EDUCATION

HANDBOOK OF MULTI-SECTOR COORDINATION FOR EMERGENCY RESPONSE IN INDIA

Sphere India
National Coalition of Humanitarian Agencies in India

Handbook Of Multi-Sector Coordination For Emergency Response In India

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The National Institute of Disaster Management (NIDM) is one of the pioneer institutes under the Ministry of Home Affairs, Government of India which has been mandated to promote capacity building interventions in Disaster Risk Management (DRM). Since its inception, the Institute has been proactive in raising the level of awareness and preparedness in dealing with disasters and emergency situations in the country, as well as making DRM education accessible to people across different level of stakeholders.

Sphere India: Sphere India, is a national coalition of humanitarian agencies in India with a vision to build a disaster resilient India by promoting quality and accountability in humanitarian action through processes of collaborations at various levels. The members include key nodal agencies from Govt. of India, UN agencies, INGOs, NGO networks and national NGOs. Sphere India facilitates inter-agency coordination, training and capacity building, knowledge management and collaborative advocacy to protect the rights of the people affected by disasters and other humanitarian crisis.

Preface

The aim of Sphere India, its Education Sector Committee and partners is to enhance capacities and knowledge management system for emergency preparedness and response to improve quality of humanitarian action. In this handbook, we have sought to include practical guidance and advice on how different stakeholders and sector actors in education (NGOs, CSOs, UN Agencies and Government) can come together to strategize sector preparedness and response in Education in Emergencies (EiE). It highlights key principles of humanitarian action and how coordination, joint efforts can increase the effectiveness and efficiency of interventions and promote better outcomes.

This handbook is the result of a series of consultations, discussions and inputs by education sector experts from government of India, local and national organisations working in the education field. Sphere India would like to thanks its members and partners for their contribution in terms of knowledge, expertise and time to make this edition of handbook, a possible venture. We are also grateful to collaborative partners and other CSOs, FBOs, CBOs, corporations, institutions, government departments and officials for their continued support and active participation in various consultations which helped us in facilitating the handbook.

Vikrant Mahajan
CEO, Sphere India

Sphere India
National Coalition of Humanitarian Agencies in India

Foreword

In India many states are prone to natural disasters, some on an annual basis, including floods and cyclones, droughts and earthquakes. Climate change in the past years is worsening the scale of impact of such natural disasters with devastating effects on children, families, and communities living in the most vulnerable areas and our education systems. In 2020 the global COVID-19 outbreak has exacerbated existing weaknesses in service delivery; especially the marginalized communities got more exposed to natural disasters which made the education response more complex and demanding.

The impact size on multiple and complex emergencies on the most disadvantage communities has urged the education sector partners in India to enhance emergency preparedness to address the needs of affected people and to provide access to essential education services for children.

Continuity of learning after an emergency is crucial to fulfil the fundamental right of children to education. But above all these said problems, bringing children back to that sense of normalcy will play a critical role in helping them to overcome the psychological impact of disasters and isolation.

UNICEF DRR India in collaboration with SPHERE Education Committee and its partners has supported the development of the Education Sector Coordination Handbook in line to fulfil UNICEF's core commitments to children in the education sector. This handbook provides step by step recommendations and tools to facilitate coordination and to prepare and respond to emergencies.

UNICEF India is deeply grateful for the collaboration led by Sphere India Education Committee partners during the development of these materials. We hope that this Handbook will result in the improved educational services and outcomes for children in India.

Tom White
Chief DRR
UNICEF India

unicef

Foreword

The year 2020 was full of challenges, as the global health crisis brought humanity to a virtual standstill. The difficult times have changed the way organizations operate, and now we have started adapting to the new emerging socio-economic order

The role of CSR has become more relevant than ever, as corporates played a crucial role in supporting the nation in the fight against the pandemic and other disasters witnessed this year. HCL Foundation, along with partner organizations, has been working significantly to mitigate the humanitarian crisis. Through its various flagship programmes and special initiatives, it has positively impacted 2.14+ million human lives, spanning 21 states and 2 union territories of India.

It was the commitment and resilience of our communities, teams and partners that helped us navigate through the situation, and keep our efforts sustained. Going forward, I feel that organizations must start working towards strengthening of preparedness and unified emergency response systems. At HCL Foundation, we remain committed to addressing the socio-economic concerns while focusing on humanitarian aid and assistance. Our CSR programmes have the potential to bring value to the preparedness, response, and recovery systems by aligning corporate citizenship efforts to sustainable development processes.

The formulation of *Handbook of Multi-Sector Coordination for Emergency Response in India*, through joint efforts of Sphere India and partner organizations, shall act as an operational manual for coordination during emergencies and help improve the disaster management in the country and thus, mitigating the disaster risks.

Nidhi Pundhir
Director, HCL Foundation

HCL FOUNDATION

From Director's Desk

The impact of natural disasters like floods, earthquakes, cyclones and droughts on education can be devastating, as each context presents different challenges. Schools are destroyed, educational infrastructure damaged, teachers and students displaced, and learning material destroyed and lost.

Following the natural disasters, restoring educational services is paramount, as it has been proven to provide critical lifesaving and life sustaining assistance for children. Any response requires a well-coordinated, multi-sector, inter- and intra-agency approach that empowers communities and nations, from relief and recovery to development; the traditional relief efforts, including search and rescue, health, food, and shelter, are increasingly complemented by what we have now come to know as the "fourth pillar" of humanitarian aid—education. Some of the most important works begin early, and we can do a great deal in the education sector to support preparedness and contingency planning at the national, regional or local level, as well as by supporting disaster risk reduction activities in schools.

To strengthen preparedness and unified emergency response, Sphere India and its members has drafted a Handbook on Education Sector Coordination for Emergency Response, which shall act as an operational manual for coordination during emergencies. This shall enable collaboration among different stakeholders in disaster management and thus, mitigating the disaster risks.

NIDM

nidm
Resilient India - Disaster Free India

Acknowledgement

About Sphere India

Sphere India is a national coalition of humanitarian agencies in India. The members include key nodal agencies from Govt. of India, UN Agencies, INGOs, NGO networks and national NGOs. Sphere India facilitates inter agency coordination, training and capacity building, collaborative advocacy and information knowledge and learning management through a collaborative process for quality and accountability.

	Right to life with dignity.
	Right to assistance and protection.
	Principles of humanity impartiality, neutrality, independence, and other principles of Red Cross Code of Conduct
	Inclusion

The above mentioned points are grounded in Sphere India's commitment to the Article 21 of Indian Constitution on *Right to Life* and its interpretations in various judicial proceedings, Universal Declaration of Human Rights, International Humanitarian Law, Refugee Law and the associated treaties and covenants.

WASH   Food & Nutrition   Shelter   Health Action   Education   Protection

Composition of Sector Committees

SPHERE INDIA SECTOR COMMITTEE MEMBERS		
WASH	**SHELTER**	**FOOD & NUTRITION**
Water Aid (Lead) Oxfam India (Co Lead) UNICEF India (Co Lead) CARE India Islamic Relief EFICOR Adra India IGSSS PGVS Change Alliance GIWA Terre des hommes Foundation World Vision India IPPF IRC WASH The WASH Institute Aqua Plus Water Purifiers Pvt. Ltd.	Habitat for Humanity India (Lead) Care India(Co Lead) SEEDS Islamic Relief AIDMI NCDHR UNNATI World Vision India Sadhana Raichur Karanataka HCLF Red R	WFP (Lead) WHH ACF CARE India EFICOR IGSSS World Vision India CFNS (Co-Lead) Oxfam World Animal Protection Save the Children UNICEF ADRA India
HEALTH	**PROTECTION**	**EDUCATION**
WHO (Lead) Doctors for you (Co-Lead) Handicap International CARE India ADRA ChildFund World Vision India Terre des hommes Fundation UNICEF Save the Children ICRC OXFAM India PCI IPPF EHA Americares India Water Aid HCLF Cipla Limited Red	NCDHR (Lead) UNICEF (Co Lead) Islamic Relief Caritas Care India ADRA TDH UNNATI WVI Christian Aid IGSSS Save the Children OXFAM HI CHILDFUND CRS IPPF HCLF	Save the children (Lead) UNICEF (Co Lead) CARE India Caritas India ChildFund India World Vison India Oxfam RTE Forum HCL Foundation Sterlite EdIndia Foundation Bharti Foundation Red R

About the Handbook

This Education Sector Coordination handbook provides practical guidance and advise on how different stakeholders and sector actors (NGOs, CSOs, UN Agencies and Government) can come together to strategize sector preparedness and response during emergencies. It highlights key principles of humanitarian action and how coordination and joint efforts among different sector actors can increase the effectiveness and efficiency of interventions and to promote better outcomes.

Process of Drafting the Multi Sector Coordination Handbook

The handbook has been drafted under the **Network Approach to Emergency Preparedness for Response,** after numerous consultative meetings and write shops with sector experts from local and national organizations working in the fields of education, health, food and nutrition security, WASH, shelter, and protection.

After initial consultations with sector leads, starting from the month of January 2020, the outline of the handbook was developed and discussed in the sector committee meetings of six sectors held in February 2020. Interest from sector committees and other sector experts was sought and nominations were completed by April. The inception of the handbook began in the first week of May 2020. Introductory meetings were held with each of the six sector committees wherein Sphere India presented a prototype of the handbook to elucidate the kind of chapters and content to be produced. Following this, lead authors, section authors with support from Sphere India Secretariat began drafting the handbook. Sector-wise meetings as well as multi-sector meetings were held for discussions. During the drafting of the handbook, three Multi-sectors write shops and consultations with multi-sector strategic leads were held along with 24 sector authors meetings.

Extensive research and discussions have taken place with authors of the sector before finalising the content. Inputs have been collected and collated from various experts across the field throughout the process of drafting the handbook. Further, sector wise consultative meetings were held inviting inputs from the Government and its wider membership.

Contents

Introduction

INTRODUCTION

Sphere India visions to enhance the quality and accountability of humanitarian action and protecting the rights and dignity of the people affected by natural calamities or conflict situations in India.

This Education Sector Coordination Handbook provides practical guidance and advice on how different stakeholders and education sector actors (NGOs, CSOs, UN Agencies and Government) can come together to strategize education sector preparedness and response to education during emergencies. It highlights key principles of humanitarian action and how coordination and joint efforts among education and other sector actors can increase the effectiveness and efficiency of education interventions to promote better education outcomes.

The INEE Minimum Standards Handbook (Annexure 3) is a global tool that articulates the minimum level of educational quality and access during emergencies. It contains 19 standards, derived from Right to Education (RTE) provisions as expressed in human rights, humanitarian and refugee law. Furthermore, these are grounded in the Sphere Project's Humanitarian chapter. Key indicators and guidance notes accompany each standard. The INEE standards cover five domains and can be contextualised to different context. Each standard is, in turn, accompanied by detailed key actions (suggested ways to achieve the standard) and guidance notes (specific points of good practice) to support their implementation.

Process of Drafting the "Handbook on Education Sector Coordination for Emergency Response"

The handbook has been drafted under the **Network Approach to Emergency Preparedness for Response,** after numerous consultative meetings and workshops with sector experts from local and national organizations. After initial consultations with the sector leads in January 2020, the outline of the handbook was discussed in the sector committee meetings held in February 2020. Interest from sector committees and other sector experts was sought and nominations were completed by April. The inception of the handbook began in the first week of May 2020. In introductory meetings Sphere India presented a prototype of the handbook to elucidate the desired chapters and content to be produced. Following this, lead authors and section authors with support from Sphere India secretariat through extensive research and discussions began drafting the handbook. During the drafting process, 3 multi-sector workshops and consultations with multi-sector strategic leads were held along with 24 meetings for sector authors. Going forward, sector-wise consultative meetings are being planned to invite inputs from the Government and wider membership.

