

Summary of Day 1

- Education is an important component of emergency preparedness, response, and recovery.
- The INEE Minimum Standards for Education (MSE) can be used for to help provide quality education in emergencies.
- The MSE are a helpful tool for education planning and programming, capacity-building, advocacy, monitoring and evaluation.
- The MSE define universal goals, but the key actions must be adapted for every local context.

Disaster Risk Reduction (DRR) & Contingency Planning

INEE

Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
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What is a hazard?

- A physical or human-made event that can *potentially* trigger a disaster
- Examples: earthquakes, mud-slides, floods, volcanic eruptions, tsunamis, drought, economic collapse, and war
- These events do not need to necessarily result in disaster



What is a disaster?



Andrew
HRR HRPT
False Color Image
197 @ 12:31 UTC



UN Photo: Aftermath of tsunami in the Indian Ocean, 2004



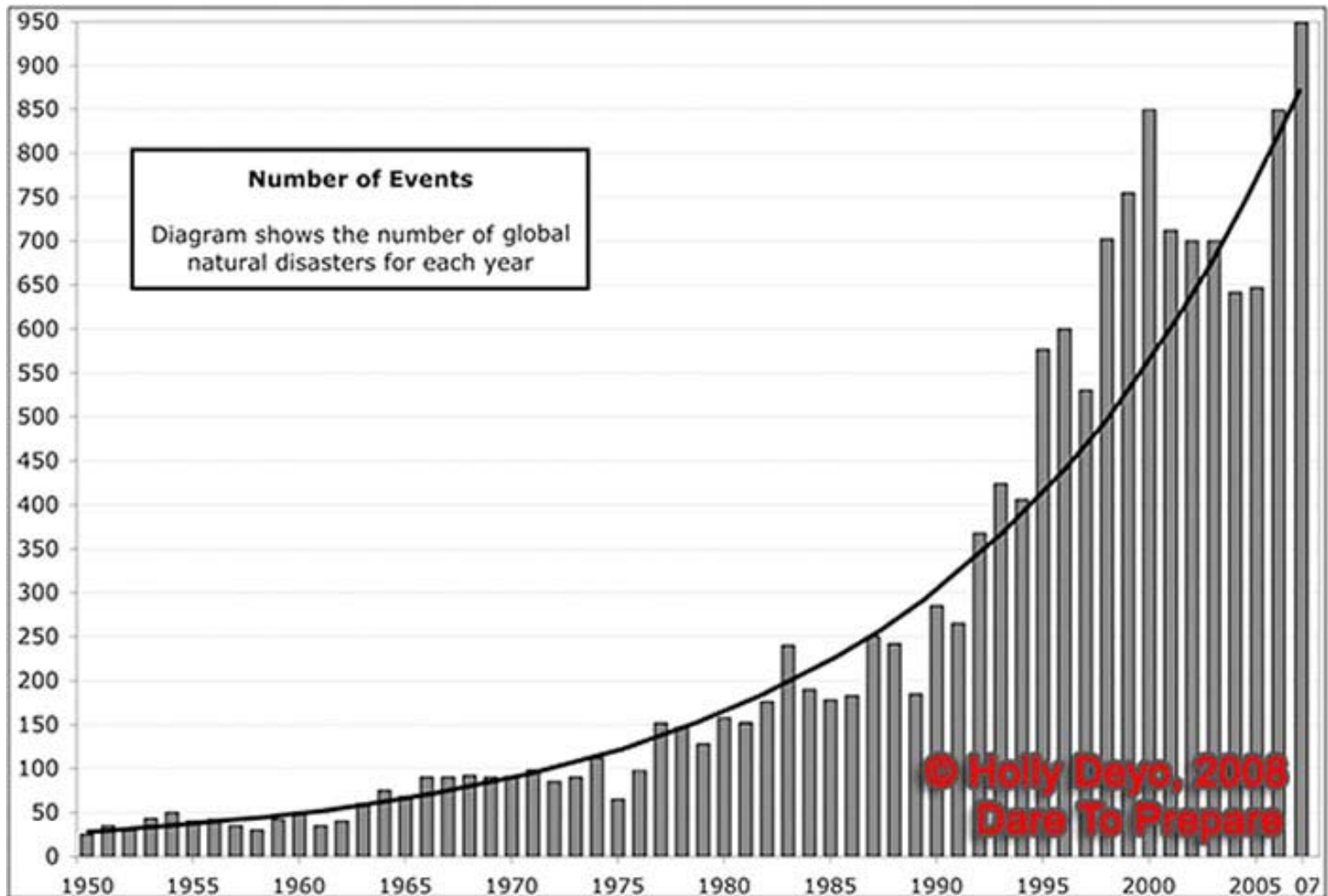
UN Photo: Tropical Storm Jeanne floods Haiti, 2004



