNCC</li> <li>• Professional institutions</li> <li>• UNBS</li> <li>• NDA</li> </ul>	<ul style="list-style-type: none"> <li>• Need training on disaster preparedness and response</li> </ul>
Charity Organizations	Advocacy and Fund Raising	<ul style="list-style-type: none"> <li>• Provide necessary human resource</li> <li>• Increase public awareness</li> <li>• Provide inputs, i.e. donations, in</li> </ul>	<ul style="list-style-type: none"> <li>• Umbrella organizations</li> </ul>	

		kind		
Donor Community	Provide funds	<ul style="list-style-type: none"> <li>• Provide funds based on the Consolidated Flash Appeal by Humanitarian agencies</li> <li>• Provide funds directly to Government</li> </ul>	<ul style="list-style-type: none"> <li>• Donor community in Kampala</li> </ul>	
<ul style="list-style-type: none"> <li>• Coordination and integration of the above stakeholders in the Education cluster</li> </ul>				

## 6. Operating Environment and Supporting Documents

- Undertake implementation in line with the INEE (Inter-Agency Network for Education in Emergencies) MSEE (Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction).  
*See:* [www.ineesite.org](http://www.ineesite.org)
- UNICEF (2006) Education in Emergencies: A Resource Tool Kit, UNICEF Regional Office South Asia, Kathmandu, Nepal.
- Hyogo Framework for Action 2005-2015  
*See:* <http://www.unisdr.org/eng/hfa/hfa.htm>
- Disaster Risk Reduction Education Network (2008) Disaster-Resilient Education and Safe Schools: What Educational Authorities can do. Draft 1.3, May 19, 2008 (hard copy made available to Cluster partners)
- Working under the principles of the Humanitarian Law (See Appendix 1)
- OCHA (January 2008) *Uganda Floods: Lessons Learnt Workshop*. Final Report, Kampala, Uganda.
- UNICEF (March 2005 revised) Core Commitments for Children in Emergencies (CCCs), UNICEF, New York.
- Carl Triplehorn (2001) Education: Care and Protection of Children in Emergencies: A Field Guide, Save the Children, UK.
- Margaret Sinclair (2002) Planning Education in and after Emergencies, UNESCO, IIEP, Paris.

## **Appendix 1**

### **Core Principles in the IASC HR and Natural Disaster Guidelines of 2006**

I. Persons affected by natural disasters should enjoy the same rights and freedoms under human rights law as others in their country and not be discriminated against. Targeted measures to address assistance and protection needs of specific categories of affected populations do not constitute discrimination if, and to the extent that, they are based on differing needs.

II. States have the primary duty and responsibility to provide assistance to persons affected by natural disasters and to protect their human rights.

III. Organizations providing protection and assistance to persons affected by natural disasters accept that human rights underpin all humanitarian action. In situations of natural disaster they should therefore respect the human rights of persons affected by disasters at all times and advocate for their promotion and protection to the fullest extent. Humanitarian organizations shall not promote, actively participate in, or in any other manner contribute to, or endorse policies or activities, which do or can lead to human rights violations by States. They shall strive to enable the affected people to exercise their own rights.

IV. Organizations providing protection and assistance in situations of natural disasters shall be guided by these Operational Guidelines in all of their activities, in particular when monitoring and assessing the situation and needs of affected persons, when programming and implementing their own activities as well as when entering into a dialogue with governmental authorities on the State's duties and responsibilities under international human rights and, where applicable, international humanitarian and refugee law. In doing so, they shall remain accountable to all of their relevant stakeholders, in particular to the persons affected by the natural disaster.

V. All communities affected by the natural disaster should be entitled to easy accessible information concerning: (a) the nature and level of disaster they are facing; (b) the possible risk mitigation measures that can be taken; (c) early warning information; and (d) information on ongoing humanitarian assistance, recovery efforts and their respective entitlements. They should be meaningfully consulted and given the opportunity to take charge of their own affairs to the maximum extent possible and to participate in the planning and implementation of the various stages of the disaster response.

VI. These Operational Guidelines seek to improve the practical implementation of international instruments protecting human rights. They shall not be interpreted as restricting, modifying or impairing the provisions of international human rights or, where applicable, international humanitarian and refugee law. They should be applied together with other relevant Codes of Conduct, Guidelines and Manuals.<sup>6</sup>

VII. Organizations providing protection and assistance in situations of natural disasters shall endeavor to have adequate mechanisms established to ensure that the Operational Guidelines are applied and that the human rights of the affected are protected.