Rationale of the Handbook

The Education Sector Coordination for Emergency Response in events of variety of disasters is not just a crucial step to minimize the vulnerability of the education system due to disasters but also to develop the education sector as a prominent pillar to enhance resilience towards all kinds of disasters. The very recent instance of the impact of Covid-19 pandemic on the education sector evidently demonstrates the vulnerability of the sector and related stakeholders. Strengthening the education system in/during/after a disaster event through risk reduction efforts within a host government's emergency preparedness planning is one of the core objectives of this Handbook. Further, positive implications of cross-sectoral coordination and cooperation are also important in achieving success to build a resilient education system. Thus, in the times of increasing uncertainty and frequent occurrences of emergencies, this handbook proves to be a guiding document.

Roles and Functions of the Sphere India Education Sector Committee

Conflicts, disasters caused by natural hazards and pandemics keep millions of children out of school and the numbers are rising. Education Committee of Sphere India plays an active role in promoting lifelong quality education for all people – children, youth, and adults – as a part of emergency response and for long-term recovery. The Sphere India Education Sector Committee comprises of Sector Lead, Sector Coordinator (SI Secretariat) and other members. The major roles and responsibilities of the Education Sector Committee include preparation of a long-term strategic plan for the sector and approve action-oriented short term annual plans. The committee plays a key role in plan implementation and utilisation of budget quarterly. The committee also holds the responsibility to provide action plans for emergency preparedness and response and support the capacity building for effective coordination of the local NGO network and community during emergencies. The detailed list of roles and responsibilities of the Sphere India Sector Committee, functions of the Education Sector Committee, Role of the Sector Lead and the Sector Coordinator is provided in Annexure 4.

Sector Committee Composition

The composition of the sector committees must be diverse. Efforts are made to have an inclusive committee with prominent representation from local NGOs, all caste groups, different genders and different regions. In order to enhance local representation, the sector committee must ensure that either the Sector Lead or Co-Lead is a member of a local organization.

Formation of the Sector Committee

By following a participatory process, the formation of sector committee is carried out. Sphere India Secretariat sends out an email to all its members inviting them to be a part of sector committees. Furthermore, members are requested to nominate sector specialists or focal persons for the sector within their organizations. Terms of reference of the committee are also sent along with this email. The desired committee size is 8–10 members, however, if more nominations are received, preference is given to members who were not a part of the sector committee in the previous year. Nominations for the Chair/Co-Chair are received and finalised based on consultations with the CEO or the Chair/Vice-Chair of Executive Committee. The committee shall meet once every quarter. The dates should be fixed in advance falling under first week of the months of February, May, August and November. The member organisations shall appoint a point person to attend the meetings and represent in committee. All important decisions including election of the Chair, approval of plans and activities shall be final only if there is a minimum quorum of 50 percent of the committee strength in the meeting.

Strategic Planning for Education Sector

STRATEGIC PLANNING FOR EDUCATION SECTOR

Purpose and Objective

The purpose of strategic response planning is to enable a coordinated and evidence-based approach to the education sector in emergency situations. It identifies the strategies that have to be implemented to support the response to these situations and to lay the groundwork for recovery once the emergency stage of the crisis has passed, and when doing so, it takes into account human, technical and financial capacities. The plan sets priorities, realising that all goals cannot be achieved in one go.

The process has to be credible, which means that it is based on an in-depth analysis of the current situation in the education sector, a review of learnings from previous trends in crisis situations and is grounded in evidence-based hypotheses. Education strategies in emergencies must be aligned with international and national education policies, laws, standards, plans and must reflect an understanding of the existing and emerging barriers as well as the learnings and psychosocial needs of affected populations. The plan also pays attention to disparities within countries, for instance, in terms of gender, historically excluded groups and locations.

Existing Government of India Programmes Addressing Disaster vis-à-vis the Education System

As per the Indian Constitution, access to education is a fundamental right of each child falling under 6-14 age bracket as enshrined in the Right to Education Act (2009). The National Policy on Children (2013) reaffirms the Government of India's commitment to the realisation of rights of all children (below 18 years) in the country. The Policy has identified survival, health, nutrition, education, development, protection (including in response to emergencies/disasters) and participation as the undeniable rights of every child and has also declared these as key priority areas. The government programme of Integrated Child Development Services (ICDS) provides supplementary nutrition, preschool education, primary healthcare, immunisation, health check-up and referral services to children under 6 years of age and their mothers. For the education of children in the age group of 3-18 years, the centrally sponsored scheme of Samagra Shiksha Abhiyan is the flagship programme. To understand about the education policy and schemes in detail, please visit inhttps://mhrd.gov.in/.

In July 2020, the Ministry of Education, Government of India adopted a new National Education Policy. Among the various recommendations, with regards to the school

curriculum the policy states "Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum". The policy document can be accessed here https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

The Government of India supported NDMA in implementation of National School Safety Program launched in 2011 in order to ensure safety of children and the school infrastructure. Emergency education responses should be harmonised and strengthen with national education programmes, including early childhood development, formal school education programmes and vocational and livelihood programmes. These responses should include national and local education planning, administration and management as well as physical infrastructure and in-service teacher training and support. Emergency education responses should work with education authorities to build a better system for the future, strengthening an inclusive education system for all children, such as for those with disabilities and from minority groups like muslims, and people belonging to LGBTQI, etc. They should also lay out steps to mitigate the effects of recurrent/future emergencies based on learnings from previous emergency education responses.

Develop Stakeholder Engagement System

It is essential to form an "education in emergency (EiE)" unit within the Ministry of Education so that the unit continues to work with states and activates engagement with all other concerned stakeholders during emergencies. The scope of work for the EiE unit should be well defined. It must bring together all the concerned stakeholders like government departments/institutions, relevant UN agencies, INGOs, national and local NGOs, representatives of teachers' unions and children's representatives as part of a task force at the national/state levels to develop a strategic response plan, keeping in mind the nature of the specific disaster and its short- medium- long-term impact. The specific roles of the task force have been mentioned in Annexure 5.

A strategic response plan should be developed with a special focus on some specific disasters and their impacts on the education system in the crisis-affected area/s and the well-being of children in these area/s. All stakeholders need to make sure that they have executed proper risk mapping and that all strategies align with existing norms and plans already in place, adhering to the "do no harm" principle. It is highly essential that the strategic response plan should be flexible and provide scope for states to contextualise the developed plan keeping in mind the geographical differences, socio-cultural diversity and evolving nature of emergencies. To achieve the desired outcomes as set out in the strategic response plan, all partners, including the corporate sector and NGOs, should respect and contribute to the effective implementation of the developed plans by national and state governments. For the corporate sector, this may include identifying ways to

educate business owners and operators about the importance of and successful practices in mitigating and responding to the current crisis and preparing for possible future emergencies as well as managing disruptions to supply chains so that services and goods are reaching crisis-affected communities.

Understanding the Disaster and its Impact on Children

The table in Annexure 6 highlights the impact of complex emergencies and natural disasters on children from birth to 18 years. Keeping in mind the effects of climate change and unrest across the globe, both kinds of disaster can occur at the same time having a long-term impact on children's overall development including access to quality education and learning opportunities, further leading to the curtailment of the pursuit of aspirations and improved standards of living for themselves and their families, if not supported efficiently and in a timely manner.

Crises like the current COVID-19 epidemic that is affecting India and countries around the globe have resulted in school closures with teachers, families and learners adversely affected, with women and girls disproportionately affected. In India, 320 million students have been affected by COVID-19 school closures, and though the government quickly recommended shifting to "online teaching," this ignores India's immense digital divide—with embedded gender and class divides. The 2017-18 National Sample Survey reported only 23.8 percent of Indian households had internet access. In rural households (66 percent of the population), only 14.9 percent had access, and in urban households only 42 percent had access. And males are the primary users, whereas just 16 percent of women had access to mobile internet, compared to 36 percent of men. Young people have even much less access.

A news report stated only 12.5 percent of students had access to smartphones. Furthermore, most teachers are ill-equipped for online teaching.

Many children are losing valuable instructional time without alternative learning options. Others are trialling and navigating the challenges of online learning including difficulties with online connections as well as motivational and psycho-social well-being challenges. These emergencies highlight the need for contingency planning within broader education preparedness planning and emergency management efforts. A matrix detailing out the impact of disasters on children is added in Annexure 6.

Steps to be taken to Reduce Disaster Risk

i.   **Mitigation** – Process of lessening the adverse impacts of hazards and related disasters.

ii. **Preparedness** – Knowledge and capacities developed by government, communities, sector partners to reduce vulnerability and anticipate, respond to and recover from, the impacts of hazards and related disasters.

iii. **Response** – Provision of emergency services during or immediately after a disaster to save lives, address/reduce vulnerability and meet basic needs of the people affected. Risk communication should be inculcated in the planning to tackle the misinformation.

iv. **Recovery** – Appropriate restoration and improvement of living conditions of disaster-affected communities, including efforts to reduce physical, economic, environmental and social vulnerability and other disaster risk factors.

Emergency Preparedness Planning

EMERGENCY PREPAREDNESS PLANNING

A. Emergency Preparedness

Emergency preparedness is critical, owing to the increasing incidence of natural hazards, and subsequent disasters, the most recurrent being windstorms and floods. Being aware of hazards and being better prepared for potential disasters can significantly reduce their adverse effects. These preparations can also be useful in the event of civil unrest or conflict that leads to population displacement or damage to education institutions.

In the medium- to longer-term response, the Education Sector should aim to map and build in-country education capacity, and develop contextualised tools and resources, as appropriate. This will contribute to national preparedness for responding to future emergencies. The immediate response effort should be focused on building emergency capacities at community level as an integral part of Sector partner programming.

Following steps can be used to promote emergency preparedness:

i.   Find out, if there is a 'National Plan for Education' and whether or not emergency preparedness features in the plan.

ii.   Join the inter-sectoral contingency planning working group and/or national working group. If there is not one, consider working to help create one.

iii.   Focus on reducing vulnerability within education programming, for example, through attention to livelihood needs and environmental impacts.

iv.   Promote the lead of national and local partners in the design and implementation of emergency preparedness measures to promote sustainability, for example, school-based emergency plans, teaching students and teachers what to do in disasters.

v.   Facilitate regular review, testing and update of contingency plans as an essential element of emergency preparedness.

vi.   Best practices, safe schools, model schools, demonstrations of life-saving techniques should be documented and visits to such model schools can be organised to build capacity and raise awareness.

vii.   Create templates of leaflets carrying instructions and details about different disasters in regional language for distribution.

viii. The role of the SMC can be strengthened in disaster management.

B. Contingency Planning

Following measures can be taken to ensure contingency planning:

i. Build on existing disaster or crisis management and contingency plans, structures and projects - avoid introduction of parallel contingency measures.

ii. Adopt a participatory approach to ensure that contingency planning responsibility rests in national hands and that there is an accurate understanding of local risks and norms.

iii. Establish a mechanism for review and updating of plans from the start.

iv. Design and distribute template for disaster management kits with schools.

v. Provisions such as mid-day meal should adapt and continue in a post-disaster setting.

vi. Loss of books and TLMs leads to further hampering in a child's education. A mechanism to facilitate the provision of books should be made to ensure the continuity of learning.