A disaster...

- Disrupts the functioning of a community or a society
- Causes widespread human, material, economic, or environmental losses
- Is more than the community can cope with on its own

Disasters are increasing in frequency and impact.



$$\text{Risk of disaster} = \frac{\text{Hazard} \times \text{Vulnerability}}{\text{Capacity}}$$

We can't always prevent hazards, but we can take steps to lower the likelihood of disaster.

Disaster Risk Reduction (DRR)

Disaster Risk Reduction seeks to...

- minimize vulnerabilities and disaster risks
- to prevent or to limit the adverse impacts of hazards



**Every \$1 spent
on DRR saves
\$4 spent on
relief &
rehabilitation.**

Hyogo Framework for Action

Signed in 2005 by the international community in Hyogo, Japan outlining 5 goals and priorities for action in DRR over the next 10 years.

Hyogo Framework for Action

5 Goals and Priorities:

1. Ensure that DRR is a national and local priority with a strong institutional basis for implementation.
2. Identify, assess and monitor disaster risks and enhance early warning.
3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels.
4. Reduce the underlying risk factors.
5. Strengthen disaster preparedness for effective response at all levels.

For more information: <http://www.unisdr.org/eng/hfa/hfa.htm>

DRR training in Nargis-affected areas

UNESCO has
trained
**2,200 principals
and teachers**
in DRR in
8 townships in
the delta area.



DRR at the school, township or education department level

What are some DRR activities that schools can do?

EMERGENCY PHONE NUMBERS	
FIRE	_____
POLICE	_____
AMBULANCE	_____
POISON CENTER	_____
PHYSICIAN	_____



www.dropcoverholdon.org

What is Contingency Planning?

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

Contingency planning can happen at the school, township, or education department level.

Why Contingency Planning?

- Important part of preparing for emergencies (DRR)
- An opportunity to Identify possible problems *before* a crisis
- Helps different agencies work together
- Ensures no overlap or gap of services provided



Who should be involved?

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

Uses of a Contingency Plan

Emergency Risk Reduction

- Analyse risks, vulnerability and response capacity
- Identify preparedness measures
- Provides a joint platform for involved actors

Capacity Development

- Has agreed upon capacity development plan
- Increase participants' awareness of, access to, and use of existing tools (e.g. best practices, templates)

Monitoring Preparedness

- A framework for monitoring progress, outcomes, and impact of preparedness measures.

Uses of a Contingency Plan

Communication and Advocacy

-Analysis, planning and coordination provides a good platform for communicating and advocating on the importance of education in emergency preparedness initiatives.

Mobilising and managing resources

- Coherent and well informed plans are a good foundation for dialogue with donors

Sample Contingency Plan (Township Level) Table of Contents

- Committee roles and responsibilities
- Brief description of township (e.g. population, climate, livelihoods, transportation, number of schools and children)
- Risk/Hazard analysis
- Disaster history in the Township/State/Region
- Emergency contact details (e.g. focal points, police, fire brigade)
- Action before, during, and after the disaster (e.g. mock drills, disaster tips, first aid, etc.) as per each possible disaster scenario
- Early warning system and information dissemination plan
- Drinking water sources and status

Sample Contingency Plan (Township Level) Table of Contents

- Food sources
- Health facilities
- Road cleaning / earth-moving / fire prevention equipment
- Rescheduled school timings
- Learning kits
- Safe place to evacuate in case of emergency
- Infrastructure restoration
- Potential UN-agencies, INGOs, NGOs to contact for assistance
- Concerned GO for assistance
- Assessment/provision of assistance to data collectors (IRA & RA)

Group Exercise 1: Township Disaster Profile

You are an education official at the township level.