Response
Planning

RESPONSE PLANNING

A. Vision

The vision of strategic response plan is to support the right to education by promoting quality Education in Emergency (EiE) responses, which are defined by the needs and aspirations of affected children, youth and their communities.

B. Timing

In some emergency contexts, objectives and response strategies to address critical life-threatening needs may be required to be defined in the first few days in the absence of reliable assessment data. Hence, an overview of the response plans may be needed for the 'Flash Appeal' within one week of emergency onset.

C. Challenges in Strategic Response Planning

General challenges related to plans should be taken into consideration and addressed quickly. Plans usually become outdated and are of limited use. They are sometimes unrealistic, with too many activities and goals, which cannot be achieved within the set time frame or in the local context. They can be inaccurate owing to inadequate or ineffective investigation, verification and analysis of data. Additionally, they may not be accepted or "owned" by partners or affected communities, owing to inadequate or lack of wide consultation with marginalised groups and those who have been historically excluded, and fail to make use of a variety of communication tools to extend reach of consultation process.

Language or terminology used should be appropriate and easy to understand, and the content should be relevant, inclusive and gender sensitive. Plans are biased in favour of the Sector Lead Agency (SLA) or more powerful Sector partners because of inadequate stakeholder representation. As the education of girls is hindered due to the disaster, they are forced into child marriage, labour, trafficking, etc., by their parents. Learning and documentation also becomes difficult in such circumstances. It is difficult to overrun decision-making processes within internal protocols of various agencies, during emergencies.

D. Before Developing the Strategic Response Plan

One-to-two weeks after disaster onset, information gathering to support response planning will be carried out as follows:

Outline Steps in Response Planning

1. Identify gaps, duplication and complementarities in stakeholder capacities and response activities.
2. Review planning assumptions.
3. Prioritise identified education needs and cross-cutting issues.

4. Set education response objectives.

5. Determine response strategies.

6. Outline projects and activities with output indicators.

7. Formulate strategic response plan or strategy.

8. Draft a concise plan (maximum four pages) for the first 3–6 months, outlining:

- Overall goal.

- Priority problems/needs to be addressed, with specific objectives for each of the response strategies to be adopted, with links to relevant international and national principles and standards in education preparedness in emergencies, and national strategy documents.

- The allocation of responsibilities and resources (i.e. stating specifically who is doing what, where and with what materials and human and financial resources).

- Specific measures for emergency preparedness and transition planning.

- Output indicators.

- Quantitative ways of measuring or qualitative ways of judging timed production of outputs.

- Measures for monitoring and updating the plan.

- Within the plan, highlight: any assumptions made; unmet needs, especially those of vulnerable groups or at different levels of education; resource gaps; and opportunities for local capacity-building and early recovery.

- Gender to be more comprehensively integrated in education responses to emergencies (e.g., planning and implementation of activities; vulnerabilities specific to boys and girls during emergencies; gender-responsive coordination between education and other sectors – including role of gender focal points).

- Disseminate the plan widely among concerned stakeholders (donors, other clusters and relevant working groups and affected communities), and ensure plans are clear and easy to translate or explain.

Directives for Response Plan
1. Response Plans as well as school safety plans should incorporate the mitigation of lightening hazards and other disasters, which may be currently unaccounted for.

2. Psychological care should be included in post-disaster settings for children returning to school or children who have faced loss of education.

3. Incorporate disaster response and recovery practices in schools for practical application.

E. Formulate Strategic Response Plan or Strategy

Uses for the Education Sector Strategic Response Plan will be as follows: -
1.   Implement sector action.

2.   Advocacy and communications.

3.   Resource mobilisation.

4.   Monitoring and review.

F. Who Should be Involved in the Response Planning Process?

Ministry of Education (MoE) at national level could provide guidance, tools and support for preparedness, however implementation is the responsibility of state governments. As a national policy instrument, ESPs or TEPs are first and foremost the responsibility of national governments. ESPs and TEPs are most likely to succeed if they are the result of a process led by the government and internalised by all national stakeholders. The planning process should be a participatory process that includes selected ministries (especially the Ministry of Finance), stakeholders in the education sector and civil society, non-governmental education providers and international partners. In order to ensure that the process is crisis-sensitive, it is also important to involve actors such as the Education Sector, UNHCR and other stakeholders that support the provision of education in emergencies. The involvement of these actors can be through consultations during the plan preparation process and through structured discussions on drafts of the plan document.

Linking Emergency Response and Early Recovery

The resumption of education activity, whether formal or non-formal, is a step towards early recovery for individual learners, disaster-affected communities and societies. The following steps can help in linking emergency response and early recovery:
1.   Prioritise community self-help projects and approaches in response planning.

2.   Mobilise resources and inputs, which can facilitate long-term development, e.g., rehabilitation of schools, Disaster Risk Reduction (DRR) measures in schools.

3.   Promote government and community responsibility for education programme design, coordination, implementation and monitoring, to maximise ownership and build local capacities.

4.   Raise awareness about hazards and role of the student community in their reduction and mitigation.

5.   Schools are often used as shelters, thereby, hampering education. The use of temporary safe shelters should be mandated by the State Disaster Management Authority and District Disaster Management Authority. Strict monitoring should also be done to ensure there is no damage done to the school infrastructure.

Furthermore, many of the themes within education in emergencies support early recovery and other sectors in their attempts towards recovery and reconstruction. For example:

- Mine awareness education.
- Child protection and psychosocial support.
- Conflict mitigation and peace-building.
- Vocational training.
- Raise awareness regarding the government policies and schemes within schools.

Donor Response

Donors should regularly review both the quality and coverage of emergency education response to ensure that the minimum level of educational quality and access is met. Special attention should be paid to the enrolment and retention of learners from vulnerable groups, aiming for equal access to a range of educational opportunities in emergency-affected locations and ways to keep students learning throughout the crisis and post-crisis periods. "Equal access" refers to equality of opportunity for male and female children, youth and adult learners, particularly those who are marginalised due to ethnicity, caste, class, language, gender or disability. The funding for education response should give equal priority to water, food, shelter and health responses to facilitate equitable education provision for affected populations. This includes communities that host refugees or internally displaced populations. Adequate funding is critical to upholding the right to education for all with a special focus on girls, children with special needs and children from historically marginalised groups. Programmes should not be limited by short-term funding cycles and should continue well into the recovery and resilience period.

For further information, click.

The matrix in the Annexure 7 reflects the key strategies for planning education responses to children from birth to 18 years of age during emergencies. Education is considered as lifelong learning; hence, education programmes for those above 18 years should also be included. It is essential for education planners to design and develop education strategies for each phase of a disaster to support continued education and well-being of children and others affected by the disaster, including caregivers.

While developing education strategies, it is highly recommended to establish linkages with health, WASH, protection, shelter and other key components of response to enhance security, safety as well as physical, emotional, cognitive and psychological well-being of children and adolescents.

Emphasis on Dalit, Adivasis, Minorities, Female and Differently-abled Students

Whenever an emergency arises, an acute shortage of resources such as training, jobs, supplies and food prevails. As these resources represent power and wealth, they can become a source of conflict or exacerbate marginalisation or discrimination within communities especially towards already marginalised communities. Efforts should be made to avoid this, based on an understanding of risks that occur during emergencies and a conflict analysis. Special efforts should also be made to speak with children from Dalit and Adivasi communities as well as children with special needs and girls and young women to understand their changing needs when crises or emergencies occur. This is to ensure that their voices are heard as their access to education and educational needs may differ from those of their male peers. This can also shape the design of content and the selection of activities for girls and boys during and following emergencies that are responsive to their needs. Women can serve as classroom assistants or provide security from harassment to encourage the attendance of girls, learners with disabilities and other marginalised groups. Representatives of the affected community, including young people, should be involved as early as possible in monitoring the effectiveness of education programmes that directly affect their lives. To prevent sexual harassment, exploitation and abuse, separate toilets for boys/men and girls/women should be located in safe, convenient and easily accessible places. Local practices may require that women or minority groups be consulted separately by individuals who are trusted.

Post-disaster Monitoring

i.   **Identify Monitoring Indicators** based on the nature of response for education strategies to conduct post-disaster monitoring, identify stakeholders for monitoring at various levels and clarify roles and responsibilities. Capacity building of stakeholders to undertake monitoring should be given due emphasis. ICT-based platforms can play a facilitative role in monitoring, may require training and coaching to ensure these platforms are being used correctly and consistently, and prioritise the confidentiality/safety of participants from whom monitoring data are collected.

- Coordination between organisations providing education, training and community services should ensure that structured activities are available to all crisis-affected young people.

- Activities not covered by others should be undertaken by the organisation(s) supporting schooling, with day-to-day responsibilities delegated as much as possible to young people themselves and to trained youth coordinators.

- The collection and analysis of information should produce transparent, publicly available and disaggregated educational data necessary for all stages of an emergency through to recovery.

- The collection and analysis of information can inadvertently contribute to conflict and instability, and care should be taken to avoid this. Monitoring and evaluation reports, including lessons learned and key results, should be shared to inform and improve future education responses.

- The state education department must make efforts to develop or review the training module for SMC members, so they are clear about their responsibility to follow up on attendance and retention and are empowered to conduct regular monitoring of schools so that all children learn in a safe and secure environment.

- The state education department must also conduct periodic safety audits post disaster and capacitate the education officials at decentralised level to do so. School teachers should only be involved in the assessment of education-related infrastructure so as not to interrupt teaching process and their duties towards students.

- Children in schools through school-based leadership platforms like Children's Parliament and *Meena Manch* can be oriented on conducting safety audits of schools to ensure learning takes place in safe and secure environments.

Covid-19 in India: A Case Study on Disrupted Education and Lessons learned

In India, 320 million students have been affected by COVID-19 school closures, and though the government quickly recommended shifting to "online teaching," this ignores India's immense digital divide—with embedded gender and class divides. The 2017-18 National Sample Survey reported only 23.8 percent of Indian households had internet access. In rural households (66 percent of the population), only 14.9 percent had access, and in urban households only 42 percent had access. And males are the primary users: 16 percent of women had access to mobile internet, compared to 36 percent of men. The access is even less for young people: A news report stated only 12.5 percent of students had access to smartphones. Furthermore, most teachers are ill-equipped for online teaching.

Study Hall Educational Foundation (SHEF) Response

When the country first went into lockdown, SHEF teachers connected with their students by every possible means. This was a challenging task for three-quarters of our teachers whose students were on the wrong side of the digital divide, though teachers were able to connect with about half of their students' families via mobile phones. Teachers galvanized other teachers and students, alumni, and parents to help track down their remaining students, eventually managing to connect with nearly 70 percent of our student body.

After making contact, teachers then focused on fear management by spreading accurate information about the crisis, dispelling myths, urging caution, and diffusing panic. Then they found out what the students and families needed. Many

students' families had lost livelihoods, had no savings, and needed food. Teachers created an e-flyer with government relief measures, helplines, and locations, and personally helped provide rations and cooked food for those families without documents to access relief services.

Using digital volunteers to teach in a limited environment - Once these basic needs were taken care of, teachers then used whatever digital means were available to teach their students. Teachers galvanized an army of digital volunteers in the communities tasked with sharing the information on their devices to students without access to technology. To reach those low-tech students, teachers used voice messages, text messages, and phone calls. For high-tech students (i.e. with smartphones), teachers sent longer videos and used WhatsApp groups for discussions. To reach girls, most of whom had no access to phones, teachers even called their fathers to ask how they were doing and to enlist their support for their daughters' education.

Lessons Learned

1. **Address the Digital Divide** - technology has the potential to achieve universal quality education and improve learning outcomes. But in order to unleash its potential, the digital divide (and its embedded gender divide) must be addressed. Digital capabilities, the required infrastructure, and connectivity must reach the remotest and poorest communities. Access to technology and the internet is an urgent requirement in the information age. It should no longer be a luxury.

2. **Reorient the Curriculum –** the curricula must be grounded in students' realities, cultivating critical, creative, and flexible thinking, resilience, and empathy in students. Developing a symbiotic relationship with our environment has taken on a new urgency, and teachers must help students think about their relationship with the universe and everyone and everything in it.

3. **Empower a Wider Cadre of Teachers -** this crisis is forcing teachers to reinvent their roles from that of transferring information to enabling learning. The shift to distance learning has afforded many opportunities to teach differently, encouraging self-learning, providing opportunities to learn from diverse resources, and allowing customized learning for diverse needs through high-tech and low-tech sources.

Improving the education system requires a decentralized, democratic community-based approach, where community ownership of education is cultivated. Important for this is the hiring of local teachers (with adequate Dalit and female representation), which increases teachers' accountability to children's families and their ability to empathize with students' lives.

Further Reading - https://www.brookings.edu/blog/education-plus-development/2020/05/14/covid-19-in-india-education-disrupted-and-lessons-learned/

Ebola Virus: A Case Study

The Ebola virus struck various African countries in 2014. Education systems, learners, and teachers were among the first casualties of the Ebola outbreak. Nearly five million children were out of school due to Ebola-related school closures in Guinea, Liberia and Sierra Leone - many indefinitely. Students who fell behind for a year or more were at a significantly greater risk of learning losses and of dropping out of school. This increased risk of drop out and coupled with the trauma of loss and greater poverty, meant that large numbers of children would never return to the classroom. To support the fight against Ebola, a three-fold response was needed. In the immediate-term emergency education was provided until schools were able to safely reopen. Plans for reopening safe schools were gradually set into motion as the number of reported cases declined and guidelines for re-opening schools safely were provided by national governments. A common understanding on what responsible re-opening of safe schools' entails was agreed upon between the governments in affected countries and the international community. As soon as responsibly possible, "safe schools" reopened to protect children as well as school personnel and to prevent risks of a relapse that could trigger another public health crisis. Lastly, schools put in place long-term public health programming and contingency plans for future emergencies.

Recommendations to solve this situation and improve the education outcomes included:

- Continuation of education through innovative and distance and remote approaches using radio, television, mobile, Internet, etc.
- Paying staff during school closures.
- Putting in place a transparent plan for reopening schools as quickly and as responsibly possible.
- Providing teachers with accurate, up-to-date information, curriculum and training on Ebola.
- Utilisation of education facilities for contact tracing and monitoring.
- Implementation of school feeding programmes while adhering to social distancing directives and positive hygiene behaviours.
- Implementation of preventative public health programming for long-term and development of contingency plans for future emergencies. For detailed information,https://gbceducation.org/wpcontent/uploads/2018/09/EbolaandEducationReport122014.pdf.

Also see the link to understand the lesson learnt from Ebola virus outbreak in education sector response.https://www.globalpartnership.org/blog/4-lessons-evaluations-education-response-ebola

Assessing and Monitoring the Sector Situation in India

ASSESSING AND MONITORING THE SECTOR SITUATION IN INDIA

Why is a Joint Needs Assessment Important?

A joint education needs assessment (JENA)[1] is an inter-agency needs assessment focusing on the education sector, undertaken jointly with multiple organisations. Typically, JENAs are led and managed by the Education sector in coordination with Education sector partners, including the Ministry of Education (MoE)/ Department of Education/ inter-agency network where appropriate. The need assessment process consists of a common methodology and collection tools and results in a joint analysis and report. Depending on the context, an initial, rapid joint need assessment typically takes place a couple of weeks to one month after the onset of a crisis, with a more detailed need assessment following thereafter. A link to TOR template for Joint Education Needs Assessment is attached in the Annexure 2 for reference.

The prominent components of JENA typically include:

1. **Key Decision and Information:** it could begin with establishing a team from different organisations. Mapping of capacities, identifying the resources for conducting the joint needs assessment, post the same, a TOR and assessment framework can be developed. A team leader would be identified, and a coordination mechanism would be agreed upon and distribution of the roles and responsibilities would then be done.

2. **Capacity Building of Assessment Team:** once the assessment team formation is complete, a capacity-building training needs to be organised with all necessary tools and template for the assessment team. This training can also be organised during peacetime so that a well-trained team is ready and on standby for any emergency.

3. **Data Review:** thereafter, a review of secondary data is required. It needs to be done based on the assessment framework developed, and the benchmarks and indicators covered under Chapter 8 for all the relevant standards and guidance discussed in Chapter 7, forming the background of the same. It will include but not be limited to:

- INEE guideline, particularly the guidance notes on assessment.

- State-specific programmes, guidelines, schemes - Outline of Right to Education - Directives after crisis.

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1 JENA - https://www.educationcluster.net/NeedsAssessment

With the aforesaid in mind, a secondary data review matrix needs to be developed, a team to be prepared, a timeline to be decided, and then the data need to be collected with sources and a brief report will then be developed on the same.

The next step would be data collection and monitoring, which would include:

a) Data Collection and Monitoring

Collecting and managing the data would require:

- Daily updates on data collection and monitoring - challenges in data collection, getting information, discussing point-review day-to-day basis on the quality and quantum of data - Data collection versus Timeline.
- Consolidated de-brief meeting.
- Data collation and analysis.

b) Data Collation

Would require collating data from various teams:

- Data entry.
- Data clarification and cleaning.
- Compare the data - trend, geographically, pre- and post-crisis.
- Compare data on different questions and types of responses.
- Explain and interpret the findings - Why it has happened, establish arguments, contextualise pattern, rank the reasons.
- Present the current situation and forecast the emerging risks.
- Recommendation based on analysis.

Linkage of the Assessment, Monitoring Information and Knowledge Management

Data about the emergency situation and needs of the affected populations, and about the whereabouts and capacities of humanitarian response organisations, are crucial to effective decision-making in emergencies. These data need to be 'organised' or processed to provide useful information, which in turn is interpreted or analysed and disseminated to ensure that the right information is available for the right people, at the right time for informed decision-making. This process of handling data and information is known as information management (IM). However, in order to generate the right data, and critically analyse information to ensure the most appropriate actions are taken as a result, it is also important to draw on the collective interpretations, ideas and experiences of those involved in humanitarian action. Similarly, the knowledge gained from the experience in this emergency needs to be captured to inform learning in future emergencies.

Identifying Key Stakeholders, Managing Sectoral Coordination and Information

IDENTIFYING KEY STAKEHOLDERS, MANAGING SECTORAL COORDINATION AND INFORMATION

Introduction

Disasters have not only challenged the government and other stakeholders in providing access to education but also endangered the lives of children and those engaged in the pursuit of education. There is enough evidence to reflect that the quality of school premises and existing capacities of the stakeholders have a bearing on a child's vulnerability to disaster risks. Given the fact that children are expected to spend majority of their time at school, safe schools attain very high importance with a view to ensuring their safety and well-being. When schools are closed, many children and youth miss out on social contact that is essential to learning and development [1]. Measures and additional funding should be put in place to support the most marginalised children and youth to access alternative forms of education.[2]

Schools can be a haven for children that help them slowly to move back to normalcy. Within the safe school premises, essential supplementary nutrition for children can be provided, along with safe water and sanitation facilities especially for adolescent girls and boys. Thus, there is a global consensus that schools should be resumed at the earliest in the aftermath of a disaster.

As we enter the crucial Decade of Action to deliver the Sustainable Development Goals (SDGs), we all acknowledge that efforts must urgently accelerate if we are to achieve their ambitious targets. This is particularly true for SDG4 on inclusive and equitable quality education for all. Drastic change needs to happen today. Change of attitude and change for action. Extraordinary solutions are required to resolve abnormal problems. If we are to address the learning challenge, we need to strengthen our resolve beyond the echo chamber where it feels it is now trapped. Education is the foundation for achieving all other SDGs. Ensuring that education is made a central priority for global financing and global investment is the only sustainable way forward.

Key Stakeholders

Right of school children to a safe learning environment cannot be upheld by any institution. The National Policy on Disaster Management reinforces that disaster

management is everyone's business; a single individual or agency cannot, on their own be responsible for safeguarding the interest of the future generation. There is a need for a more practical linkage between the national, state and local governance structures so that the overall well-being of children and teachers as well as their families can be promoted. Moreover, these structures need to work together along with the school community to not only address primary risks (floods, earthquake, etc.) but also underlying risks and vulnerabilities to singularly define 'safety' as a quality issue in education facilities whether government, aided or privately owned.

The guidelines on key stakeholders involved in delivery of education to children in India stand for a vision of India where all children and their teachers, and other stakeholders in the school community are safe from any kind of preventable risks due to natural hazards that may threaten their well-being during the pursuit of education. The guidelines contribute to the SDG4 and actively promote that educational continuity is maintained/ resumed even in the immediate aftermath of a disaster so that children are physically, mentally and emotionally secure within their schools. Right to Education is a fundamental right enshrined in the Constitution of India. In order to facilitate access of all children in the country with respect to the Right to Education, it is important to ensure that children remain safe.

Roles and Responsibilities during Emergency

The roles and responsibilities of different stakeholders are given below:

i.   Ministry of Education (MoE)

- Develop the strategic response plan and guide its overall implementation.

- To oversee all the educational institutes and issue directions including roles and responsibilities and chairing the chain of accountability.

- To lay necessary guidelines on disaster-resilient infrastructure and resources for national- state- district-level education authorities and prescribing their plan of action for allotting the resources.

- To provide a forum allowing different stakeholders to coordinate with the government in emergency situations.

- To ensure adequate resources are available for education institutes and stakeholders to operate efficiently in a crisis situation.

ii.   State Disaster Management Authorities (SDMAs)

- Collaborate with and involve education authorities in DM planning, policies, processes and in developing minimum standards for school safety before, during and after emergencies. This can be done by co-opting the State Project Director of SSA and/ any other officials/ NGOs/ Private agencies as part of the SEC of the SDMA.

- Ensure that school safety is given due attention in the SDMPs.

- Collaborate with and provide training inputs to Department of Education for integration of DRR. education in formal curriculum of schools.

- Collaborate with and provide training inputs to Department of Education for training of School Safety Focal Point teachers and School Management Committee members to lead school safety efforts in their respective schools.

iii. District Disaster Management Authorities (DDMAs)

- Collaborate with and involve education authorities in DM planning, policies, processes and developing minimum standards for school safety before, during and after emergencies. This can be done by co-opting the District Education Officer and/ any other officials/ NGOs/ Private agencies as part of the DDMA.

- The DDMAs need to make sure that school safety is given due attention in the DDMPs.

- Collaborate with and provide training inputs to Department of Education for training of School Safety Focal Point teachers and School Management Committee members to lead school safety efforts in their respective schools.

- Ensure that all school buildings whether government or private, comply with the building codes and directives of the Honourable Supreme Court of India in relation to safety of children.

- Facilitate specialised training in schools for teachers and peer educators.

- Include issues of school safety - in the District Disaster Management Plans.

- Conduct periodic mock drills at the district level actively involving schools.