1. With your group, consider the 9 different emergency scenarios.
1. Choose 1 emergency scenario and fill out the Township Disaster Profile with your group.

Group Exercise 2: Activities Worksheet

Some other things to consider in contingency planning:

- Activities (connected to the MSE) that need to take place before, during and after an emergency.
- Who is responsible for each activity
- Timeline for each activity

With your group, complete the Contingency Planning Activities Worksheet.



Coordination of Education in Emergencies

INEE

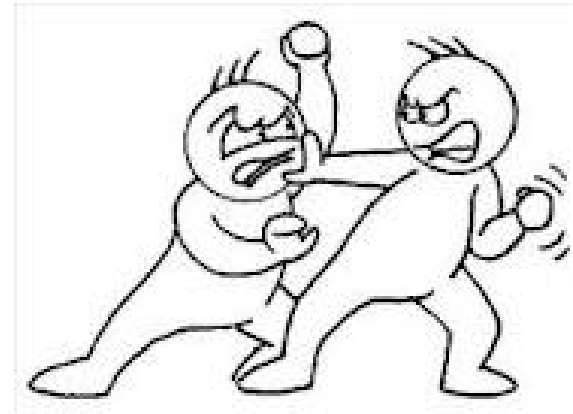
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Coordination Questions

- Do you know what education coordinating bodies currently exist in Myanmar? What are their roles?
- How many of you work within an education coordination mechanism for an emergency (or other interagency initiative)?
- Do you know what a cluster means in relation to emergencies? Has anyone participated in a cluster meeting?

The Benefits and Challenges of Coordination

- Make a drawing that shows **POSITIVE** and **NEGATIVE** experiences in coordination.



The Benefits and Challenges of Coordination

- Use **humour, captions, diagrams, flow charts** - anything that conveys the positive and negative feelings, experiences and processes of coordination.
- Share illustrative experiences of the issues discussed.
- Apply coordination skills within each group to produce the drawings. You have 10 minutes.
- Select one person to stay with your drawing during a gallery walk, to explain the drawing to others.