- Strengthen School Management Committees to enable schools to take robust decisions with regard to their student body without waiting for national guidelines being passed.

iv. National Level Education Authorities

- Provide necessary guidance and resources for infrastructure that is disaster resistant and encourage states to ensure school safety.

- Allocate resources for retrofitting of schools to make them disaster risk resilient and child friendly.

- Incorporate disaster risk reduction in teacher training programme across institutes and universities.

- Instruct NCERT to meaningfully educate children not only on issues of disaster but on overall 'safety'.

v. State Level Education Authorities

- Ensuring the safety of school children and, therefore, actively engage with SDMAs in seeking collaboration and technical solutions for promoting safety.

- Develop strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.

- Allocate resources, periodic repair of schools to make them disaster risk resilient and child friendly.

- Incorporate disaster risk reduction in teacher training programme across institutes and universities.

- Instruct SCERT to meaningfully educate children not only on issues of disaster but on overall 'safety' as well.

- Include indicators related to 'school safety' in the monitoring formats of all schemes and programmes.

- Work with other departments to ensure that their resources when applied in and around educational institutions are designed with a 'safety' lens.

- Instruct SCERT to train Master Trainers from each District Institute of Education and Training (DIETs) for training of teachers and students to engage them on school safety issues; Master Trainers of each DIET would in turn impart training to resource persons/ teachers of their respective districts.

vi. **District and Block Level Education Authorities**

- Accept responsibility for ensuring the safety of school children and, therefore, actively engage with DDMAs in seeking collaboration and technical solutions for promoting safety.

- Engage with DDMAs in preparation of DDMPs to provide inputs on school safety issues. Also ensure in the DDMP that schools are free for continuing educational activities as soon as possible in the immediate aftermath of a disaster.

- Reinforce the responsibility of school management to take prevention, mitigation, preparedness and response actions with regard to safety of children and teachers.

- Implement strategies, policies and regulations for ensuring that all new schools/ classrooms being constructed are disaster resilient and child friendly.

- Allocate resources for retrofitting of schools to make them disaster risk resilient and child friendly.

- Instruct DIET to include school safety training in the curriculum for training of teachers. Work with other line departments to ensure that their resources when applied in and around educational institutions, are designed with a 'safety' lens.

- Grant authorisation to only those schools that comply and continue compliance with safety norms laid out in the building codes and directives of the Hon'ble Supreme Court of India in relation to safety of children.

- Facilitate training of Master Trainers from each District Institute of Education and Training for training of teachers and students to engage them on school safety issues.

vii. SCERT and DIETs

- First, acknowledge that safety is an important issue that requires sensitisation and training of teachers. Also, develop interesting modules for training of teachers on issues of disaster risk and how it can be mitigated. These need to be integrated in the ongoing programmes pertaining to training of trainers and teachers.

- Develop child friendly and intellectually stimulating content on the issue of disaster risk for inclusion in the curriculum.

- Train school safety Focal Point teachers.

- Develop modules for training of peer trainers at the school level.

- Block Education Officer to orient teachers and Principals on issues of school safety.

- Ensure that the school authorities create space in the school curriculum and timetable for disaster risk-reduction training and education in all the classes.

- Ensure that schools allocate time for follow up actions on school safety at least once a week.

- Include indicators on safety as part of routine monitoring.

- Support schools to include safety issues in the School Development Plans.

- Promote cross-learning between schools with regard to their initiatives for promoting safety.

viii. School Administration

- Allocate time for weekly knowledge and life-skill building activities.

- Incorporate school safety issues in the school development plan.

- Ensure that teachers and non-teaching staff receive appropriate training in disaster risk reduction.

- Involve PRIs/ Urban Local Bodies and line departments in safety planning exercises.

- Ensure that relevant norms and standards for school safety are applied in their own school building and functions.

- Ensure active and equitable participation of school community, including children and elected representatives for preparing and implementing SDPs.

- Deploy appropriate strategies to encourage and support children to participate in spreading disaster risk-reduction knowledge to families and communities.

ix. Accreditation and Registration Authorities for Schools

- Lay down safe learning environment as a necessary precondition for recognition of schools.

- Insist on the designation of a school safety Focal Point teacher in new schools applying for recognition/ accreditation.

- Include safety as one of the monitorable indicators for continued recognition of private schools.

x. PRIs/ Urban Local Bodies and Line Departments

- Effectively participate in the school safety planning exercises.

- Ensure that all infrastructure and installations routed through them for schools and even outside are resilient to local disasters.

xi. School Children

- Enthusiastically participate in and learn DRR (Disaster Risk Reduction) principles and practices being taught in school and outside.

- Take cognizance of disaster risks in their own community and actively seek solutions to reduce them.

- Participate in preparing and implementing SDPs.

- Participate in mock-drills and appropriate response strategies available in school or community

- Actively spread the knowledge on DRR acquired in school to your families and communities

xii. Non-Governmental Organizations (Local, Regional and International)

- Sensitise policy makers on the need for school safety and advocate for a systemic commitment to safety.

- Facilitate and provide training to School Safety Focal Point teachers and SDMC members on School Safety Intervention so that they can effectively participate in the school safety efforts.

- Collaborate with academic/scientific/ research institutions and experts for development and delivery of training programmes and research on new and innovative approaches.

- Participate in coalitions and collaborative platforms for school safety at local, district, state, national and global levels and bring the acquired knowledge and understanding in the geographical areas they are present.

- Advocate the integration of disaster risk reduction into mainstream development activities particularly school education.

- Coordinate knowledge consolidation and dissemination of DRR educational materials and tools.

- Undertake responsibility of orienting and educating the larger donor community and policymakers on issues of school safety and disaster risk reduction.

- Facilitate the development of monitoring tools to assess the effectiveness of education sector projects from a disaster risk-reduction perspective.

xiii. Corporate Bodies

- Support for promoting school safety through various activities such as construction of safe schools, repairing of existing schools, awareness creation on safety, capacity building of students and teachers, etc.

- Ensure that all schools owned or supported by any corporate bodies comply with safety norms.

xiv. International Funding Agencies and the United Nations

- Support to develop and share knowledge on strategic approaches to school safety.

- Collaborate to develop and promote good practices in school safety and disaster risk reduction education in all forms.

xv. Media

- Participate in training on DRR issues and approaches.

- Take a lead in building the necessary momentum on school safety through adequate coverage of issues and solutions.

- Participate in the development, refinement and implementation of code of conduct for disaster reporting, especially with respect to children and schools.

Multi-stakeholder Coordination

The coordination at the National, State, District and School levels are to strengthen school safety measures. A Summary of coordination for various stakeholders is furnished below:

Table 1 –Table on Coordination of Various Stakeholders

Level	Key Activities	Responsible Point of Contact	Period
	i) Strengthening Institutional Commitment to Safe Learning Environment for Children		
National	a) Issue of guidelines and instructions relating to School Safety and monitor compliance by the State.	Ministry of Human Resource Development (MHRD)	As and when required
	ii) Monitoring School Safety		
	a) Monitor implementation of National School Safety Policy Guidelines.	MHRD & NDMA	Annually
	i) Strengthening Institutional Commitment to Safe Learning Environment for Children		
	a) Co-opt senior officials of the Department of Education at the state level as part of SDMA.	SDMA	Immediate, one time
	b) Review and work closely with the Education Department at the state level to support the school safety efforts of the department.	SDMA/ Department of Education	Bi-annually

Level	Key Activities	Responsible Point of Contact	Period
	i) Strengthening Institutional Commitment to Safe Learning Environment for Children		
	c) Form a School Safety Advisory Committee at the state level to advise the Education Department on the subject.	SDMA/ Department of Education	Immediate, one time
	d) Focus on educational infrastructure and supportive action thereof, within State Disaster Management Plans.	SDMA	Annually
	e) Advise DDMAs to constitute Advisory Committee on School Safety at the district level.	SDMA	Immediate, one time
	ii) Planning for Safety		
	a) Prepare district-wise inventory of schools to be made safer.	SDMA/ Department of Education	Immediate, one time
	b) Mainstream Disaster Risk Reduction-related works under Samagra Shiksha.	State Project, Director (SPD), Samagra Shiksha	Annually
	c) Ensure school safety concerns are included in the State Disaster Management Plans.	SDMA/ Department of Education	Annually
	d) Review District Disaster Management Plans to ensure that school safety is given due attention.	SDMA	Annually
State	**iii) Implementation of Safety Actions**		
	a) Appoint a panel of technical agencies to advise schools on local adaptations in school design and national and state norms on school safety.	Department of Education/ SPD –Samagra Shiksha	Immediate, one time
	iv) Capacity Building for School Safety		
	a) Develop Action plan with Health Department, SDRF/Red Cross for training of students and school staff, on different natural hazards relevant to the state/ district, dos and don'ts of different disasters, first aid, etc.	SDMA/ State Education Officer, (SEO)/ SPD – Samagra Shiksha	Immediate, one time
	b) Develop child-friendly IEC material in vernacular medium for developing understanding of children on various hazards and dos and don'ts of response.	SDMA/ Department of Education	Annually
	c) Develop child-friendly teaching material for teachers and students to engage them on school safety issues.	SCERT/ State Boards of Education	Annually

Level	Key Activities	Responsible Point of Contact	Period
	i) Strengthening Institutional Commitment to Safe Learning Environment for Children		
	d) Conduct Training of Resource persons/ Teachers at the school level on school safety concepts and processes.	SCERT/ SDMA	Annually
	e) Conduct Training of Resource persons/ Teachers on psycho-social support for children affected by disasters.	SCERT/ SDMA	Annually
	v) Monitoring School Safety		
	a) Monitor Implementation of National School Safety Policy Guidelines at the state level.	SDMA & Department of Education	Annually
District	**i) Strengthening Institutional Commitment to Safe Learning Environment for Children**		
	a) Co-opt senior officials of the Department of Education at the district level as part of DDMA.	District Collector/DDMA	Immediate, one time
	b) Ensure District Disaster Management Plans include a focus on educational infrastructure and supportive action thereof, within the district.	District Collector/DDMA	Annually
	c) Constitute a school safety advisory committee at the district level.	District Collector/DDMA	Immediate, one time
	d) Establish a mechanism for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the authorities shall essentially include parameters on school safety.	District Education Officer (DOE)	Immediate, one time
	ii) Planning for safety		
	a) Ensure school safety concerns are included in the DDMP.	DDMA	Annually
	b) Prepare design of child-friendly spaces for emergencies in advance.	DDMA	Annually
	c) Ensure all new schools include safety features.	DEO	Immediate, one time
	d) Prepare block-wise inventory of schools to be made safer (including physical condition of schools assessed through rapid visual screening or any other methodology for all hazards relevant to the area, hazardous industries in the vicinity, etc.)	DDMA	Immediate, one time