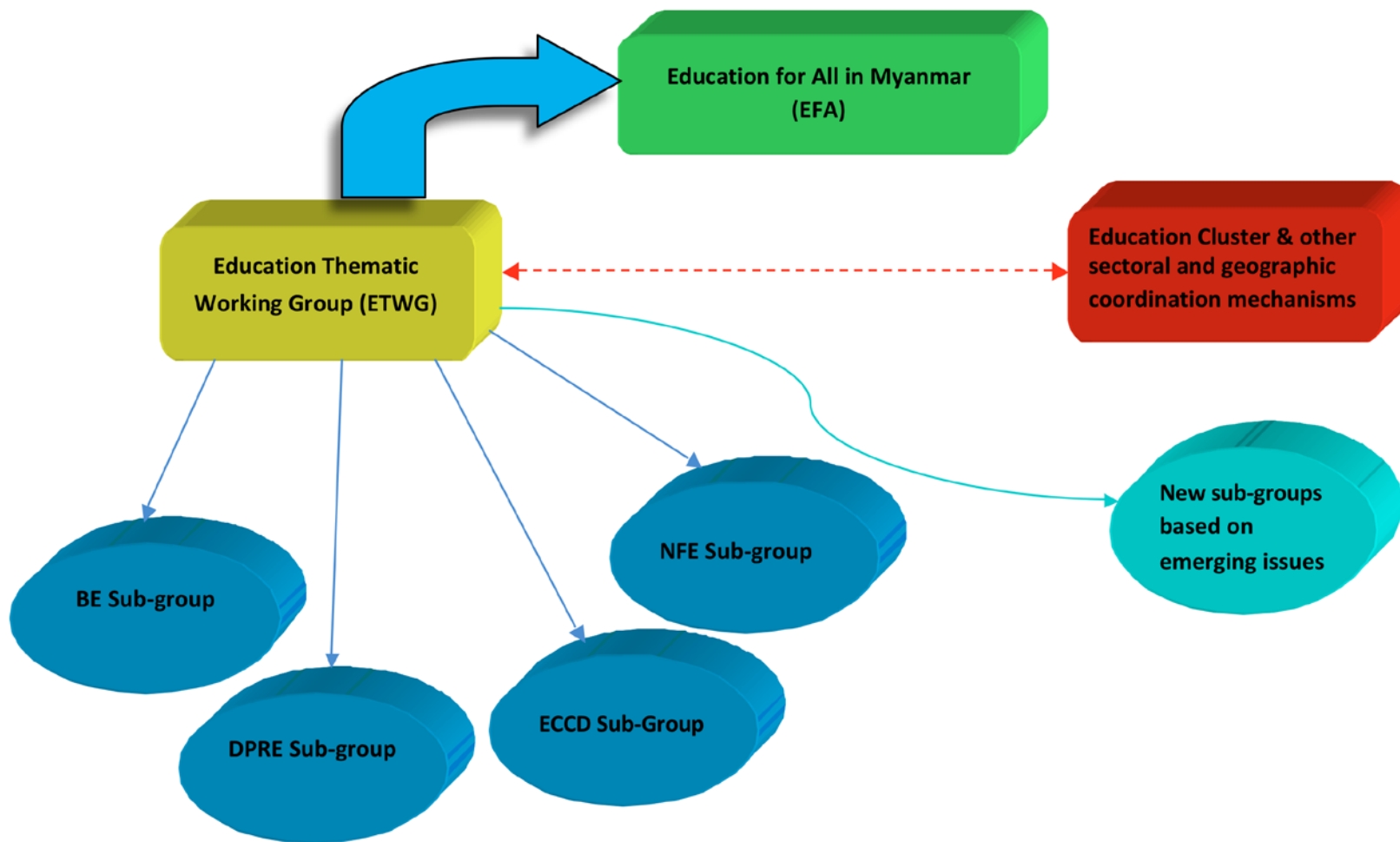
Benefits

- Joint planning and strategy
- Avoids overlap, duplication of efforts and activities
- Maximises resources
- Division of responsibility and geographic coverage
- Strengthens advocacy and mobilisation of resources
- Strengthens support for government
- Can lead to standardisation of approaches, tools, and implementation
- Greater community participation

Challenges

- Lack of clear definitions of roles and responsibilities
- Lack of leadership skills
- Weak meeting & planning
- Lack of joint objectives
- No communication and information strategies in data and information management
- Duplication of effort
- Personality clashes
- Competing agency agendas, mandates or strategies
- Too process-orientated
- Resource constraints
- Lack of accountability

Education Thematic Working Group



Notes: BE= Basic Education; DPRE= Disaster Preparedness and Response Education; ECCD= Early Childhood Care and Development; NFE= Non Formal Education

Discussion

- What are the challenges to coordination?
- How do the INEE Minimum Standards support coordination?
- What are the consequences of waiting until an emergency occurs to undertake coordination actions?
- What are the consequences of not linking emergency coordination groups with existing education sector groups?
- What are the most important coordination actions to be taken prior to the onset of an emergency?
- For those that already have coordination mechanisms/clusters, what are the weaknesses of the current mechanisms?

Reflection

How can you use the INEE Minimum Standards Handbook in your work in the future?

How can you use what you've learned about DRR or Contingency Planning in your work in the future?

What do you think are priority actions your department or organization can take to improve education in emergencies in Myanmar?

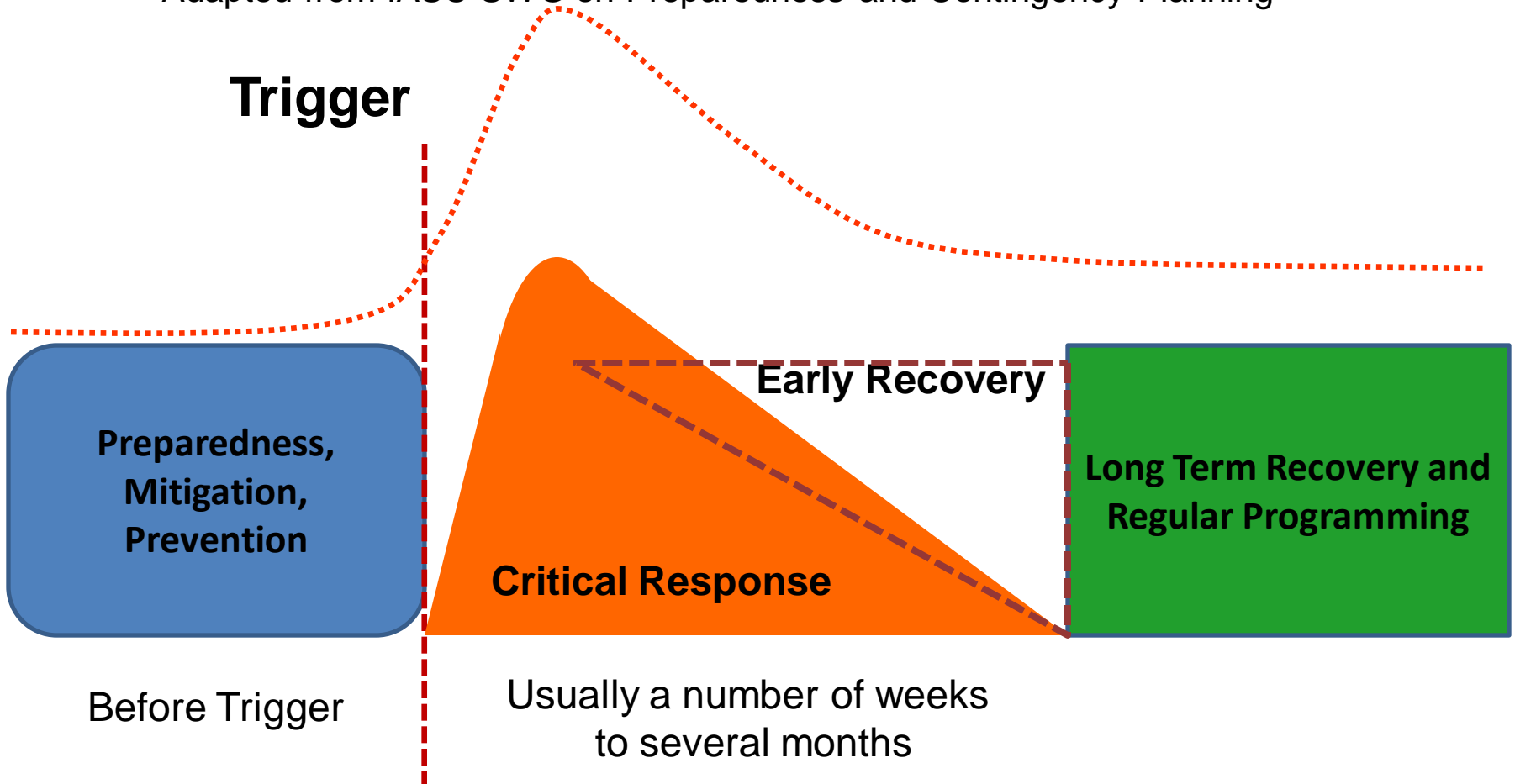
Summary of Day 2

- Emergencies can be avoided or their effects can be mitigated when preparedness measures are taken (DRR).
- Contingency Planning before a disaster can make a critical difference in the quality of response during a crisis.
- Although challenging, coordination between all actors is vital in emergency preparedness, response, and recovery.

Conceptual Framework for Emergency Timelines

Adapted from IASC SWG on Preparedness and Contingency Planning

Trigger



**Preparedness,
Mitigation,
Prevention**

Before Trigger

Critical Response

Usually a number of weeks
to several months

Early Recovery

**Long Term Recovery and
Regular Programming**