Level	Key Activities	Responsible Point of Contact	Period
	i) Strengthening Institutional Commitment to Safe Learning Environment for Children		
	iii) Implementation of Safety Actions		
	a) Appoint technical agencies to advise schools on local adaptations in school design based on local conditions, in line with national and state norms on school safety.	DEO	Immediate, one time
	b) Ensure that all existing as well as new schools conform to safety standards as per the National Building Code. In addition, any other norms prescribed by the state government must be adhered.	DDMA	Immediate, ongoing
	c) Issue 'Recognition Certificate' under sub-rule (4) 15 of Right of Children to Free and Compulsory Education Rules, 2010 to only those schools that comply with safety norms prescribed by the state.	DEO	Immediate, on going
	d) Review progress on non-structural safety measures in schools.	DEO	Immediate, on going
	iv) Capacity Building for School Safety		
	a) Training of all teachers/ designates of the school.	DDMA/DIET	Quarterly
	b) DIETs should also directly train teachers on safety aspects as part of their pre-service and in-service training programmes.	DEO/ DIET	Quarterly
	c) Train school safety Focal Point teachers on school safety and various activities related to execution of their responsibilities as the school safety Focal Point teachers.	DDMA/DIET	Quarterly
	d) Training of teachers on psycho-social support for children affected by disasters.	DDMA/DIET	Bi-annually
	e) Capacity building of SMC on different aspects of school safety in case of an imminent disaster, e.g., sanitation and hygiene need of boys, girls and other genders; first aid; handling fires, handling chemicals/hazardous materials in Labs, etc.	DDMA/DIET	Quarterly
	v) Monitoring School Safety		
	a) Evolve a mechanism for monitoring safety parameters in all schools on a regular basis. Any existing monitoring formats being used by the authorities shall essentially include parameters on school safety.	DEO	Quarterly

Level	Key Activities	Responsible Point of Contact	Period
	i) Strengthening Institutional Commitment to Safe Learning Environment for Children		
	b) Issue instructions to Block Education Officer or any other official as appropriate, for overseeing and facilitating school safety at the block level.	DEO/ Department of Education	Immediate, one time
School	**i) Strengthening Institutional Commitment to Safe Learning Environment for Children**		
	a) Mobilise local community and the school to effectively participate in school safety actions through meetings, rallies, etc, and to ensure dedicated planning and action.	SMC	Ongoing/ as and when required
	b) Designate a school safety Focal Point Teacher (FPT) to operationally anchor safety-related actions at the school level as part of his/her routine commitments in the school.	Principal/ Headmaster(mistress)	Immediate, one time
	c) Identify and develop a cadre of peer educators/ trainers for ensuring that safety messages, dos and don'ts of different disasters, procedures and protocols reach each student in the school.	School safety Focal Point Teachers	Annually
	d) Establish inclusive mechanisms to address issues in relation to school expansion and development, fire drills, power outage, early dismissals for weather events, health and safety concerns, trespassers or road/bus accidents.	SMC/PRI	Immediate, one time
	ii- Planning for safety		
	a) Conduct a detailed assessment of needs from a safety perspective for inclusion in the School Development Plan.	Focal Point Teachers/SMC	Annually
	b) Ensure participation of children, SMC, PRIs/ ULBs and any other relevant stakeholders in the assessment of needs exercise.	Principal/Focal Point Teachers/ SMC	Annually

Level	Key Activities	Responsible Point of Contact	Period
	i) Strengthening Institutional Commitment to Safe Learning Environment for Children		
	c) Ensure inclusion of School safety aspects (structural and non-structural) in the School Development Plan.	Principal/Focal Teachers/ SMC	Annually
	d) Regularly monitor risk and update plan.	Principal/ Focal Point Teachers/ SMC	Annually
	e) Develop an Emergency Response Plan for the school (including evacuation procedures, handling of chemicals in the laboratory, stockpiling of emergency equipment and materials, etc.)	Principal/ Focal Point Teachers/ SMC	Annually
	iii) Implementation of Safety Actions		
	a) Review and immediately take up activities that the school can undertake on its own, namely, non-structural mitigation, e.g., Clearing evacuation routes, addressing loose objects, etc.	Principal/ Focal Point Teachers/ SMC	Quarterly
	a) Share components of the school development plan that can be included in the panchayat plans and follow up with the relevant departments along with the PRIs/ ULBs.	Principal/Focal Point Teachers/ SMC	Annually
	b) Amend the timetable and school calendar to build in opportunities for reinforcing safety awareness among children, mock drills, etc.	Principal/Focal Point Teachers/ SMC	Quarterly
	iv) Capacity Building for School Safety		
	a) Identify training needs of students and teachers with regard to school safety.	Principal/Focal Point Teachers	Annually
	b) Awareness programmes for children on local hazards and risk reduction., through street plays, rallies, drawing competition, quiz competitions, slogan writing, etc.	Principal/Focal Point Teachers	Weekly
	c) Regular mock drills and follow up of lessons on school safety: Practical demonstration on the use of safety equipment, etc., including designation of School Safety Day/DRR Day annually.	Principal/ Focal Point Teachers	Monthly
	d) Training of SMC on assessment of safety needs, developing plans as well as safety audit.	Focal Point Teachers	Quarterly
	e) Training of peer educators on dos and don'ts of disasters, mock drills, etc.	Focal Point Teachers	Annually

Level	Key Activities	Responsible Point of Contact	Period
	i) Strengthening Institutional Commitment to Safe Learning Environment for Children		
	vi) Monitoring School Safety		
	a) Conduct Safety Audits in school including fire safety and food safety (mid-day meals in rural schools and clearance by fire authorities).	SMC	Quarterly
	b) Review School Development Plans to identify unaddressed hazards and additional new hazards that emerge from time to time.	SMC	Quarterly

[1]https://en.unesco.org/covid19/educationresponse/consequences

[2]https://inee.org/blog/schooling-has-stopped-learning-must-not

Develop Stakeholder Response Plan

The following are to be considered as the stakeholders for the task force along with their roles mentioned:

i. **MoE** –The Ministry of Education will be the most prominent stakeholder for India. It will be responsible for the overall implementation of the strategic responsive plan.

ii. **MoF** –The Ministry of Finance will be responsible for ensuring that the adequate amount of funding is given for education in emergencies in order to carry out the strategic response plan properly.

iii. **MoC**–The Ministry of Culture will ensure that the cultural diversity in India stays intact and all cultures continue to flourish in their respective regions.

iv. **NDMA** –The National Disaster Management Association is responsible for framing policies, laying down guidelines and best-practices for coordinating with the State Disaster Management Authorities (SDMAs) to ensure a holistic and distributed approach towards the concerned disaster.

v. **UN Agencies** –UN Agencies like UNESCO and UNICEF along with the above-mentioned ministries of India will take active part in making the Stakeholder Response Plan.

vi. **International and National/ Local NGOs** –NGOs working in the Education sector will support in organising consultations, on the basis of which the plan is going to be developed.

vii. **Teachers and Student Representatives** –Lastly, the teachers and student representatives will help in making and the implementation of the Stakeholder Engagement Plan.

viii. Once the task force has been identified, then the main step of organising consultations has to be taken with every person agreeing to it. After this, a strategic response plan will be made pertaining to the specific disaster and its impact. All the stakeholders need to make sure that they have executed proper risk mapping and all the strategies are in relation to the existing norms and plans already made till now. Since India has a rich geographical diversity, the socio-cultural aspect will also to be considered.

Resource Mobilization

RESOURCE MOBILIZATION

Introduction

During any humanitarian disaster, responding agencies require four major types of resources at their disposal, namely:

1. Financial Resources.

2. Human Resources.

3. Material Resources.

4. Knowledge and Information Resources.

Financial Resources

a. **Initial Sectoral Appeal:** Immediately post-disaster, organisations should undertake a joint rapid needs assessment as explained in the assessment chapters in the subsequent sector-wise sections. Based on the findings, sector committees should come up with unified set of needs, and the budgetary requirement segregated along sectors, within seven days of the disaster.

b. **Participation of Corporates:** The sector committees should identify corporates whose social responsibility wings are active in their respective sectors, so that the same can be invited to sector committee meetings pre- and post-disaster. This will ensure that corporates, which today remain restricted to working in the development sector are also engaged in the humanitarian sector - thereby increasing the pool of potential donors for humanitarian interventions.

c. **Common Pool Fund Mechanism:** The Common Resource Pool should be a stand-by fund established by each sector committee and anchored by the Sphere India Secretariat to enable response to help jump-start critical operations or support under-funded emergencies.

d. **Financial Resource Mobilization Strategy:** The Sector Committee Lead, with support from the members, should undertake efforts to increase the participation of donors in the sector committee meetings, oversee appeals and common pool fund, oversee communication to donor agencies on behalf of the sector committee and link potential donors to the sector committee and its members wherever appropriate. Emergency financing arrangements should be harmonised with long-term arrangements (e.g., multi-donor trust funds or development financing modalities such as pooled funding or national financing) to support sustainable interventions. Similarly, the Sector Committee should regularly prepare to inform donors of ongoing or imminent disasters, or preparedness activities for resilient building to ensure ownership by donors.

e.   **Financial Tracking System:** Sphere India Secretariat should develop a Financial Tracking System (FTS) dashboard to track needs and contributions against and disaggregated along sectors. The Secretariat should provide quarterly reports on the FTS, analysing the crises-wise utilisation of funding, and the additional funding required to fulfil the priority projects.

Human Resource Mobilization

The humanitarian sector needs to consistently ensure that a pool of qualified professionals is available to respond to any emergency. While agencies will have technical and non-technical staff members on their payroll, Sphere India shall maintain a roster of humanitarian professionals/experts available for urgent and short-term deployment during and post-emergencies.

Material Resource Mobilization

a.   **Contextualised and Regionalised Standards of Material Resources:** Each sector should undertake the exercise of developing region and sector-specific standards and kits. These emergency kits should be prepositioned and stocked at sensitive areas across the country, and the information of the same should be shared via a portal hosted by Sphere India.

b.   **Common Material Resource Pool:** Sphere India shall host a database of state-wise vendors able to supply the pre-determined emergency relief kits. Sphere India shall also publicise information on the warehouses of the various humanitarian agencies across India, and the prepositioned stock of emergency relief kits in these centres. The Sector Committee, or agencies themselves should come up with a guideline on sharing of these material resources in pre- and post-emergency situations between the various humanitarian agencies, as this will ensure efficient utilisation of resources in procuring and warehousing emergency kits.

c.   **Mobilization Strategy:** In the immediate aftermath of any disaster, citizens have demonstrated keenness in donating materials and items to organisations responding to any disaster. Therefore, the Sector Committee should develop a strategy and a standard operating procedure to appeal for and mobilize material resources.

Following are the details of the education sector-specific emergency relief kits:

Education Sector Emergency Relief Kits

Recreation Kits containing footballs, handballs, skipping ropes and other supplies to engage children in games and sports activities have to be prepared. Besides providing therapy during conflicts and disasters.

▪   School-in-a-Box: Education materials to ensure children can continue learning in emergency or other under-resourced settings. Books and games in local languages often supplement the standard kit.

- Early Childhood Development Kit: Puzzles and games, puppets for storytelling, art supplies, soaps and water containers to promote hygiene. The kit serves young children with access to play and learning opportunities in emergency or other under-resourced settings.

- Adolescent Kit: The kit supports learning life skills and community engagement while prioritising psychosocial well-being during conflicts and disasters. Tools like "inspiration cards" and "emotion cubes" help engage adolescents in a range of activities.

- Maths Teaching Kit: Educational materials for students transitioning into secondary school, enabling continued schooling in emergency settings. Supplies include geometry sets to support maths learning.

- Science Teaching Kit: Educational materials for students transitioning into secondary school, enabling continued schooling in emergency settings. Supplies include electricity kits and dissecting kits to support science learning.

Knowledge and Information Resource Mobilization

Notwithstanding the unique challenges of each emergency, if the experience and knowledge of humanitarian professionals and agencies in this country is pooled together, it will create a rich repository of readily available information for disaster response.

a. **Repository of Trainers and Training Modules:** Sector Committee should develop sector and disaster-specific training modules and training sessions to help novice or wanting humanitarian professionals in efficiently responding to emergencies.

b. **Repository of Tools:** Sphere India should maintain a database of the various tools being used by humanitarian agencies, and guidelines/training modules on adapting the tools to any required emergency.

c. **Repository of IEC Material:** To effectively leverage social media, and ensure awareness generation of the population, organisations should consistently share IEC material, and a database of the same can be hosted by Sphere India to avoid duplication of efforts, while creating a knowledge bank of IEC material.

d. **Repository of Reports/Studies:** Oftentimes, due to lack of coordination, several agencies end up undertaking similar exercises to develop pre- and post-emergency reports/studies. Through Sphere India, humanitarian agencies should regularly disseminate the results of their research/study with other stakeholders to create awareness, facilitate peer-review of studies and avoid duplication of efforts.

e. **Regular Mapping of Organisations:** Sphere India should maintain a mapping of organisations, regularly updated, indicating who is doing what, where and when, so that organisations can work on complementing each other's work wherever possible.

Guiding Principles and Standards

GUIDING PRINCIPLES AND STANDARDS

International standards related to education in emergencies are part of both hard and soft law. It is part of legally binding and non-binding instruments.

Law

i. **Hard Law:** The educational response needs to be grounded in existing human rights and humanitarian law. The former includes the UDHR (1948), the International Covenant of Economic, Social and Cultural rights (1966) and the Convention of the Rights of the Child (1989), among others. International humanitarian law (e.g., Geneva Conventions and additional protocols) addresses conduct of parties in armed conflicts and includes provisions on the right to education and education more generally, for example, protection of students, education staff and educational facilities. Additional provisions of international refugee law (Convention relating to the status of refugees, 1951) and some provisions of international criminal law also applies (e.g., Destruction of educational property may be construed as a war crime under the Rome Statute).

ii. **Soft Law:** Internationally, several non-binding legal instruments exist which have implications on education in emergencies. Thus, the International Safe Schools Declaration (2015) includes the Guidelines for Protecting Schools and Universities from Military Use. There are currently 103 endorsements of the Declaration (as of 30 April 2020); India had not endorsed the same at the time of writing. Global education instruments like the SDGs and the Education 2030 agenda also have implications on education in emergencies. The Education 2030 Framework for Action particularly refers to the need for education systems to be more resilient and schools to be maintained as zones of peace, among other references. The Abidjan Principles *on the human rights obligations of States to provide public education and to regulate private involvement in education* would also be applicable to the right to education in emergencies when it comes to engagement with non-state actors. Additional information about Education in Emergencies in human rights law can be accessed here.

Global Standards for Education in Emergencies

i. **The INEE Standards:** The INEE Minimum Standards Handbook (Annexure 3) is a global tool that articulates the minimum level of educational quality and access in emergencies and throughout the recovery. It contains 19 standards, derived from Right to Education provisions as expressed in human rights, humanitarian and refugee law. Furthermore, these are grounded in the

Sphere Project's Humanitarian chapter. Key indicators and guidance notes accompany each standard. The INEE standards cover five domains and can be contextualised to different context. Each standard is, in turn, accompanied by detailed key actions (suggested ways to achieve the standard) and guidance notes (specific points of good practice) to support their implementation. Accordingly, the INEE Principles form the authoritative set of standards for education in emergencies worldwide. India's education in emergencies response should be guided by the INEE Standards.

ii. **Standard Setting within the UN System:** Other guidelines are prepared by other bodies within the global education architecture. Thus, the Global Partnership for education provides guidelines for accelerated. While India is not eligible to receive GPE funds, these continue to offer useful guidance. Additional guidance is provided by other entities like UNHCR (with respect to education of refugee children. The Global Education Cluster also takes out guidance materials from time to time (e.g., DRR Guidance note).

iii. **National Law and Policy:** The Right of Children to Free and Compulsory Education Act provides the legal underpinnings to the Right to Education in India, including in emergencies. Other provisions like the National Policy on Children (2013), the New Education Policy and the National Disaster Management Act (2005), among others, make specific obligations with respect to education in emergencies. A range of policy measures have been undertaken for standard setting on issues of school safety. These include the National issued by the NDMA which are statutory in nature. These would, however, be expected to change with time and the website of the respective authorities should be referred to for more updated information. The National Building Code 2005 (as amended from time to time) is expected to be applicable on school infrastructure to ensure child safety in education settings. The Manual on Safety and Security of Children in Schools developed by the National Commission for Protection of Child Rights (itself based on a compilation of 22 existing and approved manuals/guidelines issued by various government agencies) has identified authorities at different levels such as School Management Committee, Parent Teacher Association, School Management, authorities at Block, District, State and National levels to monitor the implementation of the manual. Additional guidance is provided for specific emergencies like the COVID-19 pandemic. Additional provisions are introduced as a result of litigation, for example, the case in Supreme Court of India - Avinash Mehrotra vs Union of India - and others resulted in generation of guidelines to ensure fire safety standards in schools after the Kumbakonam tragedy.

iv. **State Level Provisions:** Legislation and policymaking on education in emergencies is undertaken at both the national and state levels and specific policies and guidelines are also made by respective states. Therefore, it would be critical to, at the very least, also refer to the school disaster management

plan or other instruments or guidelines that may exist for a given state. Thus, Assam, for example, has its own school safety policy. The concerned state's education department and SDMA websites may be consulted to find out what state policies exist in a particular state. Specific districts may have also issued orders with respect to child safety in emergency settings which may establish useful precedent. While a range of measures and standards has been put in place to guide work on education in emergencies, however, at the very least, work should be guided by the twin humanitarian principles of 'do no harm' and 'build back better'. Well-intended interventions can be damaging, and long-term recovery needs to be guided by the second tenet.

Benchmarks and Indicators

BENCHMARKS AND INDICATORS

Indicators

The indicator setting and the benchmarking for the Education intervention in emergency situation needs to be primarily informed by the INEE minimum standards handbook, the link to which is added in Annexure 3 for reference. The same needs to be contextualised for India. The process for contextualising as guided by the INEE, while setting indicators and benchmarks for all the five domains of standards developed by INEE, should be kept in mind and data need to be collected around the related indicators both pre-crisis and during crisis period.

While framing the benchmarks and indicators, following need to be kept in mind too in addition to the INEE standards:

i.   **SDG goals and indicators.**

ii. **Right to Education Act (RTE) Parameters:** The Right to Education Act makes elementary education free and compulsory for children between 6 to 14 years of age. The parameters given under the act provide for the detailed guidance on various aspects related to school and education like the pupil–teacher ratio, the size of classrooms and so on.

iii. **National Building Code of India (NBC):** published by the Bureau of Indian Standards in 2005, it serves as a Model Code for adoption by all agencies involved in school construction works. The Code attributes an 'importance factor' to ascertain the structural design of different types of building, depending on the functional use of the structure, characterised by hazardous consequences of its failure, its post-earthquake functional need, historic value or economic importance. In Section 5.3.4, the Code attributes Importance Factor of 1.5 to Schools, higher than all other buildings indicating the importance of schools.

The Sources for Collecting Data on the Selected Indicators

International Sources - The international sources for data can serve as the secondary data sources and help in making informed comparisons. This would feed into the strategy and help in setting the benchmark. These can include –

i.   UNICEF indicators on child survival, development, protection and education.

ii.   UNESCO Institute for Statistics.

iii. The Education Policy and Data Centre (EPDC).

iv.   World Bank database of education statistics.

v.   Sustainable development goals indicator.

The above stated are the sources that are specific to education. In addition to these, the following can be used for general tracking, and could also be of help.

i.   Relief Map Centre for humanitarian profile and location maps.

ii.   GeoNet – access to integrated spatial data for any location (interactive maps, GIS data sets, satellite imagery).

National Sources – The sources for getting the data at the National level would include:

i.   Unified District Information System on Education +–for entire school education (Pre-primary to Grade -12) U.

ii.   SDG India Dashboard by NITI Aayog.

iii.   National Achievement Survey (NAS), NCERT

iv.   Annual Status of Education Report (ASER).

v.   National Family Health Survey data.

vi.   The portal of Ministry of Women and Child Development.

vii.   The portal of Ministry of Human Resource Development

While making assessments, it is important to compare the data collected from various sources pertaining to different indicators, both primary as well as secondary, in order to take an informed and well-thought decision. The suggested format for the same adapted from the global handbook is:

Table 2 – Prescribed Format for Sources of Data Collected on Indicators

Domain	Indicator	When (Pre-crisis/in crisis/Both)	International/ UN Sources	Government Sources	NGOs	Other
Education Policy	Robust budgetary framework responsive to crises.	Both	INEE-Minimum Standards for Education in Emergencies, Chronic and Early Reconstruction.	National Disaster Management Guidelines- School Safety Policy.	India for its Children Manifesto- Save the Children.	
Access and Learning Environment						
Teaching and Learning						
Teachers and other Educational Personnel						
Foundational Standards						

The Indicators to Apply During the Data Collection

The steps for data collection and principles that need to be followed during the assessment need to be focused on the list of low input set of indicators. A few indicators that are low-input indicators for regular reporting are developed to warn early crisis that also helps to evaluate emergency preparedness and response to various stakeholders. They are:

i.   Frequency at which updated data and analysis happens during emergencies to disseminate information.

ii.   Number of boys and girls enrolled into schools during emergency.

iii.   Number of dropouts (with a focus on girls and most disadvantaged communities) during emergency.

iv.   During post-crisis period, number of boys and girls resumed school at the primary as well as secondary level.

v.   Number of teachers trained in emergency preparedness.

vi.   Number of boys and girls (separately) having access to e-learning tools during emergency period.

vii.   Number of times systematic documentation and assessment of the situation takes place such as the golden hour, combining data assessment, surveillance and monitoring across all states. It is essential for evidence-based decisions and reducing biases in the allocation of resources.

viii.   Percentage of analytical reports that synthesise findings, including assessment methodology and constraints encountered.

ix.   A tool to monitor equal access to education for girls, adult women and persons with disabilities.

Annexure

Annexure 1. Training Module for NGOs on DRM by GOI – UNDP DRM Programme

http://aord.org.sd/new/images/Docs_Library/NGO-Module-Booklet.pdf

Annexure 2. TOR Template for JENA

https://educationcluster.app.box.com/v/needsassessmentpackage

Annexure 3. INEE Minimum Standards Handbook

https://inee.org/resources/inee-minimum-standards

Annexure 4. Roles and Functions

Roles and Functions of the Sphere Sector Committee
1. Humanitarian Coordination during disasters and preparedness.
2. Recovery Coordination.
3. Coordination for DRR activities of Sphere India members.
4. Coordination with IAGs at district and state levels for above roles/ situations.

Roles of the Sector Lead:
1. Use the lead agency's existing working relations with the national authorities and non-state actors active in the sector, to facilitate their participation in the sector.
2. Maintain appropriate links and dialogue with national and local authorities, CSOs and other stakeholders.
3. Make the technical expertise of lead agency available for sector and inter-sector assessments.
4. Participate actively in strategy development.
5. Ensure that sector plans take appropriate account of national sector policies.
6. Ensure that all sector committee members are aware of relevant policy guidelines and technical standards.
7. Promote/ support training of sector members.
8. Hold regular coordination meetings.
9. Collect information from all partners on Who is Where, since and until When, doing What and regularly feed the database managed by Sphere India.
10. Represent the sector in inter-sector coordination mechanisms.
11. Assess and monitor available sector resources.

12. Mobilise sector partners to contribute to establishing and maintaining appropriate Early Warning System.

13. Ensure that sector needs are identified by planning assessments.

14. Lead and contribute to sector analysis of information and data leading to identification of gaps in sector response.

15. For recovery planning, or in protracted crisis, ensure incorporating building back better, and risk-reduction measures.

16. Lead sector contingency planning.

Roles and Responsibilities of the Sector Coordinator (Sphere India Secretariat):

1. The Focal Point shall coordinate for execution of the annual plan under the guidance of committee, Chair, Co-Chair of committee and CEO/ SPM (Senior Program Manager) of Sphere India.

2. The Focal Point shall have monthly meetings with the Chair and the CEO/ SPM to update and seek guidance on developments on processes, projects, new initiatives taken and individual development.

3. The Focal Point shall have frequent meetings with members individually.

4. The Focal Point shall share the monthly report with the Chair and the CEO/ SPM.

5. The Focal Point shall take minutes of all the committee meeting and circulate it to members.

Main Functions of the Education Sector Committee:

1. To draft the long-term strategic plan for the sector.

2. To approve annual plan of actions with programmatic and financial details.

3. To review the progress on plan implementation and utilisation of budget quarterly.

4. To guide and support executive team for collaborative advocacy. This includes coordination with various government departments in crisis.

5. To elect Chair and Vice-Chair for the committee.

6. To outline the need for donor support for all scales of disasters.

7. To provide action plans for emergency preparedness and response considering the actors on field, multiple agencies in the network including IAGs and government, hence, bridging gaps in their internal procedures.

8. To support the capacity building for effective coordination of the local NGO network and community during emergencies. This may include mock drills, emergency action plans, etc. Methods to increase efficiency in the management of volunteers should also be discussed. The local NGOs should be trained in conducting evacuation and other rescue operations to help out NDRF, if required.

9. Methods to increase efficiency in the management of volunteers should be included in order to maximise their potential during emergency response. Techniques such as providing ID cards, workspace to them, etc. should be looked upon.

Annexure 5. Specific Roles of the Task Force

- **Ministry of Human Resource Development**—will be the most prominent stakeholder for India. It will be responsible for developing and overall implementation of the strategic response plan.

- **Ministry of Finance**— will be responsible for ensuring that adequate amount of funding is given for education in emergencies in order to carry out the strategic response plan properly.

- **NITI Aayog**—for developing appropriate policies and schemes for education in emergencies and integration of DRR in five-year plans.

- **Ministry of Women and Child Development**-will ensure gender responsive planning and budgeting and special plans to address the needs of children in the age group of 0–6 years.

- **Ministry of Social Justice and Welfare**—will ensure that the needs of children from socially disadvantaged communities are addressed.

- **Ministry of Labour**—during and after a disaster/emergency, children are more vulnerable to child labour, abuse and exploitation; therefore, the Ministry of Labour will develop special plans and policies to ensure children's rights are not violated and the penalties for doing so are clear.

- **Ministry of Panchayati Raj**—PRIs play a very critical role in terms of supporting and monitoring the implementation of plans and in ensuring relief is reaching all particularly the most needy and vulnerable.

- **Ministry of Statistics and Planning**— will be responsible for sharing the relevant data (gender, social category, children with special needs, LGBTQI, urban-deprived children and other marginalised children) for planning and budgeting.

- **National Commission for Protection of Child Rights**—the RTE Act has been given the special responsibility to the NCPCR to monitor and safeguard the rights of children. It will develop monitoring plans to ensure smooth implementation of the strategic response plan.

- **National Council of Educational Research and Training**—will be responsible to review and develop the curriculum and teacher development-related materials keeping in mind the nature of the emergency/disaster and guide SCERTs in contextualisation of the materials and preparing teachers to provide age-appropriate and gender-responsive psychosocial support to children.

- **National Institute of Educational Planning and Administration (NIEPA)**—will support planning and implementation of strategic response plan.

- **National Disaster Management Association(NDMA)**—is responsible for framing policies laying down guidelines and utilising best practices for coordinating with the State Disaster Management Authorities (SDMAs) to ensure a holistic approach to the concerned disaster.

- **UN Agencies and INGOs**—UN Agencies like UNESCO, UNICEF and ILO along with key international organisations with expertise in the domain of education in emergencies will take active part in capacity building of technical partners in developing the strategic response plan at the national and state levels along with building capacities of government and non-government organisations as needed.

- **Teachers and Student Representatives**—lastly, the teachers and student representatives will help in developing and implementing the stakeholder engagement plan.

- **Ministry of Youth Affairs and Sports**- the area of focus will include health, sanitation, skill development, self- employment, education, disaster response and relief, environment conservation, rural development.

Annexure 6

Table 3 – Impact of Different Disasters on Children

BASIS	MAN-MADE	NATURAL	MULTIPLE
Personal Effect	Children witness or directly experience violence.	Children witness or directly experience mass destruction of life and property. Homes destroyed; displacement uproots children and families.	Children witness violence and mass destruction of life and property.
Displacement	Displacement uproots children and families.	Displacement uproots children and families. Future seems uncertain.	Homes are destroyed and displacement uproots children and families.
Uncertainty	Future seems uncertain.	Children may be affected psychologically, either by their own personal experiences or indirectly through stresses placed on their families and communities.	Future seems uncertain as children also get separated from their family. Effects of both man-made and natural disasters can be seen in this situation.
Other effects	Children witness or directly experience sexual abuse and fear repeated disasters.	Disaster makes access difficult, and movement of teachers and staff impossible and school infrastructure can be destroyed. Curriculum and learning aids are also destroyed.	

BASIS	MAN-MADE	NATURAL	MULTIPLE
Effects on system		Government overwhelmed with immediate needs of population, limited or no support to schools.	
Government's response	School buildings destroyed and curriculum and learning aids looted or destroyed.	Possible lack of teachers and system for paying teachers breaks down.	
Lack of Operation	Paralysed systems not operating in new context and UN, or host government runs education.		
Population	Populations move in large numbers to a concentrated area. Level of physical danger of disaster remains high.	Populations move in large numbers to a concentrated area.	
Physical Danger	Damage to roads and infrastructure slows immediate response. Families reunited but livelihood is weak.	Level of physical danger of disaster remains high.	
Investment/ Infrastructure	Homes rebuilt and people return to communities, but education facilities diminished.	Damage to roads and infrastructure slows immediate response.	
Livelihood	Reduced capacity for reconstruction due to poor health/ diseases. Focus on reconstruction of schools rather than teacher training, content of education.	Families reunited but livelihood is weak.	

BASIS	MAN-MADE	NATURAL	MULTIPLE
Infrastructure Not Education	Low-quality teaching as schools re-open, so there is a need for training teachers on disaster preparedness and environmental care.	Homes rebuilt and people return to communities, but education facilities diminished.	
Reconstruction	New skills necessary in building society.	No reconstruction required. Focus on reconstruction of schools rather than teacher training, content of education.	
Lack of Focus	Social status affected by role within conflict and cultural activity needs to be revitalised.	Low-quality teaching as schools re-open, so there is a need for training teachers on disaster preparedness and environmental care.	
Low-quality education	Large influx of aid-created dependency.	New skills necessary in building society.	
Skills		No effect.	
Socio-cultural Effects		Funding tapers off shortly. after disaster.	
Funding			

Annexure 7

Table 4 – Age-appropriate Response Area during Emergency

Age Group	Age-appropriate Response Area during Emergency		
	Relief Phase (less than 3 months)	Recovery Phase (3–12 months)	Resilience Building Phase (12 months)
3–6 years	Safe space for children with WASH. These safe space are led by child protection.	Create alternate safe institutional space in community for children under adult supervision.	Renovate/ modify Anganwadi Centres to create safe spaces for play and learning.
		Restore immunisation facilities through home and institutional space.	
		Provision of play and learning materials and stimulation for children at home/ shelter.	

Age Group	Age-appropriate Response Area during Emergency		
	Relief Phase (less than 3 months)	**Recovery Phase (3–12 months)**	**Resilience Building Phase (12 months)**
	Nutrition supply for mother and child at home/ shelter.	Access to nutrition supply through home continued.	
	Mapping children's learning and psychosocial needs.	Orientation of AWWs/ staff on learning and psychosocial support needs of children and caregivers.	Capacity building of ICDS functionaries on EiE component and children's needs.
		Engagement with caregivers to understand and address children's learning and psycho-social needs and how play-based learning can help to address children's needs.	Dedicated programme/ workshop for caregivers to address children's developmental (cognitive and non-cognitive) and psychosocial needs.
	Inter-departmental convergence WCD, Health and PRI	Establish inter-departmental coordination of ICDS system with Panchayati Raj, Education and Health department for effective delivery.	Coordinated sector plan for education in emergencies for younger children.
	Ensuring safety, shelter and protection of children	Reconstruction/ preparing schools for learning in a safe and secure environment. Ensure WASH facilities in schools with special focus on girls.	Ensure all the schools are RTE compliant and equipped with adequate WASH facilities for boys and girls; provision of life-skills training (through peer clubs and activities) to foster support networks and relationship building.
	Continuation of mid-day meal provisions	Distribution of textbooks and learning materials to children.	Review National Curricular Framework to promote peace education and building resilience in children (with content appropriate to the age/ developmental level of children).

Age Group	Age-appropriate Response Area during Emergency		
	Relief Phase (less than 3 months)	**Recovery Phase (3–12 months)**	**Resilience Building Phase (12 months)**
	WASH and Health facilities	Prepare schools to reach out to children with low tech solutions to continue education with focus on provision of psychosocial support and building resilience.	SCERTs to conduct safety audit of textbooks, develop materials for providing psychosocial support to children and organise teacher-training programme to equip teachers with necessary skills, which focus on developing computer/ digital/ media literacies to support the use of technology.
		Organise teacher-training programme to prepare teachers to deliver the content for cognitive development and socio-emotional support to children.	State Government to develop safety guidelines for schools and to monitor the schools following the guidelines at regular intervals.
		Accelerated learning programme for dropout children and alternative learning approach with flexibility to engage hard-to-reach children to bring them into the fold of education and to build resilience.	Develop capacity of school management committees to ensure children are supported during emergency situations by schools and communities and the child protection and safeguarding mechanisms are in place and communities are aware of these mechanisms.
		Develop a robust mechanism to track migrant children and financial provisions to continue education.	Second chance programme for dropouts through National/ State open schooling system and/or with support from CSOs.
14–18 years	Ensuring safety, shelter and protection of children	Provision of psychosocial support.	Life skills development through peer clubs and other activities to foster social networks and relationship building, vocational education.
	Food security	Form youth collectives for building resilience and fostering social networks.	

Age Group	Age-appropriate Response Area during Emergency		
	Relief Phase (less than 3 months)	**Recovery Phase (3–12 months)**	**Resilience Building Phase (12 months)**
	WASH and Health facilities	Create safety nets, especially, for girls to reduce the risks of early/ forced marriage, child labour, trafficking, other forms of exploitation and abuse.	
		Distribution of textbooks and learning materials to children.	
		Prepare schools to reach children with low tech solutions to continue education with focus on provision of psychosocial support and resilience building.	
		Condense the syllabus and provide extra support for catch up.	
		Ensure access to schools to reduce dropout risks.	
	Ensuring safety, shelter and protection of youth and adults	Non-formal education programmes for literacy and numeracy.	Technical and vocational education.
	Food security	Life skills development, awareness-raising to ensure safety and security such as landmine awareness, and mitigation and adaptation strategies in response to the effects of extreme weather events and other types of relevant emergencies.	Provisions for long-term support such as catch-up classes and vocational training.
	WASH and Health facilities	Provision of psychosocial support.	

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